

INTERCULTURAL COMMUNICATIVE COMPETENCE
Open Educational Resources
English and Spanish





Intercultural Communicative Competence
A Competitive Advantage for Global Employability
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Project partners:

Czech Technical University in Prague, Masaryk Institute of Advanced Studies (Czech Republic)

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University of León (Spain)

Castelo Branco Polytechnic Institute (Portugal)

English modules reviewed by Eva Císlerová

Spanish modules reviewed by Mario de la Fuente García

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CZECH TECHNICAL UNIVERSITY IN PRAGUE
MASARYK INSTITUTE OF ADVANCED STUDIES
School of Business & Interdisciplinary Studies



List of authors

Czech Technical University in Prague, Masaryk Institute of Advanced Studies (Czech Republic)

Monika Hřebačková
Hana Pavelková
Eugenie Rinnová
Martin Štefl
Jana Zvěřinová

Budapest Business School (Hungary)

Tamás Demény
Ildikó Dósa
Gyula Hegedüs
Agnes Loch
Ágnes Martínez
Ágnes Pál
Eva Bartane Varga
Mária Szijj
Judit Török

University of León (Spain)

Ana Rosa Arias Gago
Robert O'Dowd

Castelo Branco Polytechnic Institute (Portugal)

André Costa
Luis García
Margarida Morgado

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Introduction to the Open Educational Resources (OER) created by the ICCAGE Partnership

Modules for Teaching English and Spanish as Foreign Languages in Higher Education

The main objective of the ICCAGE partnership is to innovate **Intercultural Communicative Competence** (ICC) foreign language learning in English and Spanish in the light of new technologies, participatory cultures of the young, and global employability.

Courses taught in European Higher Education Institutions (HEI) face multiple challenges to adapt to new conditions of learning and living in increasingly globalized multilingual spaces and to gain relevance for students and employers as empowering preparation to face twenty-first century challenges.

Intercultural communicative competence has been recently redefined by the Council of Europe (2015) as a complex set of competences that include specific sets of attitudes, skills, knowledge, and values. At work and in their everyday activities, people are expected to develop intercultural awareness and a critical stance towards superdiversity and multicultural or multilingual environments. They are also expected to be capable of nurturing and sustaining intercultural dialogue especially in situations of significant cultural difference or diversity, cultural clash, cultural shock or conflict that derives from miscommunication and cultural encounters in shared spaces.

Thus, foreign language teaching as intercultural communicative learning has to prepare learners to answer questions like the following: How do we nurture a set of common values around which to organize life and work? How do we respect the diversity of others so as to be able to communicate with them? How do we resolve clashes between competing worldviews? What are the attitudes and behaviours we can and cannot accept (in terms of human rights) in a company and on shared spaces? How do we use intercultural dialogue to find solutions among different cultural traditions for common problems?

Having this framework and challenges in mind, the ICCAGE partnership created, tested and implemented **9 modules/units in English and 5 modules in Spanish** for Higher Education (see **table 1**) that address the acquisition and development of intercultural communicative competence.

As a whole, these modules not only address diverse language building skills and (online) communication skills, such as telecollaboration (see below more details on this topic), but they focus on intercultural communicative competence across **skills, attitudes, knowledge** and **values**, some examples of which are highlighted below:

Skills: Conflict-resolution; co-operation through working in multinational teams; intercultural mediation; intercultural negotiation; being able to express one's beliefs, opinions, interests and needs, explaining and clarifying ideas, advocating, promoting, arguing, reasoning, discussing, debating, persuading and negotiating at international/transnational levels.

Attitudes: Acknowledging (recognizing) differences in lifestyle, communication and listening styles as positive; listening actively; becoming aware of difference; openness to cultural otherness through communication, comparison and negotiation; understanding and accepting potential sources of cultural shock and the existence of cultural shock as a natural process of intercultural encounter; willingness to adopt analytical and critical thinking skills in evaluating processes; sensitivity towards cultural diversity and to world views, beliefs, values and practices which differ from one's own; curiosity about, and interest in discovering and learning about other cultural orientations and affiliations and other world views, beliefs, values and practices.

Knowledge: Cultural diversity and potential tensions related to global and national identities in the context of conducting business abroad; how to use common online tools to communicate and collaborate with international partners; own culture; facts and myths about other cultures; uses of English and Spanish as Lingua Franca for international communication; diverse business culture styles.

Values: Tolerance of ambiguity; difference as positive; engagement with others' values and opinions in an open manner; empathy.

Table 1. ICCAGE Modules

CODE	TITLE OF MODULE with brief synopsis
EN 1	<p>Moving Abroad</p> <p>In this telecollaborative exchange, students work with their international partners to compile a list of everyday issues that could make life hard for them when working or studying abroad. Students carry out online interviews and are required to negotiate and agree on common points of their findings in order to create a list of Dos and Don'ts of behaviour when staying abroad.</p>
EN 2	<p>Living with Global and Local Identities</p> <p>This module aims at having students understand basic ICC concepts related to models of culture, cultural values, global and local identities (globalisation and localisation), stereotypes, perception and interpretation, personal cultural programming. Students are led to identify and contrast some global and local features (visible as well as hidden) on their own and some other cultures in different fields. Students are invited to test some ICC theories.</p>
EN 3	<p>Working in Multinational Teams</p> <p>This module has students organizing an event collaboratively in international teams; understanding and comparing one business topic from perspectives of different cultures; handling correspondence and paper work concerning the organization of an event; and negotiating effectively to reach an agreement using appropriate functional language.</p>
EN 4	<p>Mediating between Cultures</p> <p>This module focuses on intercultural mediation as part of intercultural communication and has students experimenting with how a cultural mediator helps resolve conflicts among parties; analyses a problem from a cultural perspective; learns from other cultural perspectives; and arrives at a decision on what is negotiable and unnegotiable from a cultural perspective.</p>
EN 5	<p>Working with International Consumers</p> <p>This module invites students to lead a structured discussion about products and give feedback in English; and to negotiate effectively in English in an international environment using ICT tools for international business communication.</p>
EN 6	<p>Dealing with time</p> <p>This module has students noticing and understanding cultural differences in terms of handling time; recognising similarities/equivalences between their own and their partner's cultures; collecting and analysing information about a culture other than theirs; and negotiating common content in an intercultural/transnational context, while developing cultural awareness of how cultural programming influences them.</p>
EN 7	<p>Advertising for Tourism: how difficult is it?</p> <p>This module builds awareness of understanding uses of English as a lingua franca online via technology through meaningful, content-related target tasks. Students will engage in concrete and well-defined tasks that contrast uses of English among non-native private and business communities that use English for communication and trade.</p>
EN 8	<p>Communicating Online</p> <p>This module is aimed at providing students with an introductory experience of interacting with international partners in online environments. Students will use different online communication tools to complete with their international partners three interconnected tasks related to communicating and collaborating online. The module begins with a presentation task, before moving on to a comparative task and then finishes by engaging the online partners in collaborative work together.</p>
EN 9	<p>Launching a business abroad</p> <p>This module has students present their own business profile, work on a business plan for opening a restaurant abroad, create an advertising leaflet for a business abroad, and discuss effective slogans and forms of advertisement with partners abroad.</p>

ES 1	Creación de un paquete turístico/ (Planning an international holiday package) Crear un paquete turístico especialmente adaptado a las necesidades específicas de un determinado cliente. Analizar la experiencia personal y profesional producida en escenarios de comunicación real, tomando así consciencia de cómo las diferencias culturales afectan a la comunicación intercultural, de cómo y por qué se producen los malentendidos, los fallos en la comunicación, y comenzando a adaptar sus capacidades expresivas a las circunstancias específicas del encuentro.
ES 2	Vivir fuera de nuestro país (Moving abroad) Al final de este módulo los estudiantes serán capaces de; utilizar en la práctica el vocabulario adquirido, relacionado con turismo, movilidad, vida social, medios de transporte y gastronomía; identificar estereotipos e ir más allá; comunicar con más facilidad por Skype, utilizando el español como lengua franca; tener una actitud más crítica de la cultura propia; tener una actitud más crítica a la hora de buscar informaciones en la red; tener una actitud más empática a la hora de comunicar.
ES 3	Viviendo con identidades globales y locales (Living with local and global identities) Al final de este módulo los estudiantes serán capaces de: Mejorar la competencia comunicativa (capacidades expresivas, comprensivas y metacomunicativas) en el marco de los intercambios comunicativos interculturales; desarrollar una posición de apertura hacia nuevas culturas; generar curiosidad por lo desconocido, incrementando la consciencia de aquellas culturas que son diferentes a la propia y ahondar en las similitudes compartidas; desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas. Proponer una identidad global que defina la realidad globalizada actual.
ES 4	Trabajar en grupos multinacionales (Working in multinational teams) A finales de este módulo los estudiantes serán capaces de: integrarse en grupos multinacionales para poder realizar un proyecto común creando una empresa multinacional; adquirir conocimientos sobre España bajo el enfoque de negocios y empresas; analizar de forma crítica la información obtenida; concienciarse sobre la contribución de uno mismo y de los otros en el trabajo en grupos.
ES 5	Mediación entre Culturas (Mediating between Cultures) Al final de este módulo los estudiantes serán capaces de; entender cómo el mediador cultural ayuda a resolver conflictos entre los participantes en un encuentro intercultural; analizar un problema desde una perspectiva cultural; aprender de otras perspectivas culturales; definir qué es negociable y qué innegociable desde una perspectiva cultural; compartir información y comunicarse a través del correo electrónico.

How to Use These Modules

The created Modules (see **table 1**) are **Open Educational Resources** (OER) in digital form, available on the Internet, and as such can be freely used by anybody. These materials can and should be adapted to the needs of learners in several contexts, thus being available for customization.

In this case the OER are Modules which include an Overview of the activities of each Module, an Activity Schedule, and Activity Worksheets.

Since not all learning contexts are similar, it is not to be expected that these modules are directly transposed to HEI classes of English or Spanish. They have been created, reviewed, tested and implemented in several European classes (in the Czech Republic, Hungary, Spain and Portugal) during two semesters and their final form responds to the needs and conditions of several of those teachers, students and classes.

In our experience, some teachers adapt activities

across several Modules; others follow one Module in its entirety just to find out that it suits/does not suit their class; others manage to combine their curricular teaching with some of the activities, while some prefer to develop independent project work based on these materials; some teachers skip some activities that they do not consider relevant for their current class, such as telecollaboration, or homework; other teachers will reinforce proposed activities with others they have created.

Since the modules are described in detail, with suggested time for each activity, worksheets and comments on learning processes derived from the implementation practice, as well as suggestions for assessment, further links for reference and research, it is up to the HEI teacher to decide on how best to use these Modules so they respond to their classes needs.

On Telecollaboration

Most of the ICCAGE Modules use telecollaboration as a means to promote a virtual online exchange of students, who collaborate on a common project, as part of their engagement with cultural diversity management and as a first intercultural communicative experience. In the ICCAGE Modules several online communication tools are used to promote these exchanges, which may be more or less intense, carried out for shorter or longer periods of time, or be used synchronously or asynchronously. Needless to say, in a fast-paced changing world, all the recommended tools and apps may be substituted by those the students and teachers feel more confident with.

On English and Spanish as Lingua Franca for Communication

ICCAGE focus on English and Spanish as foreign languages has no hegemonic intention. Both languages are addressed as foreign languages learned by students in Europe and therefore connected to multiple identities. No forms of social exclusion are intended. Rather, several modules highlight how these languages are used in business in connection

to diverse identities; how they can be used for individual self-expression and to claim individual and cultural viewpoints on the world in combination with the individual's own culture. The ICC content of the modules further stresses that students must learn to accommodate and negotiate linguistic decisions that pertain to the English or Spanish language they are learning, but also to their plurilingualism and their multiple identities as speakers of several languages.

Being able to use a foreign language in socially and culturally appropriate ways does not, in our view, require the standard of native speakers; it relies on using it with intercultural awareness to the cultures of the interlocutors involved, who may be using non-verbal language in specific ways, using silence and gesture

as complements to words, or adapting a foreign language they use in global communication to several other cultural dimensions of their own culture.

Case Studies

If you are interested in learning more about how the ICCAGE Modules were implemented in HEI contexts, there are several **Case Studies** available as separate educational material available online (<http://iccageproject.wixsite.com/presentation/project-outputs/ICC>) that summarizes the most important aspects of the practice, including student feedback and transferability to other contexts. These are situated teaching and learning practices that will help other teachers decide how to use the ICCAGE Modules.

What can you find in each Module?

All modules have been organized according to a common template. Modules for English are written in English, while modules in Spanish use Spanish as communication language.

EN1	Moving Abroad	English	B2	14 hrs
module	language		lang. level	estimated time
Module objectives	<p>At the end of this module students will be able to identify the most important issues when preparing for a longer stay abroad, either as an Erasmus students, a trainee or as a young employee. They will know about culture shock and its stages, and they will have several lists of Dos and Don'ts for staying abroad in different countries. Through the telecollaborative task they will have experience in working with peers in other countries and they will learn how to exchange information through Skype, e-mail, and GoogleClass in order to work effectively together.</p>			
Target Competences	<ul style="list-style-type: none"> ● Language competence: <ul style="list-style-type: none"> – reading skills: understanding concepts, searching for details – listening skills: understanding non-British pronunciation and accent, analysing text – speaking skills: using functional language in interaction (introducing oneself, asking and answering questions, asking for opinion, negotiating content, giving presentations) – writing skills: genres (personal profile, event description, short essay) ● Intercultural skills: awareness raising, recognising and accepting differences and similarities, communicating at an international/transnational level, empathising, accumulating factual knowledge about other cultures, developing tolerance ● Online communication skills: using IT (Skype, e-mail, internet etc.) ● General working skills: critical thinking, establishing and maintaining contacts, working in a team, cooperating, organising work, collaborating to accomplish a task together <p>Collaboration via Skype sessions in discussing issues concerning business plans. Preparing personal business profile. Asking grammatically correct questions for specific purposes (business environment, personal information). Reviewing, correcting, and enhancing partners' project in progress.</p>			
List of activities	<p>Activity 1 Telecollaborative Task 1: Getting to know each other Activity 2 Cultural shock. Railway station Activity 3 Frankfurt Activity 4 Living abroad. Activity 5 Main Telecollaborative Task 2: Preparing for a longer stay abroad</p>			
Overview of activities	<p>Activity 1 Telecollaborative Task 1: Getting to know each other Conducting introductory interviews with online partners and writing personal profiles of team members</p> <p>Activity 2 Cultural shock. Railway station <i>Classroom activity. Reading text "Railway station" + work sheet</i> In class students get a short introduction into the idea of a cultural shock. Students then read a text in class about someone experiencing cultural shock and identify the stages depicted in the well-known graph. Then they discuss the topic.</p>			

	<p>Activity 3 Frankfurt <i>Listening + worksheet. Classroom activity.</i> In class students listen to authentic interviews made with people working or studying abroad, or having done so. They complete vocabulary and content tasks and then discuss their findings.</p> <p>Optional Telecollaborative Task: Conduct interviews with online partners about cultural shock based on Activities 2 and 3.</p> <p>Activity 4 Living abroad. <i>Listening + worksheet. Classroom activity.</i> In class students listen to an authentic interview made with someone who studied abroad for years. They complete vocabulary and content tasks and then discuss their findings.</p> <p>Activity 5 Main Telecollaborative activity: Preparing for a longer stay abroad Students work in international telecollaborative teams to identify the most important issues one might encounter when starting a longer stay abroad. Then as a team they draw up a list of these issues and also compile a Dos and Don'ts list of four countries per team. Following this, they prepare a common PPT about their findings, which is then delivered individually to the home classes. Students write a self reflective essay on their experiences.</p>
Recommended aids/tools	Skype, E-mail, Google Hangout, Facebook
Resources	authentic interviews
<p>Activity 1 Activity 2 Activity 3 Activity 4</p>	<p>WORKSHEET 1: Getting to know each other WORKSHEET 2: Cultural shock Railway station WORKSHEET 3: Interview Frankfurt WORKSHEET 4: Interview Living abroad</p>
+ 1 long term activity	WORKSHEET 5: Main Telecollaborative activity
Notes for teachers	<p>Recommendations for the teacher: This course is planned for students with a minimum B2 level English language knowledge. The worksheets help students with some of the vocabulary.</p> <p>Skype/email/Facebook activities are best left to students to be organized but it is useful to set deadlines for the individual stages of cooperation. It is also advisable to monitor students' progress.</p> <p>There are several possibilities to evaluate students' individual and team work. It may be useful to discuss in class how the telecollaborative task proceeds.</p> <p>It might be useful to start the first phase of the main telecollaborative activity parallel with Activity 1, to give students enough time for contacting each other. As the whole Activity 5 needs several exchange occasions, it is recommended to let students do their telecollaborative task parallel with previous activities, this way they will have the background knowledge from the class activities and the teacher can monitor the progress of the teams.</p>

These activities can be used in an intercultural communication class, as well as any other communication or language class. There is a complex range of skills included in the series of activities and students also need to use and develop not only their language but also their communication activities. Equally important is the fact that their intercultural sensitivity and awareness is developed during the tasks.

EN 1 – Moving abroad – Activity schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Week 1 to 2						
Activity 1	Week 1 Step 1: intro, speaking Step 2: speaking	Introduction of the topic, concepts and activities. Ss prepare introductory questionnaire in class. Ss form working pairs and join Google+ community. Conducting introductory interviews with online partners Telecollaborative Task 1: Getting to know each other	questionnaire (by T)	Classroom, online via Skype HW / Google+	30' 30'	190' (30+30+30+30) + 70 Preparation: T sends out invitation to community Google+ Telecollaboration
	Step 3: writing	Writing personal profiles of team members		HW	30'	
Activity 2	Week 2 Step 1: group work Step 2: group work/ individual work	Ss get a short introduction into the idea of a cultural shock (G). Ss read the text "Railway station" and do the task sheet exercises.	work sheet work sheet	Classroom Classroom/ Homework	30' 40' + 30'	
Week 3 to 4						
Activity 3	Week 3 Step 1: listening and writing Step 2: discussion Step 3: discussion	Frankfurt – listening + tasks Conducting interviews with online partners Comparing and discussion of results	authentic interview work sheet	Classroom / HW Online	30' 30' 20' 20'	 240' (80+60+60) Telecollaboration
Activity 4	Week 4 Step 1: listening and writing Step 2: discussion	Kata – listening + tasks Comparing and discussion of results	authentic interview work sheet	Classroom / HW Classroom	30' 30' 30'	 Telecollaboration
Activity 5	Step 1	Preparing interviews with partners via Skype Telecollaborative Task 2: Preparing for a longer stay abroad		Classroom out of class	30' 60'	 Telecollaboration

Week 5 to 7		420 (90+60+60+60+30+60+20+40)		
Activity 5	Week 5 Step 2	Conducting interviews in home institutions	out of class / HW	90'
	Step 3	Analysing data from interviews	out of class / HW / Google+	60'
Activity 6	Week 6 Step 4	Preparing list of issues and Dos and Don'ts	HW	60'
	Step 5	Preparing group presentations in online teams	HW	60'
	Step 6	Preparing for individual delivery of joint presentations	HW	30'
Activity 7	Week 7 Step 7	Giving presentation to class	Classroom	60'
	Step 8	Discussing telecollaborative experiences	Classroom	20'
	Step 9	Writing self-reflective essay	HW, Google+	40'

Red numbers: Classroom activity

Blue numbers: Classroom activity / homework

Green numbers: on-line activity

EN1	Moving Abroad Telecollaborative Exchange	9 hrs
module		estimated time

Brief Description of Activity	In this telecollaborative exchange, students will work with their international partners on compiling a list of everyday issues that could make life hard for them when working or studying abroad. Students will have experience in conducting interviews online and in agreeing on the common points of their findings. They will have to create a list together of Dos and Don'ts of behaviour when staying abroad.
Target Competences	<ul style="list-style-type: none"> ● Language competence: speaking, listening, reading and writing skills, making interviews, analysing data, ● Intercultural skills: realizing differences in everyday routines, understanding and accepting potential sources of cultural shock, and the existence of cultural shock, collecting facts about different cultures. ● Online communication skills: using IT (Skype, e-mail, Google Hangout, etc.)
Activity objectives	<p>At the end of this activity students will be able to</p> <ul style="list-style-type: none"> ● notice and understand cultural differences in everyday routines ● analyse and arrange information according to certain guidelines ● collect information and knowledge about a culture other than theirs ● prepare a Dos and Don'ts list on cultural issues ● negotiate common content in an intercultural/transnational context ● make an individual presentation based on a telecollaborative task
Language Configuration	Lingua Franca – English for all partners
Recommended Online Tools	<p>Each Telecollaborative Activity may include a combination of different online tools. The tools recommended for this telecollaboration are:</p> <ul style="list-style-type: none"> ● Email ● Skype ● Google Hangout ● Facebook
Stages of the Telecollaborative Exchange	<p>This Telecollaborative Exchange has a series of tasks which involve</p> <ol style="list-style-type: none"> 1. a brief exchange where students get to know each other. 2. an exchange based on making interviews with students who have been on an Erasmus exchange abroad or who are in the students' own country as exchange students, in order to find out about strange, unexpected, even shocking experiences during their stay. 3. a telecollaboration task where students work together to produce a common product which is a list of important issues to prepare for when planning to spend an Erasmus semester abroad, a Dos and Don'ts list on what to do, what not to do in four different countries.

<p>Overview of activities</p>	<p>Telecollaborative Activity 1: Getting to know each other</p> <p>Students from the participating institutions are paired or grouped (one student from each participating institute, if possible). They get a list of topics to be discussed during the “get to know” phase. Following the introduction students are expected to write a profile about their team mates.</p> <p>Optional telecollaborative task after Activities 2 and 3. Students ask their telecollaborative partners about any stereotypes and cultural shock events they have ever experienced.</p> <p>Main telecollaborative Activity 2 = Activity 5: Preparing for a longer stay abroad</p> <p>Step 1</p> <p>Students work in their international teams that were used for the introductory task. Each group member has to interview</p> <ol style="list-style-type: none"> students in their home country that have spent an Erasmus semester abroad, and ask them about their experiences, concentrating on unexpected, strange, shocking, “different from home” events. foreign students in their own institute that are spending their Erasmus semester in their home country at the moment, and interview them about their experiences with their home country culture. <p>The group members are expected to agree on their ways and methods of interviewing so that the interview results can then be compared easily.</p> <p>Step 2</p> <p>The groups compare and analyse their findings. Using their information from the interviews, each group compiles a</p> <ol style="list-style-type: none"> list of important issues to prepare for and be aware of before staying abroad for a longer period, list of Dos and Don'ts for four countries, 2 minute PPT or Prezi presentation together which is then presented individually to the rest of the class in the home institutions, and the best presentation is voted for. <p>Step 3</p> <p>Based on their telecollaboration experiences students write a short essay on team work, telecollaborative work processes, their role in completing the joint tasks and their findings about working in an international team online.</p>
<p>Suggestions for Assessment</p>	<p>Assessing products</p> <p>Three products might be assessed individually:</p> <ul style="list-style-type: none"> ● Personal profile (outcome of Telecollaborative Task 1: Getting to know each other) ● Pitch presentation to home class ● Essay on telecollaboration (Follow-up homework) <p>Assessing the work of the telecollaborative teams</p> <p>The common products of the joint project are</p> <ul style="list-style-type: none"> ● a list of issues that might be important to know about when moving abroad for a longer period ● a list of Dos and Dont's for four countries ● a common PPT or prezi for the individual presentations

Assessing work processes, team work participation

These areas should be discussed as they strongly contribute to the personal development of students. Experiences on team work and telecollaboration can be shared continuously during the work period and after the presentations. Students should write a self-reflective essay at the end of the task, in which they reflect on the whole work process, their own roles in the team and the task management, on problems and successes, lessons learnt.

Notes for teachers**Note 1: Students' working hours**

Task 1		
Skype interview	out of class	30'
Writing personal profiles of team members	out of class – indiv.	30'
Task 2		
Preparing interviews with partners via Skype	out of class – telec.	60'
Preparing interviews in home institutions	out of class – indiv.	90'
Analysing data from interviews	out of class – telec.	60'
Preparing list of issues and Dos and Don'ts	out of class – telec.	60'
Preparing group presentation	out of class – telec.	60'
Preparing for individual delivery of joint presentations	out of class – indiv.	30'
Giving presentation to class	in class (2' each) – indiv.	60'
Discussing telecollaborative experiences	in class – peers	20'
Writing self-reflective essay		40'
Total		9 hrs

Note 2: Suggestion for follow-up homework

Students should be asked to summarize their experiences with telecollaboration with students from other cultures in a short essay. They should be given points to elaborate on, such as the process of work, organizational issues, difficulties and successes, their own roles in the work, findings about others' working methods, feelings and personal lessons learnt about intercultural telecollaboration.

Note 3: E-mail, Skype or other online tools

It is worth pointing out that some communication is faster and more efficient via Skype or Google Hangout, as face to face discussion is far more efficient than having to wait for emails, but every time notes should be taken of issues discussed, decisions made and it is worth deciding on deadlines and next meetings. Likewise, in some cases, email might be a better form of communication as in this case the elements of the written assignment can be formulated and checked via email.

EN1	Moving abroad Activity 1 – Worksheet 1	60 mins
module		estimated time

In the following telecollaborative activity you will have to work together with a collaboration partner from the partner university abroad. The common language, as you probably do not speak the mother tongue of each other, will be English. You may use for your communication with your collaboration partners info communication tools such as Skype, Google Hangout, Facebook or e-mail. In the interest of successful cooperation free speaking and clarifying new words is unescapable.

Telecollaborative Task 1: Getting to know each other

Step 1

As a first step you will have to lead a conversation with your telecollaboration partner(s) from an institution abroad. As the interview will be conducted via Skype, you will be able to hear and at the same time see each other. Since it might be difficult to start a conversation with a stranger, you will get a list of topics for your orientation. There are 30 minutes to find out as much as possible about each other, during which you can take notes. The topics given below serve just as orientation and you are free to talk about anything of interest to you.

List of topics for the Skype interview:

- studies
- home
- everyday routines
- free time activities
- interests
- future plans

Step 2

After the interview write a short personal profile about the partner.



EN1	Moving Abroad Activity 2 – Worksheet 2	20–25 mins
module		estimated time

Read the following text and then do the tasks below.

Railway Station

I joined BASF in 1988 right after graduating from the university. At that time, the Thai Government did not allow foreign companies to run independent businesses. Thus, the representative of BASF in Thailand was a separate entity namely Asoke Chemical Industry, ACS. In my department, there were 3 people; my manager, one existing sales representative and myself. With no working experience, I was very much enjoying the immersion period and having my new working life in a new environment. For the few first months, I had to follow my manager or my senior sales to meet customers. Although I had good basic English when studying I had very few chances to practice for we normally only used the Thai language in day-to-day life. The situation forced me to practice and brush up my English to communicate with counterparts in Germany and with customers. My first lesson was not only learning about BASF's products, but its working culture and how to get along with customers and colleagues. After one and a half years, I had the chance to go to Germany for training in Ludwigshafen and to join a workshop in Berlin. Due to the long flying time, I had to leave Bangkok around midnight and arrived in Frankfurt early on Sunday morning. After I checked in and unpacked, I tried to find something to eat. Living in Asia, we never experience "not a single soul" on the streets. I thought that something might be wrong because I could not find anybody, really nobody was on the street. After hours of walking and meeting less than 10 people, I learnt that only the railway station was 'alive'. I managed to find food there. FANTASTIC! My second lesson came when I went back to my hotel room. In Thailand, we normally get a few bottles of drinking water as a compliment from the hotel. Unfortunately, I found none of them. I called the reception and learnt that the tap water is drinkable. Being a Thai,

I was a bit reluctant to do so. Then, I had to go out to the railway station again to buy drinking water. When I was there, I found many brands of drinking water but the entire labels were in German, which I could not understand. By guessing, I took the most attractive one back. My normal practice is to drink a glass of water before going to bed. Unfortunately, I had to spit the water out due to its strange taste. To me it was soda water, which I could not get used to. I went to bed with a very thirsty feeling. The next day, after discussions with my German colleagues, I found out that Germans normally drink beer or carbonated water (at that time). The plain still water is available as mineral water from France. EUREKA!

After a week of training, I planned to spend my weekend in Heidelberg. I took a few hours to understand the railway system, timetable and platform number in Ludwigshafen railway station. The only big problem was the German language. However, I was able to manage. I spent the whole day in Heidelberg and had a lot of fun. The day was ending and I had to go back to the hotel. I had to go again, to the railway station. I went there very early to make sure that I would not miss the train. While waiting, my real German railway station lesson happened. I saw one young girl and her boyfriend. It seemed like one of them had to leave. I saw tears and heard a long conversation (which I did not understand). Suddenly, the guy grabbed the girl and started a long and heavy kiss. I was shocked! As a Thai, at that time, we dared not to do such an (impressive) action in public. At BASF, I can always learn and am still learning. Not only learning about the products, learning about the customers and the competitors, learning about the new technology or learning how to deal with bosses, I am still learning about different cultures. My first cross-culture lesson took place at the RAILWAY STATION!



TASKS

I. Prepare a table in which you collect items that are

Amazing or strange	complicated or shocking

II. Based on the text decide if these sentences are true or false.

1. The Thai man was informed about intercultural shock before his trip to Thailand.
2. The shop closing act is a strict measure in the whole world.
3. Tha railway station was the safest territory for the Thai man.
4. In Germany people drink beer and tap water.
5. Language is one of the biggest intercultural barriers.

III. Find the expressions in the text that match the following definitions.

1. a person in the same position at another company
2. refresh your English knowledge
3. a welcome gift
4. communicate successfully with superiors
5. not be willing to do sth
6. the initial learning phase at a workplace
7. organizational culture
8. nobody
9. potable

IV. Discuss the following questions with your partner.

- Which surprizing event is also shocking for you? Which ones are natural for you?
- Descibe the differences between the culture of your home country and the one of Thailand.
- Do you think the world has changed since 1988? What do you think is different today?
- Do you think it is a bad thing to show feelings outdoors?
- How do you think language barriers can be overcome?



KEY TO TASKS:

Task I

Individual solutions

Task II

1/F, 2/F, 3/T, 4/T, 5/T

Task III

- 1/ counterparts,
- 2/ brush up my English,
- 3/ compliment,
- 4/ to deal with bosses,
- 5/ to be reluctant to do something,
- 6/ immersion period,
- 7/ working culture,
- 8/ not a single soul,
- 9/ drinkable



EN1	Moving abroad Activity 3 – Worksheet 3	30–40 mins
module		estimated time

I. In the interview you could hear the sentences a) and b) below. Discuss what they mean.

a) “You had your own task, I had my own task, everyone did what he or she had to.”

What is your opinion? How is it in your country? (Do you help each other, divide your tasks, do you ever have to do team work, do you like working in teams or rather on your own, etc?)

Write a short essay about the students' life at your institute.

b) “...in our future work it will be beneficial for us because of the workplaces”

What benefits of their stay in Germany do the girls mention? Can you think of any other positive impacts of a longer stay abroad? Write a short essay about the topic.

II. The next task is about stereotypes. Answer the questions and ask other people's opinion on stereotypes.

a) Find the stereotypes about Germans in the text. Complete the sentence below. Do you also think the same about Germans?

Germans are known as

.....

b) What stereotypes do you know about other countries and about your home country?

.....

.....

c) Do some research! What is the role of stereotypes in general?

III. You have heard about shocking events in the interview. Compile a list of them.

City Frankfurt	
Everyday habits and behaviours	
Food	
School life	
Free time	
Fashion	
Unexpected events	
Strictness	
Houses	
Respect of each other	



IV. Compare German culture and Hungarian culture.

a) Based on the text, decide which of the following sentences refer to Germany and which to Hungary. G stands for Germany and H stands for Hungary.

1. Attending of lectures is obligatory for students. G/H
2. Girls like to wear jewels. G/H
3. Pretty boring food. G/H
4. People want to know what the future brings. G/H
5. People hide their private territories from others. G/H
6. People share their private and business lives. G/H
7. Hardworking students are not respected, they are called "Streber". G/H
8. They like celebrating each tiny event. G/H

b) Which of these statements is relevant to your own culture?

V. Find the second halves (a-h) to the first halves (1-8) of the statements.

1. I remember when we went to the city centre and we looked around ...
 2. I remember when we go on the tram, you barely see that typical German looking people, ...
 3. But even the German teachers were not coming to class punctually, it was so funny, ...
 4. But it was concerning the German habits, the food even, for example when we were walking out the street, in lunchtime ...
 5. There were only a few Germans, but the others were from the UK, Australia, Netherlands, the US, ...
 6. And the guy from the United States, he was always really chilled, relaxed, but at the same time really positive, and always very direct, ...
 7. But concerning the fashion it was really surprising for me, that in Hungary like as a girl we take fashion, it's an important part of our lives, ...
 8. Not with their smartphones because they really have to turn them off, put it into your bags, ...
- a) ... and we saw so many kinds of people from all around the world.
- b) ... and it was so interesting to see that they were all showing the characteristic feature of their own cultures.
- c) ...and there what I experienced that the practical function of clothing is more important.
- d) ... people were most like from Arabic countries or from Turkey from India.
- e) ... but like they write you know some words and some hints on to their legs for example just hide their notes in the toilet and then ask out.
- f) ... on the other hand the Germans they were mainly interactive with each other.
- g) ... and you saw the business people in suit and tie, and with sausage in their hands.
- h) ... and if teachers came they were not Germans but from the US, or Dutch.

VI. Conduct an interview with your collaboration partner about the topics of the text (multi-culturalism, food, school life, open mindedness, private life vs. business life, climate, taking risks, following rules, respect).



ACTIVITY 3 – KEY “FRANKFURT”

II. (sample answers)

precise, punctual, they are not late, strict, hardworking

III.

City Frankfurt	cosmopolitan
Everyday habits and behaviours	People in suit and tie eat sausage on the street. celebrating tiny things
Food	Germans always eat sausages.
School life	Students work on their own, respect their professors, cheat in exams, can buy alcohol in school canteens, respect hard working students.
Free time	festivals, weekend activities
Fashion	not so important, rather practical
Unexpected events	people avoid them
Strictness	ticket inspection
Houses	no curtains; People don't cover their private life.
Respect of each other	A higher social position is respected, such as professors.

IV. Statements true for either Hungary or Germany

Country	Number of statement
Hungary	1, 2, 4, 5, 7
Germany	3, 4, 6, 8

V.

1.a, 2.d, 3.h, 4.g, 5.b, 6.f, 7.c, 8.e



Activity 3 TAPESCRIPT

FRANKFURT INTERVIEW: CULTURE SHOCK

- Can you believe that it has been already 10 months that we came back from Frankfurt, but it is like it was yesterday when we just went there the very first day, do you remember?
- I do, it was incredible, I remember when we went to the city centre and we looked around and we saw so many kinds of people from all around the world, and like in Budapest if you go out to the city, you see European looking people and there are people from everywhere.
- But I also remember that I was a bit stressed before moving there because Germans are known for being precise and so punctual, but in fact I remember when we had the project with the Germans...
- Yeah, we had this meeting, you mean that one right, when we were the first one who arrived and we thought we would be late, and finally they were late, the German people were late.
- The system, also there was no compulsory lecture or seminar we barely had any seminar but if we had then that was not compulsory.
- But even the German teachers were not coming to class punctually, it was so funny, and if teachers came they were not Germans but from the US, or Dutch, it was also something really interesting and...
- Ye. Even the teachers and the students also.
- Ye, ye. But it was concerning the German habits the food even, for example when we were walking out the street, in lunchtime and you saw the business people in suit and tie, and with sausage in their hands.
- Yes it's called Bratwurst, I remember.
- We could even buy it at the school canteen, with beer and champagne. You could actually buy alcohol at the school, ye that's funny.
- But it was at my workplace, that the team, the hostel team, the staff was also really international.
- Oh yes.
- There were only a few Germans, but the others were from the UK, Australia, Netherlands, US, and it was so interesting to see that they were all showing the characteristic feature of their own culture they brought, the roots of their cultures, so inherited in them. And the guy from the United States he was always really chilled, relaxed, but at the same time really positive, and always very direct, and the other hand the Germans they were mainly interactive with each other.
- They didn't really open to other cultures.
- Ye absolutely not.
- I remember at the school as everyone had their groups like we international students and then those few German students, they always stuck together just like us, that's true.
- But I think we were more open.
- We were, we definitely were. I think we at least were.
- Because they opened up only when they had to, and we were grouped into teams, for the projects, so basically they were open, but only if it was a must.
- But the free time is so amazing, how hard they work during the week, and at the weekend they just like they become totally different people, they got totally relaxed, they go to the weekend houses, barbecuing, drinking beer, and then when the Monday comes, they become hard workers again.
- And they were always wearing many, many layers preparing for warm weather and cold weather at the same time, so prepared for everything.
- Ye. And you know that like they always want to know what to do in a certain situation. This is as you said they always wanted to be prepared for different like unexpected events, unexpected weather, so I think they have high uncertainty avoidance like they always want to know what to expect. That's what I experienced at least.

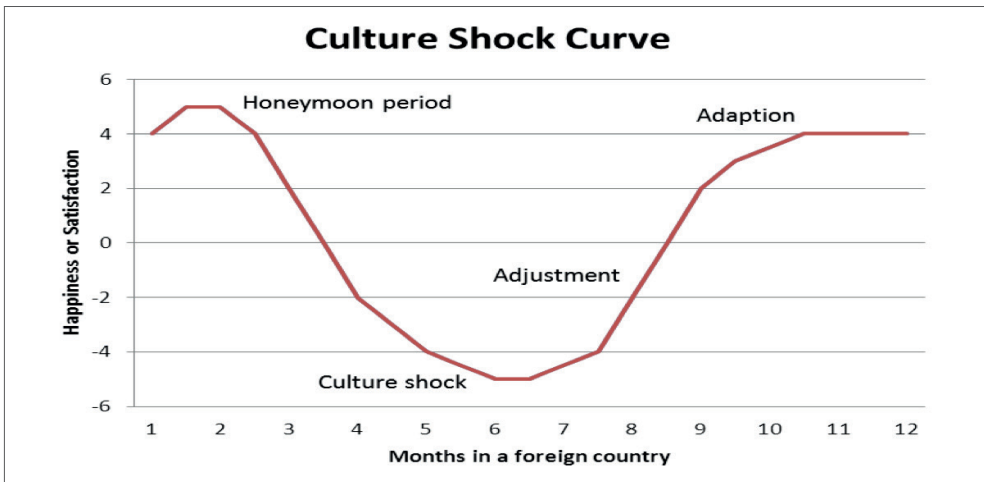
- True. Also about the presentations sometimes we were given handouts,
- Exact instructions.
- But I think, the individualism was also really strong there because during the classes it was so obvious that the German students just prefer working individually than in groups,
- Even when they were assigned to make group projects, everyone did their own part, and we didn't really help each other, you had your own task, I had my own task and everyone did what he or she had to.
- And if it's about strictness, because you know how we mentioned time and punctuality that it is actually stereotype it's not real anymore, but strictness is real. They are really strict if it's about rules and regulations.
- Ye I remember during the ticket inspection, that we made just a mistake and we were punished, we were fined so heavily.
- So they take the rules really seriously. But at the same time they are so proud of their culture.
- Yes! That is true.
- They have so many festivals where they celebrate so many little things, like just the beer the Oktoberfest where they drink and dress up in their traditional cloths.
- But concerning the fashion it was really surprising for me, that in Hungary as a girl we take fashion, it's an important part of our lives, and there what I experienced that the practical function of clothing is more important so it should be warm, cover the most important parts and waterproof, yes, and then comes fashion.
- Actually the many Germans don't have curtains on the windows because they think that if they have curtains than others will think that they have something to hide.
- But the respect of professors at the university was quite similar to like the Hungarian.
- It was it was it definitely was. They also have high power distance like they really appreciate people who are standing above you like we have a better social position. Or something. So they are respected. And even it was a bit controversial because when students left the classroom they always said Tschüss, like Hi instead of like you know saying good bye, or see you next week.
- True. And what I really liked there was that in Hungary experienced here at the Uni is that if someone is studying hard, and is hardworking, then this person is not respected but the others who are not so hardworking they make fun of them, and calling the "Streber" and in Germany it's just the other way round, those who performed the best they are respected because of their knowledge.
- Others look up to them. Exactly, exactly.
- Ye, and I really liked that.
- That's true. But on the other hand during exams even though they are very strict and they have this high power distance, and you know they study a lot, even though they actually try to cheat during their exam. Not with their smart-phones because they really have to turn them off, put it into your bags, but like they write you know some words and some hints on their legs for example just hide their notes in the toilet and then ask out.
- After all these I think we had the great benefit after having this experience. One year in Germany and for example many internship places require the applicants to have foreign experience like being abroad.
- I agree with you. And I believe that all that we experienced there contributed and still contribute to our personality now.
- So true. And I also believe that in our future work it will be very beneficial for us because of the workplaces, the employees are also becoming more and more international and as a result we perceive the others differently we know how to interact with them, which results in a better working environment.

EN1	Moving abroad Activity 4 – Worksheet 4	40 mins
module		estimated time

KATA INTERVIEW: CULTURE SHOCK

I. Listen to the first part of the interview and find the answers to the following tasks.

1. Which phases of the culture shock can you identify in the interview?



2. Collect perceived differences, feelings, reactions.

- a) Perceived differences:
- b) Feelings:
- c) Reactions:

3. Find the expressions in the text that match the following definitions.

- a) you adapt to a habit –
- b) you start to get rid of some habit –
- c) protection –
- d) opposite your own habits –
- e) guess, expectation –
- f) very open slippers usually worn on the beach –
- g) several items of clothing worn on top of each other –
- h) get anxious –



II. Listen to the second part of the interview and find the answers to the following tasks.

1. Find some strategies and methods to adapt to the new culture.
.....
2. Find synonyms to these words or expressions in the text.
 - a) imprinted, burned –
 - b) meeting, getting closer –
 - c) swearing, saying something completely unacceptable –
 - d) slip out, leave without causing attention –
 - e) grab, remove –
 - f) throwing down –
 - g) assumption –

III. Listen to the third part of the interview and find the answers to the following tasks.

1. In this part of the interview Kata is sharing some useful methods that might help you with the adaptation to a new culture. What are these methods?
.....
2. Based on what you hear, try to continue drawing the culture shock curve.
3. Why is the reverse culture shock even more unexpected than the original culture shock?
.....
4. Listen to part three again and fill in the missing words.

Something specific? Just the definition of open minded, I would rather use the phrase I am more of the experience of different people. When I was just ever only present in Hungary, when you see someone not following the rules you sometimes think that they are doing this, they are trying to be, they are, and you do not know how to approach that, except with contempt or anger. And I think now I understand not just theand how they simply do not know, they have different ways and whatever you see they are doing, do not think they are doing that because they are trying to you, it is just, you know. The first question I ask myself is, could there be another reason why they are not behaving the way we them to. But I also understand much better now the people who have never been Hungary and where their anger comes from and where their comes from, and again that is not because they are mean or ill willed, they simply have not had that that would allow them to think otherwise, and I think that helps me be much more patient with people around me. Sometimes I am also much better at what other people's problems will be, and often I will know what to tell a visitor upfront, because I had that same problem. So now, because I am still in the US, when I meet another Hungarian, arrived from Hungary, I know what the most important things are to tell them in terms of how to make their life easier, because now I know what I have been with.

IV. Here are a few questions for you to think about and discuss.

1. One Hofstede dimension can clearly be identified in the interview, which is that? Check the scores for Hungary and the US at <https://geert-hofstede.com/hungary.html> Are they in line with Kata's experiences? What is the score for your county? For yourself?
2. Write a paragraph about cultural sensitivity based on Kata's experiences and your own opinions.

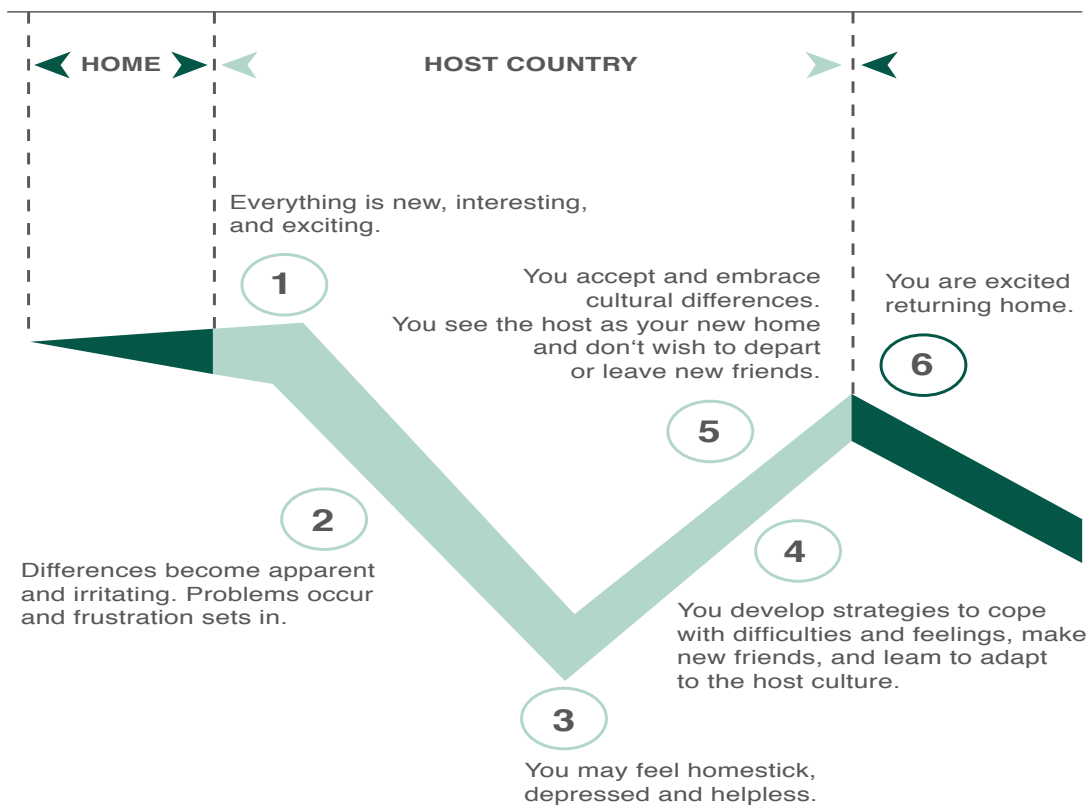


ACTIVITY 4 – KEY

- I/1** Which phases of the culture shock can you identify in the interview?
initial shock, irony, frustration, comparison, “we are better” feeling, want to go home, excitement, start to understand, observe, rationalization, think about differences, questioning own assumptions, experimenting
- I/2** Collect perceived differences, feelings, reactions.
Perceived differences: English, waste management, clothing
Feelings: ridiculous, idiots, sarcastic, mocking, I cannot deal with it, self-protection, self-irony
Reactions: did not turn to differences with understanding, just ridiculed them, we were better, we did things better, complete lack of understanding, brain protecting itself from the changes, sort of armour, need to protect my identity, a learning opportunity, questioning own assumptions
- I/3** Find the expressions in the text that match the following definitions.
- a) you adapt to a habit – you pick it up
 - b) you start to get rid of some habit – it rubs off
 - c) protection - armour
 - d) opposite your own habits – countering you
 - e) guess, expectation - assumption
 - f) very open slippers usually worn on the beach – flip flops
 - g) several items of clothing worn on top of each other – layers piled on myself
 - h) get anxious – freak out
- II/1** Find some strategies and methods to adapt to the new culture.
Sample answers: ease up on own habits, converge to others, just dive in, dare try out things, do what others do, start to trust them, lose own habits, change own ways
- II/2** Find synonyms to these words or expressions in the text.
- h) imprinted, burned - engraved
 - i) meeting, getting closer – convergence
 - j) swearing, saying something completely unacceptable – blasphemy
 - k) slip out, leave without causing attention – sneak out
 - l) grab, remove – snatch
 - m) throwing down – tossing
 - n) assumption – premise
- III/1** Methods to help adaptation:
talk about it, reflect on it, go for deep understanding, any other stay abroad, living with people from other cultures, being prepared for culture shock, international office, other international students



III/2



III/3 Why is the reverse culture shock even more unexpected than the original culture shock?

Sample answers: you are not as prepared for that, you get much less support, you are expected to be happy and reintegrate in a second, it is your own culture, you feel out of place, you feel angry

III/4 Listen to part three again and fill in the missing words.

Something specific? Just the definition of open minded, I would rather use the phrase **understanding**. I am more **understanding** of the experience of different people. When I was just ever only present in Hungary, when you see someone not following the rules you sometimes think that they are doing this **deliberately**, they are trying to be **rude**, they are **jerks**, and you do not know how to approach that, except with contempt or anger. And I think now I understand not just the **visitors** and how they simply do not know, they have different ways and whatever you see they are doing, do not think they are doing that because they are trying to **hurt** you, it is just, you know. The first question I ask myself is, could there be another reason why they are not behaving the way we **expect** them to. But I also understand much better now the people who have never been **outside of** Hungary and where their anger comes from and where their **intolerance** comes from, and again that is not because they are mean or ill willed, they simply have not had that **experience** that would allow them to think otherwise, and I think that helps me be much more patient with people around me. Sometimes I am also much better at **anticipating** what other people's problems will be, and often I will know what to tell a visitor upfront, because I had that same problem. So now, because I am still in the US, when I meet another Hungarian, **freshly** arrived from Hungary, I know what the most important things are to tell them in terms of how to make their life easier, because now I know what I have been **struggling** with.

Activity 4 TAPESCRIPT

KATA INTERVIEW: CULTURAL SHOCK

1. Part 1 of the interview

- So, your first stay in the USA was a one semester period. Can you tell me about your feelings about the few days and then later on how they have changed?

Well, first of all, I thought they did not know how to speak proper English, right, with this ugly “arrh”. And then I picked it up and now I talk with that and now I think your English is ridiculous [winks]. Actually, I thought a lot of things were ridiculous, and that is a sensation that I remember repeatedly having; that these people did not know how to be careful with your waste, and they were such idiots, apparently their parents did not teach them how to put only enough food on their plates that was enough, so that they would not have to throw any away... There were just a lot of things that I did not turn to differences with understanding or trying to understand where they come from – I just ridiculed them in my head. I thought I was just better, we did a lot of things better in my own country. Later of course I started to understand what the reasoning was behind their different behaviours. I started a blog, when I was there and the earlier entries are sarcastic and mocking. I turn with a complete lack of understanding to what they are doing. Then it sort of rubs off and I start to understand what is happening and start to pick up their habits and start to lose my old habits in this new environment. The blog is a social study in itself. The initial shock of „oh my god these people are not behaving the way I am used to, and why, because that is obviously the way to go”.

- What made you change your original way of thinking? When you say that slowly you started to adapt to their habits.

It was the way of my brain protecting itself from the changes. I put on sort of an armour of „this is me and my culture and my ways and everybody is different around me and I cannot deal with that right away, I need to protect my identity”.

- Did you ever have the feeling that it was a mistake to go there and you wanted to go back home?

Yes, of course I wanted to go back home, but no, I did not because it was very exciting and I took it as a learning opportunity. You know when you see that everybody around you is doing one thing that is counterintuitive to you but seems normal to everybody else then you start to question your own assumptions and you think “if everybody else is doing this then it must be OK”. And I am not saying that my original thoughts were wrong, it is just, there must be another way that is also fine. For example, it was unimaginable for me, you see, I arrived in winter, and there were some people out there in flip flops and T-shirts and I thought they were out of their minds, because I had like 5 layers piled on myself and two hats. And I probably looked ridiculous to them. I never went out in the winter in flip flops but I started to understand that this climate is actually normal for them, and they just don't freak out so much about being cold ... I need to be ready for any occasion and I need to have my layers because what happens if I am cold!? That is a disaster, right? And they are not like that, and that is fine. And when they are cold, they will do something about that. It was weird for me not to want to control every possibility, because that is what I was used to.

2. Part of the interview

- Then you simply tried out what they were doing?

Sometimes, with some things, and sometimes you just ease up on how hard your own habits are engraved. So maybe you don't put on 5 layers just 4, and that is a convergence to them, but other times I just dive in. This college was a very liberal college, they had a lot of programmes that involved e.g. a discussion or exploration of gender and sex issues and that was, I thought I was way more conservative. Not that I didn't think these issues were important but I certainly was not used to talking about them in the open with strangers, so at first

I looked at these programmes like blasphemy. And then there was a point when I felt; nobody of my family, my friends, or anybody that I care about is here and they are not going to know if I don't tell them, so I was going to go and check this thing out and if it is truly terrible then I am going to sneak out and not tell anybody. So this programme I went to was... just a lot of fun, I loved it. (So this programme I went to was a dance show with transgender people, so they were all transgender women and they were dancers and it was absolutely amazing. ... just a lot of fun, I loved it, and from then on I thought, OK, this is not something disgusting ...)

- So you kind of had to get rid of the watching eyes of the home culture, even though you were not at home, but you still had this pressure on you, how to behave the correct way?

Oh, yes. Not just that. There are a lot of habits that you carry with you but you don't realize, like now I know that I had a constant fear of being robbed. Because in a capital city you are just used to watching your stuff with hawk eyes, because at any minute somebody could snatch something. That is probably not true but that is the attitude that I was walking around with. And in Beloit I saw people entering the dining area and just tossing their bags, their open bags on the floor, and everybody did that. I thought, you people are so careless and probably so rich that you don't care if something gets stolen from your bag, and I just didn't bring a bag or I put my valuables in my pocket. And then once I lost my wallet or medication or something very important and I got a call saying „we found your stuff and you can pick it up here and there” and I was like, „what the ..”, and when I picked it up, I was like, OK, this place is obviously completely different. Then I left my bag there, probably I still didn't leave my laptop there, but my books and what not, I just left it there in the dining area entrance, because I started to trust the place and the local culture, that OK obviously here it is not that easy that people just steal everything. And OK, the premise of that is that everybody is rich and they don't need your shit, right, but I still had to lose the habit and change my ways.

- Did you talk to someone about all these things,

all the concerns, and all your self-doubts and these things, or was it just in your own head?

I think to some degree I definitely talked to others, I went with two other Hungarian students, but there was not this deep reflection that we are doing now, it was just a sharing of the weirdness of things, like “did you notice that this person does this and that”, and we just giggled, like schoolgirls. I don't think we went for deeply understanding what was going on, and that probably would have been helpful. I probably did most of the debriefing in my head and in my blog and later on.

3. Part of the interview

- Did you study anything, or do you think any kind of preliminary studies would have helped you to overcome these, I would not call them difficulties, but, how to call them, differences? Did anything that you later on read, help you to understand these things?

I knew a little bit about cultural shock and it was not my first time abroad, so that helped, too. Previously I had been for one week, two weeks, to different countries, and I lived with people from other cultures, so I was not entirely a virgin in this area. However, I never lived for such a long time anywhere else, and completely cut off from my own culture, my own people. But just knowing the fact that I needed to be prepared for a cultural shock helped, probably. I mean you can never be completely prepared, because you never want to believe that this is going to happen to you, because you think “this is stuff that happens to other people but I am not going to be shocked”, right? And then you are, and that is another thing to accept, that yes, this applies to you just as well. But for that reason I feel like the cultural shock was not as surprising to me. The reverse cultural shock, however, was very surprising and that left more of an impression on me than when I arrived in the US, than when I went back to Hungary, because, I feel, a lot of people talk about cultural shock, but reverse cultural shock is, I mean it is mentioned, but you are not as prepared for that. Nobody tells you before you take off to go home, that well, now you have to watch out for a reverse cultural shock and do not be surprised if it hap-

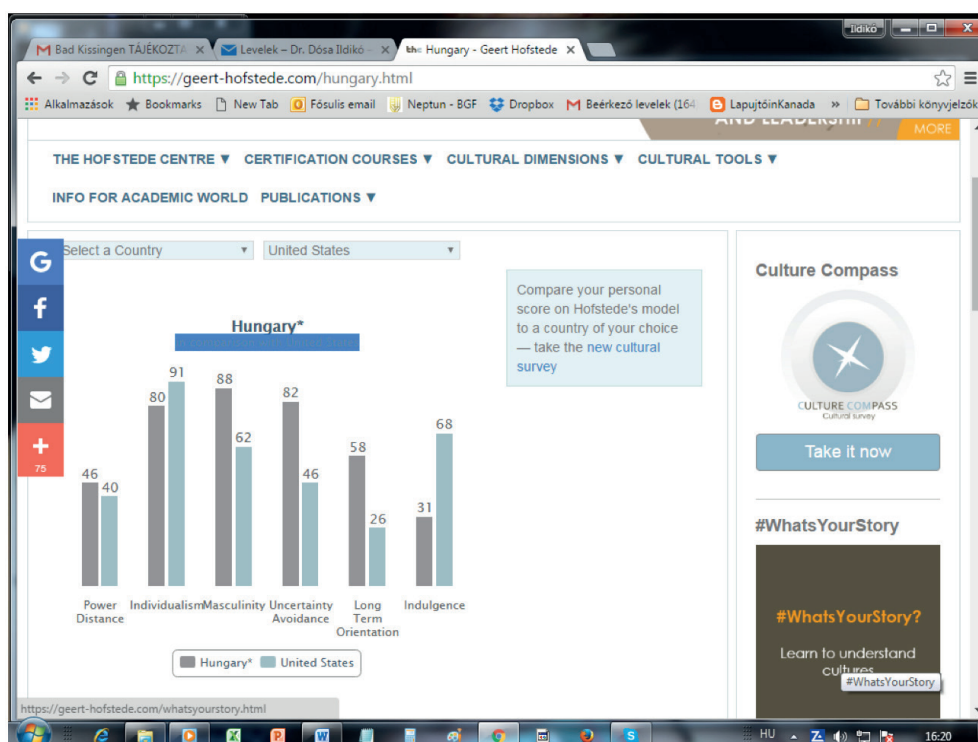
pens. And there is also much less support structure around reverse cultural shock, because, you know when you arrive, there was an office for international students, that you could always talk to, and there were other international students to talk to, and someone was always there to talk to you about how you feel in this new environment. And when I went back, there was nobody with whom I could talk, and I was expected to be happy and to reintegrate in a second, right, because that is my own culture, and I did not feel like that. I felt out of place, I felt angry that a lot of things that I grew to like in America are not happening at home, and why not!? And that was harder for me actually than going there.

- Can you say that after all this experience you changed in some way? You know we typically say that you are more open minded and more tolerant and something like that, but is there anything else perhaps that you can think of?

Something specific? Hm, open minded, I would rather use the phrase “understanding”. I am more understanding of the experience of different people. When I was just ever only present in Hungary, when you see someone not following the rules you sometimes think that they are doing this deliberately, they are trying to be rude, they are jerks,

and you do not know how to approach that, except with contempt or anger. And I think now I understand not just the visitors and how they simply do not know, they have different ways and whatever you see they are doing, do not think they are doing that because they are trying to hurt you, it is just, you know. The first question I ask myself is, could there be another reason why they are not behaving the way we expect them to? But I also understand much better now the people who have never been outside of Hungary and where their anger comes from and where their intolerance comes from, and again that is not because they are mean or ill willed, they simply have not had that experience that would allow them to think otherwise. And I think that helps me be much more patient with people around me. Sometimes I am also much better at anticipating what other people’s problems will be, and often I will know what to tell a visitor upfront, because I had that same problem. So now, because I am still in the US, when I meet another Hungarian, having freshly arrived from Hungary, I know what the most important things are to tell them in terms of how to make their life easier, because now I know what I have been struggling with.

- All right then, thank you very much for this very rich interview.



EN1	Moving abroad Activity 5 – Worksheet 5	8 hrs
module		estimated time

Preparing for a longer stay abroad

Step 1

You will work **in your international teams** that were used for the introductory task. Each group member has to **individually** interview

- a) students in their home country that have spent an Erasmus semester abroad and ask them about their experiences, concentrating on unexpected, strange, shocking, “different from home” events.
- b) foreign students in their own institute that are spending their Erasmus semester in their home country at the moment and interview them about their experiences with their home country culture.
- c) students that are planning to spend an Erasmus semester abroad, or their training period, or any other longer period.

The **group members are expected to agree** on their ways and methods of interviewing so that the interview results can then be compared easily. Some examples for interview questions might be:

- Have you ever experienced anything strange or unexpected, when you did not really understand what was going on? Tell me about it.
- Can you tell me about a situation when you had the feeling that things were really different from home?
- What kind of food or drink did you find most unusual?
- What kind of behaviour did you find most unusual?
- What do you think will cause the biggest problem for you to get used to when you are abroad?

Try to have general and specific questions, but you should agree with your team members about the question to be asked.

Step 2

When you have collected enough information during your interviews, the next step will be to compare and analyse your findings **as a team**. Using the information from the interviews, you, **as a team**, should compile a

- a) list of important issues to prepare for and be aware of before staying abroad for a longer period;
- b) list of Dos and Don'ts for four countries, of which at least one should be an “exotic” country, so that your presentation, which you will have to deliver in class, may be new and interesting for the other students;
- c) 2 minute PPT or Prezi presentation together in your team, which is then presented individually to the rest of the class in your home institutions, and the best presentation will be voted for. The best presentation is unique, interesting and at the same time very useful for preparing for a longer stay in this country, and it is delivered professionally.

Step 3

Based on your telecollaboration experiences, you will have to write a short essay **individually** on team work, telecollaborative work processes, your role in completing the joint tasks and your findings about working in an international team online.



EN2	Living with Global and Local Identities	English	B1/B2	10x 90 mins See Module Activity Schedule
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to</p> <ul style="list-style-type: none"> • understand basic ICC concepts related to models of culture, cultural values, global and local identities (globalisation and localisation), stereotypes, perception and interpretation, personal cultural programming • identify and contrast some global and local features (visible as well as hidden) on their own and some other cultures in different fields • apply some ICC theories – use DAE model (describe, analyse, evaluate) and report findings on the impact of globalisation vs. country’s specifics in doing international business and living abroad • share information and communicate via Skype, e-mail and Google+ platform.
Target Competences	<ul style="list-style-type: none"> • ICC: understand cultural diversity and potential tensions related to global and national identities • Language and communication: focus on relevant information, present opinions, write a formal report, communicate on-line Use functional language and vocabulary. • ICT: use Skype, e-mails and internet for work effectively, anticipate and prevent ICT risks
List of activities	<p>Activity 1: Introducing basic concepts: Filling in a questionnaire, defining a personal intercultural profile</p> <p>Activity 2: Selecting relevant information: Learning About Country’s Specifics</p> <p>Activity 3: Researching and data processing: carrying out an opinion poll and writing a report</p> <p>Activity 4: Perceiving and interpreting: creating a video and presenting country specifics as well as global features (introducing artefacts in an online contest)</p> <p><i>For more details see Module 2 Activity Schedule</i></p>
Overview of activities	<p>Activity 1: Informative. Answering theoretical questions in a short questionnaire. Ss think about and discuss culture and cultural values they are familiar with and try to focus on both visible and invisible features.</p> <p>Activity 2: Comparative. Ss prepare a questionnaire for foreign students coming to their country by selecting relevant information according to what they find important and useful to know about their culture. In the next step they respond to questionnaires about their international partners and compare priorities and cultural knowledge in an on-line discussion.</p> <p>Activity 3: Telecollaborative. Ss work with the given resources, summarise, evaluate and present conclusions, then carry out their own opinion poll and process collected data based on students views and experience with global and local identities. They sum up their findings in a formal report.</p>

	Activity 4: Telecollaborative. Ss choose 3 artefacts: one that represents their culture, one that represents their partner's culture and a global element to be found in both/several cultures. Ss make a video about the 3 artefacts and present it online in a contest. They discuss their choices, evaluate videos with the use of ICC knowledge and vote for the winner.
Recommended aids/tools	Google+ community or any other online platform which facilitates group to group interaction Skype, e-mails
Resources	http://www.kwintessential.co.uk/resources/country-profiles.html Lewis, R.: When Cultures Collide, Nicolas Brealey Publishing, ISBN: 978 1 904838 02 9 Gibson, R.: Intercultural Business Communication, OUP, ISBN: 978 0 19 4421805 Pilbeam, A: Teaching Intercultural Communication Course, 2015
Worksheets for Activities:	M2/Activity 1: worksheets 1A, 1B and instructions for students (Concepts – questionnaire + key) M2/Activity 2: worksheets 2A, 2B, 2C and instructions for students (Country specifics – quiz questions, Etiquette quiz, formal report + keys) M2/Activity 3: worksheets 3A, 3B, 3C and instructions for students (What do you see as local and global - survey; reading comprehension; report) M2/Activity 4: worksheet 4 and instructions for students (Video evaluation sheet)
Notes for teachers	Problems anticipated: students might be reluctant to communicate with each other; difficulties in avoiding stereotyping; technical difficulties when making the video and using new ICT tools

EN2 – Activity schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Weeks 1 to 2						
Activity 1	Week 1 Step 1 : intro	Introduction of the topic, concepts and activities. Ss form groups of 3 to 4, find a group's name, join Google+ Ss answer introductory questionnaire (-> Worksheet 1a)	questionnaire (by T)	Classroom	30'	Preparation: T sends out invitation to community Google+
	Step 2: writing	Ss write an e-mail to introduce the group (G) (-> Worksheet 1b)	e-mails	Google+	30'	
	Week 2 Step 3: follow-up: reading, online discussion	Ss read other G's emails + comment, respond, ask questions to learn more	e-mails	Google+ forum	60'	
Weeks 3 to 4						
Activity 2	Week 3 Step 1 : intro-speaking Step 2: writing Step 3: reading, writing Week 4 Step 4: reading Step 5: discussion Step 6: writing	1) Brainstorm about what you expect people to know about your country Create a quiz of 20 questions – (-> Worksheet 2a) Complete other G's quiz 2) Read and solve Etiquette Rules quiz (-> Worksheet 2b) Discuss quizzes 1 and 2 Write a formal report on the results of the quizzes and your conclusions. (-> Worksheet 2c)		Classroom Classroom / HW, Google+ Classroom / HW Classroom / HW Classroom Classroom / HW, Google+	20' 30' 30' 20' 30' 60'	190' (50+140)

Weeks 5 to 6		240' (120+120)		
Activity 3	Week 5 Step 1: intro-reading 1 Step 2: reading 2	Read article about globalisation and solve reading comprehension tasks. (-> Worksheet 3a) Read and discuss what international Ss think about local and global phenomena.	Classroom / HW	30'
	Week 6 Step 3: opinion Step 4: discussion, writing	Ss carry out their own opinion poll. (-> Worksheet 3b) The two Gs have an online discussion and write a common report on the impact of globalisation on their countries. (-> Worksheet 3c)	facebook / personal interviews Skype	60' 60'
Weeks 7 to 9		330' (30+180+120)		
Activity 2	Week 7 Step 1: intro-speaking Step 2: online discussion Week 7-8 Step 3: Speaking, presenting Week 9 Step 4: discussion Step 5: Speaking, writing, evaluating	Think and decide about 3 artefacts. Ss discuss with other national G whether the artefacts are appropriate. Create video recording (-> Worksheet 4) (Online/in class) discussion with other G about the artefacts and videos, Online video contest, voting Selected videos presentations, evaluation and contest, winners awards	Classroom Google+, Skype Classroom / HW, Google+ Skype / in class	30' 30' 180' 60' 30'
		Optional; in the case of personal interviews it has no meaning TELECOLLABORATION TELECOLLABORATION		
		If possible, try to start Activity 4 earlier as it might take longer than 3 weeks. TELECOLLABORATION TELECOLLABORATION		

Red numbers: Classroom activity;

Blue numbers: Classroom activity / homework;

Green numbers: on-line activity

EN2	Living with Global and Local Identities	English	B1/B2	90 mins
module		language	lang. level	estimated time

Activity 1	Introduction to the topic, basic concepts; How do I belong to my culture – introduction to your partner
Aim	To find out how much Ss know about the basic terminology of culture, globalisation, intercultural communication, etc. To introduce the group to the group in the other country. To acquaint Ss with Google+
Steps/Tasks	1.1 T introduces the topic, concepts and activities. 1.2 Ss form groups of 3 to 4, select a name for their group, join Google+ 1.3 Ss respond to an introductory questionnaire (Worksheet 1A) 1.4 Ss write an introductory message on Google+ to introduce their group to a group in the other country using their intercultural profile (Worksheet 1B) 1.5 Ss read the other group’s messages, discuss them and ask relevant selected questions on Google+ (in writing) 1.6 In addition, Ss can discuss questions suggested in Worksheet 1A and compare their attitudes
Suggested Assessment Criteria and subcriteria	Task completion Content Language/communication skills Team work
Recommended aids/tools	Google+ or any other online platform which facilitates group to group interaction
Resources	
Notes for teachers	1.1 T introduces the topic, concepts and activities, describe the objective and tries to raise Ss’ interest. 1.2 Help Ss form groups of 3 to 4. Invite Ss to Google+. Help them to choose an appropriate name for their group (ask them to change it if it sounds inappropriate, unintentionally offensive, etc.) 1.3 Give Ss Worksheet 1 as group work in the classroom or HW. After Ss have solved the quiz or uploaded their answers on Google+, go over the solutions with them and discuss/explain the correct answers. Encourage them to clarify their reasons for having given any wrong answers. The discussion can take place in the classroom or on a forum on Google+. 1.4 Give hints about what to include in the email (introductory message) if necessary. In class or HW. 1.5 Ask Ss what they find interesting, surprising in the other group’s introductory email. Point out some cultural differences which might be obvious from the emails. The discussion can take place in the classroom or on a forum on Google+.

EN2

Living with Global and Local Identities

Activity 1A – Worksheet 1A

module

“*Living with Local and Global Identities*” introduces a set of activities and tasks aimed at in-and-out-class use and telecollaboration. It focuses on learning about another culture and identifying common features as well as local specifics. Primarily, it was prepared for university students in Hungary and the Czech Republic, however, it can be easily adapted to other cultures. The unit is intended as a semester course but most activities can be used individually depending on the time availability and the type of course.

Worksheet 1A

The following introductory questionnaire tests your knowledge about the basic intercultural terminology. Choose the correct answers (there is only 1 to each question) and upload your answers to Google+. Then study the questions in the EXTENSION and write your group opinion for your partners. Do you take similar attitudes or do you differ?

Find the best answers (A, B, C or D) to the following questions.

1. **The term “culture” covers various areas. One of the following lists contains items which are NOT usually considered to be elements of culture:**
 - a) Architecture, eating customs, religion
 - b) Pop music, business etiquette, attitudes to time
 - c) Geography, mathematics, grammar
 - d) Literature, attitudes to gender issues, gastronomy
2. **What do you mean by the term “stereotype”?**
 - a) Two different types of something
 - b) A conventional and oversimplified opinion or image of something or somebody
 - c) An objective and detailed description of something or somebody
 - d) The collection of the worst characteristics of a person or a group of people (e.g. nation)
3. **Which of the following is the best example for “intercultural communication”?**
 - a) Interaction between a working-class person from the UK and a British aristocrat.
 - b) Interaction between a Hungarian person living in Hungary and a Hungarian person living in Romania (Transylvania).
 - c) Interaction between a Catholic person from Poland and a Catholic person from the Philippines.
 - d) Interaction between a Russian person living in Moscow and a Russian person who immigrated to the USA 5 years ago.
4. **Which of the following phenomena is NOT usually associated with globalisation?**
 - a) An international company establishes business ventures in several other countries
 - b) The consumption of products which are sold worldwide
 - c) Trade between two neighbouring countries
 - d) A West European company outsources its manufacturing operations to Taiwan
5. **Which of the following is the best example for local identity?**
 - a) A person feeling strongly attached to the European Union.
 - b) A person who is proud to be a cosmopolitan.
 - c) A person who has sentimental feelings about his/her birthplace.
 - d) A person who is strongly attached to the country or region where he lives

KEY to worksheet 1A_Basic concepts

- 1. The term “culture” covers various areas. One of the following lists contains items which are NOT usually considered to be elements of culture:**
 - a) Architecture, eating customs, religion
 - b) Pop music, business etiquette, attitudes to time
 - c) Geography, mathematics, grammar
 - d) Literature, attitudes to gender issues, gastronomy
- 2. What do you mean by the term “stereotype”?**
 - a) Two different types of something
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 - d) Interaction between a Russian living in Moscow and a Russian who immigrated to the USA 5 years ago.
- 4. Which of the following phenomena is NOT usually associated with globalisation?**
 - a) An international company establishes business ventures in several other countries
 - b) The consumption of products which are sold worldwide
 - c) Trade between two neighbouring countries
 - d) A Western European company outsources its manufacturing operations to Taiwan
- 5. Which of the following is the best example for local identity?**
 - a) A person feeling strongly attached to the European Union.
 - b) A person who is proud to be a cosmopolitan.
 - c) A person who has sentimental feelings about his/her birthplace.
 - d) A person who is strongly attached to the country or region where he lives.



EXTENSION:**Questions for discussion:**

Why is culture described as an iceberg?

Which of the values mentioned below do you find easy to recognize?

Which of the values mentioned below do you find most difficult to recognize?



In activity 1B you will introduce yourselves to the international partner from the inter/cultural point of view. Consider different possible influences which characterise you (e.g. family, national or regional origin, gender, education, religion, special interests, etc.). Guess how strongly these features/values affect what you think and what you do. Try to quantify each influence (e. g. family 25%, national origin 30%, gender 15%...). Finally, draw a pie/bar chart indicating the importance of each feature.

1. Make a list of possible influences that affect what you think and how you act.

(family, origin, culture, education, religion, gender, interests, etc.)

.....
.....

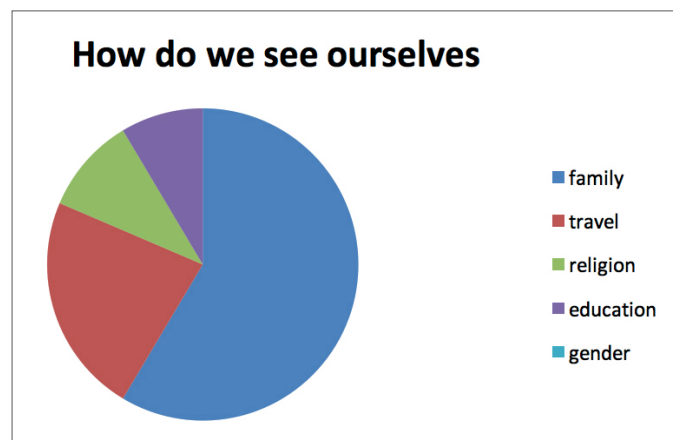
2. Try to quantify each “component“.

(e.g. 25% family, 20% gender, 30% education...)

3. Draw a chart, upload it on Google+ and compare with the other group.

What do you have in common and where do you differ?

Sample chart:



EN2	Living with Global and Local Identities	English	B1/B2	3 hrs
module	language		lang. level	estimated time
Activity 2	Country specifics – find out how much you know			
Aim	To find out how much Ss know about particular countries and to discuss which information is really important and relevant.			
Steps/Tasks	<p>2.1. Try to make a list of 10 things that you associate with the partner's country. How difficult is it for you?</p> <p>2.2. In your national teams brainstorm what incoming foreign students should/need to know about your country. Prepare a set of 20 T/F statements for a quiz for foreign students coming to study in your country. Cover various areas such as geography, history, culture, sports, etiquette, etc. Use worksheet 2A. Agree on a quiz tool (Google forms or similar).</p> <p>2.3. Exchange the quizzes (links to on-line quizzes) with your international partners and test yourselves to find out how much you know about what your partners consider common/important/useful to know about their country.</p> <p>2.4. Compare your quizzes and discuss to what extent you find the knowledge relevant. Is there anything you do not find useful? Explain why.</p> <p>2.5. Read the list of business etiquette rules and answer the questions on Worksheet 2b.</p> <p>2.6 In your national teams/in groups write a short report comparing Czech and Hungarian cultures (your own and your international partners' cultures) and what your foreign partners know and find important about your country. Has anything surprised you? Use Worksheet 2c</p>			
Suggested Assessment Criteria and subcriteria	Task completion Content Language/communication skills Team work/individual work			
Recommended aids/tools	Creating Google+ community for quizzes and online discussion. Worksheets 2a, 2b, 2c			
Resources	http://www.kwintessential.co.uk/resources/country-profiles.html Lewis, R.: When Cultures Collide, Nicolas Brealey Publishing, ISBN: 978 1 904838 02 9			

Notes for teachers

Task 2.1.

T should help students realize how difficult it may be to answer overly specific or detailed questions about other cultures (in Task 2.2.).

Task 2.2.

What is considered essential information in terms of a country or culture? The answer is that all information may be relevant if it helps the visitor to be informed, to avoid mistakes and misunderstanding or looking uninterested. However, the factual knowledge usually includes at least the name of the currency, the main cities, some economic figures, religion, some facts about music and arts, famous people/politicians, dos and don'ts.

T or a student in charge will create a virtual community on the Google+ platform and invite the other students to share the results of their quizzes and debates. (Tasks 2.3. and 2.4.)

Depending on time, some tasks may be given as homework assignments and be prepared in advance/outside class.

EN2

Living with Global and Local Identities

Activity 2A – Worksheet 2A

module

A) SAMPLE WORKSHEET ABOUT THE CZECH REPUBLIC:

Country code: CR	QUESTIONS	TRUE	FALSE
1.	The Czech Republic is located in Eastern Europe.		
2.	The Czech Republic (CR) has access to the Baltic Sea.		
3.	The highest mountain of the CR is Sněžka.		
4.	The CR shares borders with Austria, Poland, Slovakia, Germany and Hungary.		
5.	The population of the CR is about 10 million.		
6.	The Czech Republic and Czechoslovakia are identical names for the same country.		
7.	The Czechs fought against the Nazis in World War II.		
8.	Vaclav Havel was a writer and also the president of the Czech Republic.		
9.	The Czechs were part of the Austro-Hungarian Monarchy before 1918.		
10.	Charles IV was the Czech king and Holy Roman Emperor in the 14th century.		
11.	There is no nuclear power plant in the CR.		
12.	The CR is a producer of cars and motorcycles.		
13.	There is no production of tobacco or tea in the CR.		
14.	The CR exports wine and meat.		
15.	The CR has a Nobel Prize winner for literature.*		
16.	Fried cheese is a typical Czech dish.		
17.	Czechs are not used to taking their shoes off in their homes.		
18.	Leaving food on your plate usually means you did not enjoy the meal and is not very polite in the CR.		
19.	The Czech ice-hockey team has won the Olympic Games.		
20.	Anton Dvorak was a Czech singer well known all over the world.		



Country code: CR	SAMPLE QUESTIONS+KEY	TRUE	FALSE
1.	The Czech Republic is located in Eastern Europe.		x
2.	The Czech Republic (CR) has access to the Baltic Sea.		x
3.	The highest mountain of the CR is Sněžka.	x	
4.	The CR shares borders with Austria, Poland, Slovakia, Germany and Hungary.		x
5.	The population of the CR is about 10 million.	x	
6.	The Czech Republic and Czechoslovakia are identical names for the same country.		x
7.	The Czechs fought against the Nazis in World War II.	x	
8.	Vaclav Havel was a writer and also the president of the Czech Republic.	x	
9.	The Czechs were part of the Austro-Hungarian Monarchy before 1918.	x	
10.	Charles IV was the Czech king and Holy Roman Emperor in the 14th century.	x	
11.	There is no nuclear power plant in the CR.		x
12.	The CR is a producer of cars and motorcycles.	x	
13.	There is no production of tobacco or tea in the CR.	x	
14.	The CR exports wine and meat.	x	
15.	The CR has a Nobel Prize winner for literature.*	x	
16.	Fried cheese is a typical Czech dish.	x	
17.	Czechs are not used to taking their shoes off in their homes.		x
18.	Leaving food on your plate usually means you did not enjoy the meal and is not very polite in the CR.	x	
19.	The Czech ice-hockey team has won the Olympic Games.	x	
20.	Anton Dvorak was a Czech singer well known all over the world.		x

Notes:	<i>The questions can cover areas such as geography, history, industry, culture, sports, and etiquette. To get a more balanced questionnaire, suggest that students use a set of questions for each area (as above).</i>
*	<i>Jaroslav Seifert, a poet (awarded the NP in 1984). Jaroslav Heyrovsky, a chemist (awarded the NP in 1959).</i>



B) SAMPLE WORKSHEET ABOUT HUNGARY:

Country code: HU	QUESTIONS	TRUE	FALSE
1.	Hungary is located east of Poland.		
2.	Hungary has no access to the sea.		
3.	Hungary has several mountains higher than 2000 metres.		
4.	Hungary shares borders with Austria, Slovakia, Romania and the Ukraine.		
5.	The population of Hungary is about 10 million.		
6.	The communist system fell in 2004.		
7.	Janos Kádár was the Hungarian communist leader in the 20th century.		
8.	Hungary has more than 3 Nobel Prize winners in science.*		
9.	There are four colours in the Hungarian flag: red, green, orange and white.		
10.	Hungarian is a Romance language.		
11.	There is no nuclear power plant in Hungary.		
12.	Hungary is a producer of wine, porcelain and salami.		
13.	There are several foreign-owned car manufacturers operating in Hungary.		
14.	Hungary's most important trading partner is Russia.		
15.	Many Hungarians do not clink glasses when drinking beer.		
16.	A stew with a lot of sweet paprika is a typical Hungarian dish.		
17.	Hungarians shake hands and bow deeply to each other when they are introduced.		
18.	A famous Hungarian invention is the Rubik's cube.		
19.	Hungary won an Olympic gold medal in figure skating.		
20.	Béla Bartók was a famous Hungarian writer.		



B) SAMPLE WORKSHEET ABOUT HUNGARY:

Country code: HU	SAMPLE QUESTIONS+KEY	TRUE	FALSE
1.	Hungary is located east of Poland.		x
2.	Hungary has no access to the sea.	x	
3.	Hungary has several mountains higher than 2000 metres.		x
4.	Hungary shares borders with Austria, Slovakia, Romania and the Ukraine.	x	
5.	The population of Hungary is about 10 million.	x	
6.	The communist system fell in 2004.		x
7.	Janos Kádár was the Hungarian communist leader in the 20th century.	x	
8.	Hungary has more than 3 Nobel Prize winners in science.*	x	
9.	There are four colours in the Hungarian flag: red, green, orange and white.		x
10.	Hungarian is a Romance language.		x
11.	There is no nuclear power plant in Hungary.		x
12.	Hungary is a producer of wine, porcelain and salami.	x	
13.	There are several foreign-owned car manufacturers operating in Hungary.	x	
14.	Hungary's most important trading partner is Russia.		x
15.	Many Hungarians do not clink glasses when drinking beer.	x	
16.	A stew with a lot of sweet paprika is a typical Hungarian dish.	x	
17.	Hungarians shake hands and bow deeply to each other when they are introduced.		x
18.	A famous Hungarian invention is the Rubik's cube.	x	
19.	Hungary won an Olympic gold medal in figure skating.	x	
20.	Béla Bartók was a famous Hungarian writer.		x

Notes:	<i>The questions can cover areas such as geography, history, industry, culture, sports, and etiquette. To get a more balanced questionnaire, suggest that students use a set of questions for each area (as above).</i>
*	<i>10 Hungarian Nobel Prize winners in science. The most famous is Albert Szent-Gyorgyi.</i>



EN2

Living with Global and Local Identities

Activity 2 – Worksheet 2B

module

Country code:	QUESTIONS	TRUE	FALSE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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15.			
16.			
17.			
18.			
19.			
20.			



There are several websites on the internet that give advice to business people on how to behave in different cultures. They describe local customs and etiquette rules. Although in some cases such websites can be useful, they often have a stereotypical approach.

The following country specifics are from kwintessential.co.uk. Read the list and decide

- which sentences refer to the Czech Republic,
 - which sentences refer to Hungary, and
 - which sentences refer to a third country.
1. Foreigners are expected to shake hands but the traditional form of greeting is the bow.
 2. During the meal in a business partner's house the hostess will wish the guests a hearty appetite at the start of each course.
 3. They never clink glasses if drinking beer.
 4. In general, you should be cautious about giving flowers since people over the age of 35 often see flowers as having a romantic connotation.
 5. Business cards are exchanged constantly and with great ceremony.
 6. Do not discuss business at the dinner table as people tend to separate their business and personal lives.
 7. They often use stories, anecdotes and jokes to prove their points.
 8. In a meeting they often remain silent for long periods of time.
 9. At informal meals the napkin remains folded next to the plate; at formal meals the napkin is unfolded and put on your lap.
 10. Eye contact is very important and is regarded as a sign of sincerity.

Discuss the following questions in your group:

- Which country do the three sentences refer to? List more rules that must be followed in that country.
- Do you agree with all the statements that refer to your country? If not, why?
- Do you think such lists can be useful? How much do they help to understand a culture?

KEY:

Czech Republic: 4, 6, 9, Hungary: 2, 3, 7, 10, Japan: 1, 5, 8.



EN2

**Living with Global and Local Identities
Activity 2C – Worksheet 2C**

module

Task description

In Activities 2A and 2B you have

- prepared a quiz about your country and sent it to your partner group
- discussed and completed a quiz about the partner country
- answered a questionnaire about business etiquette rules in your country and the partner country.

Now, discuss the results of the quizzes in your group and then write a formal report using the template below. In the report you can include the following points:

- the purpose of the report is to show how well Czech and Hungarian students know the other country
- highlight the questions that you found most difficult/very easy in the other group's quiz
- evaluate the performance of the other group, mentioning some replies that you found surprising
- mention some points that you found especially interesting in the etiquette rules
- you can report on the percentages of correct/incorrect answers in your group
- draw conclusions from the findings: e.g. What kinds of questions were especially difficult/easy for the Czech and Hungarian students and why?

Upload the report to Google+. Study and discuss your findings.



Report on the perception of other nations and cultures

1. Terms of reference

[Give a short description of the purpose of the report. 20-30 words]

2. Proceedings

[Describe how you collected the data, e.g. questionnaire, personal interviews, etc. 30-50 words]

3. Findings

[List all the important information that you have collected during the survey. 200-300 words]

4. Conclusions

[Based on the findings, summarise your conclusions. 50-100 words]

Date:

Prepared by:



SAMPLE

Report on the perception of Piresean and Gwondanian cultures by students from the other country

1. Terms of reference

[Give a short description of the purpose of the report. 20-30 words]

The purpose of this report is to explore the differences between Piresean and Gwondanian cultures from the perspective of university students from in Piresia and Gwondana.

2. Proceedings

[Describe how you collected the data, e.g. questionnaire, personal interviews, etc. 30-50 words]

During the survey a link of an on-line questionnaires (of 20 questions) was sent out to 200 students and published on Facebook. 222 students completed the questionnaire (100 from Piresia and 122 from Gwondana). Personal interviews were conducted with 13 Piresean and 9 Gwondanian students. Literature on similar surveys in other countries (USA, Czech Republic, Hungary) were also consulted.

3. Findings

[List all the important information that you have collected during the survey. 200-300 words]

An analysis of the 222 questionnaires revealed that

- 40% of Piresean students had a relatively good knowledge about Gwondana, 30% were not very well-informed, and 30% had very limited knowledge about Gwondana
- 70% of Gwondanian students had a very good knowledge about Piresia, 20% were not very well-informed, and 10% had very limited knowledge
- 60% of Piresean students believe that common stereotypes about their nation are true
- 55% of Gwondanian students believe that common stereotypes about their nation are true
- ...

4. Conclusions

[Based on the findings, summarise your conclusions. 50-100 words]

The findings above show that Piresean students know much more about Gwondana than Gwondanean students know about Piresia. It is probably the result of the larger size and the more developed economy of Gwondana. As regards stereotypes, a surprisingly large number of students believed that stereotypes about their nations (e.g. Pireseans are lazy; Gwondaneans have a good sense of humour) are true. It is not surprising though that the topics in which students know most about the other country are gastronomy and touristic attractions, but they do not know too much about the economy and history of the other country.

Date:

Prepared by:



EN2	Living with Global and Local Identities	English	B1/B2	4 hrs
module		language	lang. level	estimated time

Activity 3	Global and local phenomena in the Czech Republic and Hungary
Aim	To acquaint Ss with the concept of globalisation. To identify global and local phenomena in the Czech Republic and Hungary. To help Ss prepare a report in collaboration with the other national group.
Steps/Tasks	3.1 Read article about globalisation and solve reading comprehension tasks (->Worksheet 3A) 3.2 Read and discuss what international Ss think about local and global phenomena. 3.3 Ss prepare and carry out their own opinion poll. 3.4 Ss discuss the suggested questions in Worksheet 3b in a telecollaborative debate and summarise their conclusions in Steps 1-3 in a report. The two international groups write a common report (->Worksheet 3b)
Suggested Assessment Criteria and subcriteria	Task completion Content Language/communication skills Team work/individual work Personal involvement
Recommended aids/tools	Google+ Worksheet 3A, 3B
Resources	http://www.manufacturing.net/article/2010/06/pros-and-cons-globalization
Notes for teachers	3.1 Pre-teach vocabulary if necessary. 3.2 In class: discuss international Ss' opinions. What stereotypes do you discover in the opinions? Which opinion did you find most interesting/funniest/nonsense? Why do you think foreign Ss have such opinions about your country? 3.3 This is an optional task. If you have time, it might be interesting to collect some more feedback from international Ss studying in your university. 3.4 Revise rules of writing formal reports, referring back to Activity 2. Encourage the two national groups to really collaborate. Ask Ss to present drafts proving that they have incorporated the other group's ideas in the final version of the common report. In the final version you can correct any mistakes.

Read the text and complete the tasks I-IV on the following pages:

The Pros and Cons of Globalization

by Mike Collins

People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Global Manufacturing Goods and services produced in one part of the world are increasingly available in all parts of the world. International travel is more frequent and international communication is commonplace. Globalization is an economic tidal wave that is sweeping over the world. It can't be stopped, and there will be winners and losers. But before drawing any conclusions on how it affects the U.S. economy, consider some of the general cons and pros of globalization.

The Disadvantages of Globalization

1. Multinational corporations are accused of social injustice, unfair working conditions (including slave labour wages and poor living and working conditions), as well as a lack of concern for the environment, mismanagement of natural resources and ecological damage.
2. Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions. Many think there is a threat of corporations ruling the world, because they are gaining power due to globalization.
3. Opponents say globalization makes it easier for rich companies to act with less accountability. They also claim that countries' individual cultures are becoming overpowered by Americanization.
4. Anti-globalists also claim that globalization is not working for the majority of the world. During the most recent period of rapid growth in global trade and investment, 1960 to 1998, inequality worsened both internationally and within countries. The UN Development Program reports that the richest 20 percent of the world's population consume 86 percent of the world's resources, while the poorest 80 percent consume just 14 percent.
5. Some experts think that globalization is also leading to the incursion of communicable diseases. Deadly diseases like HIV/AIDS are being spread by travellers to the remotest corners of the globe.
6. Globalization has led to the exploitation of labour. Prisoners and child workers are used to work in inhumane conditions. Safety standards are ignored to produce cheap goods. There is also an increase in human trafficking.
7. Social welfare schemes or "safety nets" are under great pressure in developed countries because of deficits and other economic ramifications of globalization.



The Positive Side of Globalization

Globalization has a positive side as well. Supporters of globalization argue that it has the potential to make this world a better place to live and will solve some deep-seated problems like unemployment and poverty. The marginal are getting a chance to exhibit in the world market.

Here are some other arguments for globalization:

1. The proponents of global free trade say that it promotes global economic growth, creates jobs, makes companies more competitive, and lowers prices for consumers. It also provides poor countries, through infusions of foreign capital and technology, with the chance to develop economically by spreading prosperity creates the conditions in which democracy and respect for human rights may flourish.
2. According to libertarians, globalization will help us to raise the global economy only when the involved power blocks have mutual trust and respect for each other's opinion. Globalization and democracy should go hand-in-hand. It should be pure business with no colonialist designs.
3. Now there is a worldwide market for companies and consumers to access products from different countries.
4. There is a world power that is being created gradually, instead of compartmentalized power sectors. Politics are merging and decisions that are being made are actually beneficial for people all over the world.
5. There is more influx of information between two countries.
6. There is cultural intermingling. Each country is learning more about other cultures.
7. Since we share financial interests, corporations and governments are trying to sort out ecological problems for each other.
8. Socially we have become more open and tolerant toward each other, and people who live in the other part of the world are not considered aliens.
9. Most people see speedy travel, mass communications and quick dissemination of information through the Internet as benefits of globalization.
10. As a result of globalization we can have a better understanding of people who live far away from us.

Source:

<http://www.manufacturing.net/article/2010/06/pros-and-cons-globalization>



I. Match the following sentences with a statement from the advantages and disadvantages sections above. One of the statement numbers can be used more than once.

	D = disadvantage A = advantage	Statement number
<i>You can buy a wide range of products from all over the world. (example)</i>	A	3
a) Multinational companies often pay very low wages to their employees in the third world.		
b) Globalization means that information can be shared more freely.		
c) Some multinational companies are strong enough to dictate to governments.		
d) Globalization threatens social security in rich countries.		
e) More people can find employment in many countries because of globalization.		
f) Globalization leads to an increase of differences between the incomes of rich people and poor people.		
g) As a result of globalization we can learn a lot about other countries.		

II. Find the words/expressions in the introduction that mean the same as the following definitions:

Producing industrial items.	
Easy to find, get or access.	
Something (usually a phrase) that has become uninteresting because it is used too often.	
The periodical rise of the water level of the ocean. Often used figuratively to describe something that appears in huge quantities.	
Disadvantages and advantages.	

III. This article uses American English. Find some examples of words with American spelling. Give the British spelling of the words.

Paragraph	American spelling	British spelling
Introduction:		
Disadvantages statement 1:		
Disadvantages statement 5:		

IV. Discuss the following questions:

1. Which advantage and disadvantage do you find the most important?
2. Which advantage and disadvantage do you find the least important?
3. Which of the advantages and disadvantages are relevant in your country?
4. In the second part of the article the author discusses the question of globalization from the perspective of the U.S.
Do you think he finds globalization beneficial or harmful? Click on the link above and read the rest of the article.



I. Match the following sentences with a statement from the advantages and disadvantages sections above. One of the statement numbers can be used more than once.

	D = disadvantage A = advantage	Statement number
<i>You can buy a wide range of products from all over the world.</i> (example)	A	3
a) Multinational companies often pay very low wages to their employees in the third world.	D	1
b) Globalization means that information can be shared more freely.	A	5
c) Some multinational companies are strong enough to dictate to governments.	D	2
d) Globalization threatens social security in rich countries.	D	7
e) More people can find employment in many countries because of globalization.	A	1
f) Globalization leads to an increase of differences between the incomes of rich people and poor people.	D	4
g) As a result of globalization we can learn a lot about other countries.	A	6

II. Find the words/expressions in the introduction that mean the same as the following definitions:

Producing industrial items.	manufacturing
Easy to find, get or access.	available
Something (usually a phrase) that has become uninteresting because it is used too often.	commonplace
The periodical rise of the water level of the ocean. Often used figuratively to describe something that appears in huge quantities.	tidal wave
Disadvantages and advantages.	cons and pros

III. This article uses American English. Find some examples of words with American spelling. Give the British spelling of the words.

Paragraph	American spelling	British spelling
Introduction:	globalization	globalisation
Disadvantages statement 1:	labor	labour
Disadvantages statement 5:	travelers	travellers



EN2

**Living with Global and Local Identities
Activity 3B – Worksheet 3B**

module

Task description

So far in Activity 3, you have

- read an article about globalisation
- studied samples of international students' opinions about what they saw global and local in your country and at their homes.

1. Look through international students' views again and think about the following:
 - What did the students identify as local most frequently?
 - What did the students identify as global most frequently?
 - What surprised you in those answers?

Take the iceberg model of culture (from Activity 1) and decide what values are represented in the students' answers. Find examples what cultural values are not represented in the answers.

Now, you will prepare and carry out an opinion poll on local and global identities, asking international students in your institution:

2. In groups, prepare a set of 2-4 questions for your own opinion poll. Discuss the questions with your teacher. Then decide about the format: Will you carry out a write-in or on-line opinion poll? Fix the time limit for placing and collecting the answers. Set up the min. and max. number of respondents you need to address.
3. Carry out the opinion poll.
4. Summarize and evaluate the collected responses. Share them with your partners. Present the results in a chart or in a table.

How many students/males and females/ responded? How old were they? Where were they from? What did the answers reveal?



What students from abroad think: Global and local in my country and the country of my study

Study the sample answers collected in Budapest Business School, Hungary, and MIAS CTU School of Business, the Czech Republic, in 2016. International students aged 17-21 who were studying abroad and who came from different countries were asked two questions about local and global elements which they recognize in their everyday lives.

Then read the tasks in Worksheet 3B and prepare your own opinion poll following the instruction.

Global and local in my country and Hungary – respondents studying in Budapest, March 2016

First name:	Nationality:	How long have you been staying in Hungary?	Please answer the following question in one or two paragraphs: 1. What do you see in your country as global and local? 2. What do you see in Hungary as global and local?
Alina	German	1 month	<p>I see my country's economy highly globalized, whereas I see our culture and traditions as local.</p> <p>Very local is the Hungarian language, it is so unique and only spoken in this country. As global I see the party scene because a lot of international people know the city for this and come here to spend holidays.</p>
Lisa	French	1 month	<p>France is one of the European countries that represents an important weight in exports and imports, compared to others as Eastern countries (less strong economies and quite new). There are also local things like food, architecture, traditions... France has its own gastronomy with its traditional dishes (French baguette...).</p> <p>Hungary, like almost every country, is a globalized country thanks to the Internet and products globalization. Concerning local things, Hungary doesn't seem to be, as I notice, a cosmopolitan country including many different cultures, compared to my country France.</p> <p>Hungary has also its particular gastronomy (goulash is famous). The architecture is specific, like the Parliament. I have never seen that kind of architecture before, that is really beautiful and impressive. There could be a lot of traditions in Hungary, like for example the St Stephen's Day that is a local celebration.</p>

Caroline	French	1 month	<p>I see as global too the big brands. For example, McDonald's, H&M, Bershka, Mango, Zara, Nike, Burger King, IKEA... And there are a lot of big companies which are in our country because of/thanks to, the globalization. For example, we can find the bank Groupama in some country, or major hotel chains, like Hilton or Intercontinental.</p> <p>In France, I see as local the way we cook. The French gastronomy is almost a tradition. The hours for the breakfast, lunch and dinner are not the same like everywhere. We eat a lot of bread, but not with the same ingredients than in other countries. People starts parties at around 9-10 pm whereas in United Kingdom for example, it starts at 6 p.m. There are a lot of people who can't speak English.</p> <p>I see in Hungary as global almost the same things than in France, the famous brands, big companies, and major hotel chains.</p> <p>I see as local the language. It is a very different language, which doesn't seem like any other! The gastronomy is also different. Hungarians eat a lot of meat. I find the escalators in the metro really fast, it is not the same in France! In the market, I can't find all the things that I buy in my country. The rent is cheaper than in France, for most beautiful flats. The currency is local.</p> <p>I think I just know Budapest, not Hungary, so I can't tell more for now ...</p>
Laurie	French	10 months	<p>Global in France -> Politic, Music, many points of culture</p> <p>Local : Food's culture (e.g. baguette) Cheese, Wine, manners to speak (accent), difference of weather between regions (North, centre, south...)</p> <p>I know just Budapest then it's difficult to judge</p> <p>Global : Food's culture (Goulash soup, kurtos...), weather</p> <p>Local : Street food in the capital, capital of the night (party, clubs), lot of museums , attractive city for tourism</p>

Poppy	British	1 month	<p>Ireland attracts many different tourists. It is global in the sense it is part of the EU and has huge connections with Britain. Ireland is not a very sufficient country and relies of bailouts from various countries. It is local in the sense its output is huge for food stock and pharmaceutical products.</p> <p>I see Hungary as a very poor country yet so beautiful. It has its own language and currency that make it so very different to other countries. The Hungarian culture is like no other yet I firmly believe the country can't stand on its own due to its lack of business infrastructure.</p>
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Global and local in my country and Czech Republic – respondents studying in Prague, March 2016

First name:	Nationality:	How long have you been staying in CZ?	Please answer the following question in one or two paragraphs: 1. What do you see in your country as global and local? 2. What do you see in Czech Republic as global and local?
Anastasia, Svetlana, Ksenia	Russian	6 months	<p>I think that typical for us is vodka and honey. And souvenirs: Matrioshka, the painted wooden doll. Typically Czech is a “knee” – leg pig and beer and Becherovka liqueur. Some famous products I know are crystal glass and porcelain. Global is fast food, it’s the same everywhere.</p> <p>I can see local differences in architecture. I like the Czech cartoon “Kртеček” (the Little Mole). I watched it on TV here.</p>
Atakhan, Ikham	Uzbek, Tatar	6 months	<p>At home we have local cuisine (plov, somsa, lagman, chalisa) and our literature.</p> <p>Czechs have a passion for ice hockey and skiing. They have different first names.</p>
Julia, Masha, Makhmet	Kazakh	6 months	<p>We greet with both hands but people don’t do it in the Czech Republic. We have both Islam and Christianity, eating horse meat is common and there is -30°C in winter and +30°C in summer. We are used to paying in cash.</p> <p>Many Czechs are atheists. People drink tap water in Prague but typically they drink beer. They pay by credit cards almost everywhere. University education is free, which is surprising. We pay for a university. Popular sport is ice hockey; typical souvenir is crystal glass.</p> <p>What we see global in CZ and Kazakhstan is an 8hr working day, traffic jams and driving on the right.</p>
Daria, Nikita, Marina	Russian	6 months	<p>Global is sport, music and some holidays. Local in Russia is some food (pancakes and pelmeni, also we drink a lot of tea), sauna is popular. Casinos are forbidden unlike here.</p> <p>What we find local is some food (knedliks and beer in pubs), holidays (St. Mikulash Day). Czechs are big theatre goers and their character is different (calm and slow, punctual). Russians are energetic and very hospitable people.</p>

Marina, Vika, Anton, Vlad	Ukrainian	6 months	Global are airports, tourists, accepting euros and dollars. At home we have own historical monuments, river Dnepr, holidays and we believe in God. Local here is the Czech currency, Charles bridge, legal homosexual partnership and special holidays and customs, e.g. at Easter - we don't have those customs. Czechs have specific black humour.
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EN2

module

Living with Global and Local Identities

Activity 3C – Worksheet 3C

So far in Activity 3, you have

- read an article about globalisation
- studied samples of international students' views on what they saw global and local in your country and at their homes
- carried your own opinion poll.

In the following step you will conduct an international debate:

1. Based on the article, the international students' feedback and your findings from the opinion poll, discuss some of the questions below.

First in your group and then with the foreign partner group. Use Skype for debating live, or create an on-line debate forum for your community on Google+.

Before the discussion

- study the questions and prepare for the international debate in your group. You can take notes.
- choose a chairperson and a timekeeper for the debate.
The timekeeper indicates when the time limit has been reached. The chairperson starts and ends the debate, gives floor to speakers, debriefs (e.g. how many people agree/disagree with the opinion), checks if the principles of debating are followed.
- list the questions you will discuss first, second, etc.
- fix a time limit/deadline for starting and closing the debate. Fix also approximate time for each issue you will discuss.
- agree on the date and time of the discussion if you use Skype. Mind the time zones.
- agree on the main **principles of debating** (e.g. avoid personal language and insults, avoid generalizations, support opinions by arguments, use logics to build up your arguments, limit your arguments to three maximum, take turns in speaking, one person speaks at a time, listen to your partner in the debate, react to comments not to people, no new issues are introduced during the debate, respect the chairperson and the timekeeper, always keep in mind that you may be addressing a group with mixed perspectives/values)
- remember, your debate is based on
 - a) the resources you studied earlier
 - b) your own attitudes.



Start the debate.

You can discuss the following questions:

- Which areas of life and economy are affected by globalisation?
- What natural element can be globalisation compared to? What metaphor would you use to speak about globalisation?
- What are considered the most common advantages and disadvantages of globalisation? What advantages or disadvantages do you support and why?
- What is the impact of globalisation on the Czech Republic and Hungary?
- How do you personally experience the effect of globalisation in your everyday life?
- What did international students see as global in your country? What do you find surprising? Do you agree with their views?
- What did international students see as local in your country? What do you find surprising? Do you agree with their views?
- Do you find international students well-informed about your country? If not, why?
- Have you heard of “glocalization”? Guess which two words it combines. Can you explain what it means? Could you find an example?

2. Debriefing overview: Having discussed some of the questions above, reflect your experience from the debate.
What did you feel? What did you notice? Were there any surprises? How did you work with your team? What worked well? What did not work? What did you learn? What would you do differently?
3. Writing a report: Having discussed some of the questions above, write a formal report in collaboration with the foreign partner group using the report template worksheet. Save some early versions as well so that you can show the progress you made to your teacher.

Upload the final version (and some early versions) of the report on Google+.



Report on globalization and perception: the impacts of globalisation in my country and the country of my partner

1. Terms of reference

[Give a short description of the purpose of the report. 20-30 words]

2. Proceedings

[Describe how you collected the data, e.g. questionnaire, personal interviews, etc. 30-50 words]

3. Findings

[List all the important information that you have collected during the survey. 200-300 words]

4. Conclusions

[Based on the findings, summarise your conclusions. 50-100 words]

Date:

Prepared by:





How to create a video for the video contest?

At the last in-class session each team is required to create a short (3 to 5 minute-long) video presenting one local and one global artefact (anything, tangible or intangible, that gives information about the culture). In other words, the video should introduce 2 artefacts or phenomena (objects, locations, customs, foods, values, etc.), one that represents the Czech Republic, one that represents a global artefact/phenomenon that can be found in both the teams' home and visiting countries.

Choosing the topics

1. Each team chooses an artefact that represents the Czech Republic, *for example, you might decide to introduce a Czech beer brand, architectural style, gestures, common leisure time interests or way of life.*
2. Each team chooses also something global that can be found in both countries, e.g. *Coke or mobile technologies.*
3. Students discuss in teams whether they find the group's choice appropriate. *For example, the Korean students might not be happy with the beer brand as a local topic and the Thai students might want something else instead of global Coke.* You need to select ONE global and ONE local artefact that your team wants to present in the contest.
3. You can create a voiceover for the video (commentaries, explanations). Alternatively (or additionally), you can write subtitles. Some good music can also be helpful.
4. You can use software like Windows MovieMaker (<http://www.windows-movie-maker.org/>) or online tools like Online Video Cutter (<http://online-video-cutter.com/>) to put the whole video together. If you are familiar with video editing/cutting software, please share your experience with us on Google+.
5. Upload the film on YouTube and send the link to the teachers first. If the teachers have agreed, you can publish the link on the message board of the common FB/Dropbox community.

Creating the video

1. The video must be prepared in three parts.
 - Part 1:** Introduction
 - Part 2:** The local artefact
 - Part 3:** The global artefact
 You can change the order of part 2 and 3.
 Recommended duration for each part:
 max. 1 to 2 minutes
2. Before beginning to shoot the video, write a short synopsis, i.e. the "story" of the video. You can use your mobile phone to make recordings, and you can also collect additional pictures and/or videos from the internet and link them together. (Own recordings are preferred.)

Video contest

1. Using an evaluation sheet provided, assess the videos of the other groups.
2. The winner will be announced at the last session.

If you have any questions or technical problems, contact your teachers, or just ask your fellow students on FB or Google+.



EN2	Living with Global and Local Identities	English	B1/B2	6,5 hrs
module		language	lang. level	estimated time

Activity 4	Presenting artefacts in a video
Aim	To facilitate personal and cultural self-awareness and to give students the tools to look beyond stereotypes.
Steps/Tasks	<p>4.1. Ss discuss artefacts that illustrate a story about 1) their cultural backgrounds, 2) their international partners' backgrounds, 3) global backgrounds. T can remind them that in previous activities they have already listed things which they associate with their own and their partners' country.</p> <p>4.2. Ss prepare a scenario for making a 2-5 min video presentation to describe their selected artefacts.</p> <p>4.3. Ss upload their videos on Google+. They watch videos of other groups and evaluate them according to consensual criteria, which may include form, creativity, use of language, ICC skills, presentation skills, etc., and finally vote for the best videos.</p> <p>4.4. T gives feedback on language, intercultural awareness and presentation skills</p> <p>4.5. T closes voting, announces the winner and possibly gives the winner a prize.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <ul style="list-style-type: none"> Task completion Content Language/communication skills Team work/individual work <p>Subcriteria</p> <p>Video presentations:</p> <ul style="list-style-type: none"> Content Language Design Originality Personal contribution
Recommended aids/tools	<p>Google+ for presenting the videos in/to international teams in the international student contest</p> <p>Worksheet 4</p>
Resources	Lewis, R.: When Cultures Collide, Nicolas Brealey Publishing, ISBN: 978 1 904838 02 9
Notes for teachers	<p>4.1 T can present his/her own selected artefact as an example. T can remind Ss of a broader definition of culture so that they are able to see even hidden identities.</p> <p>4.3 and 4.4 Option: The best presentation can be watched in class.</p> <p>4.5 The contest winner may be awarded a certificate, extra credits, a small gift, etc.</p>

EN2	Living with Global and Local Identities Activity 4A – Video Recording Assessment Sheet
module	

Rate the video based on the criteria below. Use the scale 0 to 5 (5 being the best).

Name of the group:	
Title of the video:	
Artefact 1 (national – home country):	
The relevance of the artefact. (To what extent does it represent the culture of the country?)	
The choice of the artefact. (Did you find it interesting, humorous, special, etc.?)	
The presentation of the artefact. (How does the video present the artefact?)	
Artefact 2 (national – other country):	
The relevance of the artefact. (To what extent does it represent the culture of the country?)	
The choice of the artefact. (Did you find it interesting, humorous, special, etc.?)	
The presentation of the artefact. (How does the video present the artefact?)	
Artefact 3 (global – by group A):	
The relevance of the artefact. (To what extent does it represent globalisation in the given country?)	
The choice of the artefact. (Did you find it interesting, humorous, special, etc.?)	
The presentation of the artefact. (How does the video present the artefact?)	
Artefact 3 (global – by group B):	
The relevance of the artefact. (To what extent does it represent globalisation in the given country?)	
The choice of the artefact. (Did you find it interesting, humorous, special, etc.?)	
The presentation of the artefact. (How does the video present the artefact?)	
General criteria:	
Use of language	
Spectacle and soundtrack	
Teamwork and cooperation in the group	
Total (max. 75):	



EN3	Working in Multinational Teams	English	B1/B2	6 hrs x 7 weeks + 11 hrs out of class
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to</p> <ul style="list-style-type: none"> • organize an event collaboratively in international teams • understand and compare one business topic from perspectives of other cultures • handle correspondence and paper work concerning the organization of an event • negotiate effectively to reach an agreement using appropriate functional language • share information and communicate via Skype, e-mail and social networks for sharing audio-visual content • efficiently use Web 2.0 tools for business purposes
Target Competences	<p>Intercultural Communicative Competence</p> <ul style="list-style-type: none"> • understand what their and their partners communication and listening styles are like and thus develop critical understanding of the self and otherness; • understand different business culture styles to value cultural diversity • raise intercultural awareness and acquire openness to cultural otherness through communication, comparison and negotiation • develop co-operation skills through working in multinational teams • adopt analytical and critical thinking skills in evaluating processes <p>Language and communication:</p> <ul style="list-style-type: none"> • use effectively functional language of negotiation, a letter of invitation, a thank you note • develop speaking and listening skills <p>ICT</p> <ul style="list-style-type: none"> • work with Web 2.0 tools • record and edit a video
List of activities	<p>Activity 1: Discussing advantages and pitfalls of working in multinational teams</p> <p>Activity 2: Planning a virtual seminar</p> <p>Activity 3: Organizing the virtual seminar</p> <p>Activity 4: Collecting and analysing feedback – writing a national and a transnational report</p> <p><i>For more details see Module 3 Activity Schedule</i></p>
Overview of activities	<p>This module focuses on collaboration among students from three different universities but it can be adapted to higher or lower numbers of universities involved. The module runs in two parallel tracks. The telecollaborative one applies to the groups of co-organisers of the virtual seminar designated in each local class. The other non-telecollaborative one applies to the remaining students in the local class. The co-organisers are in the role of mediators between their class and the class/es of the other university/ies while the classes are in the role of supporting teams to the co-organizers.</p>

	<p>For the overview of telecollaborative tasks in each activity see Notes for teachers below.</p> <p>Activity 1: Informative. Comparative. Telecollaborative. Ss read and learn about working in multinational teams and discuss its advantages and pitfalls. They learn about communication and listening styles in ICC and identify which one is theirs. SS search business culture website to learn about other countries' business styles, and vote on a topic of their virtual seminar.</p> <p>Activity 2: Informative. Telecollaborative. Ss discuss crucial steps of virtual seminar planning, and learn how to write correspondence concerning the organization of the event (prepare necessary templates – letters, leaflets, questionnaires)</p> <p>Activity 3: Telecollaborative. Ss collaboratively make a video by recording the introduction and conclusion of the virtual seminar, and inserting the lecturer's video on the topic. Ss present the seminar.</p> <p>Activity 4: Comparative. Telecollaborative. Ss include data collected in Activities 1-3 in their national and transnational reports.</p>
<p>Recommended aids/tools</p>	<ul style="list-style-type: none"> ● Skype ● e-mail ● video making tool ● Any social network for sharing of audio-visual content (such as Google+; Facebook) ● Doodle ● Google platform ● Google docs ● Google calendar <p>NB All tools are only recommended. Specific tools referred to in the instructions are optional.</p>
<p>Resources</p>	<p>http://www.iamexpat.nl/read-and-discuss/career/articles/6-great-things-about-working-in-a-multinational-and-multicultural-company http://businessculture.org/business-culture/cultural-differences-in-business/ http://www.commisceo-global.com/country-guides http://blog.intergage.co.uk/steps-involved-in-planning-a-seminar/ http://www.sampleletters.net http://www.samplelettersworld.com http://ctb.ku.edu/en/ https://www.brown.edu http://changingminds.org/techniques/listening/listening_styles.htm http://www2.pacific.edu/sis/culture/pub/1.5.3_-_Communication_styles.htm</p> <p>Dignen, B., Chamberlain, J. 2009. 50 ways to improve your Intercultural Skills, Summittown Publishing, ISBN 978-1-902741-85-7</p>
<p>Worksheets for Activities</p>	<p>Activity 1: worksheets 1a, 1b, 1c Activity 2: worksheets 2a, 2b Activity 3: does not include worksheet Activity 4: worksheets 4a, 4b</p>

Notes for teachers

Before the teacher starts the module/course:

- Ss get essential course information including the course overview, objectives and requirements.

Problems anticipated in the module:

- Ss might be reluctant to communicate with each other; students might find decision making and deadline keeping too challenging; technical difficulties when making the video.
- Huge workload out of class – authors suggest doing some homework reading tasks in class.
- Different schedules of respective universities (beginning/end of semester, national holidays, exams, etc.).

Useful tips:

- At the beginning of the project Ss should get familiar with video creating and editing software (e.g. Windows Movie Maker). When recording a video Ss should use a tripod; minimize echoes (avoid empty spaces); speak clearly on camera; centre the picture.
- To ease delegation of tasks and responsibilities, and to avoid social loafing, the national group is divided into teams; each co-organiser is a team leader responsible for his/her team. OR the national group is divided into 3-4 teams having their own team leaders who are responsible to the co-organisers.
- Activity 2 – it is a good idea to provide the lecturers/speakers in the virtual seminar with questions in advance so that they can deliver their talk in the form of an interview. The transnational team should agree on the questions.
- Activity 3 - if possible, make the virtual seminar “public” in your institution (share the link with your colleagues and ask them to show it to their students). Your Ss might also distribute their questionnaire among the audience and collect answers/data for the national report/s.
- Activity 3 – based on prior listening to the final version of the virtual seminar, the teacher creates tailor-made comprehension tasks dealing with the content of the seminar (pre-teach useful vocabulary and structures, ask comprehension questions, etc.).
- To enhance learning experience and to facilitate rapport building for future cooperation, it might be great if the Ss could meet personally as well (at the beginning of the project the attention could be drawn at the possibility of using the framework of the project for building relationships for the future).

A list of telecollaborative tasks:

Activity 1

1.10 The co-organizing teams meet their international counterparts via Skype/email/social network to introduce themselves and agree on the steps to be taken (project stages, successive tasks, and deadlines) using Google calendar (out of classroom).

1.11 The co-organisers create Doodle to vote on the best topic of the virtual seminar (one partner is responsible for organising the voting). All students vote.

Activity 2

2.2 In national groups the co-organisers prepare a checklist, consider all the stages, deadlines, responsibilities of all co-organiser, and suggest a key lecturer for the seminar. Then in a Skype talk they have to reach an agreement on everything mentioned above with their international partners. They use Google calendar to plan all the steps.

2.5.1 Via e-mail the co-organisers have to agree with their international partners on the content and design of the leaflet informing about the seminar.

Activity 3

3.1 In the international teams the co-organisers make a video by recording the introduction (2 mins) and conclusion (2 mins) of the virtual seminar, and inserting the lecturers' videos (5 mins for each lecturer). They upload it on Google+ community.

Activity 4

4.2 Co-organisers write and edit in cooperation with the other co-organising team(s) a transnational report based on the national reports.

EN 3 – Activity schedule

Activity	Steps	Activity	Place	Time	Notes
Activity 1					
Week 0					
		Reading	out of class	30'	all students
Week 1					
	Step 1: intro	Introduction of the topic. Worksheet 1a	in-class	45'	
	Step 2:	Worksheet 1b	in-class	45'	
Week 2					
	Step 1:	Worksheet 1c	out of class	60'	all students
	Step 2:	Worksheet 1c	in-class	60'	
	Step 3:	Worksheet 1c: writing, creating a video, creating Doodle	out of class	90'	30' (class w/o co-organizers) 30' + 30' (co-organizers)
Activity 2					
Week 3					
	Step 1: intro-reading	Article on planning a seminar Worksheet 2a	out of class	30'	all students
	Step 2: discussion	Worksheet 2a: creating a checklist	in-class	30'	
	Step 3:	Worksheet 2a: Skype session	out of class	30'	co-organizers
	Step 4: Tutorial 1		out of class	20'	teacher and co-organizers
Week 4					
	Step 1: intro - writing	Worksheet 2b: Study the format of formal letter of invitation	out of class in-class	30' 30'	all students
	Step 2:	Worksheet 2b: Task 1 - writing	out of class	30'	all students
	Step 3: questionnaires	Worksheet 2b: Task 2 – preparing questionnaires (on VS for audience + on working in project for partners)	in-class out of class	30' 30'	all students co-organizers
	Step 4: creating a leaflet	Worksheet 2b: Task 3	out of class	60'	co-organizers
	Step 5: Tutorial 2		out of class	20'	teacher and co-organizers

Activity 3				
Week 5				
Step 1:	Creating the video	out of class	90'	co-organizers
Step 2:	Delivering the seminar + distributing and collecting back the VS questionnaire	in-class	20'	
Step 3:	Answering the questionnaire on work in project	out of class	10'	all students
Activity 4				
Week 6				
Step 1:	Collecting feedback	out of class	30'	all students
Step 2: writing	Writing a national report	in-class	90'	
Step 3: writing	Writing a transnational report	out of class	120'	co-organizers
Week 7				
Step 1:	Feedback session	in-class	30-60'	

Red numbers: Classroom activity;

Blue numbers: homework/on-line activity

EN3	Working in Multinational Teams	English	B1/B2	150 mins in-class 180 mins out of class
module		language	lang. level	estimated time

Activity 1	Discussing advantages and pitfalls of working in multinational teams
Aim	To give Ss an insight into the topic of working in multinational teams and into various business culture styles, and to raise their self-awareness and acquire openness to otherness in terms of communication and listening styles.
Steps/Tasks	<p>Worksheet 1a</p> <p>1.1. Introduction to the concept of the international project team work. In the class discussion Ss speak about advantages and pitfalls of working in multinational teams.</p> <p>Worksheet 1b</p> <p>1.2 Ss learn about different communication and listening styles in ICC, and individually fill in a questionnaire to identify their own one. In groups Ss compare the results of the questionnaire and discuss what implications it has for their team work.</p> <p>1.3 Three (depending on the class size the number may vary) students from the class are designated by the teacher as co-organizers of the virtual seminar and class representatives.</p> <p>1.4 Ss get familiar with Google+ platform and create their community there. (This task can be included at any stage of Activity 1, though authors suggest it at this stage).</p> <p>Worksheet 1c</p> <p>1.5 Ss read on-line about various business culture styles and study the topics mentioned in detail. For the next class they individually prepare a short presentation of one topic which they find relevant for the virtual seminar, and support their choice with suitable functional language.</p> <p>1.6 The class representatives study various business culture styles but do not prepare the presentation of the topic as they will become moderators of the class discussion about topics of the seminar.</p> <p>1.7 Ss present the topics; the representatives moderate the follow-up discussion about the best topic of the virtual seminar. The class suggests the topic/s (max.3) for the seminar.</p> <p>1.8 Individually Ss write a text (150 words) about the topic they originally presented comparing it from the two countries' perspectives (e.g. the international teams are Hungarian-Czech, the text compares business communication between Hungarian and Czech cultures). The texts are uploaded to the community Google+. Other students read it and provide a commentary.</p> <p>1.9 The class representatives record a video presenting themselves as co-organisers of the virtual seminar, and including the topic/s suggested by their national team; they also briefly introduce their class. They upload the video to the community Google+ where others watch it.</p>

	<p>1.10 The co-organizing teams meet their international counterparts via Skype/email/ social network to introduce themselves and agree on the steps to be taken (project stages, successive tasks, and deadlines) using Google calendar (out of classroom).</p> <p>1.11 The co-organisers create Doodle to vote on the best topic of the virtual seminar (one partner is responsible for organising the voting). All students vote.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p> <p>-Subcriteria</p> <p>Presentation of the topic (content, language)</p> <p>Moderating over the discussion (language, communication skills)</p> <p>Writing a comparison (content, language)</p>
Recommended aids/ tools	<ul style="list-style-type: none"> ● Skype ● e-mail ● video making tool ● any social network for sharing of audio-visual content (such as Google+; Facebook) ● Doodle ● Google platform
Resources	<p>http://www.iamexpat.nl/read-and-discuss/career/articles/6-great-things-about-working-in-a-multinational-and-multicultural-company</p> <p>http://businessculture.org/business-culture/cultural-differences-in-business/</p> <p>http://www.commisceo-global.com/country-guides</p> <p>http://ctb.ku.edu/en/</p> <p>https://www.brown.edu</p>
Notes for teachers	

Introductory activities

- In-class discussion: What do you think are the advantages and disadvantages of working in multinational teams? Brainstorm your ideas in groups.
- Reading

6 great things about working in a multinational and multicultural company

08 July 2015, by Callum Thomas

Callum Thomas is the CEO of Thomas Thor Associates, a global executive search and recruitment business in the energy sector.

I am fortunate enough to work in an environment with colleagues representing 14 different nationalities. The close team working culture at Thomas Thor Associates means that the opportunities to experience the benefits of working in a multinational and multicultural environment are particularly prevalent.

Six benefits of an international workplace

I would like to share some of the great things that I have observed from working with people from a diverse mix of countries and cultures. Here are six factors that can benefit your career, your lifestyle and you as an individual:

It increases your value to employers

Today's business environment can most definitely be described as global. The vast majority of employers are either busy expanding their operations into new countries and continents, or planning to do so soon.

As the CEO of an international recruitment business, I can report that over 80 per cent of the job descriptions we receive from our clients contain either a mandatory requirement or a strong preference for international and cross-cultural team experience.

The fact is simply that, if you have this international experience, you are more attractive to employers and more likely to be involved in interesting multicultural environments and expansion projects for your employer.

Learn about other cultures and customs

One of the best things about visiting new countries is experiencing new cultures and customs. Imagine if you could do that in a meeting or during your lunch break!

This is a daily possibility when working in a company with staff from different countries and cultures. I have had many a fascinating conversation with my colleagues at work, covering topics such as living in the UAE, farming techniques in Wales, employment in the US and buying property in Asia!

Insights and creativity thrive

I am not a psychologist, but I do have a keen interest in behavioral psychology and there are countless studies proving that creativity and new insights thrive in environments where people have different ideas and perspectives.

Henry Ford, American founder of the Ford Motor



Company, said “If you always do what you’ve always done, you’ll always get what you’ve always got”. Working with diverse people gets the creative juices flowing and opens the mind to new ideas.

It gives you the experience to move internationally

Most people I meet have a plan at some point in their life to move and work in another country. Having already worked in a multinational and multicultural environment gives you the experience, credibility and confidence to make these moves.

At Thomas Thor we give people the opportunity to move internally to other countries and our vision is to keep expanding worldwide to increase the options our employees have in the coming years.

Whether it is for an internal move or to join a new company, understanding different cultures and nationalities opens up new opportunities.

Free exposure to other languages

Learning a new language is time consuming and challenging, and your level can drop quickly if you don’t practice.

Whether you are picking up a few words of Russian for the first time or practicing your French to keep up your level, working around people speaking different languages is great.

Speaking other languages gives a much greater depth of understanding of a culture, which is useful in- and outside of work. If you are looking for an even stronger reason to pick up another language then bear in mind that it is clinically proven to delay the onset of dementia in older people!

Plenty of holiday destination ideas (and people to give you contacts and advice!)

The best holidays I take are the ones where I either have a local guide, or benefit from the knowledge and recommendations of a local before going.

One of the best things about working with people from many different countries is the never-ending suggestions for holiday destinations, and the amazing restaurants and beaches that they recommend that are way off the normal tourist path!

I look forward to travelling the world in the future and meeting up with various friends and colleagues that I have met along the way.

Seize the chance!

So if you have the desire or opportunity to work with an international or multicultural organisation - seize it! It can open up the world to you in more ways than you think!

Source: <http://www.iamexpat.nl/read-and-discuss/career/articles/6-great-things-about-working-in-a-multinational-and-multicultural-company>



After reading:

1. Sum up the main points of the article using the following language.

one advantage is...	pros	argument(s) for...
good point(s)	positive aspect(s)	by far the greatest benefit
the main argument in support	a great/major/big advantage	a significant plus
an additional advantage		

2. The author of the article focuses on the benefits of working in international teams. Using the following language, contrast some of the advantages to disadvantages you came up with during the brainstorming.

a great/major/big disadvantage	a significant minus	the only/ aforementioned/ greatest disadvantage
one of the drawbacks	on the other side of the coin	moreover
in addition	on the other hand	looking at
despite/in spite all of this	even though all that is true...	nonetheless



EN3

Working in Multinational Teams Activity 1 – Worksheet 1B

module

EN3

When you negotiate with people across cultures it is important to learn about communication and listening styles and be able to recognize them in others and identify the ones that most apply to you.

Task 1 In the table below compare the definitions of the communicative styles. Your teacher will give you a set of cards explaining the styles in more detail. Match the names of the styles with their explanations.

Linear versus Circular	= straight line discussion versus a more circular approach
Direct versus Indirect	= meaning conveyed by words versus through suggestion
Detached versus Attached	= objective presentation versus expressive style
Intellectual Engagement versus Relational Engagement	= discussion is about the task versus discussion about the task and the person
Concrete versus Abstract	= example driven versus theory driven discussion

Task 2 Fill in the questionnaire on the communicative styles and in the following feedback identify which ones most apply to you.

		YES	NO
1.	I deal with problems in a systematic way.		
2.	I may take the opposite view on a topic just for the sake of discussion.		
3.	I like to give lots of information before stating my main point.		
4.	I find the step-to-step approach very effective.		
5.	It is necessary to give background for any topic that is discussed.		
6.	It is easier to understand a topic if the speaker gives examples of what he or she is talking about.		
7.	I use my hands a lot when expressing myself.		
8.	I feel strongly about some topics and I say so.		
9.	Debating is a good way to get things sorted out.		
10.	I need proof to accept statements that are made.		



If you answered YES, you probably:

1. Prefer to speak directly, and in a linear manner. It is possible that you prefer to approach a topic in a detached manner. You may also use an intellectual engagement style but only if that is common in your culture.
2. Prefer to engage in intellectual debate because it may lead to some sort of “truth.” However, you may just be on the debate team at your college and, while this could influence your communication style in some settings, you are probably careful in social settings.
3. Prefer a circular style that provides a lot of context and helps people have a full picture of the situation under discussion. You may also be indirect.
4. Prefer a linear style and probably are direct in the way you deliver messages.
5. Prefer a circular style and may also be concrete, especially if you like to tell stories, and indirect.
6. Prefer a concrete style that keeps the topic connected to reality. You may also be indirect, especially if you like to give a lot of contextual information that “fills out” the topic.
7. Prefer an attached style if using your hands accompanies expressions of emotion. You may also be circular but not necessarily. This could be your way of showing how passionate you feel about the topic. On the other hand, you may be fairly direct and linear but need to demonstrate what you are talking about visually.
8. Prefer an attached style—expressing emotion is important to you and you do it appropriately.
9. See number 2 except that you are strongly oriented to the intellectual engagement style. You may also prefer linear, direct, and abstract styles to insure clarity but also to engage in the search for real meaning and truth.
10. Prefer abstract, linear, and direct styles because you want the facts laid out for you and that means providing data, not stories or examples unless they are ones that prove a theory.

Adapted from: http://www2.pacific.edu/sis/culture/pub/1.5.3_-_Communication_styles.htm



Task 3a Read about the listening styles that also vary across cultures.

There are four styles of listening that people use when listening, depending on their preferences, purpose and cultural background.

People-oriented

Those who are people-oriented show a strong concern for others and their feelings. They will focus on emotions, be empathetic and use appeal to emotion in their arguments. They also support the speaker by asking the right questions or by giving positive feedback. However, people-oriented listeners may spend too much time asking small talk questions and may not spend enough time focusing on the content of what is said. This listening style may seem as unfocused, particularly to content or action oriented listeners.

Content-oriented

People who are content-oriented are interested more in what is said rather than who is saying it or what they are feeling. They assess people more by how credible they are and will seek to test expertise and truthfulness. They focus on facts and evidence and happily probe into detail. They are cautious in their assessment, seeking to understand cause-and-effect and sound proof before accepting anything as true. They look for both pros and cons in arguments and seek solid logical argument. They can run into trouble when they ignore the ideas and wishes of the other person.

Action-oriented

Action-Oriented listeners focus on what will be done, what actions will happen, when and who will do them. They seek 'so what' answers in their questions and look for plans of action. They like clear descriptions and answers that are grounded in concrete reality. They like structure, bullet-points and numbered action items. They can be impatient and hurry speakers towards conclusions. They may also be critical of people who start with the big picture and talk in ideas or concepts. This can lead them to appear overly concerned with control and less with the well-being of other people. They may seem rather cold and unsympathetic to speakers from more people-oriented cultures.

Time-oriented

People who are time-oriented have their eyes constantly on the clock. They organize their day into neat compartments and will allocate time for listening, though will be very concerned if such sessions over-run. They manage this time focus by talking about time available and seeking short answers which are to the point. This may constrain and annoy people who are focused first on people elements and want to take as long as is needed.

Adapted from http://changingminds.org/techniques/listening/listening_styles.htm
and Dignen, B: Fifty Ways to Improve your Intercultural Skills



3b Answer the following questions to create your personal listening profile and write your answers in the box below.

1. Which listening style is my main style?
2. In which ways am I a good listener?
3. In which ways am I a bad listener?
4. How can I improve my listening skills?

Task 4 Sum up your personal communicative and listening styles in groups.



Notes for teacher

Background information about communication and listening styles

Being able to communicate successfully is one of the most important skills in the globalised world and its market at present. As different communication and listening styles may cause misunderstanding between people it is necessary to be aware of our own style and be able to recognize the style of our international partners. These styles may differ across cultures but it is also a question of a personality, personal preference and background.

Why Should We Pay Attention to These Differences?

US-Americans as well as Germans prefer linear, direct, detached, intellectually engaged, and concrete styles of communication. In contrast, many African, Asian, and Pacific groups prefer more circular, indirect, attached, relationally engaged styles. Europeans can have a combination, for example, in Spain (and much of Latin America), people prefer a strong, relational engagement, and attached style of communication while also being direct, linear, and abstract in their approach. The French style is often abstract, intellectually engaged, and detached. Many permutations of these five styles are found worldwide.

The point here is that anyone about to enter an international study abroad program/job market is likely to encounter styles of communication which are unfamiliar and, perhaps, disconcerting. If a new acquaintance overseas begins a long, meandering story in response to a question you posed, it is far better to say, "He or she certainly has a circular style!" than, "What is the matter with them, can't they get to the point?" Learning to deal with a new set of communication styles is part of the challenge of studying abroad/working globally. If you learn to do it well, it will add to your ability to effectively communicate with a wider range of people than you can now and significantly increase your intercultural skills.

If people want to become successful communicators they should also be able to listen effectively. To avoid miscommunication they need to develop right attitude to listening and understand their own listening style.

Adapted from:

http://www2.pacific.edu/sis/culture/pub/1.5.3 - Communication_styles.htm

There are three principles of the right attitude to listening:

1. Respect the speaker's style of speaking.
2. Give time to the speaker and focus on what they are saying.
3. Clarify what you are not sure about.

Adapted from: Dignen, B: Fifty Ways to Improve your Intercultural Skills

Notice Task 2: If Ss answer 'NO' they probably fall under the opposite styles, but there is no separate feedback for 'NO' answers (i.e. they still need to read the feedback for 'YES' answers)



Cards for the cut-up Task 2

LINEAR	Discussion is conducted in a straight line, almost like an outline, with the connections among the points stated as you move towards an end point, which is stated explicitly. There is a low reliance on context and a strong reliance on words. (Cut to the chase, where the rubber meets the road!)
DIRECT	Meaning is conveyed through explicit statements made directly to the people involved with little reliance on contextual factors such as situation and timing. (What you see is what you get! Tell it like it is!)
CONCRETE	Issues are best understood through stories, metaphors, allegories, and examples, with emphasis on the specific rather than the general. (What's an example?)
INTELLECTUAL ENGAGEMENT	Any disagreement with ideas is stated directly, with the assumption that only the idea, not the relationship, is being attacked. This is an intellectual style found in some European countries. (We're just arguing-don't take it personally!)
DETACHED	Issues are discussed with calmness and objectivity, conveying the speaker's ability to weigh all the factors impersonally. It is important to be objective. (If it's important, it shouldn't be tainted by personal bias!)
CIRCULAR	Discussion is conducted in a circular manner, telling stories and developing a context around the main point, which is often unstated because the listener will get the point after I give them all the information. There is a high reliance on context. (Once you have the relevant information, you'll know what I mean.)
INDIRECT	Meaning is conveyed by suggestion, implication, nonverbal behavior, and other contextual cues; for instance, statements intended for one person may be made within earshot of a different person. It is possible that messages will be sent through a third-party intermediary. Mostly, however, this style allows one to avoid confronting another person or cause them to lose face. (What you get is what you manage to see!)
ABSTRACT	Issues are best understood through theories, principles, and data, with emphasis on the general rather than the specific. (What's the principle?)
RELATIONAL ENGAGEMENT	Relational issues and problems are confronted directly, while intellectual disagreement is handled more subtly and indirectly. If you have a problem with someone, it helps to talk things over, albeit in a non-confrontational manner. In an intellectual debate, it is important to tread softly. (Be authentic about your feelings and respectful of other's ideas.)
ATTACHED	Issues are discussed with feeling and emotion, conveying the speaker's personal stake in the issue and the outcome. This shows the passion someone feels in a situation or for an issue. (If it's important, it's worth getting worked up over!)



You are going to organize a virtual seminar in cooperation with the other national team/s.

Preparatory task (homework): Study one of the following links <http://businessculture.org/business-culture/cultural-differences-in-business/> or <http://www.commisceo-global.com/country-guides> and select one idea for the topic of the virtual seminar you are going to prepare. For your next lesson, prepare a short oral presentation (1-2 min) introducing the topic of your choice and support your choice by arguments using functional language for expressing opinion from the chart below (not for co-organizers). Co-organizers study the tips and do's and don'ts for leading group discussions.

Task 1 Present the topic of your choice.

business communication, business etiquette, business meeting etiquette, internship and student placements, cost of living, work-life-balance and social media guide.

Use the following functional language.

Expressing an opinion – personal point of view	I feel.../I think.../I believe... As far as I am concerned... Speaking for myself... In my opinion... Personally, I think... I'd say that... I'd suggest that... I'd like to point out that... What I mean is...
Expressing an opinion – general point of view	It is thought that... Some people say that... It is considered... It is generally accepted...
Agreeing	You are absolutely right. I absolutely agree. That's correct. That's a good point. I don't think so either. Neither do I. So do I. I'd go along with that. I agree with you entirely. I couldn't agree more.



Disagreeing, expressing a different opinion	<p>I see your point, but...</p> <p>Sorry, I'm not sure I agree with you.</p> <p>Maybe you're right, but...</p> <p>Could it also be that...?</p> <p>On the contrary...</p> <p>Yes, but don't you think...?</p> <p>However,...</p>
Balancing reason, hesitation	<p>Perhaps we should also consider...</p> <p>Well...</p> <p>That's a good/interesting question</p> <p>In fact,...</p> <p>Let's put it this way...</p>
Reaching a consensus	<p>Do we (all) agree that...?</p> <p>So we (all) agree that...</p>



Task 2 You are going to have a class discussion on all the suggestions presented. The discussion is going to be moderated by your organizing committee.

For participants: Use language from the box above.

For organizers: Study the tips and do's and don'ts for leading effective group discussions and use them to facilitate the discussion.

Facilitating Effective Group Discussions: Tips

1. Create an inclusive environment
2. Keep discussions constructive and positive
3. Encourage participants

Potential Problems in Discussions:

A participant who talks too much

A member who will not talk

A discussion that turns into an argument

Unclear or hesitant comments

A discussion that goes off track

Do's and don'ts for discussion leaders

DO:

- *Use encouraging body language and tone of voice, as well as words.* Lean forward when people are talking, for example, keep your body position open and approachable, smile when appropriate, and attend carefully to everyone, not just to those who are most articulate.
- *Give positive feedback for joining the discussion.* Smile, repeat group members' points, and otherwise show that you value participation.
- *Ask open-ended questions.* In advancing the discussion, use questions that can't be answered with a simple yes or no. Instead, questions should require some thought from group members, and should ask for answers that include reasons or analysis. The difference between "Do you think the President's decision was right?" and "Why do you think the President's decision was or wasn't right?" is huge. Where the first question can be answered with a yes or no, the second requires an analysis supporting the speaker's opinion, as well as discussion of the context and reasons for the decision.
- *Control your own biases.* While you should point out factual errors or ideas that are inaccurate, an open process demands that you not impose your views on the group, and that you keep others from doing the same
- *Encourage disagreement, and help the group use it creatively.* Disagreement is not to be smoothed over, but rather to be analysed and used. When there are conflicting opinions – especially when both can be backed up by reasonable arguments – the real discussion starts. If everyone agrees on every point, there's really no discussion at all. Disagreement makes people think. It may not be resolved in one session, or at all, but it's the key to discussion that means something.
- *Keep your mouth shut as much as possible.*



DON'T:

- *Don't let one or a small group of individuals dominate the discussion*
- *Don't be the font of all wisdom.*
- *Don't let one point of view override others*
- *Assume participants all have the same expectations when the group first convenes.*

Adapted from <http://ctb.ku.edu/en/> and <https://www.brown.edu>

Task 3 (for co-organizers): Prepare a short video presentation to introduce yourselves as class representatives and co-organizers of the Virtual seminar. Introduce your classmates or they might introduce themselves. Include (max.3) suggestions for the topic that came out of your class discussion.

Task 4 Write a short text (about 150 words) about the topic you originally presented and compare it from the perspective of the two/three countries involved in the international cooperation (e.g. compare business communication between Hungarian and Czech culture). Upload your text on the Google+ community for others to read and comment on.

Use the following functional language.

Comparison:

X is different from Y in a number of respects.

There are a number of important differences between X and Y.

X differs from Y in a number of important ways.

There are a number of similarities between X and Y.

X is considerably/(very) much/rather/scarcely bigger than Y.

X is exactly/precisely almost the same as Y.

X and Y are different/dissimilar in every way/respect.

X and Y are totally/completely/entirely/quite different.

Linking words for contrast:

Although/though/in spite of/despite

Whereas

However

On the other hand

Linking words for addition:

Furthermore

In addition

As well

What is more

Task 5 (for co-organizers): Create Doodle (or other virtual voting platform) to vote on the best topic for the virtual seminar.



EN3	Working in Multinational Teams	English	B1/B2	60 mins in-class 245 mins out of class
module		language	lang. level	estimated time

Activity 2	Planning a virtual seminar
Aim	To give Ss an insight into an event planning, to highlight crucial steps and elicit ways for their accomplishment.
Steps/Tasks	<p>Worksheet 2a</p> <p>2.1 In the class discussion Ss talk about planning the virtual seminar and what to include in the checklist. They read about crucial steps to organise an event.</p> <p>2.2 In national groups the co-organisers prepare a checklist, consider all the stages, deadlines, responsibilities of all co-organiser, and suggest a key lecturer for the seminar. Then in a Skype talk they have to reach an agreement on everything mentioned above with their international partners. They use Google calendar to plan all the steps.</p> <p>Worksheet 2b</p> <p>2.3 Ss learn how to write a letter of invitation and a thank you note. The teacher divides the class, part of the Ss individually writes a letter of invitation, another part writes a thank you note, and then upload their pieces of writing to the Google+ community.</p> <p>2.4 Ss discuss the programme of the virtual seminar.</p> <p>2.5 Via e-mail the co-organisers have to agree with their international partners on the content and design of the leaflet informing about the seminar.</p> <p>2.6 The co-organisers send and publish on Google+: general invitation to the seminar; invitation letter to speakers; thank you note to speakers; programme of the seminar, leaflet.</p> <p>2.7 Co-organisers create cooperatively a feedback questionnaire for the audience (8-10 questions/statements) on the content and organisation of the seminar which will be distributed and collected back at the end of the seminar.</p> <p>2.8 Each national group prepares an online feedback questionnaire for their international partners on work in the module.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion Content Language/communication skills Team work/individual work</p> <p>Subcriteria</p> <p>For the whole class Submit individually: letter of invitation/thank you note(content, language)</p> <p>For co-organizers Submit as a group: letter of invitation/thank you note(content, language) leaflet:(content, language, design, originality)</p>

Recommended aids/ tools	<ul style="list-style-type: none"> ● Skype ● e-mail ● Google docs ● Google calendar planner ● Any social network for sharing of audio-visual content (such as Google+; Facebook)
Resources	<p>http://blog.intergage.co.uk/steps-involved-in-planning-a-seminar/ http://www.sampleletters.net http://www.samplelettersworld.com</p>
Notes for teachers	<p>Tutorial 1 (outside the classroom, before the Skype talk in step 2.2)</p> <ul style="list-style-type: none"> ● Discuss with co-organizers all the necessary steps in the checklist. ● Make sure they understand what to do and how to do it. ● Give suggestions on whom to invite as a lecturer. ● Give suggestions on how to create a questionnaire to collect back relevant feedback. (Ss should avoid yes/no questions, use at least one open question, create a linear scale, etc.)

Task 1 Read the following text on planning a seminar and prepare your own checklist for the seminar you are organizing.

Task 2 (for co-organizers): Agree on the checklist with your international partners.

Steps Involved in Planning a Seminar

Posted on November 10 2014 by Christelle Azime

Whenever a major seminar, festival, concert, conference, convention or other public event is underway – issues arise surrounding the management of the events. Event management is an overarching term referring to the techniques and actions used in the research, planning, preparation and execution of an event.

There are event management teams and individual event managers that oversee these events from start to finish, ensuring that the event runs smoothly and has as few setbacks as possible.

My time at Intergage has given me the opportunity to help plan events and even run a seminar from start to finish. Of course I received a lot of support, because who wouldn't want help?

The preparation for the event started months before the due date. The first step was to find the location where we would have it. Normally companies who run regular events, have a portfolio of all the recommended venues they would like to work with.

The next step was to ask ourselves questions like:

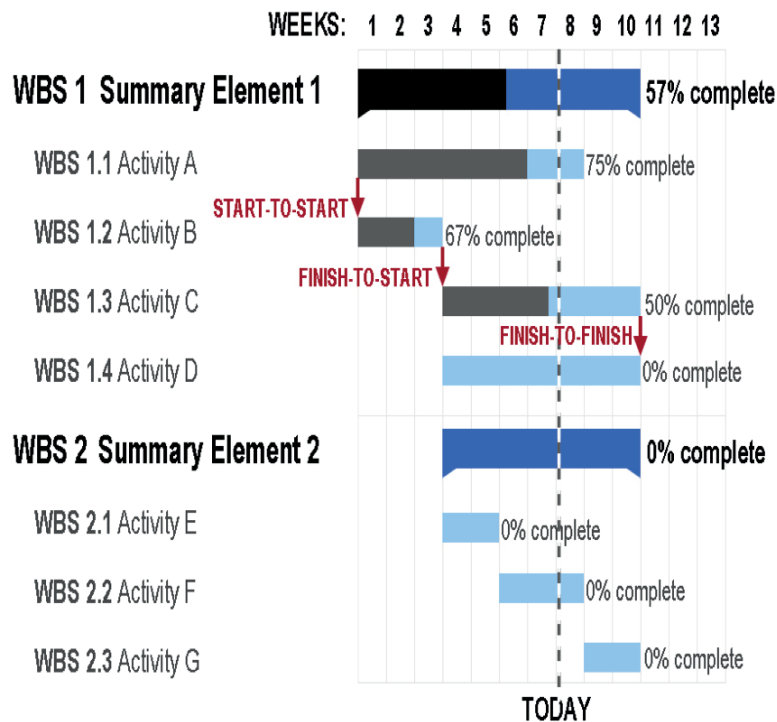
- What is the aim of the seminar?
- Who do we want to invite?
- Will it be local to our offices?
- What is the budget available?
- How many staff do we have available to help on the day?
- What do we want to deliver on the day?
- What's the one thing the guest will learn from the seminar



The questions are endless, so to simplify the task, we produce an event plan. The plan will have all the details needed for the day and for larger events, we use a Gantt chart.

The event Gantt chart is a really clear way for you to keep track on all the event activities that need to be actioned. The bigger the event, the more there is to do and the more precise you will need to be.

You can be as specific or general as you would like, the great thing about an event Gantt chart is it gives you the freedom to decide how you would like your event to be run.



The plan works like a checklist, but can also be sent to attendees to inform them of the event agenda, or perhaps other event hosts – This is especially useful if you have guest speakers as it will give them information regarding their presentation times and who else will be speaking also, it will help to allocate time to tasks ensuring you plan your time wisely.

The plan is as follows:

- Date and Time of the event
- Venue/ Address
- The message we want to deliver
- The number of staff attending
- Allocate role on the day
- Budget
- Social Media
- Competition
- Pre Event
- Event
- Post Event

Post event actions are just as important, as they include social media updates and thanking your attendees. With great organisation and knowledge of your audience you can plan and host a perfect event.

Source: <http://blog.intergage.co.uk/steps-involved-in-planning-a-seminar/>



Study the following tips on writing a letter of invitation and read the sample letters below.

General invitation letter and invitation letter to speakers

An event invitation letter is written to extend an invitation to special guests and participants to a planned event. The contents of the letter should be formal and informative on the upcoming event that will encourage the reader to make a quick and positive decision about attending the event.

There are some rules how to write a business invitation

- Begin typing your invitation by beginning your salutation with a colon as business etiquette dictates, such as Dear (Name of Recipient)
- Personalize the business invitation (e.g. by thanking the invitee for a recent phone conversation or business consultation. Personalizing business invitations makes the invitees feel valued and sets a positive tone in advance).
- State the purpose of the invitation. Describe exactly what the event will be, the nature and purpose of the event, when, where and what time it will be held.

If necessary, provide a contact phone number or email address and directions to the location.

- Request the invitee to RSVP by a certain time and date. Provide a contact phone number or (email) address where the guest can confirm their attendance.
- End your invitation with “Regards”, or “Looking forward to your attendance”, and print your name, title and department.
- If you are sending your invitation by post, hand-sign each invitation beneath your printed name.

Useful language

Inviting someone	Formal: We would like to invite you... We would be very pleased/delighted if you could/were able to... You are cordially invited to attend...
Asking for a response	Formal: RSVP Please reply/respond Very formal: The pleasure of your reply is requested.



Sample letter

From:

(Your Name)
Conference Chairperson
In Tech Conference
(Your address)

(Date)

To:

(The Invitee's name]
(Their address)
Dear Mr Williams

RE: Invitation to In Tech Conference

On behalf of In Tech Conference, I am pleased to invite you to our inaugural technology conference that will be held on

This conference is the brainchild of the 5 top Technology firms in the country to bring together the best of brains for some roundtable discussions on the direction and flow of technology for the nation and the world in the next decade.

We would be delighted to have you present at this conference to hear what the technology gurus and researchers have to share about the technology advancements and their impact on our businesses and daily lives. We would also love to hear your thoughts and opinions to this direction.

Kindly respond to this invitation before to secure a place before attendance is open to the public by.....

We look forward to your confirmed presence at the In Tech Conference.

Respectfully Yours,

XXX
Conference Chairperson
In Tech Conference

adapted from <http://www.sampleletters.net>



Sample email

Subject: Invitation to (Name of Event)

Dear Mr Williams,

We would like to invite you and your colleagues to attend the (Name of Event) organised by (Name of Organizer), which will be held on (Date) in (Venue) at (Time).

This year our keynote speaker will be Mr John Marcus, an online entrepreneur who will be speaking on the topic – Business Etiquette in Hungary and the Czech Republic.

Kindly let us know your response by (Date).

We look forward to hearing from you.

Yours sincerely,

Sample thank you letter 1

Subject: Thank you

Dear (Speaker's Name),

I would like to take this opportunity to thank you on behalf of the whole group for the inspiring speech you gave to us last night. It was obvious that you are extremely knowledgeable in your own field, and can link this knowledge up to a great presenting style. This saw everyone captivated by the talk. I find that the whole area of your expertise is truly fascinating and would ask that you consider a repeat performance at some future date. You are welcome at our group whenever your schedule allows.

Sincerely,

from <http://www.samplelettersworld.com>

Sample thank you letter 1

Subject: Thank you

Dear (Speaker's Name),

It was great to hear you talk on the dangers of excessive alcohol intake. I know that the whole student body was engrossed by your words and now recognize what can happen when drinking is done to excess.

It is people like you, who freely give up their own spare time, who ensure that the next generation is better informed.

Sincerely,

adapted from <http://www.samplelettersworld.com>



Task 1 Individually, write a letter of invitation/thank you note for the speaker and upload it on the Google+ platform.

Task 2 (for co-organizers): Create cooperatively a feedback questionnaire for the audience (8-10 questions/statements) on the content and organisation of the seminar, which will be distributed and collected back at the end of the seminar.

Task 3 (for co-organizers): In cooperation with the other co-organizing team or teams, create a leaflet for the seminar. Include the topic, date and venue of the event. Upload the final product on the Google+ platform.

Task 4: In each national group prepare an online feedback questionnaire for your international partners on work in the module.



EN3	Working in Multinational Teams	English	B1/B2	20 mins in-class 100 mins out of class
module		language	lang. level	estimated time

Activity 3	Organising the virtual seminar
Aim	To organise, deliver and share the seminar.
Steps/Tasks	<p>No worksheet for this activity</p> <p>3.1 In the international teams the co-organisers make a video by recording the introduction (2mins) and conclusion (2mins) of the virtual seminar, and inserting the lecturers' videos (5 mins for each lecturer). They upload it on Google + community</p> <p>3.2 The co-organisers deliver the seminar on the same week at each institution and make sure that the feedback questionnaire is distributed among the audience and collected back.</p> <p>3.3 Ss fill in the online questionnaires on work in the module prepared by their international partners.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p> <p>Subcriteria</p> <p>For co-organisers:</p> <p>video with the virtual seminar (content, language, design, originality)</p> <p>organising and publishing the seminar (task completion)</p>
Recommended aids/tools	<ul style="list-style-type: none"> • Skype, e-mail, video making tool, Any social network for sharing of audio-visual content (such as Google+; Facebook), Google platform
Resources	
Notes for teachers	<p>Tutorial 2 (before step 3.1)</p> <ul style="list-style-type: none"> • Discuss with co-organizers all the necessary steps before recording the video. • Make sure they understand what to do and how to do it. • Give suggestions on how to organise and publish the seminar.

EN3	Working in Multinational Teams	English	B1/B2	150 mins in-class 150 mins out of class
module		language	lang. level	estimated time

Activity 4	Writing a post-event report
Aim	To facilitate writing a national report on the whole project, and elaborate a transnational report based on the national reports. To organise a feedback session on the project.
Steps/Tasks	<p>Worksheet 4a</p> <p>4.1 Ss collect feedback from the questionnaires (see Activity 2, steps 2.7 and 2.8) and in national groups write collectively a national report on the whole project.</p> <p>4.2 Co-organisers write and edit in cooperation with the other co-organising team(s) a transnational report based on the national reports.</p> <p>Worksheet 4b</p> <p>4.3 Ss organise an in class feedback session on the project.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion Content Language/communication skills Team work/individual work</p> <p>Subcriteria</p> <p>For the whole class: Submit as a group: National report(structure, content, language)</p> <p>For co-organisers Submit as a group: Transnational report (structure, content, language)</p>
Recommended aids/tools	<ul style="list-style-type: none"> • Skype, e-mail, Any social network for sharing of audio-visual content (such as Google+; Facebook), Google docs
Resources	
Notes for teachers	Teacher points out basic rules for writing post-event reports such as: be objective, informative, concise, and use formal language and style.

Task 1 NATIONAL REPORT: In each national group write a national report. Co-organizers are responsible for completing the task. The first page should have all your team members' names on it. Please use 1.5 spacing and Calibri font, size 12. Upload the document on Google platform. Include the following sections:

- Introduction (overview of the whole project, maximum 100 words in a single paragraph)
- Steps (describe the individual stages/activities of the project in three paragraphs, approximately 150 – 200 words in total)
- Findings (include summary of the seminar – what you have learnt - and feedback from the questionnaire, approximately 200 words)
- Conclusion and recommendations (maximum of 100 words in a single paragraph)

Task 2 TRANSNATIONAL REPORT (for co-organisers, write and edit in Google docs online): In cooperation with the other co-organising team or teams write and edit a transnational report based on the national reports the national teams created. The first page should have all your team members' names on it. Please use 1.5 spacing and Calibri font, size 12. Upload the document on Google platform. Include the following sections:

- Introduction (overview of the whole project, maximum 100 words in a single paragraph)
- Steps (describe the individual stages/activities of the project in three paragraphs, approximately 150 – 200 words in total)
- Findings (include summary of the seminar – what you have learnt - and feedback from the national questionnaires, approximately 200 – 300 words)
- Conclusion and recommendations (approximately 100 words in a single paragraph)



EN3

Working in Multinational Teams Activity 4 – Worksheet 4B

module

EN 3

In-class feedback

1. What is your overall impression of the project?
2. What did you like about it and why?
3. Were there any moments you were not happy about? Which ones, and why?
4. Was the project work successful in your opinion?
5. Would you make any suggestions?

Extra for co-organisers

6. How did you feel when you were making first contacts with your international partners?
7. Did you encounter any problems in communication from language or intercultural point of view?
If so, how did you deal with them?
8. Did you have to face any difficulties concerning technologies?
9. How did you organise the team and their responsibilities?
10. What did you learn about yourself and your partners?
11. How would you evaluate your contribution to the project (team)?
12. How would you evaluate your partners' contribution to (team)?



EN4	Mediating between Cultures	English	B1/B2	5 x 90 mins (1 sem) See Module Activity Schedule
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to</p> <ul style="list-style-type: none"> • understand how a cultural mediator helps resolve conflicts among parties • analyse a problem from a cultural perspective • learn from other cultural perspectives • define what is negotiable and unnegotiable from a cultural perspective • share information and communicate via e-mail
Target Competences	<ul style="list-style-type: none"> • ICC: develop intercultural mediation skills; develop tolerance to ambiguity; exercise problem-based learning; distinguish what is negotiable and not negotiable from a cultural perspective; listen actively and prompt others to communicate their meaning adequately • Language and communication: describe causes of miscommunication and/or conflict, fill in a questionnaire, propose questionnaire items, comment, analyse, summarise what others say, write a report, review text, communicate on-line. Use functional language and vocabulary. • ICT: use e-mails for international work effectively, anticipate and prevent intercultural miscommunication; use a collaborative platform (e.g. Padlet).
List of activities	<p>Activity 1: Analysing a critical incident</p> <p>Activity 2: Answering and contributing to a questionnaire about preconceived ideas and cultural diversity in behaviour</p> <p>Activity 3: Sharing interpretations through email to better understand the critical incident from Activity 1</p> <p>Activity 4: Role-playing between mediators and conflicting parties.</p> <p><i>For more details see Module 4 Activity Schedule</i></p>
Overview of activities	<p>Activity 1: Contextual and collaborative. After being given a fixed scenario, Ss in groups fill in the specifics of an intercultural encounter/conflict that they will invent collaboratively by identifying the various actors involved and exploring possible cultural interpretations of what went wrong between them.</p> <p>Activity 2: Reflexive, comparative. Ss answer a questionnaire about preconceived ideas and cultural diversity in behaviour; Ss compare responses to questionnaire in their own class and negotiate to reach a consensus. Ss discuss follow-up questions and complete new questionnaire. Ss transform responses to questionnaires into statements of cultural behaviour in their own country.</p> <p>Activity 3: Tele collaborative. Ss share statements from previous activity with colleagues from other countries through email or other social media. Ss use information to gain deeper insights into critical incident described in Activity 1, which are shared on a collaborative platform (e.g. Padlet) and voted on.</p>

	<p>Activity 4. Role play. Ss use cultural interpretations of the proposed scenarios from previous activity for a role play in intercultural mediation according to set guidelines through role-playing cards.</p>
Recommended aids/tools	<p>Emails or other social media for communication Padlet (or any other collaborative platform)</p>
Resources	<p>INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment</p> <p>K.U. Leuven ILT & Group T (2011) TOOLKIT Intercultural Communicative Competence (ICC) Training Materials at http://www.cefcult.eu/tool/ CEFcult MANUAL2011, p. 11</p> <p>CEFcult tool http://cefcult.eu/data/CEFcult_toolkit_students_2011-11FIN.pdf</p> <p>Sarah Apedaile and Lenina Schill (NorQuest College Intercultural Education Programs,). 2008. Critical Incidents for Intercultural Communication An interactive tool for developing awareness, knowledge, and skills. Facilitator and Activity Guide. https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidents-Booklet.pdf</p> <p>Project Train Intercultural Mediators for a Multicultural Europe (TIME) at http://mediation-time.eu/index.php?option=com_content&view=article&id=2&Itemid=138&lang=en (funded by Erasmus+)</p> <p>Council of Europe (2016) Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies. Council of Europe Publishing: p. 46 http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf</p>
Worksheets for Activities	<p>Activity 1: worksheets 1a, 1b and instructions for students (analysing – summarising)</p> <p>Activity 2: worksheets 2a, 2b, 2c and instructions for students (questionnaire – questionnaire items – piloting)</p> <p>Activity 3: worksheets 3a, 3b and instructions for students (report - criteria evaluation)</p> <p>Activity 4: worksheets 4a, 4b and instructions for students (role-playing cards - self-assessment)</p>
Notes for teachers	<p>Problems anticipated:</p> <p>T and Ss may not be familiar with the concept and practices of intercultural mediation. Some of them may even have scarcely any knowledge on intercultural communication problems or ethnically /culturally diverse groups of people. In this module Ss are asked to play the role of a cultural mediator. For this role Ss will have to learn to accept that there are different ways of looking at the same reality, that they have to listen and empathise with other cultural perspectives and avoid passing judgement. The mediator’s job is never to provide a solution, but rather to identify the causes for miscommunication and conflict between parties, so as to facilitate communication.</p> <p>T and Ss may find it hard to manage ambiguous situations. Tolerance to ambiguity demands the acceptance of ambiguity in a constructive way, which is what the module attempts to have Ss learn. Ss are invited to explore uncertainty and unpredictability in an organic way by revisiting their initial interpretation of a critical incident and further refining it. Ss may react to revision processes.</p>

EN4 – Activity schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Week 1 to 2						
Activity 1	Week 1 Step 1: scenario	Read a scenario in groups of 3 to 4 give a title to the incident that summarizes it	worksheet 1 a	Classroom	30'	T sets up a class mail for telecollaborative exchange
	Step 2: discussing and writing	Ss discuss and write a report with one common description for the scenario		Classroom (may be perfected at home)	60'	T will set up a google docs document that can be jointly edited and perfected
Activity 2	Week 2 Step 1: questionnaire	Ss respond to questionnaire individually, share results and negotiate common responses. Whole class reaches consensus responses to questionnaire	worksheet 2 a	classroom	30'	
	Step 2: excerpts for follow-up questionnaire	Ss read and discuss excerpts in order to generate new questions for a follow-up questionnaire.	worksheet 2 b	classroom	30'	
	Step 3: 5 more questions for follow up questionnaire	Ss analyse critical incident, add 5 more questions to help understand the causes for conflict.	worksheet 2 c	classroom	30'	
	Step 4: pilot	Ss pilot the follow-up questionnaire to come up with the final responses that represent Ss' culture in general		homework	30'	
Week 3 to 4						
Activity 3	Week 3 Step 1: writing statements	Ss in groups transform responses to original and follow-up questionnaire into a series of statements on cultural behaviour in own country	worksheet 3 a	classroom	45'	T invites Ss to prepare statements on a word file so it can be sent as an attached file to a mail
	Step 2: Exchange emails	Ss exchange reports and compare. They use comparisons to change their own interpretation of the critical incident interpretation		homework	60'	Send mails with attachments. Set deadline so Ss can work at home.
	Step 3: Padlet posting	Ss post reviewed interpretation of critical incident of their class on Padlet and vote for the best interpretation		classroom / padlet / homework	45'	T sets up Padlet before class. T sets deadline for posts from all classes involved and defines voting dates

Activity 4	Week 4	Ss decide on roles and fill in role play cards	worksheet 4 a	30'	
	Step 1: roles				
	Step 2: share through Padlet	Ss share cards through padlet with Ss in other countries		15'	homework
	Step 3: role play and assessment	Ss do role play while other Ss observe	worksheet 4 b	90'	classroom
	Step 4: self-assessment	Ss do self-assessment on learning process	worksheet 4 c	30'	homework

Red numbers: Classroom activity;

Blue numbers: Classroom activity / homework;

Green numbers: on-line activity

EN4	Mediating between Cultures	English	B1/B2	90 mins
module		language	lang. level	estimated time

Activity 1	Analysing a critical incident
Aim	To fill in the specifics of an intercultural encounter/ conflict that Ss will invent collaboratively by identifying the various actors involved and exploring possible cultural interpretations of what went wrong between them.
Steps/Tasks	1.1. Read a scenario and in groups of 3 to 4 give a title to the incident that summarizes it. Use worksheet 1a. 1.2. Discuss and write conclusions. Then share your answers with the rest of the class. Compare and contrast all the feedback and produce one common description (report) for the whole class.
Suggested Assessment Criteria and subcriteria	General criteria Task completion Content Language/communication skills Team work
Recommended aids/tools	Worksheet 1a Google.docs or any other software that allows participants to share and modify text
Resources	INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment (docl_9372_399031269, pp. 1ff.
Notes for teachers	<p>Task 1.1</p> <p>This task should help Ss learn to accept that there are different ways of looking at and interpreting the same reality – a title should summarize one way to consider what has happened. An appropriate title should consider that knowing a language does not always mean that you can communicate meaning effectively. They should also consider that, when people get together, they do not behave as expected.</p> <p>Ss are expected to fill in the blanks of the text from their own experience and/or imagination. Encourage rich details of what may have happened.</p> <p>The scenario provided puts the reader in the position of others who use English as a lingua franca but nonetheless fail to communicate what is culturally important for them: the context is that of a transnational meeting. Meanings diverge in what concerns: what is the function of meetings? What is it for? How do you get at desired aims? How do you communicate effectively?</p>

Task 1.2.

This task should help Ss explore the causes and roots of miscommunication described in the scenario. The methodology proposed is that of Think-Pair-Share and arrive at a common final interpretation of the scenario. This is a provisional scenario that will be revisited. The T may consider the possibility of asking Ss to write their reports on a computer so they can be easily modified. This draft version will be revisited a couple of times to help Ss improve their text.

Analysing a critical incident

1.1. Read the scenario below and give a title to the incident that summarizes it.

You are in a place somewhere in Europe where your group can use English for communication although you come from different countries and cultures in Europe and Africa. You and your colleagues have recently joined an international non-profit organization whose mission is to support the integration of migrants and refugees arriving to that place. You have little experience with participation in international meetings and thus do not know what to expect.

In a preparatory meeting called to set up a scheme to assist these migrants and refugees and make their transition to the new culture as smooth as possible, participants failed to communicate effectively with one another despite using a common language (English).

The reason for this communication failure could be due to the way people understand a variety of aspects:

- Perception of the function of a meeting – What was the meeting for? To identify solutions? To meet people? To decide on roles to be taken or on a course of action?
- Parts and organisation of the meeting – Did the meeting make you uncomfortable? Were there breaks that you did not expect? Was the flow acceptable? Were the participants in the meeting the correct people to solve the problems? Maybe the meeting was not really intended to solve problems...
- Conflicting styles and attitudes in communication and choice of words (direct/less direct approaches) – Were you made to feel uncomfortable by the way people took turns talking? Did you have adequate opportunities to participate?

A big argument also broke out concerning the desired course of action to be taken to help the migrants and refugees. Some of the participants wanted to take action immediately while others were in favour of drawing up a plan first and then taking action. Many of the participants felt very uncomfortable not only because of the argument but also due to the way some participants criticised others and interrupted them while they were expressing their opinions or even laughed or talked about them while other participants were trying to make a point or propose a solution to a problem. Eventually a group of participants left the meeting, claiming that there were too many irreconcilable differences amongst them for their action to be successful. The result was that action to support the integration of migrants and refugees was jeopardised and made a mockery of what they had primarily come together to get done at the meeting.



EN4

Mediating between Cultures Activity 1 – Worksheet 1B

module

Analysing a critical incident

Discuss and come to a conclusion on the following topics. Write them down.

- (a) What happened?
- (b) Who was involved (gender, age, social background, expectations for the meeting)?
- (c) What are their cultural perspectives on: refugees, migrants, mobility in general?
- (d) What were the main challenges/ conflicts?
- (e) What happened as a result?
- (f) From your point of view, expand on what you understand the possible cultural perspectives of the actors involved to be on: meetings, action to be decided in a meeting, who can speak, when and how, when to arrive and to leave a meeting, what constitutes a conflict.
- (g) What would you advise other people to do to avoid this situation in future?

Share your answers with the rest of the class. Compare and contrast all the feedback and produce one common description for the whole class.

EN 4



EN4	Mediating between Cultures	English	B1/B2
module		language	lang. level

Activity 2	Answering and contributing to a questionnaire about preconceived ideas and cultural diversity in behaviour
Aim	To fill in and add to a questionnaire about cultural behaviour in order to gain a deeper insight to students' own culture.
Steps/Tasks	<p>2.1. Respond to questionnaire individually and then share results with partner to arrive at a common response; and finally reach a consensus in class. Use worksheet 2a.</p> <p>2.2. Read and discuss excerpts in order to generate new questions for a follow-up questionnaire. Use worksheet 2b.</p> <p>2.3. Considering the critical incident, add 5 more questions to help understand the causes for conflict. Use worksheet 2c.</p> <p>2.4. Pilot the follow-up questionnaire to come up with the final responses that represent Ss' culture in general.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work</p>
Recommended aids/tools	Worksheet 2a, 2b
Resources	INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment , INCA Assessor Manual (INCA, LdVII, 2004): pp. 20-21
Notes for teachers	<p>Task 2.1</p> <p>The methodology proposed is that of Think-Pair-Share to arrive at a common final agreed on answer by Ss in class. The questionnaire on communicative conventions does not specifically address behaviour in meetings but calls attention to issues of power, hierarchy and behaviour in school, so Ss can relate to them through experience. It is expected that Ss will transfer knowledge from their experience at school to the work place and to the critical incident described at the outset of the activity.</p> <p>Task 2.2.</p> <p>This task should help Ss explore their own culture more deeply as well as to frame appropriate questions and or statements as questionnaire items. It is important for Ss to realize that even within their own group and among people who share their language there are different understandings. This is more about what individual Ss accept to be true.</p>

Task 2.3.

Ss review the critical incident interpretation they have produced and reanalyse it for additional items for the questionnaire. T can introduce other intercultural issues, such as: the knowledge and skills of the people involved in the critical incident; their language level in EFL; their knowledge of the situation of migrants and refugees; the stereotypes they may be projecting on other participants; their attitudes as result of their prejudices and views of the others, etc.

Task 2.4.

Ss pilot the follow-up questionnaire in order to analyse what different responses can come up, in order to check for language accuracy, clarity and intended meaning. They can use the questionnaire in Task 2.1. or any other questionnaires on ICC as a model.

Analysing a critical incident Answering and contributing to a questionnaire about preconceived ideas and cultural diversity in behaviour

Every culture has got expectations concerning how long meetings should last and what can be achieved in a meeting as well as how to communicate effectively (style, attitudes, word choice, power, hierarchy, etc.)

2.1. Respond to the questionnaire below individually. When you have done so, share your responses in pairs and then with the whole class. Whenever you disagree, negotiate a common response that you think characterises your culture in general.

- (a) How common, in your experience, is it for people in your country to protest when they are in public gathering among peers?
1. hardly ever
 2. sometimes
 3. I don't know
 4. quite often
 5. almost always
- (b) In your experience, how common is it for people in your country to feel anxious when they are contradicted in public?
1. hardly ever
 2. sometimes
 3. I don't know
 4. quite often
 5. almost always
- (c) In your experience, how frequently are people from your country reluctant to express disagreement among peers?
1. hardly ever
 2. sometimes
 3. I don't know
 4. quite often
 5. almost always
- (d) Do you agree that, in order to do a job well, you should always follow the manager's orders even if you disagree with them?
1. hardly ever
 2. sometimes
 3. I don't know
 4. quite often
 5. almost always
- (e) If you received a mark on a test that seemed not to reflect your knowledge. How acceptable would it be to ask the teacher about it?
1. very acceptable
 2. rather acceptable
 3. I don't know
 4. rather unacceptable
 5. very unacceptable
- (f) When you talk to someone in your country, is it polite to agree continuously?
1. very polite
 2. polite
 3. I don't know
 4. impolite
 5. very impolite



EN4

Mediating between Cultures Activity 2B – Worksheet 2B

module

EN 4

Answering and contributing to a questionnaire about preconceived ideas and cultural diversity in behaviour

Read and discuss the excerpts below in order to generate new questions for a follow-up questionnaire.

Excerpt 1

In my class there are around thirty Americans and four students from other origins, including me. When the professor asks questions in class, none of us raise our hands to volunteer an answer, even when we know it. Typically, only the Americans participate in the classroom discussion.

The professor kept us after class last week and asked why we were not participating in the discussions. He had attributed our passiveness to a lack of interest in the subject.

In fact, raising our hands and participating in a class discussion is not our custom. However, we are more than willing to answer questions when the teacher explicitly points to us or calls our name in class.

Excerpt 2

In some cultures, a class is mainly a lecture by the professor where the students learn through listening; in other cultures, interaction and discussion are considered an essential part of the learning process. In cultures where modesty is highly valued, some students will be reluctant to put themselves forward by raising their hand and thus 'showing off' that they know the answer. In cultures where excelling is of high value, students may exhibit precisely the opposite behaviour: they really do want to show that they know more/perform better than the others.

Excerpt 3

In some cultures, direct eye contact, and even a casual sideways glance, may be interpreted as defiance or a threat or even a challenge to someone's honour. Nowadays, this cultural feature may be limited to more remote or rural areas and may also be restricted to lower social classes.

Excerpt 4

People have a different balance between work and leisure. Some attach a higher priority to work and may feel that their primary responsibility is to spend all their time devoted to a new project. Some people are also more future-oriented and future action becomes a high priority in their minds.



Answering and contributing to a questionnaire about preconceived ideas and cultural diversity in behaviour

Consider the following situations:

1. How people seek contact with one another.
2. What makes people feel comfortable?
3. How people react when they realise the others are not at ease.
4. What do people do when they hear about a catastrophe happening in another country?
5. Whether people ask others openly to state their positions.
6. Whether people watch body language and know how to interpret it.
7. How people react to uncertainty.
8. How people use the foreign language to communicate their intended meaning.
Do they use simple language? Do they use repetition? Do they speak louder?
9. What people do and how people react when they are confused.
10. What people do and feel when they feel uncertain about their own rules in another country.
11. How much people are prepared to adopt different habits in the workplace or at school.
12. How people react to criticism from a colleague.



EN4	Mediating between Cultures	English	B1/B2
module		language	lang. level

Activity 3	Sharing interpretations through email to better understand the critical incident from Activity 1
Aim	To compile information from questionnaires into a series of statements on cultural behaviour in your country concerning communication styles, attitudes and word choice considered effective; and to exchange reports with students from another country via e-mail in order to modify initial interpretation of the scenario.
Steps/Tasks	<p>3.1. Transform original and follow-up questions, in groups, into a series of statements on cultural behaviour in own country. Use worksheet 3a.</p> <p>3.2. Exchange reports with students from another country via e-mail. Read and analyse their statements to compare them with your own. Use your conclusions to modify your initial interpretation of the proposed scenario.</p> <p>3.3. Post the modified version of the scenario interpretation on a collaborative platform (such as Padlet) and vote for the one that has considered the greater number of cultural perspectives to interpret the critical incident.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work</p>
Recommended aids/tools	<p>Email account for the class</p> <p>Padlet set up by one class and shared with others (or any other collaborative platform)</p> <p>Worksheet 3a</p>
Resources	K.U. Leuven ILT & Group T (2011) TOOLKIT Intercultural Communicative Competence (ICC) Training Materials at http://www.cefcult.eu/tool/ CEFcult MANUAL2011, p. 11
Notes for teachers	<p>Task 3.1.</p> <p>Should help students organize information for a report though the examples provided.</p> <p>Task 3.2.</p> <p>A task meant to develop Ss ability to respond to others non-judgementally and responsively, as well as being open to new cultural knowledge. Ss should be encouraged to email clarification questions that show respect for the other culture. If there is ambiguity in the reports or if reports do not confirm expectations and stereotypes, T may clarify the importance of active listening to what the others have to say and how they say it.</p>

Task 3.3.

Is about setting up a collaborative platform, such as Padlet, for Ss to share work internationally. While emailing may allow for teacher monitoring, posting things up on Padlet and voting for them requires more cultural exposure and therefore a closer scrutiny of the quality and revision of posted materials.

To learn how to use Padlet in the classroom study the instructions at <http://www.cool-catteacher.com/how-to-use-padlet-fantastic-tool-teaching/>

However, any other online platform for sharing Ss work is possible.

EN4

Mediating between Cultures Activity 3A – Worksheet 3A

module

EN 4

Sharing interpretations through email or other social media in order to understand the critical incident from Activity 1 better

Transform original and follow-up questions, in groups, into a series of statements on cultural behaviour in own country.

One example has been prepared for you:

a) How common, in your experience, is it for people in your country to protest when they are in a public gathering among peers?

1. hardly ever 2. sometimes 3. I don't know 4. quite often 5. almost always

Statement: In my country people hardly ever protest among peers in a public space because....

Now imagine you had come up with the following questionnaire entry:

b) How common, in your experience, is it for people in your country to speak to others when they are newcomers in a group with people from a different country?

1. hardly ever 2. sometimes 3. I don't know 4. quite often 5. almost always

Statement:

When people in my country are newcomers in a group with people from a different country, they try to find out the rules in this group by observing their behaviour before they start speaking.



EN4	Mediating between Cultures	English	B1/B2
module		language	lang. level

Activity 4	Role-playing between mediators and conflicting parties
Aim	To do a role play by taking on several roles: conflicting parties and mediator
Steps/Tasks	<p>4.1. Decide on roles for role play on an intercultural mediation process and fill in missing role cards. Use worksheet 4a</p> <p>4.2. Share cards through Padlet with Ss in other countries</p> <p>4.3. Role play and assessment. Use worksheet 4b</p> <p>4.4. Self-assessment of activity. Use worksheet 4c.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work</p> <p>Self-assessment worksheet</p>
Recommended aids/tools	<p>Worksheets 4a, 4b, 4c</p> <p>Padlet</p>
Resources	<p>INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment, INCA Assessor Manual (INCA, LdVII, 2004): pp. 38-42</p> <p>Council of Europe (2016) Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies. http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf. Council of Europe Publishing: p. 46</p>
Notes for teachers	<p>Task 4.1</p> <p>Role plays are important for the development of Ss oral skills in context in what concerns interaction. In this case Ss are expected to learn basic conventions of the role they will play.</p> <p>Some Ss will need to prepare what they are going to say. T should help them develop 1-2 ideas in relation to each entry on their role play card. More advanced and confident Ss can build cards with information derived from previous activities.</p> <p>Role plays will also allow T and Ss to focus on active listening: pay attention to what is being said, how it is being said, silence, facial expressions and gestures, eye movements, and body language. T may well reinforce that intercultural situations require close observation skills of other people so as to identify the most effective behaviour to display.</p>

Task 4.2

Will create additional cards among groups they may experiment with. T has to ensure that task 4.2. occurs on a different day from task 4.1. so as to give time for Ss to post cards on Padlet. Alternatively Ss may do the role play and share cards after.

Invites Ss to answer some ICC questions based on the observation of role play. Depending on the involvement of Ss, T may focus on:

- Body language and discourse;
- Inconsistencies between verbal and non-verbal messages;
- Retaining information on the behaviour of the people involved;
- Similarities and differences of the ways people react to the same situation.

Task 4.3

Invites Ss to answer some ICC questions based on the observation of role play.

Task 4.4

Is a very brief activity for Ss to assess how much they were able to learn and whether they enjoyed the module and what they would want to learn more and how. It may be done at home.

Role-playing between mediators and conflicting parties

- 4.1. Use the initial scenario from Activity 1 and remind students of their progressive interpretations. Attribute each of the 5 roles to teams of students. The more competent teams will develop role-playing cards while the others develop the characters and work on the language needed to communicate the position of the characters. Select one actor from each team to simulate this event of intercultural mediation.**

Role-playing card 1 (The cultural mediator)

- Initially you will need to propose a safe place for the mediation to take place and invite the parties to be present.
- The mediator's job is never to provide a solution, but rather to identify the causes for miscommunication and conflict between parties. You have to be a good listener and to factually sum up what participants say.
- You have to open the topic. The first topic is: why the first meeting did not work; the second topic is: why was communication not effective; the third topic is: what action do the participants consider appropriate for supporting migrants and refugees.
- After listening to what participants say, sum up their positions.
- Always remember the mediator does not propose solutions. Instead you should concentrate on eliciting proposals from each of the parties.
- If the participants become uncivil to one another, stop the meeting immediately.

Role-playing card 2 (choose age, gender and nationality)

- Why the first meeting did not work:** in your opinion, the first meeting did not work because participants wanted to discuss immediate action without having previously discussed the different status of 'migrants' and 'refugees'.
- Why was communication not effective:** there was no theoretical discussion that would establish priorities and action.
- What action is considered appropriate for supporting migrants and refugees:** In your opinion, most people nowadays are migrants because they participate voluntarily in the labour market; as such, they need locals to facilitate their stay and their mobility by helping find homes, explaining the banking system and dealing with paper work. On the other hand, refugees have no papers and may even be terrorists; they have a right to shelter if their mobility is forced, but they should be sent back as soon as possible to their homelands. They should not be entitled to take advantage of the social system. Therefore, they only need provisional shelter.
- What you are prepared to negotiate:** that we can satisfy primary needs before defining the status differences between migrants and refugees provided this question is put on the agenda.



Role-playing card 3 (choose age, gender and nationality)

1. Why the first meeting did not work: there was no place to sit down; the chair of the meeting was very bossy; every time I tried to talk someone interrupted me. That's no way to conduct a meeting.
2. Why was communication not effective: because everybody was talking at the same time and the chair had an agenda that was not consensual and failed to sum up the various perspectives accurately.
3. What action is considered appropriate for supporting migrants and refugees: distributing food supplies and triaging the groups; setting a school for the children; gathering personal data on the new arrivals.
4. What you are prepared to negotiate: to go back to the meeting provided there is a co-chair who is committed to proposing an agenda, organizing the participants and structure the topics.

Role-playing card 4 (choose age, gender and nationality)

1. Why the first meeting did not work:
2. Why was communication not effective?
3. What action is considered appropriate for supporting migrants and refugees?
4. What you are prepared to negotiate:

Role-playing card 5 (choose age, gender and nationality)

1. Why the first meeting did not work:
2. Why was communication not effective?
3. What action is considered appropriate for supporting migrants and refugees?
4. What you are prepared to negotiate:

Share the cards you created with other classes on Padlet so that they can experiment with them in new situations of mediating intercultural conflicts.



EN4

Mediating between Cultures Activity 4B – Worksheet 4B

module

Role-playing between mediators and conflicting parties

Roleplay can help you reinterpret the critical incident. Focus on the following questions while you watch your colleagues. Provide full answers.

1. Are there any participants that have trouble accepting or recognising rules?
2. Are there any participants who have trouble accepting reasons for others' actions?
3. Are there any participants who do simply not care about the background information about the other culture?
4. Are there any participants who modify their behaviour? Why?

EN 4



EN4

Mediating between Cultures Activity 4C – Worksheet 4C

module

Role-playing between mediators and conflicting parties

EN 4

Please answer the questions below with YES, NO or MORE OR LESS.

I have a better understanding of:

- The role of intercultural mediator
- Cultural perspectives of participants in a meeting
- Different styles of communication during a meeting
- The importance of word choice in a meeting
- The effect of different attitudes and expectations in a meeting

I would like to learn more about



EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to:</p> <ul style="list-style-type: none"> ● lead a structured discussion about products and give feedback in English ● negotiate effectively in English in an international environment ● use ICT tools for international business communication
Target Competences	<ul style="list-style-type: none"> ● Language and communication ● Online communication skills & computer literacy ● Negotiation skills ● Intercultural skills & Cooperation skills ● Conflict-resolution skills
List of activities	<p>Activity 1: Suggesting products, preparing a presentation</p> <p>Activity 2: Presenting products</p> <p>Activity 3: Writing the product list & e-mailing it to international partners</p> <p>Activity 4: Discussing partner product lists, researching & e-mailing feedback</p> <p>Activity 5: Finalising the product list</p> <p>Activity 6: Preparing for the negotiation - Cultures and Products; writing the Negotiation Plan and Preliminary Quotation</p> <p>Activity 7: Preparing for the Negotiation: Conducting Negotiations – Process</p> <p>Activity 8: Skype-meeting with international partners and final evaluation</p>
Overview of activities	<ul style="list-style-type: none"> ● Week 1: National level: Activity 1: Once the module goals and activities are explained, each student in the given group suggests one to two products which could potentially sell well on their partner’s market and prepares a short description and presentation for the next session. The students’ choice of products is supported by Worksheet 1 (Choosing the Product). ● Week 2: National level: Activity 2: Students present and discuss potential products in their groups. International level: Activity 3: The “Product List” is finalised and e-mailed it to the assigned “Advisor” partner group. ● Week 3: National level: Activity 4: Each group discusses their international partner’s Product List with the aim of providing relevant feedback on the saleability of the two products on your national market. International level: Each group writes and e-mails a reply of approximately 200 - 250 words, providing comments and feedback on their partner’s product choice. ● Week 4: National level: Activity 5: Each group gets acquainted with the cultural background of the international partners based on Worksheet 2 and works out the details of selling their products based on Worksheet 3.

	<ul style="list-style-type: none"> ● Week 5: National level: Activity 6: Students fill in Worksheet 4 (Negotiation Plan), as well as Worksheet 5 (Preliminary Quotation). Worksheets 4 and 5 will be submitted to the teacher and used during the negotiation. Worksheet 5 (Preliminary Quotation) is to be sent to the international partner. ● Week 6: National level: Activity 7: Students go through the tasks on Worksheet 6 (Conducting Negotiations - Process) to familiarise themselves with the stages of a negotiation and practice expressions used in negotiations. ● Week 7: International level: Activity 8: The Skype meeting with international partners: the prepared negotiation takes place. Each pair of student groups takes turns to be sellers and buyers with their roles being switched in the middle of the Skype. National level: At the end of the Skype session, students write a report based on Worksheet 7: Final Project Evaluation provided by the teacher. ● Week 8: National level: Evaluation, feedback, and overall discussion of the project.
Recommended aids/ tools	<ul style="list-style-type: none"> ● Skype ● e-mail ● Free Skype-call recording software (for example https://voipcallrecording.com/)
Resources	<p>Gibson, R.: Intercultural Business Communication, OUP, ISBN: 978 0 19 4421805.</p> <p>Lewis, R.: When Cultures Collide, Nicolas Brealey Publishing, ISBN: 978 1 904838 02 9.</p> <p>O'Dowd, R. and Waire, P. (2009) 'Critical Issues in Telecollaborative Task Design', Computer Assisted Language Learning Vol. 22, No. 2, April, pp. 173–188. http://dx.doi.org/10.1080/09588220902778369</p> <p>O'Dowd, R. (2015) 'Supporting in-service Language Educators in Learning to Telecollaborate', Language Learning & Technology 19 (1), pp. 63–82.</p> <p>O'Dowd, R. (2016a) 'Emerging Trends and New Directions in Telecollaborative Learning', Calico Journal, vol. 33.3, 291–310. http://dx.doi.org/10.1558/cj.v33i3.30747</p> <p>O'Dowd, R. (2016b) 'Learning from the Past and Looking to the Future of Online Intercultural Exchange', In O'Dowd and Lewis, T. (eds.) Online Intercultural Exchange: Policy, Pedagogy, Practice. Routledge: London.</p> <p>Pilbeam, A.: Teaching Intercultural Communication Course, 2015.</p> <p>Reid, E. (2015) 'Techniques Developing Intercultural Communicative Competences in English Language Lessons', Procedia - Social and Behavioral Sciences 186, pp. 939 – 943. http://dx.doi.org/10.1016/j.sbspro.2015.04.011</p> <p>http://www.skillsyouneed.com/rhubarb/negotiation-across-cultures.html</p> <p>http://www.management-issues.com/opinion/7056/10-tips-for-negotiating-across-cultures/</p> <p>http://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/</p> <p>http://www.colorado.edu/conflict/peace/example/cohe7517.htm</p>

<p>Worksheets for Activities</p>	<p>Activity 1: Worksheet 1 (Choosing the Product). Activity 5: Worksheet 2 (Preparing for Negotiation - Cultures) and Worksheet 3 (Preparing for Negotiation - Product) Activity 6: Worksheet 4 (Negotiation Plan) and Worksheet 5 (Preliminary Quotation). Activity 7: Worksheet 6 (Conducting Negotiations - Process) Activity 8: Worksheet 7: Project Evaluation For detailed instructions on each activity see Teacher’s Notes/Detailed Week-by-week Notes in the section: “Organisation for Teachers”. Please note that the Worksheets for individual activities are attached right behind these activities.</p>
<p>Notes for teachers</p>	<p>In this project module, the students will engage in a series of telecollaborative tasks in cooperation with two groups of international partners (see below). The overall goal of the international collaboration is to simulate the processes (data collection, online consultations, and negotiations) of launching a selected national product of the student’s choice on their international partner’s market, and conduct a fictitious business negotiation. This will be achieved by a series of telecollaborative discussions (e-mail) with their international advisors (see “Advisor Group” below) and the final negotiation with the “Business Partner Group” (two times 10-15 minutes via Skype, see below) with their international partners.</p> <p>During the first session, the teacher has to divide the class into groups and select reliable students who become group leaders. This module works with an ideal scenario of two classes of 18 students, however, the number of students in each class may differ. If this is the case, the teachers must make sure that they divide their classes into the same number of groups. The number of groups per class is not of utmost importance, yet the maximum number of students in each group should be between two and four. If there is a group with less students than in other groups, the teacher may consider adjusting the assessment for this particular group.</p> <p>As mentioned above, it is important to assign the role of a group leader for each group. During the project, it is the group leader who is responsible for sending e-mails and communicating with the teacher and the group leader of the partner group. This has proven to be the most effective way to manage otherwise potentially quite confusing communication channels during the project.</p> <p>Finally, it is very important to explain to the students what their fictitious role in the module is and that the role actually is a “double-role”. This means that:</p> <p>Each student group (say, for example, A1 - see the scheme below) is a group of investors who wish to export products to a partner country. To become familiar with its cultural specifics, they have their “local friends” - i.e. their local “Advisor Group” (for A1 it would be B1). At the same time, during the first four weeks of the project, this student group (A1) also plays the role of “Advisors” to their partner team (i.e., again, B1); they role is to help their partners and to provide “local” information about the product their partners want to sell. The same relationship exists between all other groups.</p>

This arrangement changes in week five. Each team will stick to their role as investors, yet they will get a new partner - a “Business Partner Group” (in case of A1 it would be B2). The communication with the “Advisor Group” ends here. What remains to be accomplished is the final Skype negotiation; based on exchanging product description and preliminary quotations, each pair of “Business Partner Groups” engage in a Skype negotiation (A1 and B2, A2 and B3, etc.). During this negotiation, the teams take turns: first A1 is an investor and attempts to sell their product to the potential buyer (B2). Once the negotiation is over, the teams switch their roles and repeat the procedure.

Once the groups in individual classes are set, each group leader should be given the e-mail address of the group leader of the assigned Advisor Group so that he may proceed with the project. The term “Advisor Group” designates the first international partner group which helps or provides advice on the saleability of the selected products until Week 5 when an entirely new group, the so-called “Business Partner Group”, is assigned exclusively for the Skype talk. The suggested way how to assign individual groups is indicated in the table below.

Assignment: Advisor Groups (Week 1)	
Groups of country A	Groups of country B
A1	B1
A2	B2
A3	B3
A4	B4
A5	B5
A6	B6
Assignment: Business Partner Groups (Week 5)	
Groups of country A	Groups of country B
A1	B2
A2	B3
A3	B4
A4	B5
A5	B6
A6	B1

Again, it is very important to explain to the students what their role in the module is and how it evolves during the project.

It has proven very effective to draw up a detailed schedule of the whole project and devote a minute or two at the beginning of every class to sum up the project so far and make sure everybody knows what to do.

To be able to track the progress of the project, it is highly recommended that all the communication between group leaders is CCed by both teachers.

General Recommendations for Assessment:

By default, the project is assessed as a group-work project with all the group members receiving the same credit/mark for their joint work. However, should the teachers wish, individual performance of students within groups might be considered. Criteria as well as the extent of individual evaluation depend on the teacher(s). **Any modifications to the evaluation scheme should always be announced before the project is launched and clearly agreed on by all stakeholders.**

Students' work is assessed as part of their group work. As part of this, students/student groups are required to accomplish/produce:

- 1) Product presentations (2-3 minutes, Week 1);
- 2) "Product List" with a description (200-250 words) of 2 selected products (Week 2);
- 3) A feedback on their partner's product list (Week 3);
- 4) "Preliminary Quotation" of 200-300 words;
- 5) Written "Negotiation Plan" using the provided form (Week 6);
- 6) Engagement in a double negotiation (Week 7); and
- 7) Written Project evaluation

Ideally, the same criteria for assessment should be set to both partner groups. As this can be problematic, the teachers are always encouraged to discuss the assessment before the module is launched.

In case of more advanced students, the workload for individual tasks might be increased, for example by increasing the required number of words for individual assignments. **Any changes of this nature should, however, be always "synchronised" by both teachers.**

Recommendation for Simplification:

1. The whole module might be simplified by skipping the advising process in weeks 2 and 3, as described in the respective weeks in instructions on "International Level". When simplified in this fashion, students simply do not send their product list to their international partners and receive/write no product feedback. This simplification has to be considered in the final evaluation of the project and its assessment.
2. Please note that the "National Level" activities in Week 2, i.e. the: "Presentation and group discussion of potential products" may take up to 45–60 minutes, exceeding the announced time of 15–30 minutes per week.

EN 5 Activity Schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Week 1						
Activity 1	Step 1: intro	Introduction of the project, discussion of the project objectives, division of the class of about 18 participants into groups (A1, A2, A3, A4, A5, A6) of three students each.	Worksheet 1	Classroom	15'	T sets up a class mail for telecollaborative exchange
	Step 2: HW	As a homework assignment for the next session, each student in the given group suggests at least one (one is the minimum here) product which could potentially sell well in their partner's market, and prepares a short description and presentation (2-3 minutes) of this product in the group. The students' choice of products is supported by Worksheet 1 (Choosing the Product).			15'	T will set up a google.docs document that can be jointly edited and perfected
Week 3 to 4						
Activity 2	Presentation	Presentation and group discussion of potential products; the aim of the discussion is to find a consensus about which 2 products suggested by the group members in Week 1 will remain on the "Product List" of each individual national group.		Classroom	40'	Week 2 includes activities 2 and 3.
	Group discussion			Classroom	10'	
Activity 3	Reduction of products to two per Product List	To finalise "Product List" and e-mail it to the assigned "Advisor" partner group		Classroom / HW	30'	
Week 3						
Activity 4	Step 1: group discussion	Group discussion of international partner's Product List with the aim to provide relevant feedback on the saleability of the two products on your national market.		Classroom	15'	
	Step 2: writing feedback	As an output of this discussion, each group writes and e-mails a reply of approximately 200–250 words, containing comments and feedback on their partner's product choice. If they desire, students may continue in exchanging e-mails on their product choice.		Classroom/ on-line	25'	
40' (15'+25')						

Week 4					55' (55')
Activity 5	Worksheet 2: Task 1.	Students read the descriptions of the negotiation styles of three broad cultural types and discuss what nationalities they would associate with each.	Worksheet 2	Classroom	10'
	Task 2.	Ss share cards through padlet with Ss in other countries		Classroom	5'
	Task 3.	Ss do role play while other Ss observe		Classroom	10'
	Task 4.	Ss do role play while other Ss observe		Classroom	5'
	Worksheet 3: Task 1.	Ss do role play while other Ss observe	Worksheet 2	Classroom	5'
	Task 2.	Ss do role play while other Ss observe		Classroom	10'
	Task 3.	do			10'
Week 5					30' (30')
Activity 6	Worksheet 4: Task 1	Students fill in sections I. - III- of the given table.	Worksheet 4	Classroom	15'
	Worksheet 5: Task 1	Students fill in the given Preliminary quotation table	Worksheet 5	Classroom	15'
Week 6					20' (15'+5')
Activity 7	Worksheet 6: Task 1.	Students read the flowchart showing the main stages of the negotiation process.	Worksheet 6	Classroom	15'
	Task 2.	Students read through the groups of advice and recommendations and decide which step of the negotiation process each of these steps belongs to.		Classroom	5'
Week 7					30' (30'+15')
Activity 8	Task 1	The Skype meeting with international partners (two times ten to fifteen minutes)	Worksheet 7	Classroom	15'
	Task 2	Final evaluation			15'

EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 1	Selecting the Products
Aim	To launch the product; to begin the product-selecting process, and prepare a short presentation of suggested products
Steps/Tasks	<ol style="list-style-type: none"> 1) Explain the purpose, structure and assessment criteria of the module; make sure the students understand their roles. 2) Divide students into the groups of max. 3 students (see “Notes for Teachers” below). 3) Explain how to choose the product (see the instructions on Worksheet 1). 4) HW: For homework for the next session, each student in the given group suggests one to two products which could potentially sell well in their partner’s market, and prepares a short description and presentation.
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <ul style="list-style-type: none"> Task completion Content Language/communication skills Team work/individual work
Recommended aids/tools	Worksheet 1 the Internet
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching materials tailor-made to their group’s needs. Further, teachers may consider any other online resources they find useful. For suggested online resources, please see the “Resources” section on page 1 of the module description.
Notes for teachers	<p>The list of suggestions can be handed out and used by students to support their homework. However, it is recommended to go through the list with the whole group and encourage students to brainstorm:</p> <ol style="list-style-type: none"> a) as many examples as possible to each point of the list b) other types or categories of products that could be added to the list <p>Either a) or b) or both could be set as a competition in groups with a small reward. These activities can demonstrate the wide range of product categories and concrete products the students can think about, and trigger their own ideas before they do the homework individually for the next class.</p>

List of suggestions for choosing products

Read the following suggestions for finding products or services that you think could sell well on your international partner's market. The list below is not complete, it rather serves to trigger your own ideas and can be extended by any ideas of your own.

Choose preferably two products (but a minimum of one) and be ready to present them in 2-3 minutes each for your group in the next class. For your products, you can consider:

1. A special, unique, typical, and/or characteristic product/service of your country, which is famous all over Europe or the world. *(Since these products are probably available on your partner's market already, it is recommended to find out a Unique Selling Proposition to the product, e.g. special packaging, or a recipe booklet attached to the product in the case of food or drink, etc.)*
2. A successful new product/service of a start-up company that you have read or heard about *(You can get information by contacting a company which might be willing to provide you with information – your project might end up with a real deal for them!)*
3. A product manufactured/sold/provided by your own family business or a firm of your relatives/friends. *(On-hand information for you, opportunity of promotion and market research for the company.)*
4. The product/service you plan to or dream of producing/selling/providing when you set up your own firm after graduation. *(Good opportunity for you to gather feedback, ideas and lots of other information about the feasibility of your plan/dream.)*
5. Products/services that are supported by your national government *(You can refer to this in your quotation and emphasize the competitiveness of your price to your partner.)*
6. Products/services of firms that have gained/can gain EU funding to support their close-to-market actions and internationalisation. *(You can offer more competitive price and the opportunity to be involved in an EU-project.)*
7. Any intangible or "cultural" product, e.g. the licence of a successful TV quiz, online analysis of findings of medical imaging (X-ray, ultrasound, CT, MRI) by radiologists in your country, telephone hot line support in several languages, celebrity endorsement, organizing a cultural event, etc.

General advice:

You are getting ready for a Skype-negotiation, as part of this you are encouraged to prepare any visual material in advance that might come handy during the negotiation by using the screen share function of Skype.



Notes for teachers:

The list of suggestions can be handed out and used by students to support their homework.

However, it is recommended to go through the list with the whole group and encourage students to brainstorm

- c) as many examples as possible to each point of the list,
- d) other types or categories of products that could be added to the list.

Either a) or b) or both could be set as a competition in groups with a small reward.

These activities can demonstrate the wide range of product categories and concrete products they can think about and will trigger their own ideas before they do the homework individually for the next class.

EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 2	Presenting products
Aim	To present suggested products in the class
Steps/Tasks	<ul style="list-style-type: none"> 1) presentation of products 2) group discussion 3) reduction of products to two per Product List
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p> <p>Sub-criteria</p> <p>A preparatory activity which is not subject to final assessment. Teachers, however, should adhere to the general pieces of advice, notes for teachers, and criteria for product choice as formulated at the end of Worksheet 1.</p>
Recommended aids/tools	Power Point, Prezi or other presentation tools the Internet
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching materials tailor-made to their group's needs. Further, teachers may consider the online resources listed in the course description.
Notes for teachers	Presentation and group discussion of potential products; the aim of the discussion is to find a consensus about which 2 products suggested by the group members in Week 1 will remain on the "Product List" of each individual national group.

EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 3	The “Product List”
Aim	To finalise individual product lists, write a short description of individual products and e-mail it to assigned international partners.
Steps/Tasks	E-mail the finalised product list and product descriptions to assigned international partner.
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <ul style="list-style-type: none"> Task completion (see above) Content Language/communication skills Team work/individual work
Recommended aids/tools	e-mail
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group’s needs. Further, teachers may consider the online resources.

EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 4	International partner's Product List
Aim	To discuss the partner's product list and write feedback.
Steps/Tasks	1) group discussion of the product list e-mailed by the assigned international partner 2) writing and sending feedback on the product list (200 – 250 words in total)
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <ul style="list-style-type: none"> Task completion Content Language/communication skills Team work/individual work <p>Sub-criteria</p> <ul style="list-style-type: none"> See Activity 5 below
Recommended aids/tools	e-mail
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group's needs. Further, teachers may consider the online resources.

EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 5	Each group gets acquainted with the cultural background of the international partners based on <u>Worksheet 2</u> and works out the details of the product they want to sell, using <u>Worksheet 3</u> .
Aim	To become familiar with the cultural background of the international partner
Steps/Tasks	<p>Worksheet 2:</p> <p>Task 1: Students read the descriptions of the negotiation styles of three broad cultural types and discuss what nationalities they would associate with each.</p> <p>Task 2: Students match the negotiation advice to the cultural types.</p> <p>Task 3: Students briefly discuss the descriptions of cultural types.</p> <p>Task 4: Students summarise the results of their web search and the outcome of their discussion.</p> <p>Worksheet 3:</p> <p>Task 1: Students discuss and underline which of the given points (1-34) are applicable to their product.</p> <p>Task 2: Students complete the list with factors that might be relevant when negotiating about the product they would like to sell/buy.</p> <p>Task 3: Students go through the underlined and added factors, discuss and make decisions about them.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p>
Recommended aids/tools	<p>Worksheet 2 (Preparing for Negotiation - Cultures)</p> <p>Worksheet 3 (Preparing for Negotiation - Product)</p>
Resources	<p>Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group's needs. Further, teachers may consider the following online resources:</p> <p>http://www.skillsyouneed.com/rhubarb/negotiation-across-cultures.html</p> <p>http://www.management-issues.com/opinion/7056/10-tips-for-negotiating-across-cultures/</p> <p>http://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/</p> <p>http://www.colorado.edu/conflict/peace/example/cohe7517.htm</p>

Notes for teachers

To prepare for the final negotiation, each group becomes acquainted with the cultural background of the international partners based on the [Worksheet 2](#) (Preparing for Negotiation – Cultures), and works out the details of the product they want to sell, using [Worksheet 3](#) (Preparing for Negotiation – Product).

Tip: Depending on students' familiarity with intercultural issues and their preliminary intercultural studies, it is possible to extend the preparation for possible cultural differences during the negotiation. This may include: discussion of selected cultural theories, examination of selected cultural artefacts of the partner country, or student's presentations on selected aspects of their partner's country (political and/or socio-economic situation, (business) culture, customs and traditions, potential (taboo) small-talk topics, etc.

Preparing for negotiation – Cultures

It is important to remember that different cultures do things in different ways. This is partly a question of their individual style. However, we often make assumptions about other cultures and communication styles based on the way things are done in our culture. Sometimes these may be rather different from the other side's assumptions.

Similarly, the approach to negotiating may vary from culture to culture. That is why it is important to prepare for an international negotiation by raising your own cultural awareness and finding out about your partner's cultural background. However, remember that generalisations work in general and be careful not to stereotype.

Task 1

Read the descriptions of the negotiation styles of three broad cultural types and discuss what nationalities you would associate with each.

1. Fact cultures

- Minimise the social chit-chat
- Plan meetings thoroughly in advance
- Expect you to have done your homework
- Like to keep track of the discussion and what's been agreed so far
- Want some kind of result at the end of the meeting

2. People cultures

- Take a while to get down to business
- Don't like to be rushed
- Tend to discuss topics in a fairly random order
- Keep introducing new elements into the negotiation
- Usually postpone a final decision until more meetings have been held

3. Trust cultures

- Tend to respond badly to the hard sell
- Are good listeners who expect to be listened as well
- Will keep you guessing until you hit on what it is they really want
- Reveal their interests softly
- Are notoriously slow decision-makers



Task 2

Match the negotiation advice below to the cultural types by writing 1-3 in the boxes on the right.

a)	Have plenty of supporting data.	
b)	Avoid conflict – be diplomatic.	
c)	Feel free to give your opinions.	
d)	Try to think long term.	
e)	Work hard to be liked.	
f)	Stay focused on your business goals.	
g)	Think aloud, digress, be creative.	
h)	Say what you mean - don't be vague.	
i)	Interrupt immediately if you need to.	
j)	Interrupt politely and seldom.	
k)	Never interrupt – be patient and listen.	
l)	Be flexible about time.	
m)	Stick to the agenda.	
n)	Try to read between the lines.	
o)	Don't reveal too much too soon – wait.	
p)	Don't be afraid to show your emotions.	
q)	Don't commit yourself to anything.	
r)	End with a list of action points.	

Task 3

Discuss which description of cultural types (1-3 above) matches both your and your partner's nationalities. If they differ, collect information on the web about your international partner's culture in general, and on the negotiation style of their culture in particular. Share and discuss your findings in the group and decide how you can apply them during the upcoming negotiations.

Task 4

Summarise the results of your web search and the outcome of your discussion in Task 3 on the Negotiation plan (Worksheet 3).



EN5**Working with International Consumers
Activity 5 – Worksheet 2 KEY**

module

Task 1

Fact cultures	UK, Germany, Switzerland, the Netherlands Scandinavian countries Most Central and East European countries (with the possible exception of Hungary) USA
Combination of elements of facts cultures with people cultures	France and Poland (Mixing logic and organisation with emotion and assertiveness)
Predominantly fact cultures with elements of trust cultures	The British (Elements of trust culture: caution, occasional reserve, desire to avoid conflict)
People cultures	Most Latin Mediterranean countries: Italy, Spain, Portugal Most non-Latin Mediterranean countries: Greece, Turkey Latin American countries Gulf states
People cultures with elements of fact cultures	Russia, Romania (Mix of eloquence and personal appeal with hard-nosed approach and the need to be persuaded)
Trust cultures	Majority of Asian cultures (Japan, China, Korea, Thailand, etc.)
Trust cultures with elements of fact cultures	Hong Kong Chinese (British influence: fact-driven and subtly direct)
Trust cultures with elements of people cultures	Vietnamese (French influence) and Filipinos (Spanish influence): more talkative and emotional than the norm in Asia
Trust culture combined with a more expressive style of communicating	The Indians

Task 2: a1 b3 c2 d3 e2 f1 g2 h1 i2 j1 k3 l2 m1 n3 o3 p2 q3 r1

Tasks 1 and 2 are adapted from Mark Powell: International Negotiations, Cambridge, Cambridge University Press, 2012



Preparing for negotiation – Product

Prepare for the negotiations in your group by considering and making decisions about the points below concerning the product you would like to sell/buy.

- Task 1.** Discuss which of the points below (1-34) are applicable to the product and underline those of them that you have to/can/might involve in the negotiation.
- Task 2.** Complete the list with factors that might be relevant when negotiating about the product you would like to sell/buy.
- Task 3.** Go through the underlined and added factors, discuss and make decisions about them. Work out as many details as possible.
Think in terms of the so-called H.I.T. list where the letters stand for:

H.-> Have to get. Essential things that are non-negotiable. For example, if you are a seller: minimum price of €10, only 3 months of guarantee, etc. If you are a buyer: maximum price of £87, free on-site training, etc.

I.-> Intend to get. Additional things that you would like to achieve very much and you will not make any concessions about them if you do not get anything in return. E.g. If you are a seller: €2 higher than your minimum price, paid after-sales service, etc. If you are a buyer: £5 lower than quotation price, a maximum of two-week delivery time, etc.

T.-> Tradables. Things that you are fully prepared to concede because they are not so important to you. However, they might be important to your partner so you will at least ask for something in return.

The basics

1. Appropriate pricing policy (cost-based, penetration, competition, premium, psychological, etc.)
2. Price (minimum, maximum, currency, etc.)
3. Discounts (quantity, prompt payment, cash, educational, employee, age-related, etc.)
4. Quantities
5. Quality
6. Delivery time
7. Terms of delivery
8. Payment terms (credit, interest, etc.)



Other frequent factors

9. Guarantee (length, possibility of extension, etc.)
10. Installation
11. On-site training / online tutorial
12. After-sales service / maintenance arrangements
13. Spare parts (availability, length of time, etc.)
14. Available extras
15. Customizing the product (custom paint, custom-printed packaging, adding logos, etc.)
16. Issues of promotion (shelf space, sharing the costs, etc.)
17. Type of order (initial/trial/repeat/regular, etc.)
18. Co-operation in the future (concrete / perspective, etc.)
19. Exclusivity clause
20. Penalty clause

In the case of special products other factors might apply. (Search the web for them.)

E.g. sponsorship/celebrity endorsement deals

21. Duration of contract
22. Fixed annual fee
23. Number of personal appearances per annum
24. Appearance in advertising campaign
25. Morality clause (contract can be terminated if the celebrity is involved in scandal)
26. Etc.

It is worth looking into the market of the product

27. Seller's market or buyer's market
28. Price range of similar products
29. Competition

You might consider your partner's attitude to/involvement in the following issues:

30. Environmental awareness (resources, process of production, waste management, etc.)
31. Social responsibility (employing/supplying/etc. disadvantaged or disabled people, etc.)
32. Ethical practice (respecting financial/taxation/labour law, etc.)
33. Issues of fair trade (resources, suppliers, etc.)
34. Charity

Task 4. Discuss what the strengths and weaknesses of the product are.

If you are sellers, brainstorm and discuss ideas in what ways the strengths can be emphasized and the weaknesses can be dealt with during the negotiations.

If you are buyers, brainstorm and discuss ideas in what ways you can make the most of this information during the negotiations.

Task 5. Based both on the decisions you made in Task 3 and the result of the discussion in Task 4, prepare your Negotiation plan (Worksheet 3) and complete the Preliminary quotation (Worksheet 4).

Submit both the Negotiation plan and the Preliminary quotation to your teacher for review. After getting feedback, you will send the Preliminary quotation to your international partner by e-mail and use your Negotiation plan as reference in the upcoming negotiation.



EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 6	Preparing for the negotiation: Negotiation plan and Preliminary quotation.
Aim	To prepare for the upcoming negotiation.
Steps/Tasks	Assign new partner group – “Business Partner Group” (see above). Worksheet 4: Task 1: Students fill in sections I – III of the given table. Worksheet 5: Task 1: Students fill in the given Preliminary quotation table
Suggested Assessment Criteria and subcriteria	General criteria Task completion Content Language/communication skills Team work/individual work Sub-criteria Worksheet 4 (Negotiation Plan) and Worksheet 5 (Preliminary Quotation) will be submitted to the teacher who assesses them for content relevance and language accuracy, and sent to the newly assigned “Business Partner Group” (see above).
Recommended aids/tools	Worksheet 4 (Negotiation Plan) Worksheet 5 (Preliminary Quotation)
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group’s needs.
Notes for teachers	Students should write/fill in Worksheet 4 (Negotiation Plan), as well as Worksheet 5 (Preliminary Quotation). Worksheets 4 and 5 will be submitted to the teacher and used during the negotiation. Worksheet 5 (Preliminary Quotation) is to be sent to the international partner.

EN5

Working with International Consumers Activity 6 – Worksheet 4

module

Date: _____

Group No.: _____

Members of the group: _____

Negotiation plan

(To be completed after doing Worksheets 2 and 3)

Task 1: Fill in sections I - III of the product table below.

Name of product:
Terms of trade, specifications, any relevant factors	Summary of your decision about the factor (Relate the factor to the H.I.T. list where applicable and write all the other details you have agreed on)
1. Applicable pricing policy	
2. Price	
3. Etc.	
4.	
5.	
6.	
7.	
8.	
9.	
10. (You can add more rows at the end of the document)	



II.

Strengths of the product	How can you emphasize this information during the negotiations?
Weaknesses of the product	How can you deal with this information during the negotiations?

III.

Indicate if you found your own and your international partner's cultures a fact culture, a people culture, or a trust culture.

If the two cultures are the same or similar, summarise what characterizes this type of culture and how it affects the negotiations.

If the two cultures differ, summarise the results of your web search on your partner's culture and negotiation style and how this information can be used/applied in the upcoming negotiations.



EN5**Working with International Consumers
Activity 6 – Worksheet 5**

module

Preliminary quotation

(to be adapted to the nature and attributes of the product/service/agreement/etc.)

EN 5

Date:

Name of product:	
Price:	
Specifications:	
Terms of trade:	
Product description:	



EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 7	Conducting Negotiations – Process
Aim	To become familiar with the processes behind negotiations.
Steps/Tasks	<p>Task 1: Based on Worksheet 6, students read the flowchart showing the main stages of the negotiation process.</p> <p>Task 2: Based on Worksheet 6, students read through the groups of advice and recommendations and decide which step of the negotiation process each of these steps belongs to.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p>
Recommended aids/tools	<ul style="list-style-type: none"> Worksheet 6 Conducting negotiations – The process
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group's needs.
Notes for teachers	<p>Students use Worksheet 6 (Conducting Negotiations - Process); students go through the tasks and prepare for the upcoming negotiation.</p> <p>Worksheet 6/Task 2: The task might be made more challenging/complex by splitting the seven groups of recommendations into smaller segments so that students match more than one group of advice to each step of the Negotiation process.</p>

Conducting negotiations – The process

Task 1. Read the flowchart which shows the main stages of the negotiation process.

1. Relationship building

When you meet the other side before the negotiation begins, you should try to establish a good atmosphere since this stage can often set the climate for the whole negotiation.



2. Agreeing procedure

It is important to agree on the agenda in order to make the objectives and the procedure of a negotiation clear to both sides at the beginning.



3. Making proposals

In this stage the parties make their proposals in opening statements and summarise the other side's opening position. This is the point at which the two sides suggest some of the things you could trade or which they might theoretically be prepared to trade, offer or concede.



4. Probing with questions

Before agreeing to anything, it is necessary to ask questions in order to explore each other's interests more deeply, and to clarify any issues that are vague, needs elaborating or critical to the negotiation.



5. Bargaining

This is when the two sides indicate what it is they will actually trade, demand, offer or concede and attach conditions to their proposals. In turn they conditionally exchange individual points, along the line of: 'If you are prepared to..., then we are prepared to...'.
↓



6. Resolving conflicts

If negotiators want to persuade the other side to satisfy their interests, they have to cope with conflicts and pass through a disagreement stage to get there.
↓



7. Settling and concluding

At this stage of the negotiation, it is important to summarise what agreements have been reached and what responsibilities have been assigned. It is also important to work out minor details, identify any areas which have not yet been agreed on and any further action which needs to be taken.



Task 2. Read the groups of advice and recommendations and decide which step of the negotiation process each belongs to by matching letters A)–G) to stages 1-7 of the flowchart above.

- A)** Don't be embarrassed about asking a question with a seemingly obvious answer or asking the same question twice.
Don't interrupt, even if you don't like what the other person is telling you, because they might go on with something that counterbalances it.
Don't give away your reactions to the information you are given.
- B)** Call for a time-out, which gives negotiators time to recharge their batteries and reflect on how things are progressing.
Sum up what has been discussed so far, it helps to clarify if there have been any misunderstandings.
Use the disagreement for generating further options from a new perspective.
Word carefully what you say.
- C)** The easiest way to build rapport is to talk about anything except the subject of your negotiation, but avoid sensitive topics and ask only safe questions about their interests and opinions.
Find things in common with your opponent and mention what you know about their company and culture.
If you are the host, take every opportunity to show your guest hospitality, if you are the guest, pay your host subtle compliments.
- D)** Do not deal with each item separately because then you cannot link a demand on one item with a concession on another. If you finalise nothing until everything is 'on the table', you can trade concessions more freely and productively.
Minimise the risk of confusion or misunderstanding before accepting or rejecting a proposal by
a) clarifying your understanding of what the side is proposing,
b) giving a clear reaction to the other side's reasons and proposals.
- E)** Set out the points to be discussed and ensure that nothing is forgotten or left out.
Do not stick rigidly to the agenda since it might block creativity and ignores the very real prospect of unforeseen issues emerging during the meeting.
However, there is a limit to how flexible you can be, especially if time is restricted. The best approach is to use the agenda as a map that you can keep referring to throughout the negotiation in case you get lost.
- F)** Confirm the terms of the agreements and make sure everyone understands their obligations and whatever further action they may need to take.
Emphasize the benefits the other side is getting. This reinforces their decision and helps them report the deal to their superiors.
Check that there is nothing else which the other side wishes to add.
- G)** Don't give away your strategy and leave yourself room for manoeuvre.
Make your proposal hypothetical and keep all your options open.
Don't make too many demands at this stage and don't talk about figures too soon.



EN5	Working with International Consumers	English	B1/B2	15–30 mins x 8 weeks
module		language	lang. level	estimated time

Activity 8	The Skype Negotiation
Aim	To engage in a double Skype negotiation with international partners
Steps/Tasks	Task 1: The Skype meeting with international partners (two times ten to fifteen minutes) Task 2: Final evaluation
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion content language/communication skills team work/individual work</p> <p>Sub-criteria</p> <p>Supplied by individual teachers</p>
Recommended aids/tools	<p>Worksheet 7: Project Evaluation</p> <p>Skype</p> <p>Free Skype call recording software (for example https://voipcallrecording.com/)</p>
Resources	Besides the resources provided by the module, teachers are encouraged to use/develop their own supplementary teaching material tailor-made to their group's needs.
Notes for teachers	<p>International level: The Skype meeting with international partners - the prepared negotiation takes place. Each pair of student groups takes turns to be sellers and buyers. The negotiation takes two times ten to fifteen minutes with the group roles switched in the middle.</p> <p>National level: At the end of the Skype session, students write a report based on Worksheet 7: Project Evaluation, provided by the teacher.</p> <p>Practical Comments: Based on past experience with the module, students are asked to organise the Skype negotiation in their “free time”, i.e. outside the class, usually within a given time limit (14 days should suffice). This might be compensated by shortening some of the other course classes. This however, implies that the teacher will not be part of the Skype talk nor would be directly involved in the actual process. To verify that the Skype call really happened and to allow a more detailed feedback, students are required to record the Skype talk using a generally available piece of software, (for example https://voipcallrecording.com/). In addition to this, students are required to make and send a print-screen of their Skype history which indicates the time and length of the Skype call.</p>

EN5

Working with International Consumers Activity 8 – Worksheet 7

module

At the end of the project, please write a final report of 250-300 words on the whole project based on the questions given.

FINAL PROJECT EVALUATION WORKSHEET

- 1) Have you been successful in improving your skills in the fields of language, online communication, intercultural cooperation and negotiation? If yes, give details. If no, state why.
- 2) How have you chosen the product(s) you suggested for sale? To what extent has “Worksheet 1 – Choosing products” helped you in it?
- 3) How useful and/or helpful have you found the feedback provided by your international partners about your product?
- 4) How have the preparation activities (such as “Preparation” worksheets 2 and 3, “Worksheet 4 - Negotiation Plan” and “Worksheet 6 – Conducting negotiations”) helped you during the negotiation itself?
- 5) Has the negotiation been any different to your expectations? Has there been something that surprised you and/or that you were not ready for? If yes, state what it was.
- 6) How would you evaluate/describe your own performance during the negotiation?
- 7) Which parts of the projects (phase, activity, task, assignment, etc.) have you found the most interesting / useful / difficult?
- 8) Have you experienced any difficulties connected with the level of your language competence in the course of the project? If yes, give more details and state which parts of the projects have been affected the most.
- 9) Summarise your experience (positive as well as negative, if relevant) with working with international partners.
- 10) Conclude by suggesting possible ways to make the project more effective in the future.

EN 5



EN6	Dealing with Time	English	B1/B2	10 hrs 45 mins
module		language	lang. level	estimated time

Module objectives	<p>At the end of this activity students will be able to</p> <ul style="list-style-type: none"> • notice and understand cultural differences in terms of handling time • recognise similarities/equivalences between their own and their partner's cultures • analyse and arrange information • collect information about a culture other than theirs • prepare short presentations on cultural issues • negotiate common content in an intercultural/transnational context • develop cultural awareness of how cultural programming influences life style • use ICT tools such as Skype and Google drive to communicate and collaborate with partners synchronically and asynchronously in time
Target Competences	<ul style="list-style-type: none"> • ICC: awareness raising, recognizing and accepting differences and similarities, communicating at an international/transnational level, empathising, accumulating factual knowledge about other cultures, developing tolerance • Language and communication: <ul style="list-style-type: none"> – reading skills: understanding concepts, searching for details – listening skills: understanding different accents in English, analysing text – speaking skills: using functional language in interaction – writing skills: genres (personal profile, event description, short essay) • ICT: using IT applications (e.g. Skype, e-mail, internet, Google Drive) for work effectively • General working skills: critical thinking, establishing and maintaining contacts, working in a team, cooperating, organising work
List of activities	<p>Activity 1: Circles: Introducing the concept of time</p> <p>Activity 2: Attitude to time: Learning about culture specific time approaches</p> <p>Activity 3: Managing time: Comparing and analysing</p> <p>Activity 4: Around the clock – Around the year: Learning about countries' specifics (Telecollaboration)</p> <p>Activity 5: Cultural calendar (extension): preparing a cultural calendar (Telecollaboration)</p>
Overview of activities	<p>Activity 1: Circles: Introducing the concept of time</p> <p>Students draw three circles representing past, present and future, and explain to each other how the sizes and the arrangement of the circles reflect their concept about time.</p> <p>Activity 2: Attitude to time: Informative: Learning about culture specific time approaches</p> <p>Students read a text on how Edward Hall describes monochronic and polychronic attitudes to time, and learn about how they influence communication and behaviour.</p>

	<p>Activity 3: Managing time: Comparative Students learn about the meaning of time expressions in different cultures. They discuss critical intercultural incidents, and collect data about how working life is organized in their culture in terms of time.</p> <p>Activity 4: Around the clock – Around the year: Learning about countries specifics (it includes 2 telecollaborative exchanges) Students compare and analyse how people in their cultures organize their every day lives and their working life in terms of time.</p> <p>Activity 6: Cultural calendar: Learning about counties specifics (optional extension for tourism students mainly) Students prepare a calendar including selected holidays and events of interest with information and recommendations for tourists.</p>
Recommended aids/ tools	Skype, E-mail, Internet, Google Drive
Resources	<p>References:</p> <p>Hall, E. (1983). The dance of life: the other dimension of time. New York: Doubleday</p> <p>Hall, E. T. – Hall, M. R. (1990). Understanding cultural differences. Boston: Intercultural Press</p> <p>Dignen, B – Chamberlain, J. (2009). Fifty ways to improve your intercultural skills. London: Summertown Publishing</p> <p>Hidasi, J. (2005). Intercultural communication. Tokyo: Sangensha</p> <p>Kluckhohn, F. – Strodtbeck, F. (1961). Variations in value orientation. Evanston, IL: Row, Peterson</p> <p>Polyák, I. (2004). Cross-cultural communication. Budapest: Perfekt</p> <p>Trompenaars, F. – Hampden-Turner, C. (2004). Riding the waves of culture. New York: McGraw Hill</p> <p>Links:</p> <p>http://www.exactlywhatistime.com/time-in-different-cultures/</p> <p>http://www.exactlywhatistime.com/calendars/</p> <p>YouTube recordings:</p> <p>https://www.youtube.com/watch?v=n58onPiqwX4 (Brian Tracy on time management)</p> <p>https://www.youtube.com/watch?v=y2X7c9TUQJ8 (Rory Vaden on multiplying your time)</p> <p>https://www.youtube.com/watch?v=vYt7qPDnEyw (Zacharias Beckman on Managing time in different cultures)</p>
Worksheets for Activities	<p>Activity 1: Circles</p> <p>Activity 2: Attitude to time</p> <p>Activity 3: Managing time</p> <p>Activity 4: Measuring time: Clocks and Calendars</p> <p>Activity 5: Around the clock – around the year: Preparing a presentation (telecollaboration)</p> <p>Activity 6: Cultural calendar for the countries involved (telecollaboration)</p>

Notes for teachers

The activities can be used both in intercultural communication courses and in foreign language courses. They, on the one hand, aim at raising awareness of different culturally determined time perceptions and time management, which may improve intercultural sensitivity. On the other hand, the various activities provide an opportunity for skills development. Speaking and interaction skills are in the focus. The module also expects to generate critical thinking and inspire creativity through the collaborative task.

The first 3 activities are in-class activities and do not need any partner students from other institutions. Activities 4 and 5 include 3 collaborative exchanges. Regarding the topic of the module, the core exchange is Exchange 2 in Activity 5. Exchange 1 is a 'getting to know each other' task, and Exchange 3 is an extension of the topic which is recommended mainly for tourism students. Some of the activities are suitable for homework to save classroom time.

An Optional EXTRA Activity was prepared for **Measuring time: Clocks and Calendars**. In this activity, students read a text on the history of clocks and calendars, do a reading comprehension task and discuss a few related questions. They collect information about their own culture, which might be a preparation for a telecollaborative activity as well.

The links above were retrieved on 12/April/2016. However, there are plenty of recorded materials on time management, and on monochronic/polychronic cultures on YouTube which teachers can choose from.

EN 6 – Dealing with time – Activity schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Week 1						
Activity 1	Task 1: introduction	Introducing the concept of time Ss draw circles representing past, present and future. They compare and explain their versions.	Sheet with drawings illustrating time	Classroom	15'	Worksheet 1
	Task 2: reading	Ss read a text on time orientation.	Text	Classroom	10'	
Activity 2	Task 1: speaking	Students discuss in groups of three how they handle time.	List of questions	Classroom	10'	
	Task 2: listening	Ss watch a youtube video in which Zacharias Beckman explains how different cultures interpret time. They define his main point.	Youtube video		10'	Worksheet 2
	Task 3: reading	Ss read a text on how time perception influences activities and human behaviour, and answer comprehension questions.	Text + comprehension questions	Classroom / HW	20'	
Week 2						
Activity 3	Task 1: individual and pair work	Ss answer questions related to the proper time of certain activities in their culture and compare their answers with data from another culture.	List of questions + table of data from another culture	Classroom	10'	Worksheet 3
	Task 2: group discussion	Ss read short incidents and explain why they might lead to misunderstandings.	Description of critical incidents	Classroom	20'	
	Task 3: collecting factual information	Ss collect information about how people's working life is organised in their culture in terms of times and duration.	List of prompts for collecting data	Classroom / HW	15'	Debriefing by teacher is necessary for Task 2
Week 3						
Activity 4	Task 1: pre-reading task: answering questions in small groups	Ss answer questions about how important (or not) it is to measure time.	List of questions	Classroom	10'	Worksheet 4
	Task 2: pre-reading task: matching	Ss match calendars from history with their starting point in time.	Table with data	Classroom	5'	
	Task 3: reading	Ss read a text on how we measure time and answer comprehension questions.	Text + list of questions	Classroom / HW	20'	
	Task 4: group work	Ss collect data from calendars and make lists of events that a calendar may include.	Calendars	Classroom / HW	10'	
Week 4: Collaborative exchange 1						
Activity 5	Task 1: getting to know each other	Each student has a conversation with a student from the partner institution via Skype	List of prompts for the conversation Skype	Telecollaboration in Classroom / HW	30'	Worksheet 5 Telecollaborative exchange

Weeks 5-6: Collaborative exchange 2		110'+150'				
Activity 5	Task 2: Preparing videos	Ss are grouped and each group gets a topic. Each student prepares a 3-5 min. video about their experience related to the topic. They share their videos within their groups and with a group in the partner institution which has worked on the same topic.	List of prompts	HW	90'	Worksheet 5 Telecollaborative exchange 1 Prompts for the content are provided to help Ss prepare the video.
	Task 3: Preparing a presentation	Ss watch the respective videos in their groups. They compare and analyse the data and prepare a group presentation of 10-12 minutes on the topic.		Classroom / HW	60' + 60'	Worksheet 5 Telecollaborative exchange 2 Input is provided on making ppt presentations if necessary. Ss may start work in the classroom, but are expected to prepare the presentation outside school.
	Task 4: Presentations	Ss share their findings with their class.	Ss's presentations	Classroom	50'	
Weeks 7-8: Collaborative exchange 3 (OPTIONAL EXTENSION)		40'+30'+90'				
Activity 6	Task 1: Data collection and voting	Ss use the data collected by one of the groups on holidays and important events in the following calendar year. They rank the events and vote which of them they would like to include in a calendar for foreigners.	Data collected by one of the groups previously.	Classroom	20'	Worksheet 5 Telecollaborative exchange 3 (extension of the topic) Optional, recommended mainly for tourism students.
	Task 2: Preparing descriptions for a calendar of programmes	Each student gets an item from the calendar (an event, a holiday etc.) and writes a short description of the event for the cultural calendar.		HW	60'	Ss may use whatever sources they want to (internet, encyclopaedias etc.)
	Task 3: Reviewing partners' descriptions	Ss swap with their partners the lists of events/holidays/etc. that they would like to have in the calendar. They ask for details about their partners' suggested items.	List of events from partner institution	Classroom/ HW	20'	
	Task 4: Discussing events to be included in the calendar (Skype)	Ss have a talk - via Skype - with their partners (who they talked to in 'the getting to know' activity). They describe their events to each other and answer the questions they have received.	Questions from partners.	Classroom Skype	30'	If Skype is difficult to organise, the activity can be accomplished in email.
	Task 5: Finalising entries for the calendar	On the basis of the Skype talk, Ss finalise their event descriptions and insert them into a cultural calendar on Google Drive. They can add pictures and photos.		HW	30'	Google Drive, wikispace or other platforms may be used where Ss can edit documents together.

Red numbers: Classroom activity;

Blue numbers: Classroom activity / homework

Green numbers: on-line activities

EN6	Dealing with Time	English	B1/B2	25 mins
module		language	lang. level	estimated time

Activity 1	<p>Circles</p> <p>Students draw three circles representing past, present and future, and explain to each other how the sizes and the arrangement of the circles reflect their concept about time. They read a text on time orientation and refer it to their culture.</p>
Aim	To introduce the concept of time and the concept of monochronic and polychronic time approaches
Steps/Tasks	<p>1.1 Visualize the past, the present and the future in the shape of three circles. Draw three circles representing past, present and future. The circles can be of any size. Arrange the circles in the way that best shows how you feel about the relationship of the past, present and future.</p> <p>1.2 Work in groups of three. Show your circles to your partners in the group and explain your drawing to them. Listen to their explanations, too.</p> <p>1.3 Your teacher will show you some more versions of the representations of the past, present and future. Discuss what approaches to time they may reflect.</p> <p>1.4 Read a paragraph on time orientation. Discuss in your group how you would characterize your culture's time orientation. Give examples</p>
Recommended aids/tools	Worksheet 1
Resources	<p>Kluckhohn, F. – Strodtbeck, F. (1961). Variations in value orientation. Evanston, IL: Row: Peterson</p> <p>Polyák, I. (2004). Cross-cultural communication. Budapest: Perfekt</p> <p>http://www.exactlywhatistime.com/time-in-different-cultures/</p>
Notes for teachers	<p>1.3</p> <p>Students may be provided with a few drawings of time, and can try to interpret the different versions. Some of the possible drawings are as follows:</p> <div style="text-align: center;"> </div> <p>1.4</p> <p>Kluckhohn and Strodtbeck's theory on the five fundamental questions of mankind (one of which is time orientation) may be elaborated on further by motivated and linguistically more advanced students. There are plenty of internet sources on the theory.</p>

EN6

Dealing with Time Activity 1 – Worksheet 1

module

Circles: Introducing the concept of time

In the following activities you will learn about how people interpret and use time, and how people's time concept is related to other factors/conditions of their lives. You will either have to work individually on some reading tasks or discuss different related issues with your schoolmates in the classroom. Please, be prepared to share your knowledge, your opinions and feelings with your learning partners.

Activity 1: Circles (25')

Task 1

Step 1

Visualize the past, the present and the future in the shape of three circles. Please draw three circles representing past, present and future. The circles can be of any size. Arrange the circles in the way that best shows how you feel about the relationship of the past, present and future.

Step 2

Work in groups of three. Show your circles to your partners in the group and explain your drawing to them. Listen to their explanations, too.

Step 3

Your teacher will show you some more versions of the representations of the past, present and future. Discuss what approaches to time they may reflect.

Task 2

Read the following paragraph on time orientation¹. Discuss in your group how you would characterize your culture's time orientation. Give examples.

Do you live for the day?

The concept of time may look universal in the world but it is not. Different cultures may perceive time in various ways. One aspect of time that anthropologists and intercultural experts examine is the relative importance of the past, present and future in a culture. According to American cultural anthropologists Kluckhohn and Strodtbeck there may be three different temporal focuses of human activity: Past orientation, which emphasizes that present and future are rooted in and shaped by the past, therefore respecting and learning from history is important. Present orientation, which focusses on the present, which is the only reality. In these cultures people tend to make most of the present moment. Future orientation, which is a goal-oriented approach to life. People in these cultures consider long-term potential benefits of present day events, and are prepared to make efforts for a better future. Although it is possible to label cultures according to their approach to time, most cultures show features of more than one orientation. Japan, for example, sticks to its traditions quite hard, and is very goal-oriented at the same time. It is also important to note that some cultures may have very little time orientation. Hopi Indians in Arizona, US, for example, have no tenses in their language. They have words meaning 'sooner' (referring to past) and 'later' (referring to future), but they do not sense time as a linear movement. Instead, they have a cyclic view of time².

¹ Sources: Kluckhohn, F. – Strodtbeck, F. (1961). Variations in value orientation. Evanston, IL: Row: Peterson Polyák, I. (2004). Cross-cultural communication. Budapest: Perfekt
² For more information on pre-industrial cultures, consult <http://www.exactlywhatistime.com/time-in-different-cultures/>



EN6	Dealing with Time	English	B1/B2	40 mins
module		language	lang. level	estimated time

Activity 2	<p>Attitude to time</p> <p>Learning about culture specific time approaches</p> <p>Students read a text on how Edward Hall describes monochronic and polychronic attitude to time, and learn about how it influences communication and behaviour. (informative)</p>				
Aim	To raise awareness of own time management; To understand culturally different time approaches and their relatedness to communicational behaviour				
Steps/Tasks	<p>2.1 Consider the questions provided and discuss in groups of three how you handle time.</p> <p>2.2 Listen to Zacharias Beckman’s presentation on Managing Time in Different Cultures. Explain his main points in small groups.</p> <p>2.3 Read a text on how time perception influences activities and human behaviour. Then do the reading comprehension task.</p>				
Recommended aids/tools	Worksheet 2				
Resources	<p>Hall, E. (1983). The dance of life: the other dimension of time. New York: Doubleday</p> <p>Dignen, B – Chamberlain, J. (2009). Fifty ways to improve your intercultural skills. London: Summertown Publishing</p> <p>Hidasi, J. (2005). Intercultural communication. Tokyo: Sangensha</p> <p>Polyák, I. (2004). Cross-cultural communication. Budapest: Perfekt</p> <p>Listening text: https://www.youtube.com/watch?v=vYt7qPDnEyw (retrieved on 12/04/2016)</p>				
Notes for teachers	<p>2.3 Key to Reading comprehension task</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">High-context culture</th> <th style="text-align: center;">Low-context culture</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 2 3 5 7 9 10 12 15 16</td> <td style="text-align: center;">4 6 8 11 13 14 17 18</td> </tr> </tbody> </table>	High-context culture	Low-context culture	1 2 3 5 7 9 10 12 15 16	4 6 8 11 13 14 17 18
High-context culture	Low-context culture				
1 2 3 5 7 9 10 12 15 16	4 6 8 11 13 14 17 18				

EN6

Dealing with Time Activity 2 – Worksheet 2

module

Attitude to time

Task 1

Work in groups of three. Discuss how you handle time. Consider the following questions.

1. Can you organise your work or do you postpone everything to the last moment?
2. Can you keep deadlines?
3. Do you arrive at meetings punctually?
4. Are you sometimes late for school or work?
5. How do you tolerate if other people are late?
6. Do you often make decisions about how you will use your time?
7. Do you like relaxing doing nothing?
8. Do you think doing nothing is a waste of time?
9. Do you often fail to meet friends because you have a lot of things to do?
10. Do you find it bothering if somebody interrupts you while you are working on something?
11. Do you ever refuse to answer the phone because you are busy working?
12. Do you sometimes stop working on your task to do something totally different?

Task 2

Listen to Zacharias Beckman's presentation on Managing Time in Different Cultures. Explain in small groups his main point?

<https://www.youtube.com/watch?v=vYt7qPDnEyw> (retrieved on 12/04/2016)



Task 3

Read the following text³ on how time perception influences activities and human behaviour. Then do the task below.

Are you good at deadlines?

Time may be perceived linearly and cyclically. One of the first experts who recognized and described these two approaches to time was an American anthropologist, Edward Hall. His terminology – monochronic and polychronic cultures – is widely used in intercultural studies.

As monochronic cultures perceive time as a line divided into sections or compartments, they handle it in a segmented and functionally determined way. Events are arranged in time sequentially, which also means that everything has its proper time (and space). Therefore, time must not be wasted. People tend to focus on one thing, one task, one activity at a time and they pay full attention to it. When they finish it, they can go on to the next task. Interruptions and distractions are to be avoided because they hinder efficiency. As a consequence, schedules, punctuality and deadlines are extremely important. Being late for work or missing appointments may be interpreted as signs of disrespect because they prevent people from accomplishing their tasks in time. In monochronic cultures the task has priority over relationships between people.

Polychronic cultures perceive time as moving in a circular way therefore you cannot really lose or waste time. Interruptions, distractions and delays are tolerated. People feel comfortable doing several things at the same time, in parallel. They are prepared to stop working on a task in order to discuss a problem that unexpectedly emerges, and can easily go back to and continue the previous task.

Goals are set but procedures may not be defined precisely in advance, they may be adjusted and continuously readjusted to the actual situation. Rescheduling is frequent partly because it is difficult to foresee how long a task may take and partly because maintaining harmonious relationships between people has priority over completing a task.

Edward Hall also recognized that approach to time is strongly related to the way people handle information and communicate with each other. He claims that when people communicate, they do not use their knowledge only but also all the information that is available for them in the context. Probably due to the complexity and intensity of human relationships, people in a polychronic culture can 'download' more information from the context than monochronic people, who, therefore, are more dependent on verbalized information. Therefore, polychronic cultures are often called high-context cultures. In a small Italian town, for example, extensive networks of families, friends, acquaintances, colleagues and neighbours provide a common mind set and a large amount of shared knowledge which may render detailed verbal communication unnecessary within the group. However, people who are not members of the same groups will feel outsiders.

On the other hand, in the monochronic USA, which is a multicultural society, people do not have the same amount of shared knowledge (due to lack of common history, common traditions, common body language, and to more fragmented human relationships). Therefore, explicit and direct communication is crucial to understand others and to be understood. These cultures may be called low-context cultures.

³ Sources: Hall, E. (1983). *The dance of life: the other dimension of time*. New York: Doubleday Dignen, B – Chamberlain, J. (2009). *Fifty ways to improve your intercultural skills*. London: Summertown Publishing Hidasi, J. (2005). *Intercultural communication*. Tokyo: Sangensha Polyák, I. (2004). *Cross-cultural communication*. Budapest: Perfekt



Comprehension task

Read the following statements below and arrange them under the headings High-context or Low-context culture.

High-context culture (polychronic)	Low-context culture (monochronic)

Statements:

This culture

1. accepts last minute changes to plans
2. accepts that meeting a friend unexpectedly makes you arrive late
3. agrees that belonging to a group is very important
4. focusses on action and results
5. builds long-lasting relationships
6. has direct, open style
7. considers emotions very important
8. defines procedures for action clearly and carries them out
9. has a lot of non-verbal communication
10. tends to get involved in human relationships
11. likes to have detailed written contracts
12. often behaves differently to outsiders
13. often has short-term relationships related to work
14. thinks that 'Time is money'
15. wants fast communication
16. is good at multitasking
17. mixes private and professional life
18. does not like to juggle several activities at the same time
19. thinks that work should come first



EN6	Dealing with Time	English	B1/B2	30 mins
module		language	lang. level	estimated time

Activity 3	<p>Managing time</p> <p>Students learn about the meaning of time expressions in different cultures. They discuss critical intercultural incidents, and collect data about how working life is organized in their culture in terms of time. (comparative)</p>
Aim	To raise awareness of cultural differences in time management; To help understand why differences may lead to conflicts; To make students learn facts about own culture.
Steps/Tasks	<p>3. 1 You can find statements and related questions. Answer the questions by giving a time expression.</p> <p>3.2 Work in pairs. Compare your answers with your partner's. Discuss the similarities and differences in your answers. Try to explain the differences.</p> <p>3.3 Your teacher will show you a table completed with answers from two different cultures in Europe. Compare your answers with the ones in the table. Discuss what consequences you may draw about these cultures' time management on the basis of their answers.</p> <p>3.4 Read the short incidents provided. They can probably be explained by different attitudes to time. However, if you are not aware of this, you may also interpret them in a negative way. What misunderstandings or conflicts do you think they might lead to?</p> <p>3.5 Collect factual information about how people's working life is organised in your culture in terms of times and durations.</p>
Recommended aids/tools	Worksheet 3
Resources	<p>YouTube recordings:</p> <p>https://www.youtube.com/watch?v=n58onPiqwX4 (Brian Tracy on time management)</p> <p>https://www.youtube.com/watch?v=y2X7c9TUQJ8 (Rory Vaden on multiplying your time)</p> <p>https://www.youtube.com/watch?v=vYt7qPDnEyw (Zacharias Beckman on Managing time in different cultures)</p>

Notes for teachers

3.3

You may want to provide your students with the information in the table below. Depending on their answers, they may find similarities or differences with the answers from a Hungarian and a Spanish respondent respectively.

Statement	Question	Answer from Hungarian female respondent	Answer from Spanish female respondent
She got up early on Tuesday, weekday.	When did she get up?	at 6 a.m.	at 8 a.m.
The traffic was heavy, it took long to get to work.	How long did it take to get to work?	one and a half hours	40 minutes
She arrived at work on time.	When did she arrive at work?	8.00 a.m.	9.00 a.m.
She took a normal amount of time for lunch.	How long was her lunch break?	20 minutes	one or one and a half hours
She got back home from work very late.	When did she get home after work?	7.00 p.m. or later	9.00 p.m. or later
They had dinner rather late.	When did they have dinner?	8.00 p.m.	11.00 p.m.
At the weekend they relaxed and had lunch at normal time.	When did they have lunch at the weekend?	12.30	3.00 or 3.30 p.m.
They went out to dinner with friends who like eating early.	When did they have dinner with their friends?	6.00 p.m.	9.00 p.m.
They were invited to their friend's home for a specific time.	When did they arrive in relation to that?	30 minutes later	30 minutes later
On Sunday they went to bed at a sensible time, as Monday is workday.	When did they go to bed?	11.00 p.m.	12.00 p.m. or later

3.5

This task may be homework for the students.

EN6

Dealing with Time Activity 3 – Worksheet 3

module

EN 6

Managing time

Task 1: What is early, what is late

Step 1

You can find statements in Column A and related questions in Column B. Answer the questions by giving a time expression⁴.

Step 2

Work in pairs. Compare your answers, and fill in the gaps in Column C. Discuss the similarities and differences in your answers. Try to explain the differences.

Step 3

Your teacher will show you a table completed with answers from two different cultures in Europe. Compare your answers with the ones in the table. Discuss what consequences you may draw about these cultures' time management on the basis of their answers.

Statement	Question	Your answer	Your partner's answer
She got up early on Tuesday, weekday.	When did she get up?		
The traffic was heavy, it took long to get to work.	How long did it take to get to work?		
She arrived at work on time.	When did she arrive at work?		
She took a normal amount of time for lunch.	How long was her lunch break?		
She got back home from work very late.	When did she get home after work?		
They had dinner rather late.	When did they have dinner?		
At the weekend they relaxed and had lunch at normal time.	When did they have lunch at the weekend?		
They went out to dinner with friends who like eating early.	When did they have dinner with their friends?		
They were invited to their friend's home for a specific time.	When did they arrive in relation to that?		
On Sunday they went to bed at a sensible time, as Monday is workday.	When did they go to bed?		

⁴A task from Pilbeam, M. Intercultural communication training, University of Leon, 18-19/02/2016



Task 2

Differences in time management are usually well tolerated by tourists. They may even find it exotic, interesting or special to adjust to a foreign culture's everyday routines for a short time. However, working in a multicultural team or doing business with partners from a different culture may be really difficult and frustrating and may lead to misunderstandings, even conflicts and loss of business.

Read the following short incidents. They can probably be explained by different attitudes to time. However, if you are not aware of this, you may also interpret them in a negative way.

In small groups explain the incidents and discuss what misunderstandings or conflicts you think they might lead to. How about similar incidents in your country?

1. A Latin-American guest is invited to his American business partner's house for a party from 8.00 to 11.00. He turns up at 10.00, and is surprised to see that everybody leaves at 11.00.
2. The representative of a high-tech Canadian telecommunication company arrives in Chile. He gives his pitch presentation, answers all the questions, and the following day flies back to Canada. He is disappointed when he learns his company will not get the deal.
3. An engineer of British origin who works in Mexico asked his manager for an appointment. He arrived on time but he had to wait 40 minutes before he was invited into his boss's office.
4. An Arab company has a partner from Switzerland visiting them. The Swiss is giving a presentation to his partners. Phone calls are connected during the presentation, and a secretary keeps going in and out of the office bringing important messages for his boss.
5. A German sales manager is having an important discussion with his Italian partner in Rome. His partner's wife arrives in the middle of the discussion. The secretary allows her to go into the room. It takes some ten minutes for the Italian couple to talk over some family issue.
6. A young man applies for a position at a big Canadian company. He telephones to apologise for being a few minutes late because of an accident. When he arrives, one of the interview panel has already left.

Task 3

Collect factual information about how people's working life is organised in your culture in terms of times and durations. Consider the following items.

- Age of starting working legally
- Age of retirement
- Number of years at work for retirement
- Working days/week
- Working hours/day
- Beginning and end of a working day
- Handling late comers at work/school
- Flexy time
- Working overtime
- Maternity leave
- Length of paid holidays/year
- Number of national/religious etc. holidays/year
- Opening hours in shops/banks/offices
- Length of school year
- Holidays at school



EN6	Dealing with Time	English	B1/B2	4 hrs 50 mins
module		language	lang. level	estimated time

Activity 4	<p>Around the clock – around the year Learning about countries' specifics. Students compare and analyse how people in their cultures organize their lives in terms of time. (Telecollaborative activity)</p>
Aim	To familiarize students with ICT tools (Skype, GoogleDrive); To enable students to gain experience in communicating in English in real life situation; To make students experience teamwork in ICT platforms; To learn culture specific information about other cultures.
Steps/Tasks	<p>4.1 Getting to know each other You will have a conversation with a student from your partner institution. The interview will take place via Skype so that you can hear and also see each other. Since it might be difficult to start a conversation with a stranger, a list of topics is provided for you to guide your talk. You have 30 minutes to find out as much as possible about your partner. Take notes and after the interview write a short personal profile about your partner.</p> <p>4.2 You will belong to Group A, B, C or D, and work together with 3-5 students from your home institution. The same groups will work at your partner institutions as well. Each of you will have to prepare a video film of 3-5 minutes in which you record yourself and/or your friends talking about a topic. Each group has a different topic (Group A: Students' life at university; Group B: Daily routines at work; Group C: Typical leisure time activities; Group D: Holidays and significant events throughout the year) and a few questions/prompts which you will have to include in your video presentations. You may agree in your group to focus on different aspects of the same topic, or you may work individually. When you finish your video film, send it to the students in your group and to your teacher. Your teacher will send the videos to the partner institution and you will also receive videos from them.</p> <p>4.3 Watch the videos, then compare and analyse the contents of the films in your group. Prepare a group presentation of 10-12 minutes on your topic to share your findings with your class.</p> <p>4.4 Give your presentations to your class. Highlight the most important similarities and differences in handling time between the two cultures.</p>
Recommended aids/tools	Worksheet 4
Resources	Calendars of any type, Websites on holidays, Websites on cultural and sports events of the following calendar year

Notes for teachers

Students' working hours

Task 1		
Skype interview	in class	30'
Task 2		
Preparing video	out of class	90'
Watching videos in group	in/out of class	30'
Analysing data in videos	in/out of class	30'
Preparing group presentation	out of class	60'
Giving presentation to class	in class (10' each)	50'

E-mail instead of Skype: In Telecollaborative task 5.1 students might prefer introducing themselves in an email to having a talk via Skype with someone they have not met yet.

Around the clock – around the year

In the following telecollaborative activity you will have to work together with students from a foreign university abroad. They do not speak your mother tongue so you will have to use English to communicate with them. You may talk to some of them via Skype or e-mail, watch them in video films or read their messages on virtual platforms. Please, remember to be prepared to clarify meaning if you feel you do not understand each other properly.

Telecollaborative Exchange 1:

Task 1: Getting to know each other

You will have a conversation with a student from your partner institution. The interview will take place via Skype so that you can hear and also see each other. Since it might be difficult to start a conversation with a stranger, a list of topics is provided for you to guide your talk. You have 30 minutes to find out as much as possible about your partner. Take notes and after the interview write a short personal profile about your partner.

List of topics for the Skype interview:

- Personal details: family; birthday; home; home town; favourite food; etc.
- Education: previous schools; present studies; specialisations; favourite subjects; exams
- Work: job experience; finding students' jobs; internships; plan for the future; dream jobs; etc.
- Language knowledge: languages learnt; language education; language teachers; exams; ways of improving communications skills; language practice abroad; etc.
- Leisure time activities: regular activities and special events; hobbies; sports; arts and music; books and films; pets; charity; going out with friends; going on holiday; travelling; etc.

Telecollaborative Exchange 2: Preparing videos and presentations

Task 2

You will belong to Group A, B, C or D, and work together with 3-5 students from your home institution. The same groups will work at your partner institutions as well.

Each of you will have to prepare a video film of 3-5 minutes in which you record yourself and/or your friends talking about a topic. In your video film you can talk about your personal life and experience related to the topic and you can also share data and information about the topic collected from other people or books, newspapers, statistics, the Internet, etc. Below you can find the topics for each group and a few questions/prompts which you will have to include in your video presentations. You may agree in your group to focus on different aspects of the same topic, or you may work individually.

When you finish your video film, send it to the students in your group and to your teacher. Your teacher will send the videos to the partner institution and you will also receive videos from them.

The group members are expected to elaborate on their topic individually focussing on the time aspect of the topic, and record their own talk on the topic in a 3-5-minute video film which they send to their partners in the same group and to the group at the partner institution which has the same topic.



Group A	Group B	Group C	Group D
<p>Students' life at university and at primary/secondary school</p> <ul style="list-style-type: none"> - a typical day - usual wake-up time - beginning of the day - start of first lesson - being late - timetable, number of lessons per day - length of lessons and breaks - lunch break - night programmes - going to bed - living with family, with friends or in dorms - time spent online a day - a typical semester - number of subjects - grades and marks - exam periods - fails - number of exams - credits - punctuality, deadlines - staying away from lessons - home assignments - relationship with lecturers - students programmes - sports facilities – time dedicated to sports - students unions - internships - scholarships and grants - students' job - age of graduation - differences from secondary school - schooling from primary school to university - compulsory schooling 	<p>Daily routines at work</p> <ul style="list-style-type: none"> - a typical day - usual wake-up time for white collar and blue collar workers - beginning of the day - being late - breakfast at home or in office - length of working day - office hours - opening hours for shops - lunch break and coffee breaks - a typical job in your field - working hours/week - legal age to start work - age of graduating from school - typical age of starting a career - starting salaries - average salaries - hierarchy at work - business etiquette - punctuality, deadlines - smoking at work - staying away from work - sick leave - paid maternity leave - length of paid holidays - doing overwork - doing work at home - meeting colleagues or boss outside work - unemployment - unemployment of young people 	<p>Typical leisure time activities</p> <ul style="list-style-type: none"> - students' typical leisure time activities - families' typical leisure time activities - legal age for driving, drinking and going out - going out at night - drinking habits - being drunk - eating out - films and theatre - computer games - being on the net - parties at home - presents to hosts - arriving on time (?) - beginning and end of a party - length of stay - conversation topics and taboo topics - differences between young people's and elderly people's pastime - computer games - time spent online - how to spend a Sunday - having breakfast in bed - watching TV from bed - Sunday dinner at home or at restaurant - favourite sports –time dedicated to sports - local habits - going on holiday - length of holiday - favourite destinations - travelling abroad - statistics about holidays 	<p>Holidays or significant events throughout the year</p> <ul style="list-style-type: none"> - number of paid holidays - religious holidays: Christmas, Easter, + other religious holidays, and the way they are celebrated - national holidays - public holidays (bank holidays, mothers' day, May 1st, etc.) - family celebrations (e.g. birthdays) - graduation days - weddings, age of getting married - giving presents - folk traditions - local customs - regular art/music/folk festivals - youth festivals - international sports events and competitions - festive meals - events potentially attractive for foreign tourists - reorganizing working days if public holiday is on Tuesday/Thursday to have extended holidays

Task 3

Your group will get the video films prepared on the same topic as yours in the partner institution. Watch the videos, then compare and analyse the contents of the films in your group. Prepare a group presentation of 10-12 minutes on your topic to share your findings with your class.

Task 4

Give your presentation to the class. Each member of your group is expected to participate in presenting your findings. Highlight the most important similarities and differences in handling time between the two cultures.



EN6	Dealing with Time	English	B1/B2	2 hrs 40 mins
module		language	lang. level	estimated time

Activity 5	<p>Cultural calendar</p> <p>Learning about countries specifics.</p> <p>Students prepare a calendar including selected holidays and events of interest with information and recommendations for tourists (Telecollaborative activity)</p>
Aim	To familiarize students with ICT tools (Skype, GoogleDrive); To enable students to gain experience in communicating in English in real life situation; To make students experience teamwork in ICT platforms; To learn culture specific information about other cultures.
Steps/Tasks	<p>You are in charge of preparing a cultural calendar with the partner institution including programmes in both countries that may be attractive for foreign visitors. You can use the data collected by Group 4 about the holidays and the cultural/sports/ etc. events of the following year in your country. Each of you will be responsible for collecting more detailed information about one of the items in the list. Consult your partner from the partner institution. Work in Google Drive(wikispace) to jointly produce a calendar.</p> <p>5.1 Students rank the events and decide by voting which events/holidays/etc. they would like to include in the cultural calendar for the following year.</p> <p>5.2 Each student gets an item from the calendar (an event, a holiday, etc) and writes a short description of the event for the cultural calendar.</p> <p>5.3 Students swap with their partners the lists of events/holidays/etc. that they would like to have in the calendar. They ask for details about their partners suggested items (in e-mail).</p> <p>5.4 Students have a talk - via Skype - with their partners (who they talked to in 'the getting to know' activity). They describe their events to each other and answer the questions they have received.</p> <p>5.5 On the basis of the Skype talk, students finalise their event descriptions and insert them into a cultural calendar on Googledrive/wikispace. They can add pictures and photos.</p>
Recommended aids/tools	Worksheet 5
Resources	<p>Websites on holidays</p> <p>Websites on cultural and sports events of the following calendar year</p>

Notes for teachers**Students' working hours**

Exchange 3		
Selecting events/holidays	in class	20'
Preparing first draft for descriptions	out of class	60'
Compiling lists of questions for partners	in class	20'
Skype talk	in class	30'
Finalize description for calendar	out of class	30'
Total		2 hrs 40'

Suggestion for follow-up homework

Students may be asked to summarize some of the knowledge they have gained about the other culture(s) in a short essay of 300 words. They may either compare two similar events highlighting similarities and differences (e.g. Christmas celebrations, Valentine Day), or describe and explain a holiday or event which is unique in the partner culture. Suggested titles:

- (1) A holiday that is unique in the partner country
- (2) Similarities and differences between the two cultures

E-mail instead of Skype

In Telecollaborative task 6.3, it is possible to send the questions to the partner institution(s) via e-mail. If organizing Skype interviews (6.4) is difficult either technically or because of different time table schedules, students may exchange information in e-mails, too. In fact, the questions provide enough input and inspiration for the students to rewrite and complete their event descriptions for the calendar.

EN6

Dealing with Time Activity 5 – Worksheet 5

module

EN 6

Cultural calendar (for tourism and culture students)

Activity 5: Cultural calendar (optional extension)

In the following telecollaborative activity you will have to work together with students from a foreign university abroad. They do not speak your mother tongue so you will have to use English to communicate with them. You may talk to some of them via Skype or e-mail, or read their messages on virtual platforms. Please, remember to be prepared to clarify meaning if you feel you do not understand each other properly.

Telecollaborative Exchange 3: Preparing a cultural calendar for the following year

This task is based on the data collected by Groups 4 about the holidays and important cultural/sports/etc. events of the following year in the participating countries.

Task 1

You are in charge of preparing a cultural calendar with the partner institution including programmes from both countries that may be attractive for foreign visitors. You can use the data collected by Group 4 about the holidays and the cultural/sports/etc. events of the following year in your country. Rank the events in small groups and then decide by voting which of them you would like to include in the common cultural calendar. You will send the list of the selected items to the partner institution.

Task 2

Each of you is in charge of a holiday or event in your country. Use the internet to find information about it and prepare the first draft of a short description of the event for the cultural calendar. Please, keep in mind that you are preparing the calendar for potential tourists. Your description will be available for everybody in your class.

Task 3

You will receive a list of holidays and events from the partner institutions which they would like to include in the common cultural calendar. Each of you will get an item from the list. In small groups discuss the suggested events as potential tourists, and write a list of questions to find out more about them. Consider carefully what information you might need to know if you want to visit a particular event. Each of you will be responsible for collecting more detailed information about one of the items in the list.

Task 4

You will have a conversation with the student from your partner institution who you already got acquainted with in Task 1, Activity 5. The interview will take place via Skype.

Both of you are in charge of an event respectively which you will have to talk about. By listening to what questions your partner has about your event, you can learn how to improve your event description to make it more attractive and more informative for foreign tourists. You may also realise that you still have to search for further information to complete and finalize your description.



Task 5

On the basis of the Skype talks, finalise your event description and insert it into the cultural calendar. You can add pictures and photos to the description.

Task 6: Follow up

Choose one of the topics below and write a short essay of 300 words based on your new knowledge on the partner country's culture.

- a) Compare two similar events highlighting similarities and differences between the cultures (e.g. Christmas celebrations, Valentine Day).
- b) Describe in detail and explain a holiday or event which is unique in the partner culture.



EN6	Dealing with Time	English	B1/B2	30 mins
module		language	lang. level	estimated time

Optional EXTRA Activity	<p>Measuring time: Clocks and calendars</p> <p>Preparing for telecollaboration</p> <p>Students read a text on the history of clocks and calendars, do a reading comprehension task and discuss a few related questions. They collect information about their own culture as a preparation for the telecollaborative activity.</p>
Aim	To learn about ways of measuring time (clocks and calendars); To learn about events and holidays in own and foreign cultures
Steps/Tasks	<p>4.1: Answer questions in small groups on how people measure time.</p> <p>4.2: Match calendars with their starting point in history.</p> <p>4.3: Read a text about how we measure time, and answer the reading comprehension questions about it.</p> <p>4.4: Take a calendar and make a list of the information and data that it provides you. In groups of 3, discuss what further information a calendar may include.</p> <p>Collect the holidays (religious, national etc.) and the regular events and programmes of the year that you might include in a calendar.</p>
Recommended aids/tools	Worksheet Extra
Resources	<p>Source of text: http://www.exactlywhatistime.com/calendars/</p> <p>Links: http://www.exactlywhatistime.com/time-in-different-cultures/</p> <p>http://www.exactlywhatistime.com/calendars/</p>
Notes for teachers	<p>4.2 Key:</p> <p>1 C 2 D 3 A/H 4 G 5 A/H 6 F 7 B 8 E</p> <p>4.3 Key:</p> <ol style="list-style-type: none"> Clock and calendar. At the 0° longitude, in Greenwich (UK). At a conference in Washington D.C in 1884. They set up 24 time zones, and clocks are set to the same time within each zone. An optical single-ion clock that is accurate to 1 second in several billion years. For religious, social, agricultural, commercial, administrative purposes. Today we use it to organise our every day programme, too. Days, weeks, months, years. Week. Solar calendars try to follow the apparent motion of the sun, lunar calendars are adjusted to the phases of the moon. A site in Scotland consisting of 12 pits, Stonehenge, other megalithic structures.

11. It is very complex and very accurate. It uses two parallel cycles, which coincide in every 52 years. A full cycle was 5x52 years.

12. Its origin is the old Roman calendar, which was reformed by Julius Caesar and Augustus (Julian calendar). A leap year was introduced every 4th year by Pope Gregory XIII in the 16th century to refine this calendar (Gregorian calendar).

4.4

Information and data that many calendars include

- days (number and name), weeks (number of weeks), months, years
- holidays: national, religious, institutional, bank holidays, etc.
- phases of the moon
- rise of sun
- name days
- (pictures/photos)

EN6

Dealing with Time Measuring – Worksheet EXTRA

module

Optional Activity EXTRA: Measuring time

Task 1

Work in small groups. Answer the following questions.

1. Why do think measuring time was important for many ancient civilisations?
2. List a few devices or methods that people have used in history to measure time.
3. What device(s) do you use to check the time? Do you wear a watch? Do you use a calendar? How?
4. Do you think you are time conscious? Give reasons and examples.
5. Do you use any type of calendar or diary to organize your programmes, or do you keep them in mind?
6. What is the difference between a printed calendar and a digital one?

Task 2

Calendars all have a starting point or reference point. Match the calendars in *Column A* with their starting point in *Column B*.

Column A	Column B
1. Chinese calendar	A the estimated date of the creation of the world
2. Gregorian calendar	B the assumed founding date of the city of Rome
3. Hebrew calendar	C a fictive year during the reign of a legendary emperor
4. Islamic calendar	D the assumed date of the birth of Jesus
5. Old Byzantine calendar	E the assumed date of the death of Buddha
6. Old Greek calendar	F the first Olympic Games*
7. Old Roman calendar	G the year when Muhammad emigrated from Mecca to Medina
8. Tibetan calendar	H the estimated date of the creation of the world

* It was probably not the first, just it was declared to act as a reference point for chronology.



Task 3

Read the following text⁵ about how we measure time, and answer the following reading comprehension questions.

Questions

1. What are the methods of measuring time today?
2. Where is the Prime Meridian?
3. When and where did they decide on the location of the Prime Meridian?
4. How did they handle the fact that time is different at every geographical location?
5. Which is the most precise clock today?
6. What purposes do we use calendars for?
7. What are the main units of the calendar?
8. Which unit in the calendar does not correspond to the movement of the sun or the moon?
9. What do the terms 'solar' and 'lunar' refer to?
10. Give examples for unwritten calendars.
11. In what way is the Mayan calendar special?
12. How has the calendar that we use today developed over time?



How often do you check time?

In most cultures there has always been a need for measuring, counting time, not simply out of curiosity but also for practical reasons. Calendars were made for religious, agricultural or commercial and administrative purposes mainly. Ancient people in Egypt, for example, wanted to know when to expect the flood of the Nile which fertilized the soil for growing grains, or pharaohs and kings wanted to know the best time to start a war against their enemies. They often used the cycle of the seasons and that of day and night or the position of the Sun, the cyclical changes of the moon and the motion of the stars to define relative time.

Today there are two main methods to measure time: the clock and the calendar. A clock is a mechanic or electronic device that counts the ongoing passage of time. It is mainly used to measure time in the period of one day.

The measurement units of time (seconds, minutes, hours/day) date back to ancient Egypt, Sumer and Babylonia.

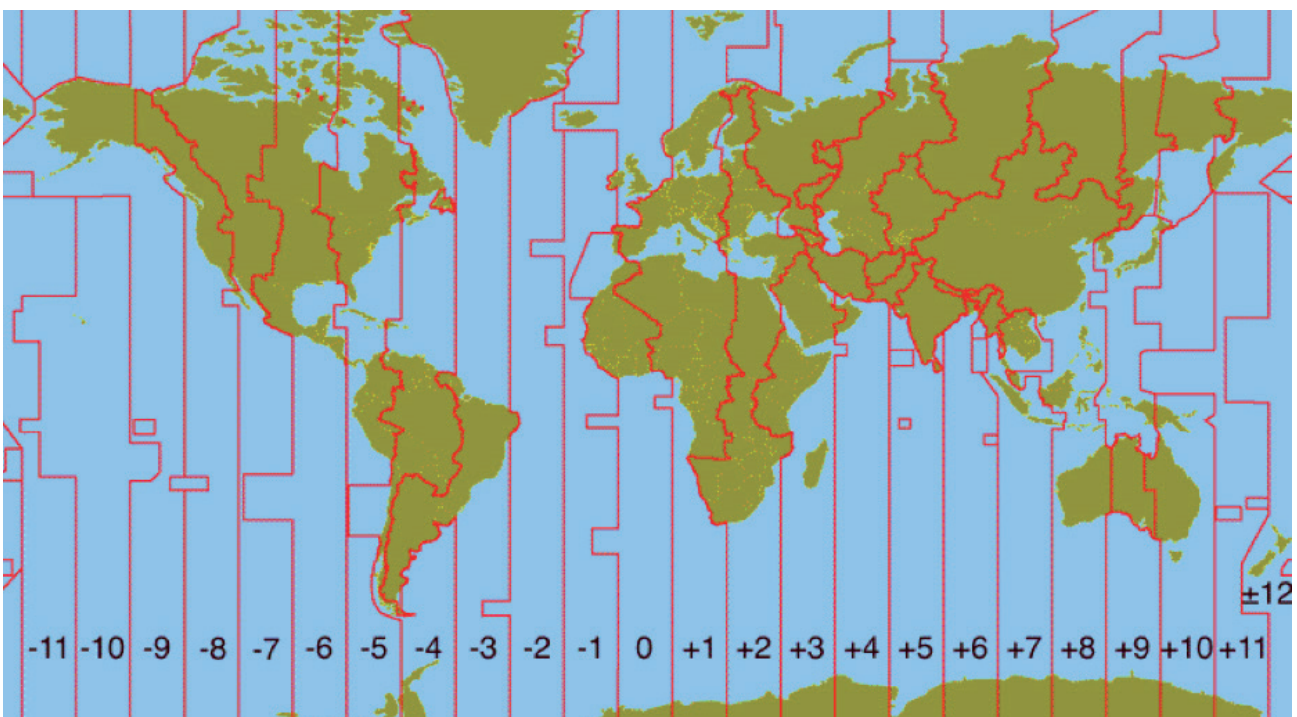
Atomic clocks today are able to keep incredibly precise time measurements consistent across the world. (In early 2016, German scientists built an optical single-ion clock that is accurate to 1 second in several billion years.)

A calendar is the product of a mathematical abstraction used for calculating longer periods of time to help people remember events in the past and make plans for the future.

Standard time

Clocks today are set to the so-called Standard Time, which is the usual clock time that most people use in daily life. It takes into account the geographical position of different parts of the earth in relation to the sun. In 1884 at an international conference in Washington D.C. it was agreed that the Prime Meridian would be 0° longitude, in Greenwich (UK), and the world is divided into 24 time zones, defined in terms of distances from the Prime Meridian. All clocks within each time zone are set to the same time as the others.

The zone map



(Source: <http://www.physicalgeography.net/fundamentals/2c.html>)



Calendars

A calendar is a system for specifying days and dates. It is also a printed or an electronic device which records this system. It enables people to record past events as well as to make plans for the future.

A calendar usually divides time into days, weeks, months and years (sometimes even longer periods). Days, months and years are usually based on astronomical cycles. Most calendars in history have used the apparent motion of either the sun or the moon. For example, the Gregorian calendar is a solar one, whereas the Islamic calendar is a lunar calendar. As it is practically impossible to totally synchronize calendars to the astrological cycles, most systems insert into the system additional leap days or leap months every now and then. Calendars need to have a starting point which serves as a reference point to exactly define the time and date of a particular event.

The oldest known calendar was discovered in Scotland. It dates back to around 8,000 BC. It consists of 12 pits in an arc 54 metres long that are supposed to represent 12 lunar months. Ancient megalithic structures like Stonehenge from around 3100 BC probably had some calendaric function, too. The first written calendar was the Sumerian calendar of 354 days dating back to 3000 BC. From the many different calendars in history the ancient Mayan calendar is one of the most complex and most accurate calendars. The Maya used two parallel systems: the 260-day Sacred Round and the 365-day Vague Year. The Sacred Round (used for predicting the future, for example) and the cycle of the Vague Year coincided every 52 years. They expected history repeat itself every 260 years (= 5 x 52-year cycles), which was a full cycle of their calendar system.



Today's most widely used calendar, the Gregorian calendar is a further adaptation of Julian calendar, which was a version of the ancient Roman calendar reformed by Julius Caesar and Augustus. The Gregorian calendar introduced by Pope Gregory XIII in 1582 - by the rearrangement of leap years - became accurate to within just 2.6 seconds a year. This means that until the year 4000 we need not introduce a leap day to compensate for the accumulated errors.

As time is speeding up in the globalized world, calendars are becoming more and more important in organising our lives. Whereas in ancient times it was priests who could use calendars and 'read' time, today we often think it would be impossible to live without time consciousness.



Task 4

Step 1

Calendars often contain different types and amounts of information. Take a calendar and make a list of the information and data that it provides you.

Step 2

In groups of three, discuss what further information a calendar may include.

Step 3

Work in groups of 3. Collect the holidays (religious, national etc.) and the regular events and programmes of the year that you might include in a calendar.



EN7	Advertising for Tourism: How Difficult Is It?	English	B1/B2	(1 semester 340 mins – 5,6 hrs)
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to</p> <ul style="list-style-type: none"> • Build awareness: understand uses of English as a lingua franca online via technology through meaningful, content-related target tasks; • Engage in concrete and well-defined tasks that contrast uses of English among non-native private business communities that use English for communication and trade;
Target Competences	<ul style="list-style-type: none"> • ICC: increase awareness of the multiple uses of English Lingua Franca to describe a similar product offered online; increase awareness of students' own culture; learn about the culture of others; engage with others' values and opinions in an open manner. • Language and communication: increase factual knowledge of descriptive writing for advertising private accommodation; compare and contrast different ways of means of advertising in English. • ICT: use email and the Internet; use Google Surveys (or SurveyMonkey)
List of activities	<p>Activity 1: Understanding the concept of English as Lingua Franca as opposed to English as a Foreign language and for the purposes of advertising products in tourism.</p> <p>Activity 2: English as the language for global advertising of tourism: understanding and exploring the intercultural dimensions of advertising tourist accommodation through short written advertisements.</p> <p>Activity 3: Reading about modern tourist profiles and preparing an online survey in order to get international responses.</p> <p>Activity 4: Exchanging mails for booking purposes.</p> <p><i>For more details see Module 7 Activity Schedule</i></p>
Overview of activities	<p>Activity 1: Informative. Understanding and discussion of concepts.</p> <p>Activity 2: Reading a text with tips on global advertising. Creating a scenario that requires students to map a house for tourist rental in their own country and reflect on what they take for granted; writing short advertising text on location to attract potential international clients; writing short advertising text on the rural property itself. This is done based on examples available on the Internet. Students engage in process of creating an advertisement having in mind holidaymakers in other countries as potential clients: students select and discuss target amenities and appropriate language by successively improving their written texts.</p> <p>Activity 3: Reading about tourist profiles and creating online survey to get responses from international students (10 questions). Using information from surveys to improve advertisement.</p> <p>Activity 4: Exchanging mails for booking purposes.</p>

Recommended aids/ tools	<p>Internet (booking.com or other service provider and also for reading texts)</p> <p>PowerPoint to present content and questions</p> <p>Worksheets for each activity</p> <p>computer + projector</p> <p>Google Surveys</p>
Resources	<p>Booking.com or Trip advisor or any other service provider</p> <p>Rosa Perales (2002) on <i>Modern Rural Tourists in Spain</i> (adapted)</p> <p>Set of photos from the Internet for educational purposes (teacher's choice)</p>
Worksheets for Activities	<p>Activity 1: worksheet 1</p> <p>Activity 2: worksheet 2</p> <p>Activity 3: worksheet 3</p> <p>Activity 4: worksheet 4</p>
Notes for teachers	<p>Problems anticipated:</p> <p>Teacher and Students may react against the notion of English Lingua Franca since they are used to emulating standard British or American English patterns and pronunciation in class. However, around 75% of all business interactions carried out in the world use English as a lingua franca, i.e. as the mediation language among non-native English speakers. They do so increasingly in technologically-mediated spaces. These non-native business speakers are users of English that do not necessarily aim at sounding like native speakers; they also rely heavily on their own cultural speaking and interacting norms while using English for communication. They may use local vocabularies, diverse manners of speech and quite distinct accents influenced by their home cultures. These users of English are content-oriented to solving problems and situations and will also use their own cultural assumptions during the interaction in English.</p> <p>A content-oriented approach, especially on a site selling services and aiming for „effective communication“, indicates the perspective of a European relationship-oriented culture where an immediately clear and attractive presentation of the factual knowledge is the goal rather than a user-oriented approach which would take the individuality of the reader(s) into account.</p> <p>The ‘trade language’ of a site selling services is oriented towards effective communication and, instinctively, people will write in a simpler way than they would in their native language. They will also make sentences shorter and avoid difficult syntax, grammar and sounds. The Internet is used as a social contact zone, where ‘texts’ are already standardized in some way. For example, on booking.com there is a standardized vocabulary list that can be learned. However, because people live in heterogeneous spaces and are drawing on symbols from various cultures, for effective intercultural communication it may be helpful to look at how the apparently ‘same realities’ may mean different things to different people, both at the productive and the receptive ends.</p> <p>Students may not be very receptive to rewriting their advertisements several times. However, reviewing text is essential to meet target audiences and perfect language; Teacher should encourage groups to incorporate feedback in their revised versions. Note that the recommended times will depend on the number and level of students as well as on their familiarity with the tourist advertising industry.</p>

For teachers interested in developing the writing component of their curriculum, it is understood that these activities can be drawn out in collaborative and revision strategies applied to the writing activity.

Also note that this module is an opportunity to include writing as a learning activity if you so choose. With this objective, many opportunities for revision are provided in the suggested steps. The relevance of an iterative approach to the act of writing is not only aimed at developing writing skills; it is a valuable opportunity to activate metalinguistic knowledge through the „manipulation of writing“ in the L2 (Gombert 1993: 578-579). However, if you are less interested in this aspect and would prefer to focus your students' activity on learning about the other country in tandem with their own, the revision steps can be skipped.

Gombert, J. E. (1993). "Metacognition, Metalanguage, and Metapragmatics". *International Journal of Psychology*, 28(5), 571-580.

The module also has a rich IT component, and a list of possible tools, which will enable students to learn to work with the tools that will inevitably become part of their future professional life. As always, the IT component can be dropped whenever the teacher feels uncomfortable or unprepared to use it. A simple pen and paper approach will always suffice.

The same is true for the telecollaborative approach with students from another country: if there are foreign students in the class, these can answer the online survey; so can any other students in the country/institution.

EN7 – Activity schedule

Activity	Steps	Activity	Document	Place	Time	Notes
Week 1						
Activity 1	Week 1 Step 1: reading	reading and fill in the blanks	Worksheet1	Classroom	10'	10'+15'+10'+15'+50'+45'+45'+30'+25'+30'+5'
	Step 2: discussion	Ss discuss uses of English as lingua franca	Worksheet1	Classroom	15'	
	Step 3: online search	SS search for pictures online	Worksheet1	Classroom	10'	
	Step 4: location	SS locate property on Google maps	Worksheet1	Classroom	15'	
	Step 5: reading for information	SS read and locate information to answer task	Worksheet1	Classroom	50'	
Activity 2	Step 1: writing	SS write description for location	Worksheet2	Classroom	45'	
	Step 2: writing	Ss write brief description for facilities and pricing	Worksheet2	Classroom	45'	
Activity 3	Week 2 Step 1: read	SS read text to profile tourists	Worksheet3	Classroom	30'	
	Step 2: create questions	Ss create questions for survey	Worksheet3	Classroom	25'	
	Step 3: rewrite	SS rewrite advertisements based on results obtained/ SS answer survey.	Worksheet3	Homework	30'	
Step 4: posting online	SS post advertisements online (Blog)	Worksheet3	Homework	5'		
Week 3 to 4						
Activity 4	Week 3 Step 1: emails	Ss write and respond to emails	Worksheet4	Homework	60'	

Red numbers: Classroom activity;

Blue numbers: Classroom activity / homework;

Green numbers: on-line activity

EN7	Advertising for Tourism: How Difficult Is It?	English	B1/B2	100 mins
module		language	lang. level	estimated time

Activity 1	Understanding the concept of English as Lingua Franca as opposed to English as a Foreign language and for the purposes of advertising products in tourism.
Aim	To understand, discuss and explore the concept of English as Lingua Franca
Steps/Tasks	<p>1.1. Exploring the concept of English Lingua Franca through reading a short text for information.</p> <p>1.2. Understanding the roles of a Lingua Franca.</p> <p>1.3. Activity in groups: your group has inherited a rural property in your own country. Go online and quickly find its image. In your groups discuss the characteristics of rural property in your own country and determine whether any of the images you found correspond to your expectations.</p> <p>1.4. You want to use your inherited property as a rural rental. You need to advertise your rural rental online as an effective way to communicate with potential guests. Location is very important; so, given what you see in the image of your inherited property, you have to choose a plausible location. Pinpoint the location of your property on a shared map of Europe that you may share with others.</p> <p>1.5. Quickly browse through the online text “Tips for marketing your Guest House or B&B” at http://southafrica.smetoolkit.org/sa/en/content/en/2689/Tips-for-marketing-your-Guest-House-or-B-B and sum up 5 tips you would take into consideration. Make a list of aspects that relate to the house/location you have chosen, e.g. which questions are relevant for you to consider?</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Language/communication skills</p> <p>Team work/individual work</p>
Recommended aids/tools	<p>Worksheet1</p> <p>For the identification of rural property go online and search the Internet;</p> <p>For maps, use Google Maps, choose the country or Europe and pinpoint a location. You can also use the draw routes tool of Google Maps.</p> <p>For reading, use the Internet or mobile phone: text can be printed on paper.</p>
Resources	<p>Booking.com or Trip advisor or any other service provider</p> <p>Set of photos from the Internet for educational purposes if teacher wants to provide those for students.</p> <p>Online business text at http://southafrica.smetoolkit.org/sa/en/content/en/2689/Tips-for-marketing-your-Guest-House-or-B-B</p>

Notes for teachers

On the concept of lingua franca, the teacher may bring in other concepts not mentioned in the texts such as the following described in ENGLISH: LINGUA DIVINA OR DIABOLICA? (from: PHILLIPSON, R. (2008), *Lingua franca or lingua frankensteinia? English in European integration and globalisation*¹. *World Englishes*, 27: 250–267. doi:10.1111/j.1467-971X.2008.00555.x). Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-971X.2008.00555.x/full> 30.11.2016):

“English might be more accurately described as a *lingua economica* (in business and advertising, the language of corporate neoliberalism), a *lingua emotiva* (the imaginary of Hollywood, popular music, consumerism, and hedonism), a *lingua academica* (in research publications, at international conferences, and as a medium for content learning in higher education), or a *lingua cultura* (rooted in the literary texts of English-speaking nations that school foreign language education traditionally aims at, and integrates with language learning as one element of general education). English is definitely the *lingua bellica* of wars between states (aggression by the US and its loyal acolytes in Afghanistan and Iraq, building on the presence of US bases in hundreds of countries worldwide). The worldwide presence of English as a *lingua americana* is due to the massive economic, cultural, and military impact of the USA. Labelling English as a *lingua franca*, if this is understood as a culturally neutral medium that puts everyone on an equal footing, does not merely entail ideological dangers – it is simply false.”

Teacher could bring in any other photos or even invite Students to search for attractive photos of rural property in other countries. They may even have their own first-hand experience.

Many of the photos posted online on service provider websites are stereotyped into notions of what the countryside should look like, but also on available property and what owners think should be advertised and shown. Notice that service providers issue guidelines on how and what to present.

The T's focus in this module should be on exploring diverse contexts that use English for the same business purpose: advertising online rural property rentals. Location is an important aspect to take into consideration when advertising for tourism. This activity explores geographical locations in Europe to situate Ss relatively to one another. This addresses the ICC of acquiring knowledge of others.

Understanding the concept of English as Lingua Franca as opposed to English as a Foreign language and for the purposes of advertising products in tourism.

1.1.

Identify the difference between the use of English as a Lingua Franca and the use of English as a foreign language, by reading the extract below from Wikipedia:

English as a lingua franca (ELF) is the use of the English language as a Koiné language, „a common means of communication for speakers of different first languages“. ELF is also „defined functionally by its use in intercultural communication rather than formally by its reference to native-speaker norms“ whereas English as a foreign language aims at meeting native speaker norms and gives prominence to native speaker cultural aspects. While lingua francas have been used for centuries, what makes ELF a novel phenomenon is the extent to which it is used – both functionally and geographically. A typical ELF conversation might involve an Italian and a Dane chatting at a coffee break of an international conference held in Brussels, a Spanish tourist asking a local for the way in Berlin, or a Punjabi Indian negotiating with a Tamil Indian salesperson at Chennai.

(from: Wikipedia “English as a Lingua Franca https://en.wikipedia.org/wiki/English_as_a_lingua_franca)

Fill in the table below with information from the excerpt and your own understanding of it:

Differences:	English as a lingua franca	English as a foreign language
Abbreviation:		
Definition:		
Aims:		
Concrete example:		



1.2.

Now consider the role of English in the world as

- the language of international organisations
- the language for business transactions
- the main language of the Internet
- the main language for global advertising

Can you think of other areas where English is used as a language for world communication?

In which concrete situations do you imagine yourself speaking and writing English: give a couple of examples.

1.3.

Activity in groups: your group has inherited a rural property in your own country.

Go online and quickly find its image.

In your groups discuss the characteristics of rural property in your own country and determine whether any of the images you found correspond to your expectations.

1.4.

You want to use your inherited property as a rural rental. You need to advertise your rural rental online as an effective way to communicate with potential guests.

Location is very important; so, given what you see in the image of your inherited property, you have to choose a plausible location.

Pinpoint the location of your property on a shared map of Europe that you may share with others.

1.5.

Quickly browse through the online text “Tips for marketing your Guest House or B&B” at <http://southafrica.smetoolkit.org/sa/en/content/en/2689/Tips-for-marketing-your-Guest-House-or-B-B> and sum up 5 tips you would take into consideration. Make a list of aspects that relate to the house/location you have chosen, e.g. which questions are relevant for you to consider?

For your convenience, the text is also transcribed below.



Tips for marketing your Guest House or B&B

(Adapted) Provided by Business Partners Ltd, South Africa's leading investor in SMEs

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<http://southafrica.smetoolkit.org/sa/en/content/en/2689/Tips-for-marketing-your-Guest-House-or-B-B>

Know your guests

It's important to know exactly what your guests need and to cater for those needs. If you own a youth hostel for divers, they'll probably be looking for simple, affordable accommodation providing hearty breakfasts, storage space for dive equipment, information about local dives and details of the best value-for-money night-time entertainment.

If, however, you own an exclusive boutique hotel on the Atlantic seaboard, you'll be catering for a completely different kind of guest, one who is looking for luxury décor, gourmet meals, special features and lots of pampering.

Here are a few questions guest house and B&B owners can ask themselves in order to provide the best possible accommodation and service for the market:

- Exactly what kind of accommodation do existing and potential guests require? Do they need double rooms, single rooms, en-suite facilities, business facilities, special features and so on?
- What kind of meals do they need and do you cater for special dietary requirements?
- Do our guests have any specific or special needs? Do they need safe, off-street parking, en-suite bathroom facilities, separate rooms for children or customised features for the physically-challenged?
- Is our location unique in any way? Can we offer a sea view, is there a nature walk right outside the door or are we perhaps at the heart of an unusual historical area?
- Is there anything unique about our service, something that we do and no-one else does, even if it's something small? Do we welcome guests with

outlandish cocktails, do we offer a fresh fish braai for those tired divers in the evening, do we offer a free aromatherapy massage with every booking of three days or more?

- Do we offer any special benefits or conveniences to our guests? For example, do we have a shuttle service to the airport, do we provide game drives, do we accommodate pet owners or do we offer guided tours of local attractions?
- What are our strengths and weaknesses? Be honest – then concentrate on your strengths and get your weaknesses up to an acceptable standard.

Find your unique selling point

The good news is that every business has something unique to offer, no matter how many other operators there are in the market. It's up to you to find that unique selling point, market it and deliver on it, making it a desirable feature of your business. This is what will make visitors seek you out and return again and again.

For example, your establishment could be located somewhere scenic, close to a tourist attraction or provide unique services. Whatever your unique selling point may be, identify it, define it and use it to full advantage in all aspects of your business.

Develop Seasonal and Special Promotions

Promotions are a stalwart of any marketing programme and there's lots of scope for creativity here. If you have a B&B in Johannesburg and Fashion Week is coming up, develop a special offer for the fashion buyers, local designers and design colleges. Promote it in trade publications or by e-mail and make that particular audience feel you are catering to its specific needs.



Spring, summer, autumn and winter promotions work well too, if you give them a good creative spin. If your establishment is in an historically or naturally significant area promote seasonal attractions like whale watching.

Be aware of out-of-season attractions too and promote these in a similar way to raise occupation during traditionally quiet periods. Also, consider offering promotional rates or benefits for guests booking for five nights or more too – this will encourage them to book for a longer stay than they may, at first, have considered.

Be efficient and consistent

Answer queries by telephone or e-mail as quickly as possible and, if you can't meet a guest's specified

needs, offer possible alternatives. There are lots of guest houses and B&Bs that offer similar facilities and services to what you do and it's always the early bird that gets the worm. Quick, friendly and individualised service wins hands-down ever time.

Be consistent – this encourages return visits from guests and prompts them to tell their friends and colleagues about your establishment. If you put gingerbread men on the pillows to welcome guests, do it every time. If you have a special theme, like the Post House does, apply the theme to everything you do. Find that unique selling point and deliver on it consistently.

And finally, have fun.



EN7	Advertising for Tourism: How Difficult Is It?	English	B1/B2	90 mins
module		language	lang. level	estimated time

Activity 2	Focusing on location and how to describe it for an international audience
Aim	Describe rural property and its location as an attractive feature
Steps/Tasks	<p>2.1. Write a brief description (maximum 100 words) of the rural area where your house is located, add just 1 photo of the area and post your description on the class Padlet to share that information online.</p> <p>2.2. Add information on:</p> <ol style="list-style-type: none"> 1. The roads 2. Explain what the house is ideally suited to 3. Refer to train or bus services available 4. Mention type of rooms <ul style="list-style-type: none"> Single Double Twin Ensuite 5. Complimentary offers <p>Some guidelines are offered on worksheet 2.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <ul style="list-style-type: none"> Task completion Content Language/communication skills Team work/individual roles
Recommended aids/tools	Worksheet 2
Resources	Booking.com or Trip advisor or any other service provider

2.1.

Write a brief description (maximum 100 words) of the rural area where your house is located, add just 1 photo of the area and post your description on the class Padlet to share that information online. Use these prompts for your description:

Overview Situated in ... close to ...
... is an ideal base for ...

Add characteristics on the property itself: modern/old/renovated; services provided that may interest potential guests; prices; etc.

2.2.

Facilities & Pricing**Now add information on:**

1. Roads to get to the property /means of transportation. E.g. Is 10 minutes by bus from...
2. Explain what the property is ideally suited to ...
3. Mention type of property and of rooms (single, double, with en-suite facilities, etc.) and give some features of rooms (smoking/non-smoking, colour television in some rooms, etc.); include also information on meals, car park, bathrooms.
4. Mention complimentary offers such as Wi-Fi, TV and DVD, towels, tea/coffee, shower gel, car park, etc.
5. Give information on prices and payment method
6. Indicate e-mail for contact.

For more information on how to write your descriptions, check: <http://www.visit-hampshire.co.uk/where-to-stay/the-palmerston-rooms-p1258401>

EN7	Advertising for Tourism: How Difficult Is It?	English	B1/B2	90 mins
module		language	lang. level	estimated time

Activity 3	Drawing up a profile of the end user and getting international responses through an online survey
Aim	Having in mind Ss in other countries as potential clients: Students prepare a survey (10 questions) which is shared through Survey Monkey online, to collect information on the students in another country as potential clients and modify their descriptions accordingly.
Steps/Tasks	<p>3.1. Students read a text on profiling by Rosa Peralez and discuss their own profile as tourists and how they would like/ not like to use the properties described by the class.</p> <p>3.2. Based on their discussion, the text by Rosa Peralez and the questions in the text in Activity 1, they collectively devise 10 questions to ask in an online survey to other students and they prepare an online survey.</p> <p>3.3. Students collect answers and if necessary, change own descriptions.</p> <p>3.4. Students advertise their property on a common online platform, such as a blog. Use worksheet 3.</p>
Suggested Assessment Criteria and subcriteria	<p>General criteria</p> <p>Task completion</p> <p>Content</p> <p>Language/communication skills</p> <p>Team work/individual work</p>
Recommended aids/tools	<p>Google forms or SurveyMonkey for the online survey.</p> <p>A blog to share advertisements made by students; or Padlet.</p>
Resources	Text by Rosa Peralez.
Notes for teachers	<p>Teacher may decide beforehand whether to work with one partner class or more (in several countries). Partnering with only 1 class in another country allows Ss to focus on a particular culture.</p> <p>Because people live in heterogenous spaces and are drawing on symbols from various cultures, for effective intercultural communication, it may be helpful to look at how the apparently 'same' realities may mean different things to different people, both at the productive and the receptive ends. The survey questions and responses will be shared to gain insights into the other culture. The questions you ask may determine what is important for you as well as for your other partners.</p>

3.1.

In small groups read the text below which has been adapted from Rosa Perales on *Modern Rural Tourists in Spain* from 2002 and discuss the following points:

- (a) Profile of the “modern rural tourist”
- (b) Is this profile still true today?
- (c) Can you define a profile for the end user of your rural property?
- (d) What is your own profile as a tourist?

(...) In the last two decades and more so in the 90s, there has been a growing presence of new tourism modalities in rural spaces, with a clearly different behaviour pattern in traditional rural tourism. In OECD countries and especially in Spain, there is a growing trend first noted by Bote (1988) for city people who choose rural zones for their holiday destination. This recent framework suggests a new profile of the ‘modern rural tourist’, which has probably emerged due to growing demand, together with the renewed strength acquired by two new motivating aspects: environmental quality and the search for the authentic. Other contributing factors are the growing tendencies towards short distance trips and splitting holiday periods so that they are no longer concentrated entirely during the summer.

In terms of supply, tourists expect to a much better use of the local resources, from landscaping to environmental, natural and architectural resources. Their contributions to the rural economy can be expressed not only in financial terms but also in the creation of new types of jobs, in addition to injecting new vitality into traditionally weakened economies. Well-managed and well-focused rural tourism might become a new source of income and employment and, at the same time, fulfil the broader role of breaking down social isolation and encouraging the repopulation of such non-urban communities.

This new tourism modality is most evident in Spanish rural areas, especially for the population aged 25 to 45, with a high socio-cultural profile, medium-to-high purchasing power, and an urban life style. This demographic typically has a proactive attitude towards enjoying rural activities, including sports, agriculture-related labour, and bird watching, among others. These tourists take advantage of existing accommodation, including small “charming” hotels and small rooms on farms, and spend more than a traditional tourist on cultural and natural resources.



3.2.

Create a survey on Google Surveys to inquire about the tastes of young people when it comes to the type of rural property you are advertising.

1. You want to use students in one other country as advisers on how to advertise your accommodation to people in their country. Identify the country.
2. In small groups: Define what you want to know (what do you look for in rural accommodation – amenities, outdoor and indoor activities, meals, contact with nature (structured/unstructured), trails; how groups are defined (families, friends, age barriers), etc.). Make a list. Use your overview text as a starting point.
3. Prepare 10 questions, framing them so that you will get responses to what you want to know.
4. Use Google Surveys to create your survey online.
5. Create a mail that you will send to those students. Do not forget to set a date for receiving responses.

3.3.

When you have results, re-write your advertising text so as to meet the expectations of the students you inquired.

3.4.

Post your advertisement online.



EN7	Advertising for Tourism: How Difficult Is It?	English	B1/B2	60 mins
module		language	lang. level	estimated time

Activity 4	Booking through email
Aim	To write emails to book the rural property advertised and to get appropriate semi-professional answers. (This can be done in the class or between partner classes).
Steps/Tasks	4.1. You have seen the advertisements and you are going to write an e-mail trying to book one of the properties for a certain period and for a certain amount of people. Ask about what interests you to elicit more information than that which you can find online. You may also ask about how to get there, which is the best period for doing something, etc. Students are expected to engage in at least 2 exchanges on each side.
Suggested Assessment Criteria and subcriteria	General criteria Task completion: 4-6 email transactions for a property Content: appropriate e-mail language and style Language/communication skills: ability to ask for concrete information and to give it. Team work/individual work
Recommended aids/tools	Blog responses or e-mails Worksheet 4
Resources	Sample emails for students who may lack information on how to write a correct email in this context.
Notes for teachers	Make sure your students know how to write e-mails in appropriate register.

4.1.

With a partner decide on 4 to 6 transactions to correspond about. It concerns renting your rural property for a specific period; seeking specific information (e.g. Travel, sports, children, payment; etc). Your partner should then write a reply to the enquiry. Continue the correspondence until the transaction is complete.

Note that a standard response will always:

1. Thank the sender for the letter
2. Refer to all questions asked by giving precise information
3. Offer help with further inquiries
4. Apologize if the service is not available
5. Offer promotions
6. Confirm what is decided with client.

Use the following phrases:

Dear

Thank you for your letter of ...

In relation to I am happy to ...

If / further difficulties,

Best regards,



EN8	Communicating Online	English	B1/B2	20 hrs
module	language		lang. level	estimated time
Module objectives	This module is aimed at providing students an introductory experience of interacting with international partners in online environments. Students will use different online communication tools to complete with their international partners three interconnected tasks related to communicating and collaborating online. The module begins with a presentation task, before moving on to a comparative task and then finishes by engaging the online partners in collaborative work together.			
Target Competences	<p>Target Competences:</p> <p>Attitudes:</p> <ul style="list-style-type: none"> ● Sensitivity towards cultural diversity and to world views, beliefs, values and practices which differ from one's own; ● Curiosity about, and interest in discovering and learning about, other cultural orientations and affiliations and other world views, beliefs, values and practices; <p>Skills:</p> <ul style="list-style-type: none"> ● The ability to communicate clearly in a range of situations – expressing one's beliefs, opinions, interests and needs, explaining and clarifying ideas, advocating, promoting, arguing, reasoning, discussing, debating, persuading and negotiating; ● Using common online tools to communicate and collaborate with international partners 			
List of activities	<p>Telecollaborative Activity 1: This is my life: Introducing your daily life to international partners</p> <p>Telecollaborative Activity 2: Comparing University Life</p> <p>Telecollaborative Activity 3: The Advertising Campaign: Selling local products in an international market</p>			
Overview of activities	<p>Telecollaborative Activity 1: This is my life: Introducing your daily life to international partners.</p> <p>In this telecollaborative exchange, students will introduce themselves, and exchange information with their international partners about their hobbies, hometown, experiences at their university using a blog tool.</p> <p>Telecollaborative Activity 2: Comparing University Life.</p> <p>In this telecollaborative exchange, students will compare life in both their home universities and then use Google Docs to make a collaborative essay together.</p> <p>Telecollaborative Activity 3: The Advertising Campaign: Selling local products in an international market.</p> <p>In this telecollaborative exchange, students will work with their partners to design advertisements for a new product which will be sold in both partner countries. The international partnerships should make one advert for each country – each one reflecting the values and culture of each culture.</p>			

	The students will work together in a collaborative environment such as Google Communities to discuss with their local and your international partners how the product should be sold in both cultures and what will make the product attractive to each market. Each group of students can explain to their partners how the product is viewed in their local culture.
Recommended aids/tools	Each telecollaborative activity may include a combination of different online tools. The tools recommended for this telecollaboration are: Email Skype Blogs Google docs
Resources	http://leononfocus.blogspot.com/ http://castanaspilongas.blogspot.com/ http://www.teachertrainingvideos.com/blogs-wikis/introduction-to-blogger-2014.html
Worksheets for Activities	Worksheet 8.1 – Blogger Worksheet 8.2 Worksheet 8.3 Worksheet 8.4 Worksheet 8.5
Notes for teachers	This module is intended as an introduction to telecollaborative work for both teachers and learners who are not used to this approach to learning. The tasks involve the use of different online communication tools and support documents are provided to help users take their first steps using these tools. The tasks can be adapted to almost any area of study and any cultural partnerships.

EN8	Communicating Online	English	B1/B2	450 mins
module		language	lang. level	estimated time

Activity 1	This is my life: Introducing your daily life to international partners (Weeks 1-3)
Aim	At the end of this activity students will: <ul style="list-style-type: none"> • get to know their international partners • be more aware of what aspects of their lives and cultures are different to members of other cultures (cultural self-awareness) • have experience in creating a blog to communicate and interact with others online in a culturally sensitive fashion
Steps/Tasks	<ol style="list-style-type: none"> 1. Students prepare their blog texts and multimedia materials (photos, video etc.) 2. Students learn how to use the chosen blogging tool 3. Students create their personal blogs (either individually or in groups depending on the number of students in each class) 4. Students read blogs by partner classes. They respond with questions and comments. 5. In their local classrooms, students make a short class presentation about the blog of one chosen partner.
Suggested Assessment Criteria and subcriteria	The teacher can assess here two possible outcomes: <ol style="list-style-type: none"> 1. The student's blog can be assessed for design, linguistic correctness but also for cultural sensitivity and their ability to explain local cultural concepts and behaviour to members of other cultures. A sample rubric is provided here. 2. The student's presentation of their partner's blog may be a useful opportunity for assessing oral competence.
Recommended aids/tools	The tool recommended for this telecollaboration is: blogger (blogger.com) or edublogs or any free blogging tool
Resources	http://leononfocus.blogspot.com/ http://castanaspilongas.blogspot.com/ http://www.teachertrainingvideos.com/blogs-wikis/introduction-to-blogger-2014.html Use Worksheet 8.1_Blogger as a help for students who are new to blogger. Use Worksheet 8.2_Assessment.doc as a tool for assessing students' blogs.
Notes for teachers	<p>1. Students prepare their blog texts and multimedia materials (photos, video etc.)</p> <p>If possible, play a brief video in class of your partners' town or city. This video may be a promotional video of the city or one made by the partner class. Discuss with students what differences they notice to their own city etc. (30 minutes)</p> <p>Give students the following instructions:</p> <p>In this task you should introduce yourself, and talk about your hobbies, your hometown, your reasons for studying your chosen subjects, and everything that you want to share.</p>

Keep in mind that your partners are not familiar with your country and culture. Try to focus on aspects of your life or your university which your partners will find different and informative. However, avoid stereotypes and do not show any behaviour which might be considered insulting or inappropriate by your partners.

If possible, collect some digital photos and videos which will help you to explain what you are talking about. (2 hours- this is a suitable homework task)

2. Students learn how to use the chosen blogging tool

This session should take place in a computer lab or in a classroom where students have access to online computers. Show students some examples of blogs which have been made by other students using the blogging tool you have chosen to use. These blogs do not have to be perfect. Indeed, students may learn more from seeing the mistakes made by other students. Some example student blogs using blogger can be seen here: <http://leononfocus.blogspot.com/>, <http://castanaspilongas.blogspot.com/>. Read with your students the worksheet Worksheet 8.1_Blogger or watch the online video Introduction to Blogger: <http://www.teachertrainingvideos.com/blogs-wikis/introduction-to-blogger-2014.html> (Both materials come from the Teachertrainingvideos.com website). Then, ask students to create their blog for their partners on their computers. Some students may already be familiar with this tool.

Others will appreciate the step-by-step guides before getting used to the tool's functions. Encourage students to experiment with the different templates, colours and functions. (2 hours)

3. Students create their personal blogs (either individually or in groups depending on number of students in each class)

When the students are comfortable with the blogging tool, ask them to add the content which they prepared in step 1.

When they have completed this first draft of their blog, ask them to share their blog's url with other students in their class. Students should prepare some short feedback for their partners, commenting on the blog's design, clarity and content. The teacher may also like to highlight examples of good or bad practice in some of the students' blogs – paying careful attention to comments or photos which may be considered culturally inappropriate. Students can make improvements to their blogs based on their partners' suggestions. (2 hours)

4. Students exchange blogs and read the blogs by partner classes. They respond with questions and comments.

The partner classes can exchange blogs by either sending the list of urls in one document or, if the exchange is based in an online platform such as Moodle or Google communities (<https://plus.google.com/u/0/communities>), they can publish them in a forum assigned for that purpose. As students read their partners' blogs, they should make notes on aspects of their partners' cultures or lives which catch their attention. Each student should prepare 4/5 questions or comments about their partner's blog which they can post using the blog's comment function. They should also look for the comments made by their partners in their blogs and respond to them appropriately. (2 hours)

5. In their local classrooms, students make a short class presentation about the blog of one chosen partner.

As the students prepare their presentations, they should consider questions such as:

What surprised you about your partner / his lifestyle?

What did you think were the biggest differences between your life and theirs?

What would you like to learn more about from your partner?

Students can make these presentations in class, using the classroom computer screen to show their partner's blog as they speak. (2 hours)

How to Use Blogger



Contents

Part 1: Creating your blog and your first post

Part 2: Adding links to your blogs

Part 3: Adding labels to your blog entries

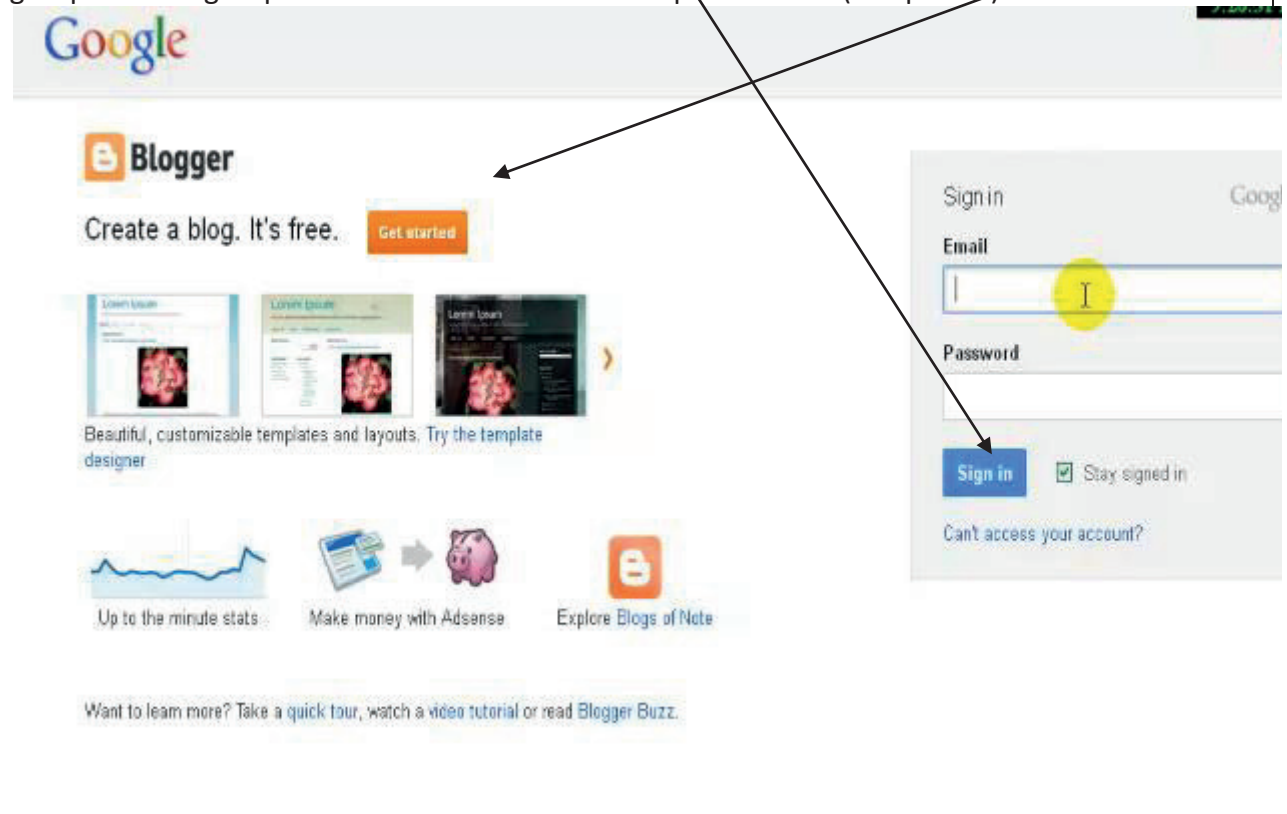
Part 4: Adding pictures and videos

Part 5: Introducing your group on the blog

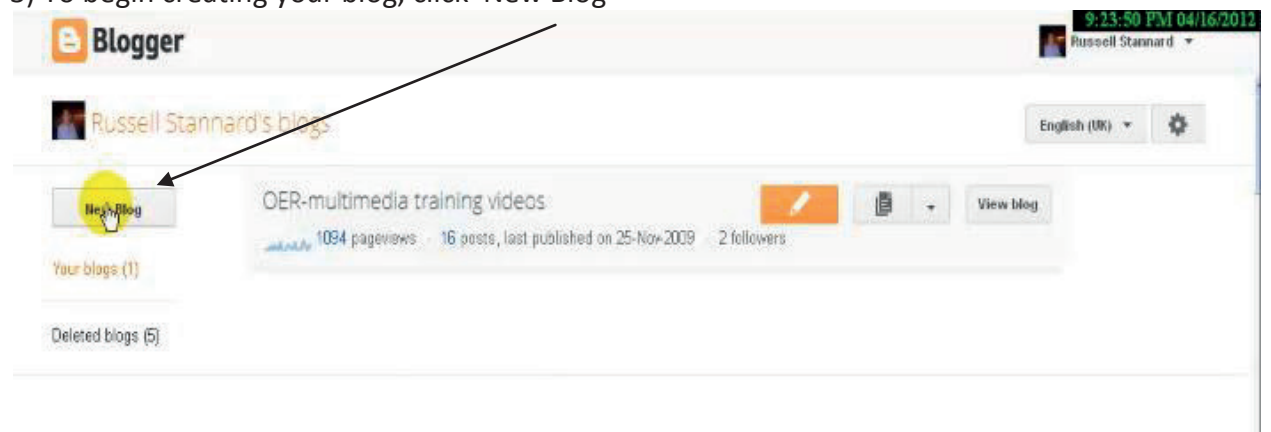


Part 1: Creating your blog and your first post

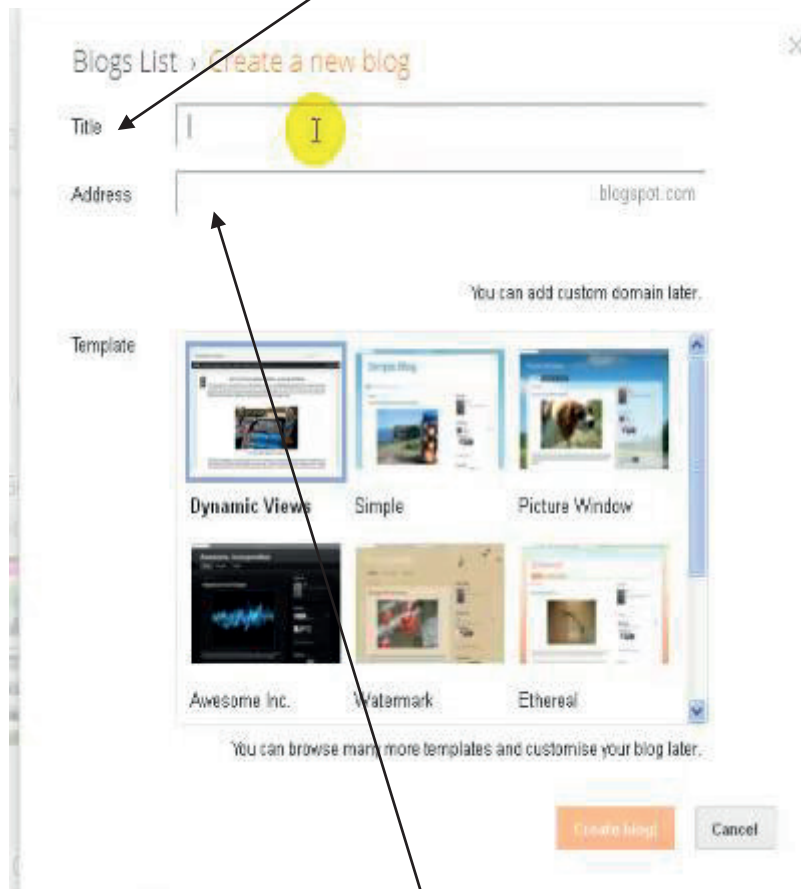
- 1) Go to www.blogger.com
- 2) If you do not have Gmail, please make yourself a Gmail account. Click 'Sign up' on the top right or 'Get started'. If you have Gmail, click 'Sign in'. You can make a Gmail address for the group or use a group member's Gmail and edit the profile later. (See part 5)



- 3) To begin creating your blog, click 'New Blog'

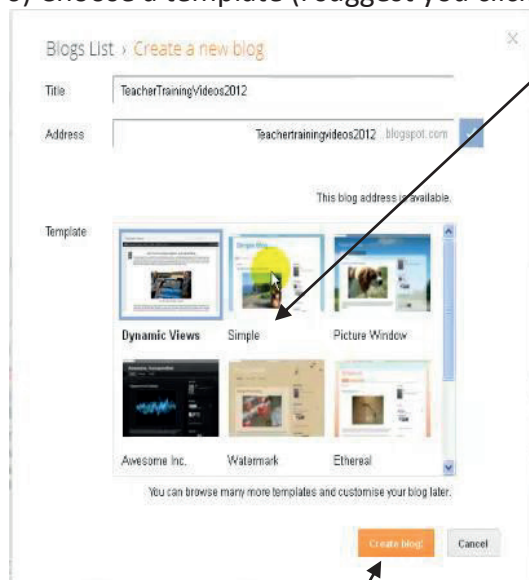


4) Give your blog a name (title). For example, 'IsraeliCinema'.



5) Give your blog an address (you can type in the name again)

6) Choose a template (I suggest you click 'Simple').



7) Click 'Create Blog'.



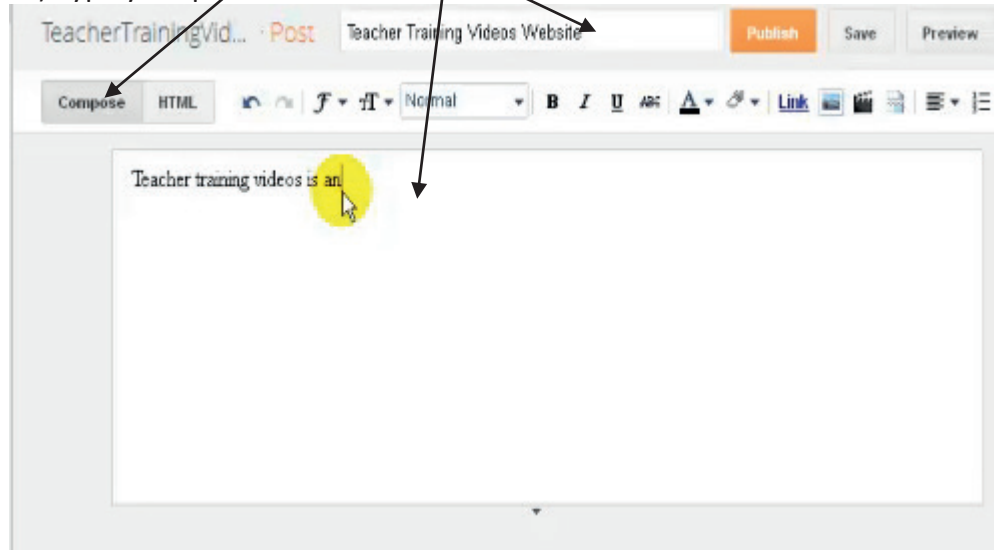
8) To add content, click the orange pen icon:



9) Give a title to your post.

10) Click 'Compose'.

11) Type your post in the window.



12) To preview your post, click . To save without publishing, click . To publish

your post, click 'Publish':



13) To view your blog, click 'View Blog' or 'My blogs'.



14) To add additional posts to your blog, repeat the process. If you are already editing your blog, you can click 'New' at the top:

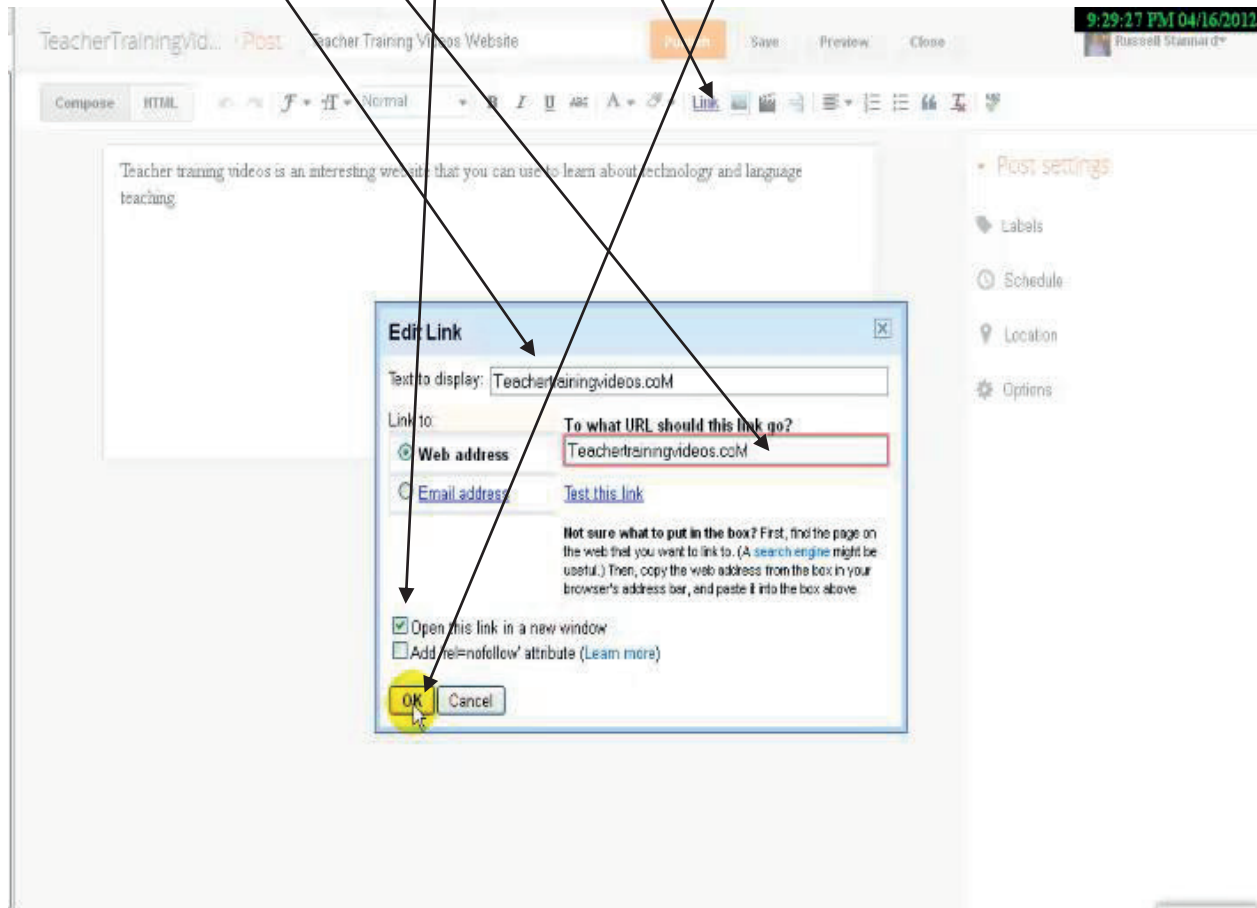


15) Any time you are viewing your blog, you can get back to editing by click the 'Blogger icon':



Part 2: Adding links to your blog

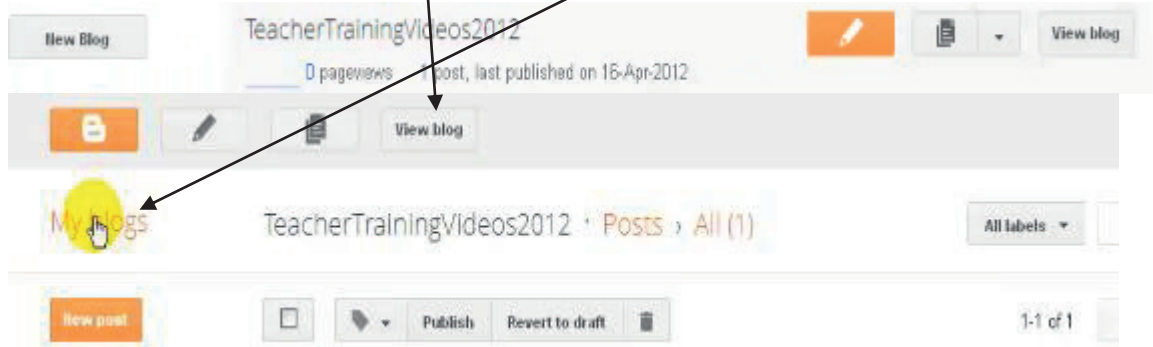
- 1) To add **links** to web sites, click 'Link' in the tool bar:
- 2) Type the text you want to be displayed in the link.
- 3) Type/Paste the URL (Internet address) of the link.
- 4) Click 'Open this link in a new window'. Then Click 'OK' to save.



- 5) To publish your post, click 'Publish!':



- 6) To view your blog, click 'View Blog' or 'My blogs'.



Part 3: Adding labels to your blog entries

- 1) To **label (tag)** your blog entry, click 'Labels'.
- 2) Type words that will help identify your blog (e.g. Comedies, Action Films)
- 3) Click 'Done'.

This will add the topics of your blog postings together with the date you posted. This allows people to search for content on your blog. Don't forget to do this for every new blog post.

Teacher training videos is an interesting website that you can use to learn about technology and language teaching
Teachertrainingvideos.com

Post settings

Labels

Help Videos, Screen Casts, ICT

Separate labels with commas

Done

Published on
16/04/2012 13:29
Pacific Daylight Time

Location

- 4) To add the 'Labels' plugin to your blog, go back via the "B" icon and click 'Layout'.

Blogger

Russell Stannard's blogs

New Blog

Your blogs (2)

Deleted blogs (5)

TeacherTrainingVideos2012

0 pageviews - 1 post, last published on 16-Apr-2012

OER-multimedia training videos

1094 pageviews - 16 posts, last published on 25-Nov-2009 - 2 followers

Reading list | All blogs

Add

All blogs

Blogger Buzz

Nik's Learning Technolog...

Getting Learning out of the Classroom with Augmented Reality

Nik Peachey at Nik's Learning Technology Blog - 1 week ago

For a while now I have been expounding the wonders of augmented Reality and Web 3.0, so I thought it was time at last to give s actually get students using this technology and to show how it onto their physical world. So here are some teaching suggestio augmented reality type apps and gives students some reading, listening and speaking practice, as well as a bit of exercise. The apps you need for this activity are both free and the

Overview

Posts

Pages

Comments

Stats

Earnings

Layout

Template

Settings

View blog

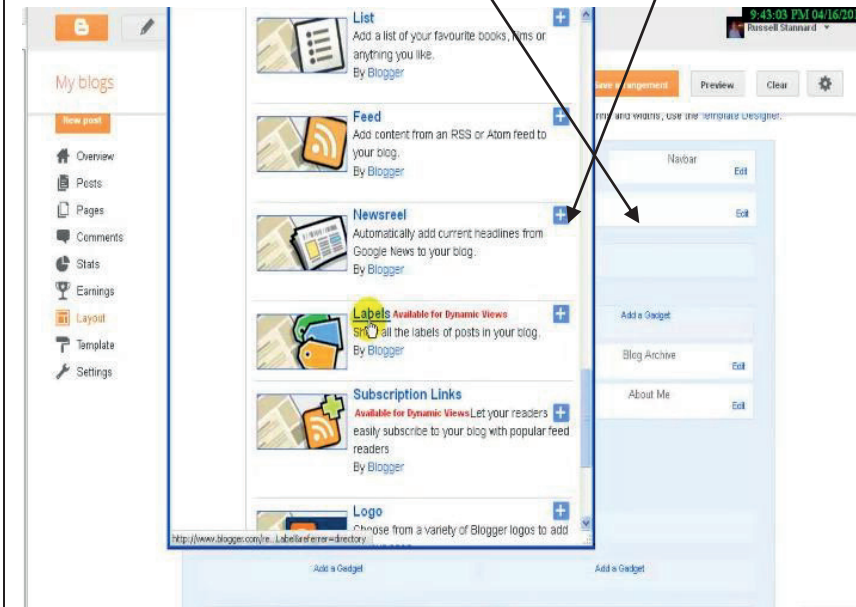
View blog

View in Google Reader

5) Click 'Add a Gadget'.

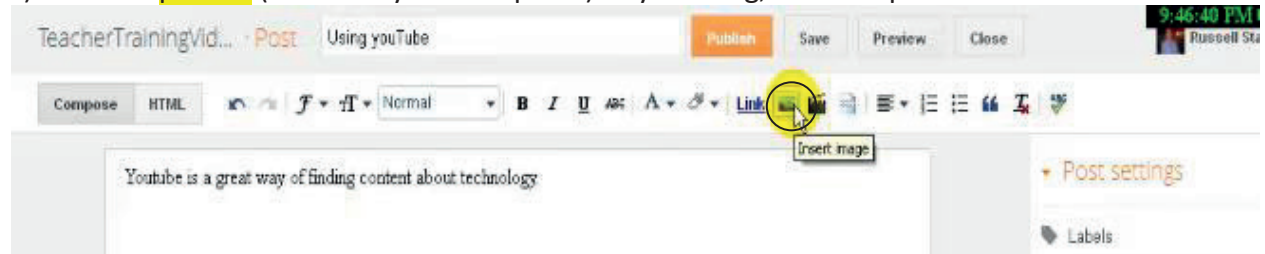
6) Scroll down and click the '+' button next to 'Labels' in the pop-up window. (There are other cool gadgets you can add if you'd like (e.g. polls, number of views (Stats), etc.). You can add them at the top, bottom or side of your blog.

7) Click 'Save'. Now you will see the labels on your blog.



Part 4: Adding pictures and videos

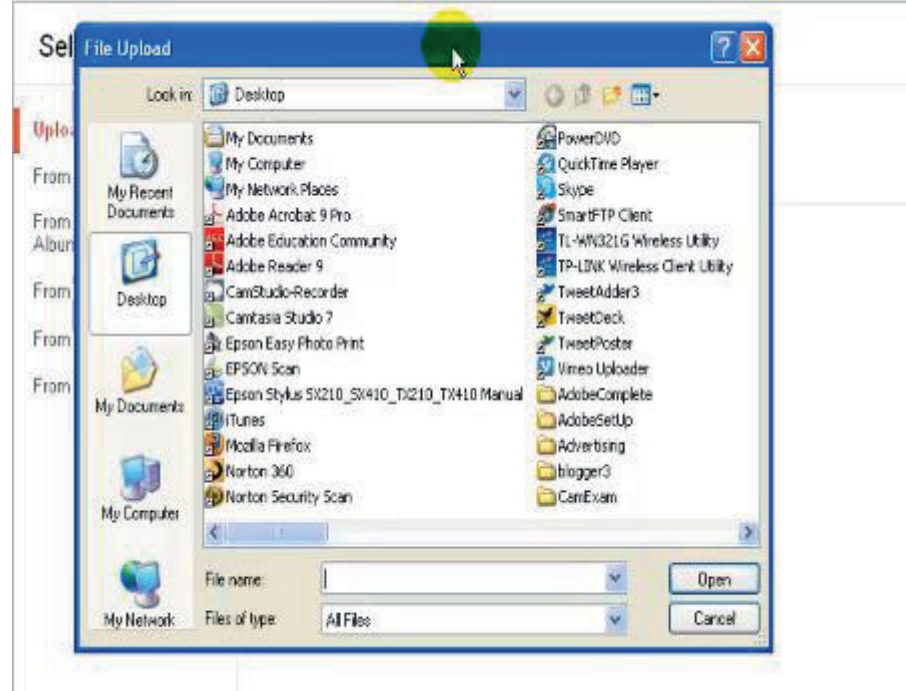
1) To add a picture (saved on your computer) to your blog, click the picture icon:



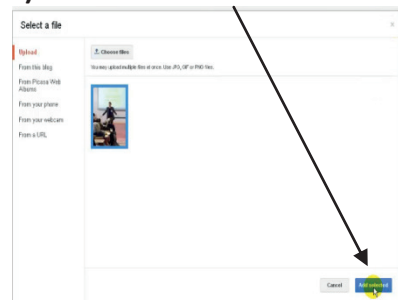
2) Click 'Upload'.



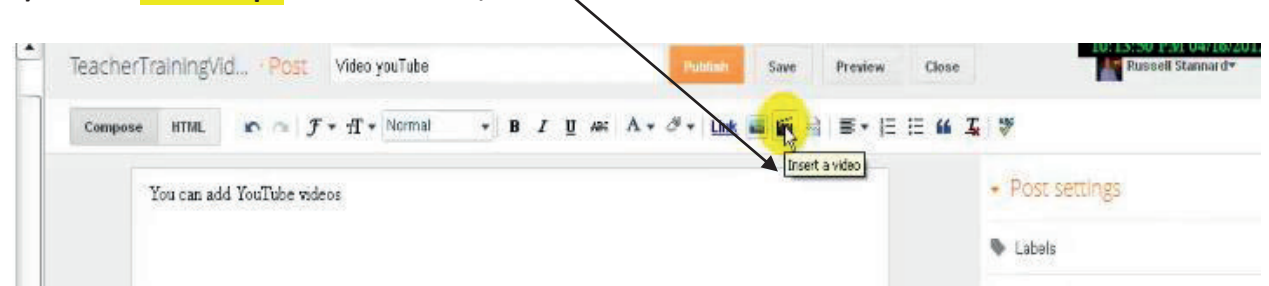
3) Click on your picture (similar to an attachment in email). Then click 'Open'.



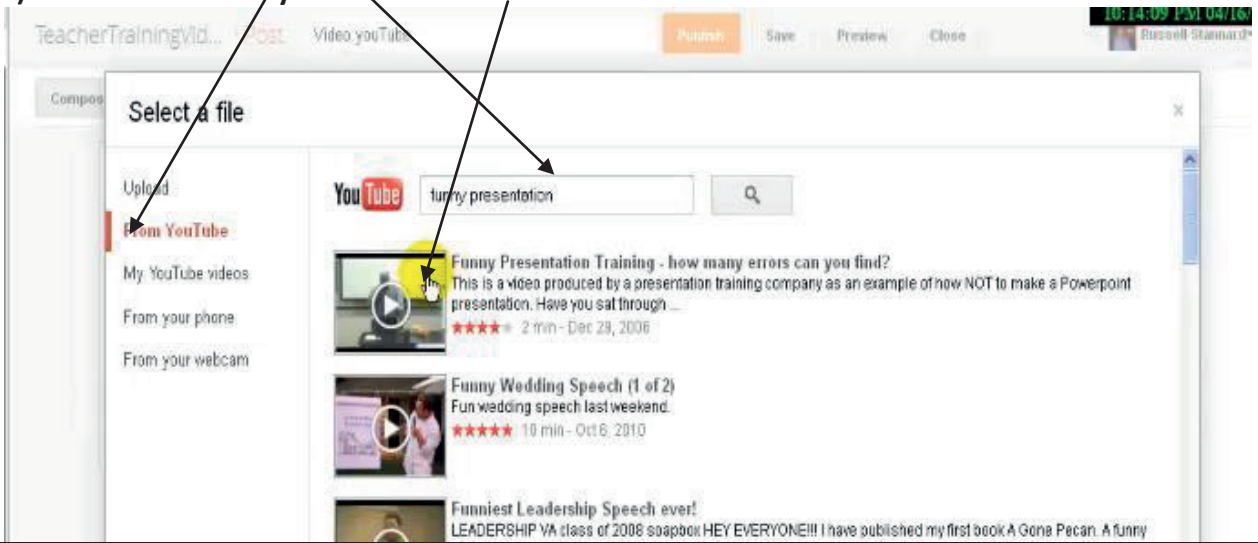
4) Click 'Add selected' at the bottom.



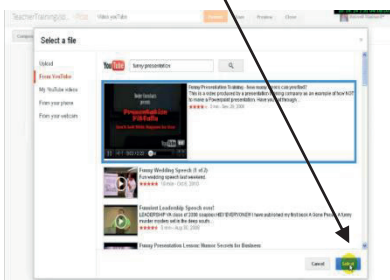
5) To add **Video clips** from YouTube, click the video icon.



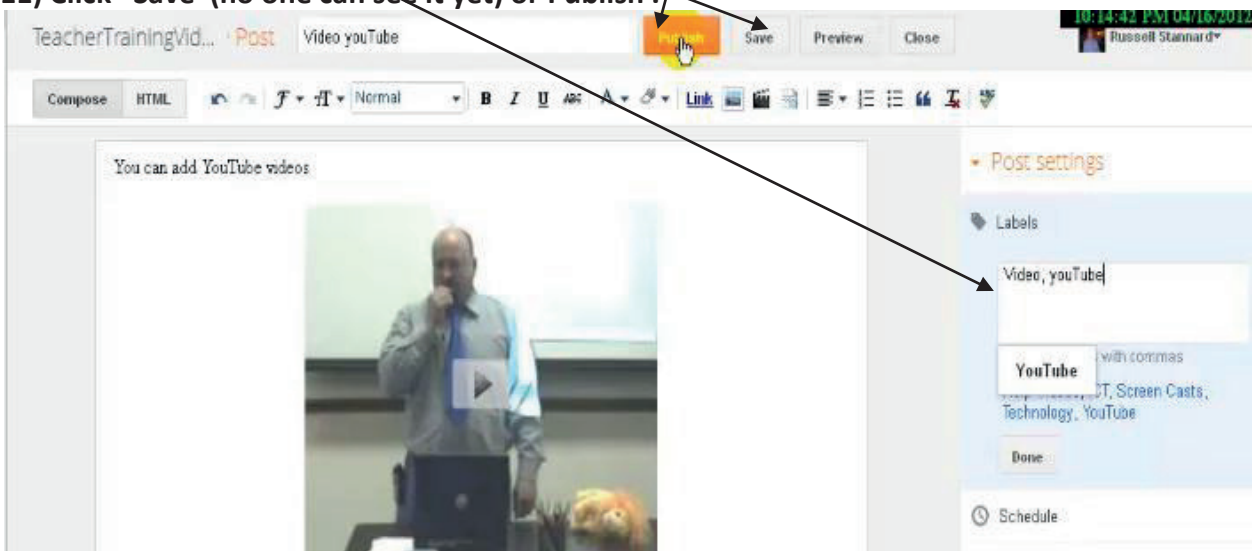
- 6) Click 'From YouTube'.
- 7) Search for your video.
- 8) Click on the video you want to add.



- 9) Click 'Select'.



- 10) Add labels for video.
- 11) Click 'Save' (no one can see it yet) or 'Publish'.



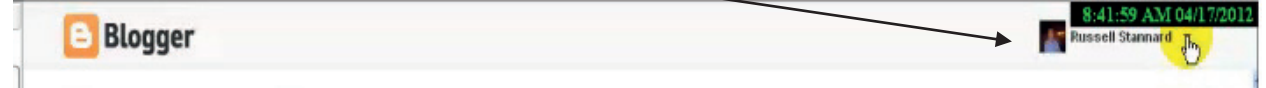
Part 5: Introducing your group on the blog

There are two ways to tell your viewers who you are:

- 1) Editing your profile
- 2) Adding a group page

Editing your profile

1. Click on your name on the right hand corner.

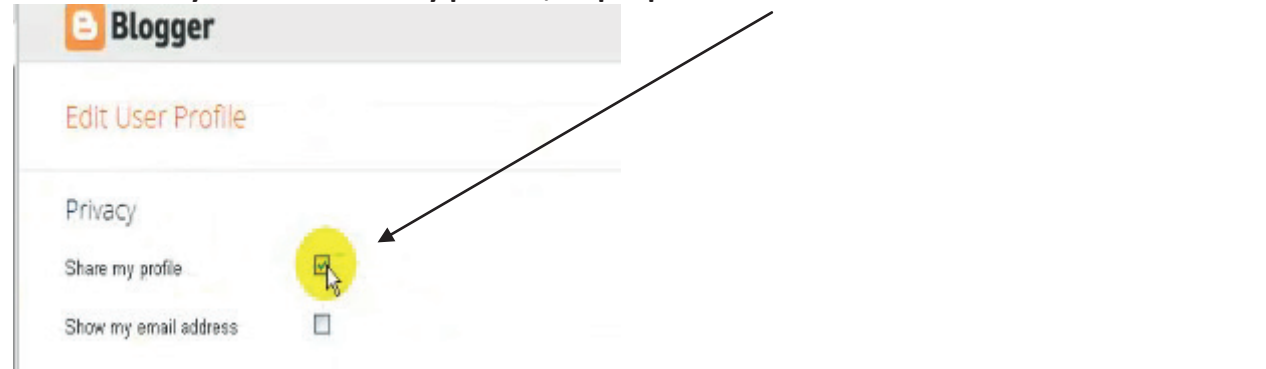


2. Click on 'Blogger profile'.



3. Provide information that you'd like in the corresponding boxes. You might want to list your names, add a group picture, and write a short description in the 'Introduction' box.

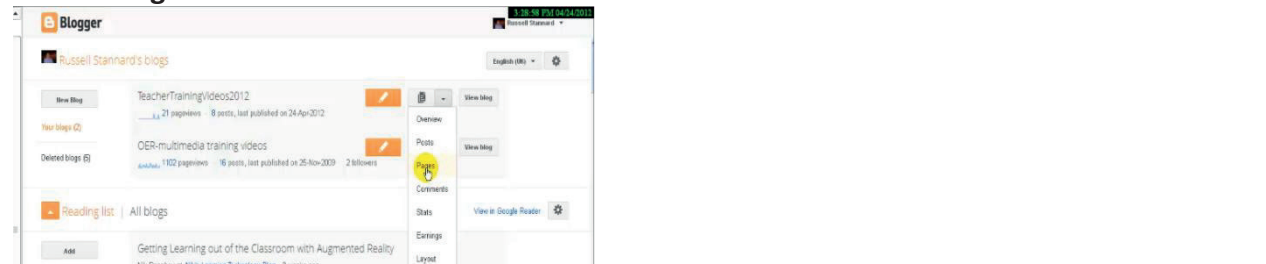
4. Make sure you click 'Share my profile', so people can see it.



5. Scroll down and click 'Save Profile' at the bottom.

Adding a group page

1. Click 'Pages'.



2. Click 'New page.' (You can add more pages, for example, of pictures.)

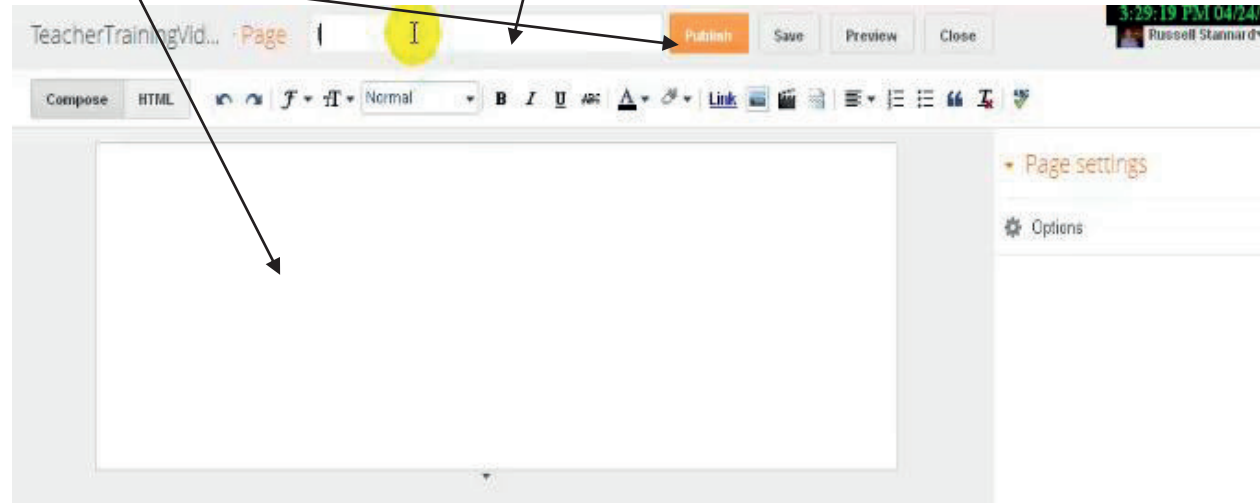
3. Click 'Blank page'.



4. Give your page a title (e.g. 'About Us').

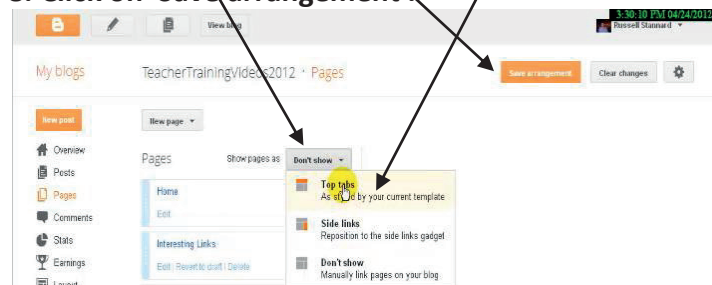
5. Write information about yourselves in the window. It would be a nice idea to add a group picture.

6. Click 'Publish'.



7. Click on 'Don't show' and click 'Top tabs'.

8. Click on 'Save arrangement'.



REMEMBER:

If you click 'Preview' you can see what the blog looks like before publishing.

If you click 'Save', then it is a draft - i.e. no one can see it but you. You can edit freely.

If you click 'Publish', this means it is now visible to Internet users. You can always edit even if you've published.



EN8**Communicating Online
Activity 1 – Worksheet 8.2**

module

Names of the Partners:**Your Blog's Title:****Your blog's Address:**

Categories	Criteria	Mark
Structure and Organisation	Your blog design is clear and well-structured and it is evident who are the blog's authors and who is the intended audience.	0-1-2
	In your blog entries, you organise layout, paragraphing and punctuation in a manner which is consistent and helpful for the reader.	0-1-2
Languages and communication	You can express yourself with clarity and precision, using language flexibly and effectively.	0-1-2
	You consistently maintain a high degree of grammatical accuracy. You rarely make grammatical errors.	0-1-2
	Your spelling is generally accurate and you have no significant vocabulary errors.	0-1-2
Intercultural and sociolinguistic aspects	You use a register of language which is appropriate to a blog format and you use a level of formality which is appropriate for communicating with your audience of partner students.	0-1-2
	You blog entries about your home culture take into account the differences and similarities between life and culture in the different countries.	0-1-2
	Your entries attempt to challenge stereotypes which your partners might have about your culture.	0-1-2
Online Literacies	You use a variety of multimedia resources effectively in your entries in order to communicate your ideas.	0-1-2
	The blog is easy to read, navigate and respond to.	0-1-2
Final Mark		_ / 20

Any comments:

EN 8



EN8	Communicating Online	English	B1/B2	270 mins
module		language	lang. level	estimated time

Activity 2	Comparing University Life (weeks 4-6)
Aim	<p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • Be aware of differences in university lifestyle and learning cultures • Have experience in collaborating in the creation of a common document with international partners • Have experience in carrying out interviews online with international partners
Steps/Tasks	<p>The task has the following stages:</p> <ol style="list-style-type: none"> 1. Students interview their partners and find out about life in their university using email, skype or Google Hangouts. 2. The partners create a Google doc together in order to work on a collaborative essay. 3. Based on the information collected in their interviews, students write two reports in their shared document entitled 'Life in my partner's university'. 4. Students use the 'comment' and editing tools in Google docs to correct and improve each other's texts. 5. The documents are shared with other sets of partners or with the teachers for evaluation.
Suggested Assessment Criteria and subcriteria	<p>The teacher can assess here two possible outcomes: the process of collaboration between the students and their international partners or the actual final outcome – the collaborative text. The assessment of the process of collaboration can best be achieved by asking students to submit an end-of-task portfolio or reflective essay which provides evidence of interaction with their partners and also reflection on how successful that collaboration was.</p>
Recommended aids/ tools	<p>The tool recommended for this telecollaborative activity are: S kype, email, Google hangouts, Google drive</p>
Resources	<p>Use Worksheet 8.3_Googledocs with your students as they get used to creating, sharing and using a Google doc.</p> <p>Use Worksheet 8.4_Comparing_UNIS_task to guide your students through the different stages of the activity.</p> <p>http://leononfocus.blogspot.com/</p> <p>http://castanaspilongas.blogspot.com/</p> <p>http://www.teachertrainingvideos.com/blogs-wikis/introduction-to-blogger-2014.html</p>

Notes for teachers

In this task students use Google docs – an online collaborative writing tool – to create with their international partners a short essay comparing life in their home universities.

The task has the following steps:

1. Using the questions provided in the worksheet, the students will interview their partners and find out about life in their university. These interviews can be carried out via email, skype or Google Hangouts – students can agree with their partners about the tool they prefer to use together.
2. Using the step by step guide provided if necessary, the partners create a Google doc together. To do this, one of them should create the document and then send an invitation to collaborate to your partner. (See the Google doc advice worksheet provided.)
3. Based on the information collected in their interviews, students write a short report (300-400 words) entitled 'Life in my partner's university'. In their text they can write about their partner's university and what aspects most caught their attention and why. Their partner will use the same document to write a similar text about their university.
4. When the document is complete with both texts, students use the 'comment' and editing tools in Google docs to correct each other's texts. They explain to their partner how they could make their texts more accurate and informative.
5. When you have finished, the documents can be shared with other sets of partners or with the teachers for evaluation.



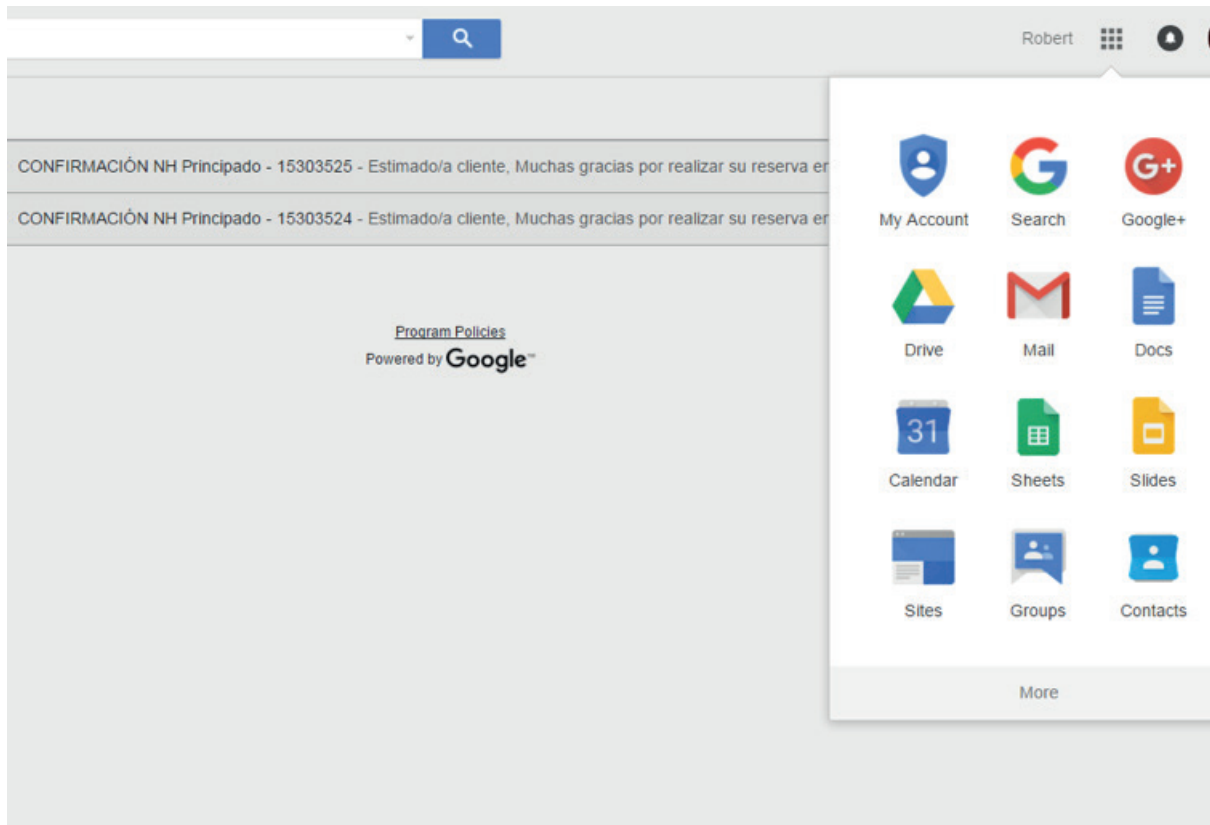
EN8

Communicating Online Activity 2 – Worksheet 8.3

module

How to create and share your Google Doc:

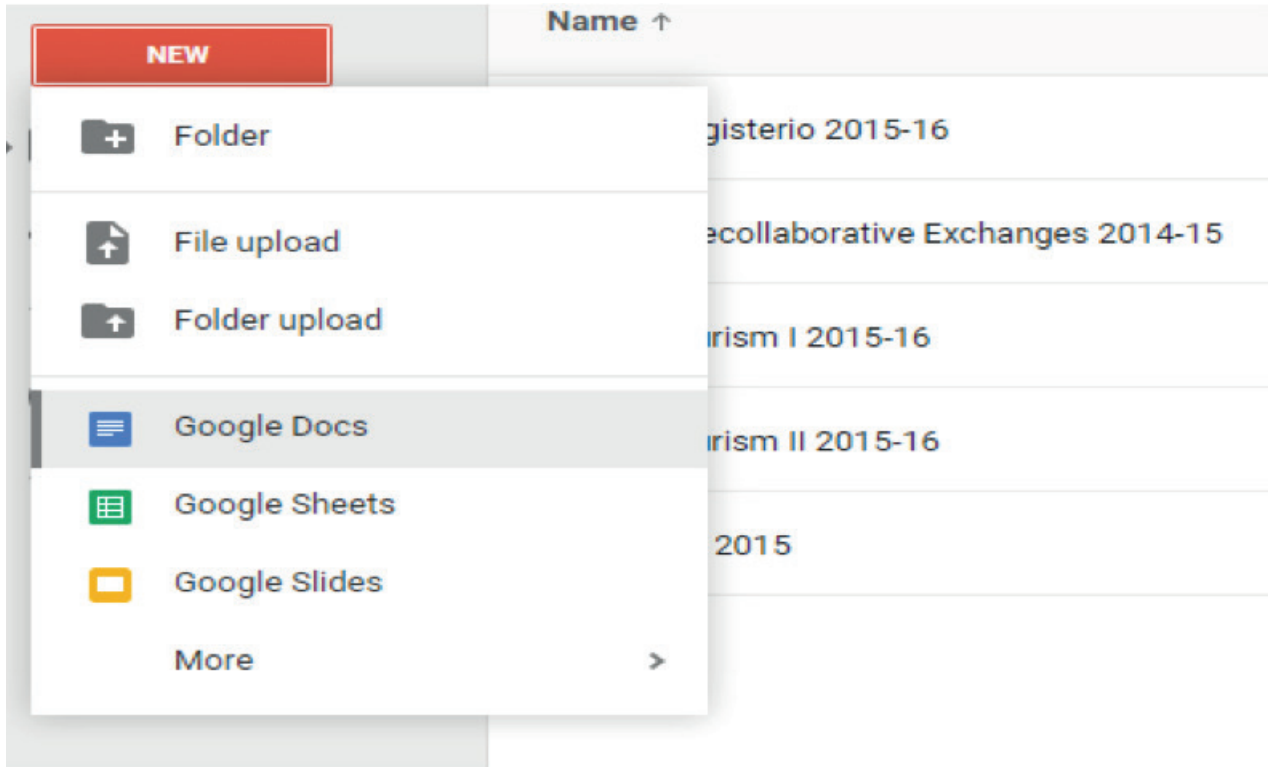
1. The first step is to find 'Google drive' in your Google account. You can find it by clicking on the small blocks at the top-right hand side of your gmail homepage:



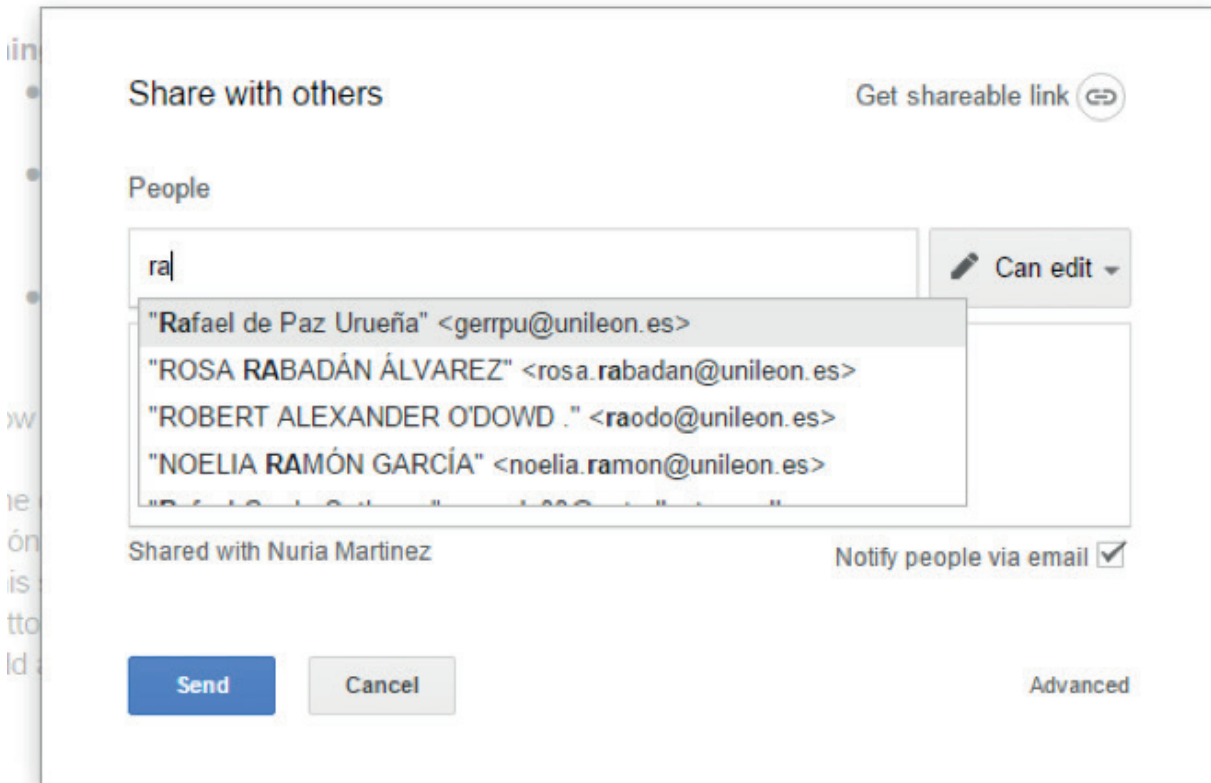
EN 8



2. Click on 'new' and then choose 'Google Docs' on the left-hand side of the screen. You should immediately give your Google Doc a title (e.g. "Places to visit in my town")



3. You can now share the document with the others in your group using the “share” button at the top of the page.
4. Add all the emails of your group and choose the option “Can edit”:



5. Now you can all work on the document together, adding your different texts and photos and editing any mistakes your partners make.
6. When your document is ready, you can copy the link of your document and share it with others.



Comparing university life in your countries

In this task you and your international partners will use Google docs – an online collaborative writing tool – to create a short essay together where you talk about life in your home universities. The task has the following steps:

1. Use the questions below to interview your partner and find out about life in their university. They will use the same questions to interview you. These interviews can be carried out via email, skype or Google Hangouts – agree with your partners about the tool you want to use together.
2. You and your partners should together create a Google doc together. To do this, one of you should create the document and then send an invitation to collaborate to your partner. (See the Google doc advice worksheet if you need help.)
3. Based on the information you collected in your interview, you should now write a short report (300-400 words) entitled 'Life in my partner's university'. In the text you can write about your partner's university and what aspects most caught your attention and why. Your partner will use the same document to write a similar text about your university.
4. When the document is complete with both your texts, use the 'comment' and editing tools in Google docs to correct each other's texts. Try to explain to your partner how they could make their texts more accurate and informative.
5. When you have finished, share your document with your teacher or with other classmates.

These are some examples of the questions you can discuss with your international partner. You should tell them about these aspects of your own country and they will tell you about their country. It is not obligatory to discuss all these questions – focus on the ones most interesting for you.

1. Tell your partner about the university you will be travelling to. Have they been there before? What can they tell you about it?
2. Compare the timetables of universities in your countries. When do classes begin and end? What time do students eat lunch? When do they do extra-curricular activities?
3. How much time do students in your countries spend 'on campus'? What things do students usually do 'off campus'?
4. What are classes usually like in your countries? Do students participate a lot in class? Are you expected to work a lot outside of class? How do you address the lecturers/tutors? Do you address the lecturers/tutors in the same way when speaking to them and when writing to them?
5. What is student accommodation like in your countries? Do students live in apartments, residences or at home with their families?
6. What administrative tasks do you have to complete when you get to your host university?
7. What problems do students usually complain of in your countries?



EN8	Communicating Online	English	B1/B2	270 mins
module		language	lang. level	estimated time

Activity 3	The Advertising Campaign (Weeks 7-9)
Aim	<p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • have collaborated intensively with their international partners in order to reach a common goal • have become more aware of what aspects of their lives and cultures are different to members of other cultures (cultural self-awareness) • have gained experience in creating adverts aimed at different cultural groups to communicate and interact with others online
Steps/Tasks	<p>Step 1. Students form international groups with 2/3 members from each class and are asked to prepare two culturally-specific adverts for a product or brand.</p> <p>Step 2: Students work together in their assigned virtual workspace to discuss how the product is seen in both countries.</p> <p>Step 3: Students from Country A now use this discussion and their own online research to make an ad for market in Country B. The students in Country B use their research to make an ad for Country A.</p> <p>Step 4: The students return to their virtual workspace and share their adverts with their international partners. Their partners offer feedback and suggestions for improvements on the adverts.</p> <p>Step 5: Students make class presentations of the ads which they and their partners have made for each product. In the presentations, they highlight the cultural reasoning behind the different adverts for the same product.</p> <p>Step 6: Each class will vote on the best ad created by their international partners.</p>
Suggested Assessment Criteria and subcriteria	<p>The teacher can assess here two possible outcomes:</p> <ol style="list-style-type: none"> 1. The quality of the adverts made by the groups – in particular the extent they took into account cultural issues and their research in the creation of the advert. 2. The linguistic and communicative aspects of their final presentation.
Recommended aids/ tools	The tool recommended for this telecollaborative activity are: skype, email, google hangouts, Google drive
Resources	<p>Worksheet 8.5</p> <p>http://leononfocus.blogspot.com/</p> <p>http://castanaspilongas.blogspot.com/</p> <p>http://www.teachertrainingvideos.com/blogs-wikis/introduction-to-blogger-2014.html</p>

Notes for teachers

Step 1. Students form international groups with 2/3 members from each class. Each international group is given a specific brand or product and told the following: “You and your international partners work for an international advertising company. A global brand has asked you to design an advert for them or their new product to be used in Country A and Country B [insert your countries here]. You should make two adverts - one which reflects the values and culture of the market for Country A and one which reflects the values and culture of Country B.”

The brands or products should be familiar to both sets of students. They might include, for example, McDonalds, Big Mac, Apple, iPhone 6, Gillette Fusion Proglide, Zara, Nescafé: Decaf Instant Coffee, Ikea.

Worksheet 8.5 shows an example of how a Spanish-American international team developed two adverts for the Spanish and American markets while doing this task.

Step 2. Students work together in their assigned virtual workspace to discuss how the product is seen in both countries.

Their instructions can be the following:

You should work together in your Virtual Space to discuss with your local and your international partners how the product should be sold in both your countries. Discuss the following questions together:

How is the product/brand viewed in your culture?

What type of people usually buy that product?

What makes the product attractive in each culture?

Students from each country should tell their partners how the product is viewed in their home country and maybe make suggestions about what a successful advert might look like.

Step 3. Students from Country A now use this discussion and their own online research to make an ad for market in Country B. The students in Country B use their research to make an ad for Country A. Both local groups can use the same Google Doc to create their adverts. This will allow each group to see their partners' work.

Each advert should be a poster no longer than one page of a Google doc, and should include images, text (minimum 70 words, including the slogan) and headings.

Step 4. The students return to their virtual workspace and discuss their adverts with their international partners. Their partners offer feedback and suggestions for improvements on the adverts using the comment and editing functions in Google docs.

Step 5. Students make class presentations of the ads which they and their partners have made for each product. In the presentations, they highlight the cultural reasoning behind the different adverts for the same product.

Step 6. Each class will vote on the best ad created by their international partners.

EN8

Communicating Online
Activity 3 – Worksheet 8.5

module



**Mientras estás soñando,
construimos tu futuro**

Entre enero y febrero de 2015, Ikea tendrá **descuentos** y **rebajas** en mercadería para los recién nacidos y niños. Con cada compra de una cuna, recibirás una manta libre. Además, hay un descuento de **25%** de todos los muebles, camas, y juguetes de niños.

Nuestra meta principal es proveerte con las herramientas necesarias para tu familia a precios bajos para que puedas enfocar en tu futuro. ¡Bienvenido a nuestro familia!

EN 8





YOUR HOME, YOUR OWN CREATION

Don't you think about the house of your dreams? That special hideout with freedom and independence, where you can do your best.

**THE TIME IS NOW! COME TO IKEA,
TOGETHER WE CAN DO IT!**

Innovative furniture? We have every colour, every form, every size.

And there is more! if you aren't a handy person, we can build your furniture and get it ready when you arrived home. And the best of all, **at the lowest price!**

EN9	Launching a Business Abroad	English	B1/B2	20 hrs
module		language	lang. level	estimated time

Module objectives	<p>At the end of this module students will be able to</p> <ul style="list-style-type: none"> ● present their own business profile ● ask questions about and incorporate answers into a business plan for opening a restaurant abroad ● create an advertising leaflet for a business abroad ● discuss effective slogans and forms of advertisement with partners abroad ● know how to exchange information through Skype, e-mail, and Google+
Target Competences	<ul style="list-style-type: none"> ● ICC: understand cultural diversity and potential problems related to launching a business abroad ● Language and communication: ask grammatically correct questions for specific purposes (business environment, personal information), review, correct, and enhance partners' project in progress, prepare personal business profile, business plan and leaflet ● ICT: Collaborate via Skype sessions in discussing issues concerning business plans
List of activities	<p>Activity 1: Introducing a telecollaboration project</p> <p>Activity 2: Creating personal business profiles</p> <p>Activity 3: General planning and getting familiar with the format of business plan format/advertisement leaflet</p> <p>Activity 4: Creating a business plan/leaflet first draft; providing information to help your partners' business plan</p> <p>Activity 5: Finalizing a business plan/leaflet</p> <p>Activity 6: Presenting business plans/leaflets in class</p>
Overview of activities	<p>Activity 1: Introduction to telecollaboration – PowerPoint presentation. Introduction to the task of the course, brainstorm about the kind of restaurant you want to open in your partner city.</p> <p>Activity 2: Creating personal business profiles and sharing on Google+ community. (Worksheet 1)</p> <p>Activity 3: General planning. Getting familiar with the business plan format/leaflet (Worksheet 2, 3), formulating questions about it (location, possible clientele, type of restaurant, prices, etc.)</p>
	<p>Activity 4: Creating the first draft of a business plan/leaflet by incorporating the answers received from international partners. Responding to your international partners' business plan.</p> <p>Activity 5: Finalizing your business plan/leaflet-based on suggestions received so far.</p> <p>Activity 6: Presenting business plans/leaflets in class.</p>
Recommended aids/tools	<p>E-mail</p> <p>Google Class</p> <p>Skype</p>



Resources	
Worksheets for Activities:	<p>WORKSHEET 1: Personal business profile (Week 1)</p> <p>WORKSHEET 2: Business plan (Week 2)</p> <p>WORKSHEET 3: Sample leaflet (Week 2)</p>
Notes for teachers	<p>In the course of this project, students from Country1 and Country2 will set up two businesses (C1 students in C2 and C2 students in C1). Accordingly, all the planning, questioning, responding, and finalizing activities will be done in both C1 and C2 for their own businesses to be opened in the partner country. While working on their own project, C1 students will review and respond to the project of their C2 partners, and vice versa.</p> <p>The module is currently designed for planning a “restaurant” to be opened abroad. This, however, can easily be adapted to other kinds of businesses, according to the interest of the students and the teacher. The important thing is to plan a business in the partner country that somehow uses the national culture of one country in the other. The course can be done on various levels of English, but a minimum of B2 is recommended. The handouts and examples can help students with vocabulary. Formulating questions and writing business-related sentences can be used as language exercises.</p> <p>This activity is suitable for smaller classes, max. 20 students, i.e. max. 5 international groups (of four students from each country).</p> <p>The telecollaboration activities can be done via some form of on-line chat or even e-mail or Skype.</p> <p>For most weeks, there is an output students produce. Generally, they share it with their partners. It is a good idea to have all of these shared on a common platform, such as Google+ community; the teacher can monitor their progress and evaluate these activities as they see fit.</p> <p>The personal business profile (Week 1) should definitely be evaluated by the teacher, as this is a major exercise at the beginning of the project. Feedback on this will set the tone of the course. In the course of the project, the teacher should spend some time each lesson discussing the progress and possible problems the students have while working on the business plan/leaflet. The final product and the presentation of both the business plan and the advertisement leaflet should also be evaluated by both teachers, i.e. teachers from both countries.</p>

EN 9 Activity Schedule

Activity	Steps	Activity	Document	Place	Time	Product for evaluation
Weeks 1 - 2 Introduction and Getting to Know Each Other						
Week 1: Intro to course	Step 1.1: intro	Introduction of the topic, concepts and activities. Students form groups of 4 in each country, set up Google + community. They also get familiar with the business profile format, which is later assigned as HW to be uploaded on Google+.		Classroom	45'	
Week 2: Getting to know your partners	Step 2.1 forming of international teams	In class feedback on personal profiles, forming of international groups		Classroom	20'	
Weeks 3 – 6 Restaurant Business Plan/Leaflet						
Week 3: Ideas	Step 3.1. Intro	Introduction to a business plan/leaflet by the teacher.	Business plan/leaflet worksheets	Classroom	30'	
	Step 3.2: brainstorming	Brainstorm with your local partner about the kind of restaurant you would like to open.		Classroom	30'	
	Step 3.3: questions	Formulate specific questions (with your partner) you need to know about opening the kind of restaurant you want. Come up with a name.		Classroom	20'	
	Step 3.4: writing	Expand 3.2 and 3.3 if necessary, perhaps with some online research. Write a letter to your international partners asking the questions formulated in 3.3		HW / e-mail	45'	
Week 4: Business plan/leaflet 1st draft	Step 4.1: writing	Create a business plan/leaflet (with your local partner), incorporating the answers you received from your international partners.		HW	60'	
	Step 4.2: writing	Finish up the business plan you have started in 4.1., and e-mail it to your international partners. Discuss with your international partners both your and their business plans.		HW	40'	

Week 5: Business plan/leaflet review	Step 5.1 : discussion and writing	With your local partner, discuss the changes you need to make to finalize your business plan. Finish up your final version and share it on Google+.	HW	40'	
Week 6: Business plan/leaflet final draft	Step 6.1 : presentations	With your local group present the final business plan and leaflet to your classmates. Share your experience with telecollaboration.	Classroom	45'	Business plan Leaflet Presentation

* Every time email is mentioned for sending a product to the international partners or the teacher, GoogleClass or any other file sharing system may be used, as agreed upon with the partners and with the teacher.

Red numbers: Classroom activity;

Blue numbers: Homework;

EN9	Launching a Business Abroad	English	B1/B2	45 mins
module		language	lang. level	estimated time

Activity 1	Introduction to your telecollaboration project (week 1)
Aim	<p>In this first step of the telecollaborative project, students will be introduced to the project and will be assigned into groups (national).</p> <p>They will get familiar with the business profile format.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • have an understanding of what a telecommunication project is • have an understanding of what shape their own project will take • have written their own business profiles (HW)
Steps/Tasks	<p>In-Class Task 1.1: (20 min)</p> <p>- Introduction to the project by the teacher. (PowerPoint presentation)</p> <p>In-class Task 1.2: (20 min)</p> <p>- Getting familiar with the business profile format (Worksheet 1)</p> <p>HW Task 1.3: (30min)</p> <p>- Each group writes their own business profiles and presents their team members briefly and shares the information on Google+ community.</p>
Suggested Assessment Criteria and subcriteria	There is no assessment at this stage.
Recommended aids/tools	<p>The online tools used during the course will be introduced and practiced. (Skype, email, and/or other file-sharing applications as decided by the teachers and students)</p> <p>Creating Google+ community for on-line discussion and sharing of documents.</p>
Resources	<p>Business profile worksheet based on</p> <p>http://www.cvplaza.com/cv-personal-profile/how-to-write-a-personal-profile-statement/</p>
Notes for teachers	<p>This activity is done in the students' national groups as a preparation for the project.</p> <p>To create Google+ community for on-line discussion and sharing of documents have students set up a g-mail address, then invite them to Google+ community.</p> <p>Have your students decide who they would like to be in their own national group (4 students), create Google+ community.</p> <p>Assign HW Task 1.3.; explain that their business profile will be important for pairing the international groups together.</p>

EN9**Launching a Business Abroad
Activity 1 – Worksheet 1**

module

Business Profile Samples

Andrés Torres

109 Hollywood Avenue
Birmingham
B35 2HE

Tel: 0121 793 8932
Mob: 079 6778 3931
Email: torres.a@gmail.com

Personal Profile

I am an energetic, ambitious person who has developed a mature and responsible approach to any task that I undertake, or situation that I am presented with. As a graduate with three years' of experience in management, I am excellent in working with others to achieve a certain objective on time and with excellence.

EN 9

What are some things that I can include in my Personal Profile?

You can mention anything from the following categories when writing a Personal Profile:

Personal Qualities

- Self-motivated
- Creative
- Adaptable
- An eye for detail

Skills

- Management skills
- Communication skills
- Problem-solving skills
- Design skills

Experience

- 10 years in management...
- Excellent track record...
- Extensive background...
- Wide experience in...



How long should a Personal Profile Statement be?

There are no set rules about the length of a Personal Profile but we would suggest you keep it within the 40/70-words boundary; that means no longer than five lines.

8 Personal Profile Statement Examples

Personal profile example 1 – Business management

I have a clear, logical mind with a practical approach to problem solving and a drive to see things through to completion. I have a great eye for detail. I am eager to learn, I enjoy overcoming challenges, and I have a genuine interest in Business Management.

Personal profile example 2 – IT

I am an open-minded individual with a proven track record in designing websites and creating databases. I have strong technical skills as well as excellent interpersonal skills. I am eager to be challenged in order to grow and improve my communication and professional IT skills gained through previous experiences in the IT sector.

Personal profile example 3 – Fashion

I am a responsible, intelligent and experienced retail professional with an extensive background in fashion and children's wear both in large departments and small boutiques. I am a creative, adaptable and bright individual with an excellent eye for detail and design.

Personal profile example 4 – Project Manager

I am an energetic, ambitious person who has developed a mature and responsible approach to any task that I undertake, or situation that I am presented with. As a graduate with three years' of experience in management, I am excellent in working with others to achieve a certain objective on time and with excellence.

Personal profile example 5 – Project Leader

I am an open-minded, friendly and resourceful project leader with a sound and optimistic outlook on all things in life. I possess an excellent ability to motivate others, coupled with the ability to communicate comfortably at all levels, therefore ensuring an excellent working environment for all members of the team to perform at their bests.

Personal profile example 6 – Article Writer

I am an articulate, confident person who relishes challenges and working under pressure. My greatest strengths are my research, communication and writing skills. I have an excellent ability to write good quality content since more than 200 of my articles have been published by leading newspapers and magazines.

Personal profile example 7 – Sales Person

I am a mature, positive and hardworking individual, who always strives to achieve the highest standard possible, at any given task. I possess excellent communication skills and I have the ability and experience to relate to a wide range of people. I enjoy learning new things, I can work very well under pressure and I have the sales experience to handle customer complaints and solving problematic situations.

Personal profile example 8 – Primary School Teacher

I am a loyal, talented and caring person who loves making a difference into the lives of young children. I am open-minded, patient and supportive towards other people, especially towards children or those who suffer from disabilities. I have an excellent ability to remain good-humoured and unflappable under pressure.



EN9	Launching a Business Abroad	English	B1/B2	45 mins
module		language	lang. level	estimated time

Activity 2	Getting to know your partners (week 2)
Aim	<p>In the second week, students will get in-class feedback on their business profiles, discuss the personal profiles of their international partners and decide which group they would like to cooperate with.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • understand the importance of well-written business profiles • have improved their business profiles • know who they will cooperate with internationally
Steps/Tasks	
Suggested Assessment Criteria and subcriteria	There is no assessment at this stage.
Recommended aids/tools	The online tools used during the course will be introduced and practiced. (Skype, e-mail, and/or other file-sharing applications as decided by the teachers and students) Creating Google+ community for on-line discussion and sharing of documents.
Resources	Business profile worksheet based on http://www.cvplaza.com/cv-personal-profile/how-to-write-a-personal-profile-statement/
Notes for teachers	This activity is done in the students' own national group, as a preparation for the project. The group that has English lesson first in the week has preference to choose, i.e. if Czech students have English on Thursday and their partners on Friday, the Czech students choose first and vice versa. It is crucial that each group has an international partner. If there is an uneven number of groups, it is possible to assign two groups for one, and the students within the group are divided into subgroups, i.e. one Czech group of four students can get two Hungarian groups, two Czech students helping one Hungarian group and the other two Czech students helping the second Hungarian group.

EN9	Launching a Business Abroad	English	B1/B2	110 mins
module		language	lang. level	estimated time

Activity 3	General planning and getting familiar with the business plan/leaflet format (week 3)
Aim	<p>In this activity, students will brainstorm and plan opening of a restaurant (or another business with strong national character – as agreed upon with the teacher) in their international partners' city. They will formulate their plans and questions to help decide on some specific issues.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> ● have practiced gathering information necessary for planning to open a restaurant in a foreign city ● have analysed possible types of restaurants that could be opened abroad ● have communicated with a partner, asking for specific information
Steps/Tasks	<p>In-Class Task 3.1: (30 min)</p> <ul style="list-style-type: none"> - Introduction to a business plan (worksheet 2) and leaflet (worksheet 3) provided by the teacher. S/he explains the key 10 points students need to focus on when designing their own business plans for a potential restaurant. <p>In-Class group work Task 3.2: (30 min)</p> <ul style="list-style-type: none"> - Brainstorm with your local partner about the kind of restaurant you'd like to open in your partner city. Think about what kind of local food / local drink / local eatery would sell well in your partner city, and how you could go about establishing one. <p>In-Class group work Task 3.3: (20 min)</p> <ul style="list-style-type: none"> - Formulate specific questions that you would like to ask of your international partners concerning the opening of your restaurant. Remember that they know their city and you don't. They probably have ideas about what would sell well in their city. You could ask questions about the kind of clientele you could cater for, the locality you could open, local regulations, etc. - It is a good idea to think of a name for your restaurant and ask your partners how that name would sound in their culture. (Branding) <p>HW Task 3.4: (45 min)</p> <ul style="list-style-type: none"> - Continue gathering ideas about your restaurant, doing some online research if necessary. Then, describe to your international partners what your plans are, asking the questions formulated. Remember that your partners abroad are your business partners, so communicate with them in a professional way. The questions you want to ask might be emailed or communicated via any online tool. Use the communication tool you and your partners agree on.

Suggested Assessment Criteria and subcriteria	It is also a good idea to check the students' brainstorming and formulated ideas. The teacher should check to see whether the ideas originated in this first stage are feasible for developing into a longer project.
Recommended aids/tools	on-line devices for communication (Email, social media, etc.) Facebook group communication recommended.
Resources	Worksheet 2 - Business plan handout based on the pdf document accessible online at http://www.va.gov/osdbu/docs/vepbusinessplanoutline.pdf Worksheet 3 – Leaflet design http://smallbusiness.chron.com/design-restaurant-advertising-leaflet-59362.html http://www.printaholic.com/13-cool-restaurant-flyers/ http://www.postermywall.com/index.php/g/restaurant-flyers
Notes for teachers	<p>Note that students from C1 and C2 will set up two businesses (C1 students in C2 and C2 students in C1). Accordingly, all the planning, questioning, responding, and finalizing activities will be done in C1 AND C2 for their own business, to be opened in the partner country. So, in Activity 3.2 the four C1 members of the group will work together, independently of the four C2 members, who will also work on their own. In Activity 3.3, the four C1 partners will send their information and questions to their international partners, and will receive the same from their C2 partners.</p> <p>The business planned may or may not have to be a restaurant. The teacher may judge if it is better if all students work on the same kind of business, or if they are given a wider range of choice. It is necessary, however, to make sure all students are able to come up with their basic idea during this activity, and the business idea should be something that has a national character and has features that both groups can relate to easily.</p>

Business Plan

IDEAS FOR YOUR BUSINESS PLAN

When preparing your business plan try to follow these TEN steps.

1. Describe your business
2. Describe your service
3. Analyse the market
4. Focus on marketing plan
5. Think about location
6. Pay attention to your competition
7. Describe management and operations
8. Stress your personnel
9. Consider a loan or different types of investment
10. Prepare financial statements

Each of these points is accompanied with questions which might help you to prepare a concise business plan for your restaurant.

1. Describe your business

- 1) What general type of business is this?
- 2) What is the status of the business? Start-up, expansion or take-over?
- 3) What is the business form? Sole Proprietorship, Partnership, Corporation or Limited Liability Company?
- 4) What are your products?
- 5) Who are (will be) your customers?

Additional questions for start-ups:

- 1) Why will you be successful in this business?
- 2) What is your experience with this type of business?
- 3) What will be special or unique about this business?
- 4) Why will your business be successful?

2. Describe your service

- 1) What products/services are you (will you be) selling?
- 2) What are the features and benefits of what you sell?
- 3) What Position do you have (or want to have) in the market?
- 4) How do your products/services differ from the competition?
- 5) What makes your products unique and desirable?
- 6) Why do (will) customers buy from you?



3. Analyse your market

- 1) Who are the purchasers of your products or type of products?
(Geographic, Demographic and Psychographic characteristics)
- 2) What is the size of the market? Is it growing?
- 3) What is (will be) your share? How will your share change over time?
- 4) What is the industry outlook?
- 5) Are there segments of users who are under-served by competition?
- 6) Do any of these under-served segments present opportunities?

4. Focus on your marketing plan

A) Product strategies

- 1) How will products be packaged?
- 2) How broad will your product line be?
- 3) What new products will you introduce?
- 4) What Position or Image will you try to develop or reinforce?

B) Pricing strategies

- 1) What will be your pricing strategies?
(For example: Premium, Every Day Low Price, Frequent Sale Prices, Meet Competitor Price, etc.)
- 2) How will you compare with competition and how will they respond?
- 3) Why will customers pay your price?
- 4) What will be your credit policies?
- 5) Is there anything about your business which insulates you from price competition?
- 6) Can you add value and compete on issues other than price?

C) Promotional strategies

- 1) Who are your Target Markets?
- 2) How will you reach your Target Markets? (What Media will you use?)
- 3) How will you motivate them to buy? (What Message will you stress?)
- 4) What is the cost and timetable for implementation of the marketing plan?

5. Think about the location

- 1) What is the business location?
- 2) Is it owned or leased? If leased, what are the terms?
- 3) Are renovations or modifications needed, and what are the costs?
- 4) Describe the property and the surrounding area.
- 5) Why is this a good location for your business?

6. Pay attention to your competition

- 1) Who are (will be) your largest competitors? List them.
- 2) How will your operation be better (and worse) than your competitors?
- 3) How are competitors doing? What are their sales and profits?
- 4) (As a Start-Up) How will competition respond to your market entry?



7. Describe management and operations

- 1) What is the business management experience of the management team?
- 2) What are the functional areas of the business?
- 3) Who will be responsible for each functional area?
- 4) Who reports to whom?
- 5) What will salaries be?
- 6) What management resources outside the company are available?
- 7) How will your products/services be produced? (Describe manufacturing processes, proprietary technology and key supplier relationships.)

8. Stress your personnel

- 1) What are the personnel needs now? In the future?
- 2) What skills must they have? What training will you provide?
- 3) Are the people you need available?
- 4) What is their compensation? What fringe benefits will be provided?

9. Consider a loan or different types of investment

- 1) What is the total investment required?
- 2) How will the loan or investment be used?
- 3) How will the loan or investment make the business more profitable?
- 4) When will the loan be repaid?
- 5) If you are seeking equity (selling part of the business to an investor)
What percent of the company are you willing to give up?
What rate of return is possible for the investor?

10. Prepare financial statements

- 1) What is the profit potential of your business? (give reasonable assumptions)
- 2) How much capital does your restaurant need? How will it be used?
- 3) Can your business generate the cash to operate and re-pay your loans?



EN9

Launching a Business Abroad Activity 3 – Worksheet 3

module

Leaflet Design

Consider the following fliers for a Mexican restaurant:



EN 9



Notice the following features to keep in mind when planning your own flier:

- You are advertising a national restaurant in another country. Use colours and symbols that call attention to the national characteristic. Think of colours and symbols that might register with your local clientele. (Note the Mexican hat, the cactus, and the paprika above.)
- A good phrase and / or name catches the attention right away. It reflects the national character, the character of the food, and it sounds good. (Note “No passport required” – referring to the international character as well as the restaurant’s accessibility.)
- A restaurant’s main attraction is the food it offers. Images and names of food are essential. (Note the pictures of food and drink dominating the fliers.)
- Call attention to special offers. Answer the question: Why should I eat there? Depending on the type of your restaurant, you may want to offer special discounts or other special offers (for example, luxury service) to attract customers NOW. (Note the \$3 Ritas and the Free Appetizers mentioned in the flier.)
- Make it easy for customers to contact you or find the location. Opening hours, address, and logo should be easily found on the flier. The logo should be the same that appears on the facade of the restaurant itself. (Note how Happy Hours are highlighted above, as well as phone number, website, and address.)
- Always keep in mind the people you would like to attract: their nationality (you are in a foreign country), their status (families, young people, rich, middle-class, etc.), etc. (Note how the colours and design of these leaflets reflect youthfulness, affordable price, and everyday food.)
- An explanation or a longer motto might fit onto the flier to show the serious nature of your business and explain its special features to those who have already become interested. (Note the longer text on top of the largest flier above.)



EN9	Launching a Business Abroad	English	B1/B2	60 mins
module		language	lang. level	estimated time

Activity 4	Creating a business plan/leaflet - first draft (week 4)
Aim	<p>In this phase students will create the first draft of the business plan/leaflet (with their local partner) of a restaurant to be opened in the partners' city. They will incorporate the answers they received from their international partners.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • have created a business plan/leaflet that is targeted towards the partner country's clientele • have practiced the business plan/leaflet format through intercultural context • have incorporated their partners' ideas
Steps/Tasks	<p>HW Task 4.1 Create a business plan/leaflet (with your local partner), incorporating the answers you received from your international partners.</p> <p>HW Task 4.2. Finish up the business plan you have started in 4.1., and email it to your international partners. Discuss with your international partners both your and their business plans.</p>
Suggested Assessment Criteria and subcriteria	There is no assessment at this stage, but the teacher should monitor the work and progress of students.
Recommended aids/tools	Skype, Email or Google+ (or any online communication tools).
Resources	<p>Business plan handout based on the pdf document accessible online at http://www.va.gov/osdbu/docs/vepbusinessplanoutline.pdf</p> <p>Worksheet 3 – Leaflet design</p> <p>http://smallbusiness.chron.com/design-restaurant-advertising-leaflet-59362.html</p> <p>http://www.printaholic.com/13-cool-restaurant-flyers/</p> <p>http://www.postermywall.com/index.php/g/restaurant-flyers</p>
Notes for teachers	<p>The teacher should evaluate and comment upon the first drafts of the business plans. Note that this does not have to be a perfect version, as this is a working document that students will continue to improve in the coming weeks. But this is why input from the teacher is also very important.</p> <p>The teacher may ask the students to provide information on what answers/suggestions they received from their international partners (in 4.2) and how they incorporated these into this first draft.</p>

EN9	Launching a Business Abroad	English	B1/B2	100 mins
module		language	lang. level	estimated time

Activity 5	Business plan/leaflet review (week 5)
Aim	<p>In this phase, students will discuss their business plans/leaflets and recommend changes to each other. They will incorporate the suggestions given to them by their partners.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • have discussed each other's ideas and rough drafts of the business plans/leaflets • have given suggestions to their partners about a work in progress • have incorporated their partners' ideas into a final product.
Steps/Tasks	HW Task 5.1. With your local partner, discuss the changes you need to make to finalize your business plan. Finish up your final version and share it on Google+.
Suggested Assessment Criteria and subcriteria	<p>The teacher will assess the final version of the business plan/leaflet.</p> <p>It may be a good idea to ask the students to provide information on suggestions they incorporated (or chose not to incorporate) received from their international partners.</p>
Recommended aids/tools	Skype, Email or Google+ (or any online communication tools)
Resources	<p>Business plan handout based on the pdf document accessible online at http://www.va.gov/osdbu/docs/vepbusinessplanoutline.pdf</p> <p>Worksheet 3 – Leaflet design</p> <p>http://smallbusiness.chron.com/design-restaurant-advertising-leaflet-59362.html</p> <p>http://www.printaholic.com/13-cool-restaurant-flyers/</p> <p>http://www.postermywall.com/index.php/g/restaurant-flyers</p>
Notes for teachers	It is a good idea to tell the students that they will be evaluated not only by their regular teacher, but also by the teacher of their international partners. Google+ community enables adding comments.

EN9	Launching a Business Abroad	English	B1/B2	60 mins
module		language	lang. level	estimated time

Activity 6	Presenting final products – business plans/leaflets (week 6)
Aim	<p>In this phase, students will present their final products in national groups and share their experience with international telecollaboration.</p> <p>At the end of this activity students will:</p> <ul style="list-style-type: none"> • have presented the final products • have shared their experience with telecollaboration.
Steps/Tasks	<p>In-Class Task 6.1: With your local group present the final business plan and leaflet to your classmates.</p> <p>In-class Task 6.2: Share your experience with telecollaboration.</p>
Suggested Assessment Criteria and subcriteria	The teacher will assess the presentation of the business plan/leaflet.
Recommended aids/tools	Skype, Email or Google+ (or any online communication tools)
Resources	<p>Business plan handout based on the pdf document accessible online at http://www.va.gov/osdbu/docs/vepbusinessplanoutline.pdf</p> <p>Worksheet 3 – Leaflet design</p> <p>http://smallbusiness.chron.com/design-restaurant-advertising-leaflet-59362.html</p> <p>http://www.printaholic.com/13-cool-restaurant-flyers/</p> <p>http://www.postermywall.com/index.php/g/restaurant-flyers</p>
Notes for teachers	<p>The final phase is done in the students' own national groups; a discussion should follow. It is a good idea to tell the students to fill in a feedback questionnaire about their experience.</p> <p>To motivate the students, they should be given extra points or a certificate of participation in an international project, which they can later use in their CVs.</p>

Español

ES 1	Paquete turístico	248
ES 2	Vivir fuera de nuestro país	271
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ES 4	Trabajar en grupos multinacionales	339
ES 5	Mediación entre culturas (EN4 - adaptado a español):	363

ES1	Creación de un paquete turístico (Planning an international holiday package)	Español	B1	18 horas En clase 11 horas Fuera de clase 7 horas
módulo		idioma	nivel	estimado trabajo

Objetivos del módulo	<p>A finales de este módulo los estudiantes serán capaces de:</p> <ul style="list-style-type: none"> ● Crear un paquete turístico especialmente adaptado a las necesidades específicas de un determinado cliente. ● Analizar la experiencia personal y profesional producida en escenarios de comunicación real, tomando así consciencia de cómo las diferencias culturales afectan a la comunicación intercultural, de cómo y por qué se producen los malentendidos, los fallos en la comunicación, y comenzando a adaptar sus capacidades expresivas a las circunstancias específicas del encuentro. ● Examinar las diferencias entre su cultura y sus productos culturales con los provenientes de otras culturas, tomando así consciencia de la propia identidad cultural y la existencia de otras identidades diferentes. ● Comprender que los significados están estrechamente relacionados con la cultura: actos de habla como saludar, rechazar, presentarse, concluir, agradecer... varían según las sociedades o culturas, lo que a su vez afecta a los procedimientos comunicativos con que se efectúan. ● Identificar qué competencias generales, comunicativas e interculturales necesita adquirir para poder desenvolverse con éxito en escenarios de comunicación específicos de su actividad profesional. ● Generar actitudes de curiosidad, apertura, hacia nuevos productos culturales, diferentes a los del alumno.
Competencias de meta	<p><i>CCI:</i></p> <ul style="list-style-type: none"> ● Identificar las necesidades, actitudes, conocimientos y destrezas interculturales que son necesarias para enfrentarse con éxito a un escenario de comunicación intercultural, manejando de este modo los factores que pueden provocar conflictos interculturales; ● Aplicar aspectos asociados a la comunicación de negocios, competencias de mediación y trabajo en grupo: competencias de interacción intercultural asociadas al comportamiento, situaciones, interpretación o gestión; ● Adaptarse y aceptar nuevos contextos: habilidad para interpretar textos y tendencias culturales, partiendo de una posición descentrada; adecuar el lenguaje a distintos tipos de textos, situaciones y niveles; ● Desarrollar la competitividad: conciencia cultural y formas de gestionar las diferencias culturales; ● Reflexionar sobre el otro y su entorno cultural: descubrir el otro a través de los contactos sociales y no mediante información recogida en medios de comunicación o internet; ● Adaptarse y colaborar: identificar necesidades, analizar problemas, negociar y crear compromisos;

	<p><i>Idioma y Comunicación:</i></p> <ul style="list-style-type: none"> ● Comunicar de modo eficiente: (Competencias pragmáticas necesarias para ello: principio de cooperación de Grice: cantidad (di lo justo), cualidad (sé sincero), relación (sé relevante) y modo (sé claro), así como al concepto de cortesía); ● Identificar las necesidades lingüísticas, sociolingüísticas y discursivas necesarias que componen cada una de las actividades de la lengua (expresión y comprensión oral y escrita, interacción y mediación), para así enfrentarse adecuadamente a un determinado escenario de comunicación; <p><i>IT:</i></p> <ul style="list-style-type: none"> ● Utilizar las nuevas tecnologías: skype, correo electrónico, foros de internet, ... ● Prevenir conflictos procedentes de la utilización de las nuevas tecnologías;
Lista de actividades	<p>Actividad 0. Turismo, actividad profesional eminentemente intercultural. Introducción al curso.</p> <p>Actividad 1. Producción de un vídeo-perfil de presentación</p> <p>Actividad 2. Preparación del paquete turístico</p> <p>Actividad 3. Creación y presentación del paquete turístico</p> <p>Actividad 4. Evaluación de los paquetes turísticos</p> <p>Actividad 5. Envío de la propuesta final</p>
Sumario de actividades	<p>ACTIVIDAD 0 El turismo, actividad profesional eminentemente intercultural.</p> <p>Introducción al curso</p> <p>El Español del turismo: rasgos específicos léxicos, morfosintácticos, pragmáticos e interculturales, y sus tipologías textuales y discursivas más frecuentemente empleadas en un contexto de uso real.</p> <p>ACTIVIDAD 1 Producción de un vídeo-perfil de presentación</p> <p>Los alumnos crean un video de un minuto de duración, donde especifican sus preferencias a la hora de viajar.</p> <p>ACTIVIDAD 2 Preparación del paquete turístico</p> <p>Cada pareja de alumnos entrevista a su cliente, para recopilar más información sobre él.</p> <p>ACTIVIDAD 3 Creación y presentación del paquete turístico</p> <p>Se analizan los datos del video y de la entrevista, para que se proceda al diseño del paquete turístico.</p> <p>ACTIVIDAD 4 Evaluación de los paquetes turísticos</p> <p>Los alumnos-agentes turísticos, presentan los paquetes turísticos a sus respectivos clientes, con los que debaten las alteraciones necesarias.</p> <p>ACTIVIDAD 5 Envío de la propuesta final</p> <p>Tras el debate con los compañeros y con los clientes asignados, los alumnos-agentes turísticos perfeccionan el paquete turístico creado y envían a sus clientes la versión final del paquete turístico.</p>
Herramientas recomendadas	<ul style="list-style-type: none"> ● https://www.schoology.com ● https://www.movenote.com/ ● https://pixabay.com ● http://www.tagxedo.com/
Recursos	

Hojas de trabajo para actividades	<p>Actividad 1: hoja de trabajo 1</p> <p>Actividad 3: hoja de trabajo 2</p>
Notas para profesores	<p>Una vez asumido que la verdadera esencia del concepto interculturalidad se concreta en la comunicación intercultural, entendemos la competencia comunicativa intercultural, en el marco de la enseñanza, aprendizaje y evaluación de lenguas extranjeras, como la habilidad para negociar significados culturales y llevar a cabo comportamientos comunicativos eficaces.</p> <p>En la industria del turismo, ámbito profesional de los alumnos destinatarios de la presente unidad didáctica, se hace aún más evidente la importancia de los factores interculturales en el uso del lenguaje, debido a que la comunicación en el turismo suele establecerse entre personas de diferentes culturas, lo que a su vez genera tensiones entre las culturas locales y las visitantes.</p> <p>A partir de estas premisas, el objetivo fundamental de la presente unidad didáctica es contribuir a la formación de profesionales del turismo competentes comunicativa e interculturalmente, mediante la mejora de sus capacidades de expresión, comprensión, interacción y mediación, lo que les permitirá utilizar eficazmente la lengua española en su actividad profesional.</p> <p>Con la finalidad de adecuar la enseñanza del español a las necesidades reales de la comunicación profesional en el ámbito del turismo, donde los profesionales de este sector adquieren un papel determinante como mediadores interculturales, y en virtud de los datos recogidos en los informes nacionales y en el transnacional del proyecto ICCAGE, optamos por el enfoque de la enseñanza-aprendizaje por tareas. Ello se debe a que mediante las tareas, y especialmente con las tareas efectuadas en tele colaboración, podemos recrear los escenarios de comunicación específicos en que se ven envueltos los profesionales del turismo.</p> <p>Del mismo modo, la exposición de los estudiantes a situaciones de comunicación real, propiciadas por el uso de tele colaboración, nos permite analizar sus actos de habla dentro del ámbito profesional específico del turismo, con lo cual no solo atendemos a la vertiente lingüística de la comunicación, sino a la intencionalidad, adecuación e implicación contenidas en un escenario de interacción, factores que se actualizan en función del contexto cultural en que tiene lugar la comunicación. En otras palabras, la adquisición de la competencia lingüística, sociolingüística y discursiva debe ir necesariamente unida a la incorporación y activación de los conocimientos, destrezas y habilidades interculturales específicas de la especialidad en la cual se llevará a cabo la interacción profesional. Si conseguimos que los estudiantes comprendan la influencia de todos estos componentes en cualquier acto de comunicación intercultural, podrán adquirir las competencias comunicativas interculturales necesarias para enfrentarse con éxito a diferentes escenarios de comunicación en su actividad profesional.</p> <p>En las tareas propuestas, mediante la realización de actividades de interacción on-line entre estudiantes con diferentes culturas, que reproducen los escenarios de comunicación intercultural que suelen producirse en la actividad profesional del turismo, intentaremos que los estudiantes implicados desarrollen su competencia comunicativa intercultural.</p>

ES1	Creación de un paquete turístico (Planning an international holiday package)	Español	B1	2 horas clase 1 hora casa
módulo		idioma	nivel	estimado trabajo

Actividad 1	Producción de un vídeo-perfil de presentación
Meta	Los alumnos crean un video de un minuto de duración, donde especifican sus preferencias a la hora de viajar.
Tareas	<p>La tarea está compuesta por cinco etapas, culminando en el vídeo que cada alumno debe subir en Facebook.</p> <ol style="list-style-type: none"> 1. A los alumnos, en clase, se les presentan algunas imágenes relacionadas con destinos turísticos españoles conocidos, que les servirán de motivación para el tema VIAJES; 2. Se involucrará a los alumnos en la temática de los VIAJES, pidiéndoles sus casos particulares: ¿Dónde voy? ¿Qué hago?; 3. Se ofrecerá a los alumnos una nube de palabras que incluye mucho del léxico asociado al turismo; <ol style="list-style-type: none"> 3.1 Se aclararán las dudas que puedan existir; 3.2 Cada alumno debe contar a sus compañeros alguna anécdota que le haya pasado, utilizando para ello una de las palabras que ahí aparezcan; 4. El profesor presenta a los alumnos una serie de imágenes asociadas a los distintos tipos de turismo, además de un listado de tipos de turismo; <ol style="list-style-type: none"> 4.1 En parejas, los alumnos van poniéndole un rótulo a cada imagen, proponiendo lo que ellos creen que será el tipo de turismo que le va asociado. 4.2 Se hace una puesta en común para discutir los resultados; 4.3 Se aclaran posibles dudas; 4.4 Los alumnos expresan sus preferencias, valorando los tipos de turismo existentes; 5. Los alumnos, en casa, crean un vídeo demostrando sus preferencias a la hora de viajar; <p>Tras la publicación de los vídeos, los profesores deben emparejar a los clientes (directores de los vídeos) con los agentes turísticos, teniendo en atención que las parejas deben incluir alumnos de nacionalidades distintas. El proceso se gestionará a través de un grupo cerrado de Facebook.</p>
Herramientas recomendadas	Hoja de trabajo 1 Grupo en Facebook
Recursos	Móvil [u otro] para grabar el vídeo; Facebook
Notas para profesores	Si los alumnos no tienen un conocimiento muy amplio de la realidad española, el profesor podrá optar por permitir que los alumnos utilicen las tecnologías de información y comunicación para solucionar el ejercicio 1.

ES1

Creación de un paquete turístico Actividad 1 – Hoja de trabajo 1

módulo

Producción de un vídeo-perfil de presentación

1. Mira las imágenes que te presentamos a continuación.

- ¿Las conoces?
- ¿Sabes dónde están ubicadas?
- Asócialas una localización específica, del listado que te ofrecemos.



Toledo	Sevilla	Granada
Valencia	Pamplona	Huelva
Santiago de Compostela	Santander	Bilbao
Madrid	Barcelona	Valladolid

2. Y tú, cuando viajas, ¿dónde te vas?, ¿qué haces?



4. Fíjate en el mapa de España.

a. Relaciona las palabras que te ofrecemos con las imágenes.

Sol	Matador	Toro de Osborne
Mar	Corridas	Hórreo
Toro	Naranjas	Mezquita – Catedral de Córdoba
Madrid	Antoní Gaudí	El oso y el madroño
Barcelona	Sagrada Familia	Catedral de Santiago de Compostela



5. De lo que ves en el mapa:

- ¿qué reconoces tú?
- ¿qué motivos te pueden llevar a viajar a España?
- ¿a qué tipos de turismo lo asocias? Anótalos debajo de cada tópico.

sol y playa	montaña	rural
cultural	ecológico	negocios
comercial	religioso	de salud



ES 1

6. He aquí una pancarta oficial del turismo español.

- de las cuatro opciones, ¿cuál te deja más feliz?
- ¿y cuál asocias más rápidamente a España?

SMILE!
YOU ARE IN
SPAIN



7. Recuerda los tipos de turismo del ejercicio 5.

a. Comenta con tu compañero/a a que pueden referirse.



b. Juntos, asociad a cada imagen un tipo de turismo;

sol y playa	montaña	rural
cultural	ecológico	negocios
comercial	religioso	de salud

- c. ¿Has utilizado todos los tipos de turismo? Los que no has asociado a ninguna imagen, ¿qué idea te transmiten?
- d. Cuando viajas, ¿qué prefieres?, ¿cómo ocupas tu tiempo? Coméntalo con tu compañero/a.
- e. Escucha las opiniones de tus compañeros y valóralas:
¿Cuáles son las preferencias que más a menudo aparecen?

8. Y tú, ¿qué tipo de viajero eres?

¿Qué tipo de viajero eres?



El agarrado

Llevas la mochila repleta de cosas del hostel: cruasanes y plátanos del desayuno, sobrecitos de café, pastillas de jabón... tienes el radar listo para detectar cualquier punto de wifi gratis y ya estás pensando en coger el metro sin billete. Otra vez. ¿Roñica? ¡Qué va! Más bien sentido común.

Petronila Ponepegas

¿La comida local es demasiado picante? ¿La ciudad demasiado calurosa? ¿La playa está demasiado abarrotada? Entonces mejor quédate en el hotel con tu portátil encendido y pasa el resto del fin de semana viciada a los jueguitos de Facebook.



El chill-out rasta

A ti eso de que te metan prisa... como que no. Tú a tu ritmo, relajado y, sobre todo, sin estrés. Te conformas con una buena playa y un bar. Eso de hacer agobiantes escapadas urbanas a ti no te va en absoluto.



El tizón de playa

Museos, castillos, monumentos... ¿Esto qué es: una excursión del cole? Pasando. Tú lo que quieres es solecito, tumbarte a la bartola en la arena y coger color, un masajito en la espalda y una caña bien fresquita en la mano. ¡Eso es vida!



El infofriki

Cualquier detalle, por muy insignificante que sea, sobre el destino al que vas te parece de lo más fascinante. ¿Por qué no habrá más gente como tú que sepa que la ciudad china de Qiaotou fabrica el 60% de toda la producción mundial de botones?



El cogorza

Coges a un par de colegas para salir de fiesta y os bebéis hasta las copas de los árboles. Eres un juerguista por naturaleza y tu lema es "Noches de desenfreno, mañanas de Ibuprofeno". Aprovechas las noches al máximo y los días para ti están solo para dormir la mona. ¡Fiesssstaaa!

Fermina Adrenalina

Saltar en paracaídas, hacer puenting escalar una montaña rocosa, conducir sobre un lago congelado... Te van las emociones fuertes y la aventura y en cuanto te proponen una nueva locura aceptas sin dudarlo. ¡Te apuntas a un bombardeo!



No puedes creer que haya gente que soporte sin rechistar un servicio tan nefasto, habitaciones sin aire acondicionado o un autobús que pasa cuando al conductor le viene en gana. Eso no puede seguir así y ya te encargas tú de hacer "pequeñas observaciones" en público al espabilado de turno. ¡Pero qué se habrá creído!



El mochilero pijo

No os separáis ni un segundo y sois más empalagosos que comerse una caja entera de figuritas de mazapán. Estáis deseando volver a contar aquella historia de cuando pusisteis un candado del amor en el Pont des Arts de París y salís los dos en todas y cada una de vuestras fotos de vacaciones. ¡Qué romántico!

El sexplorador

Vas a lo que vas: a pillar cacho. Lo admites tan ancho y ninguna habitación compartida de 12 camas te va a impedir alcanzar el objetivo esta noche. Te dejas llevar y todo el mundo ha traído tapones para los oídos, ¿no? ¿Cuál es el problema?



Brangelina



9. **Crea un vídeo de aproximadamente un minuto, dónde expreses tus gustos, preferencias y opciones a la hora de viajar. A continuación publícalo en el grupo de Facebook que compartes con tus compañeros.**

OjO: préstale alguna atención a los aspectos de cantidad (di lo justo), cualidad (sé sincero), relación (sé relevante) y modo (sé claro), así como al concepto de cortesía).



ES1	Creación de un paquete turístico (Planning an international holiday package)	Español	B1	5 horas clase
módulo		idioma	nivel	estimado trabajo

Actividad 2	Preparación del paquete turístico
Meta	Cada pareja de alumnos entrevista a su cliente, para recopilar más información sobre él.
Tareas	<p>La actividad está pensada para que se realice a modo de trabajo autónomo de los alumnos:</p> <ol style="list-style-type: none"> 1. En función del perfil del cliente expresado en el video de presentación, búsqueda de información sobre sus propias ciudades; <ol style="list-style-type: none"> 1.1. Recopilar información de sitios específicos de viajes; 1.2. Analizar rutas turísticas ya creadas; 1.3. Recoger información de sitios institucionales: comunidades, ayuntamientos,... 2. El alumno-agente turístico entrevista por escrito a su cliente, para profundizar su perfil y descubrir más información. <p>El segundo punto de esta tarea se llevará a cabo en el grupo de Facebook, que se creará para el módulo Creación de un paquete turístico.</p>
Sugerencias para evaluación	
Herramientas recomendadas	Grupo en Facebook Sitios web específicos de turismo: ayuntamientos, comunidades,...
Recursos	Facebook
Notas para profesores	

ES1	Creación de un paquete turístico (Planning an international holiday package)	Español	B1	2 horas clase 3 horas casa
módulo		idioma	nivel	estimado trabajo

Actividad 3	Creación y presentación del paquete turístico
Meta	Se analizan los datos del video y de la entrevista, para que se proceda al diseño del paquete turístico.
Tareas	<p>Las actividades presentes en esta tarea pretenden llamar a la atención del alumno en relación a los detalles asociados a los viajes y al alojamiento. Al final de esta actividad, el alumno va a utilizar estos aspectos, juntándolos a los de la tarea 2, para diseñar el paquete turístico.</p> <ol style="list-style-type: none"> 1. Desplazarse: ventajas y desventajas de distintos medios de transporte; 2. Tipos de alojamiento; 3. Régimen de alojamiento; 4. Atracciones turísticas;
Sugerencias para evaluación	
Herramientas recomendadas	<p>Hoja de trabajo?</p> <p>Facebook</p> <p>Sitios web específicos de turismo: ayuntamientos, comunidades,...</p>
Recursos	
Notas para profesores	

<h1>ES1</h1>	<h2>Creación de un paquete turístico</h2> <h3>Actividad 3 – Hoja de trabajo 2</h3>
módulo	

Creación y presentación del paquete turístico

1. A continuación te dejamos algunos transportes.
 - a. Utiliza el cuadro abajo para anotar ventajas y desventajas que asocies a cada uno de ellos. ¡Aprovecha, además, para nombrarlos!
 - b. Cuando viajas, ¿por cuál optas tú? Compara tus opciones con las de tus compañeros.



LOS MEDIOS DE TRANSPORTE



ES 1



Transporte	Ventajas ✓	Desventajas ✗



2. Después de llegar a tu destino, seguro que tendrás que alojarte.

- a. ¿Qué motivos te llevarían a optar por estos tipos de alojamiento?
- b. ¿Por qué nunca te apuntarías a alguno de estos tipos de alojamiento?
- c. Explícale a tu compañero/a cuál de estas opciones eliges y compárala con sus opciones.



Hotel



Hostel



Parador



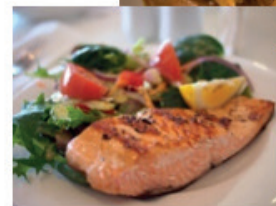
Casa rural



Albergue juvenil

3. Ya estás alojado, pero antes de acostarte debes preocuparte con otro detalle... el del régimen alimenticio...

- a. En tu caso personal, ¿prefieres pensión completa / media pensión / desayuno? ¿Por qué?
- b. Crea un listado que, de tu punto de vista, sean los imprescindibles, en términos de comida;
- c. ¿Con qué problemas pueden confrontarse los viajeros? ¿Por qué? ¿cómo lo solucionarías tú?



4. Recuerda la Actividad 1 y la nube de palabras que ahí te ofrecimos.

- a. Te facilitamos distintos entornos y contextos: crea una lluvia de ideas con motivos de interés turístico que se les puedan asociar.
- b. Contrasta los resultados con tu compañero/a. ¿Qué crees tú que él/ella valora más?
- c. ¿Crees que todos viajamos con los mismos objetivos?
- d. ¿Cuáles crees tú que son los objetivos de tu compañero? ¿Cómo has llegado a esa conclusión?

ciudad

campo

día

noche

deportes

excursión



5. Ahora te toca empezar a construir el paquete turístico para tu cliente. Para ello, utiliza el anexo#1.

nombre del agente turístico: _____

nombre del turista: _____

informaciones sobre el turista con base en el video	ideas para el paquete turístico	informaciones adicionales con base en la entrevista #1	nuevas ideas para el paquete turístico

ES 1



Ideas para el paquete turístico:

	ALOJAMIENTO	LUGAR DE LAS COMIDAS	ACTIVIDADES	MEDIO DE TRANSPORTE
viaje de ida día 1				
día 2				
día 3				
día 4 viaje de vuelta				



Valoración del turista, tras la entrevista #2:

	ALOJAMIENTO	LUGAR DE LAS COMIDAS	ACTIVIDADES	MEDIO DE TRANSPORTE
viaje de ida día 1				
día 2				
día 3				
día 4 viaje de vuelta				

ES 1



ES1	Creación de un paquete turístico (Planning an international holiday package)	Español	B1	1 hora clase 1 hora casa
módulo		idioma	nivel	estimado trabajo

Actividad 4	Evaluación de los paquetes turísticos
Meta	Los alumnos-agentes turísticos, presentan los paquetes turísticos a sus respectivos clientes, con los que debaten las alteraciones necesarias.
Tareas	La actividad está pensada para que se realice a modo de trabajo autónomo de los alumnos: 1. En clase, se discuten los paquetes turísticos, con vistas a su mejora; 2. A través del correo electrónico, el alumno-agente turístico envía al cliente su propuesta de paquete turístico; 3. El cliente le comentará [o no] algunas propuestas de cambio, para perfeccionar la propuesta;
Sugerencias para evaluación	
Herramientas recomendadas	Correo electrónico
Recursos	
Notas para profesores	

ES1	Creación de un paquete turístico (Planning an international holliday package)	Español	B1	1 hora clase 2 horas casa
módulo		idioma	nivel	estimado trabajo

Actividad 5	Envío de la propuesta final
Meta	Tras el debate con los compañeros y con los clientes asignados, los alumnos-agentes turísticos perfeccionan el paquete turístico creado y envían a sus clientes la versión final del paquete turístico.
Tareas	<ol style="list-style-type: none"> 1. Tras el debate con los clientes asignados, los alumnos-agentes turísticos perfeccionan el paquete turístico creado, buscando, además, la opinión de sus compañeros de clase. 2. Publicación, en Facebook, del PowerPoint con la versión final del paquete turístico.
Sugerencias para evaluación	
Herramientas recomendadas	Facebook
Recursos	
Notas para profesores	

Anexo para profesores:

agente turístico #nacionalidad	correo electrónico	agente turístico #nacionalidad	correo electrónico

ES 1

agente turístico #nacionalidad	correo electrónico	agente turístico #nacionalidad	correo electrónico



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	16 horas
módulo		idioma	nivel	estimado trabajo

Objetivos del módulo	<p>Al final de este módulo los estudiantes serán capaces de:</p> <ul style="list-style-type: none"> • utilizar en la práctica el vocabulario adquirido, relacionado con turismo, movilidad, vida social, medios de transporte y gastronomía • identificar estereotipos e ir más allá • comunicar con más facilidad por Skype, utilizando el español como lengua franca • tener una actitud más crítica de la cultura propia • tener una actitud más crítica a la hora de buscar informaciones en la red • tener una actitud más empática a la hora de comunicar
Competencias de meta	<ul style="list-style-type: none"> • Competencias comunicativas en español: la meta principal de las actividades es desarrollar las competencias de comprensión y expresión oral y escrita, para estudiantes de nivel B1. El módulo está pensado para estudiantes de turismo, pero es adecuado también para grupos de estudiantes de español, idioma general. • CCI: desarrollar la conciencia cultural crítica y la capacidad de adaptarse, aumentar conciencia intercultural por medio de comunicación, comparación, negociación; aumentar conciencia de su propia cultura; Idioma y comunicación: mejorar y consolidar destrezas lingüísticas • IT: ganar experiencia como cooperar mediante el uso de e-mail, Skype, Internet para trabajar efectivamente
Lista de actividades	<p>Actividad 1 Movilidad y adaptación Actividad 2 Viendo el mundo en la red Actividad 3 Presentación (primer encuentro por Skype) Actividad 4 Hablando de nuestros países (segundo encuentro por Skype) Actividad 5 Proyecto “Vivir fuera de nuestro país” Actividad 6 Vida social y cuestiones prácticas Actividad 7 ¿Cómo llegamos? Actividad 8 ¿Qué comemos?</p>
Sumario de actividades	<p>Las actividades 1 y 2 pertenecen a la fase preparatoria de las actividades de telecolaboración. La secuencia de actividades telecolaborativas contiene dos encuentros Skype (actividades 3 y 4) y un proyecto (actividad 5). Los dos encuentros se efectúan en clase, en forma de tándem (a cada alumno se le asigna un compañero/a de conversación de la otra Universidad). El proyecto de la actividad 5 se lleva a cabo fuera del aula por el mismo tándem, con un plazo de tres semanas (los estudiantes gestionan su propio tiempo). Durante este mismo periodo, los estudiantes reciben inputs, en forma de actividades en clase y tareas en casa (actividades 6, 7 y 8).</p>

Herramientas recomendadas	<ul style="list-style-type: none"> ● Skype ● MP3 Skype Recorder ● Google Drive or OneDrive ● PowerPoint or Prezi.com ● Geoguessr.com ● http://www.datosmacro.com/paises ● diccionarios online ● vídeos en YouTube ● www.padlet.com
Recursos	Hojas de trabajo + referencias
Hojas de trabajo para actividades	<p>Actividad 1: hoja de trabajo 1 (ejercicios)</p> <p>Actividad 2: hoja de trabajo 2 (ejercicios)</p> <p>Actividad 3: hoja de trabajo 3 (ejercicios)</p> <p>Actividad 4: hoja de trabajo 4 (ejercicios)</p> <p>Actividad 5: Recurso para el profesor: Proyecto “Vivir fuera de nuestro país”</p> <p>Actividad 6: hoja de trabajo 6 (ejercicios)</p> <p>Actividad 7: hoja de trabajo 7 (ejercicios)</p> <p>Actividad 8: hoja de trabajo 8 (ejercicios)</p>
Notas para profesores	<p>Problemas anticipados:</p> <p>Los estudiantes podrían tener dificultades en comunicarse con sus compañeros extranjeros; exigencias para las tareas preparativas/para casa; podrían ocurrir problemas con tecnología</p>

ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	140 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 1	Movilidad y adaptación
Meta	La meta de la actividad es preparar a los estudiantes para la telecolaboración mediante una sensibilización. La actividad contiene ejercicios en clase, a través de los cuales los estudiantes ampliarán su vocabulario relacionado con el turismo y la movilidad internacional, evaluarán actitudes de turistas y residentes, mediante lo cual reflexionarán sobre sí mismo, la percepción de los demás y sobre la relatividad de los estereotipos. Las tareas contribuirán a desarrollar sus competencias comunicativas en español.
Tareas	<p>Tarea 1: Turismo y movilidad</p> <ol style="list-style-type: none"> 1.1. Clasificación y comprensión de las actitudes de turistas y residentes 1.2. Discusión en grupo sobre actitudes 1.3. Ampliación del vocabulario práctico relacionado con el tema de turismo y movilidad 1.4. Reflexión sobre la movilidad en la práctica 1.5. Reflexión personal y conversación sobre las actitudes <p>Tarea 2: ¿Cómo nos ven y cómo vemos a otros?</p> <ol style="list-style-type: none"> 2.1. Lo que piensan los demás de nosotros 2.2. El uso del tiempo <p>Tarea 3: Desde pequeñas sorpresas hasta el choque cultural</p> <ol style="list-style-type: none"> 3.1. Planteamiento 3.2. Adaptación <ol style="list-style-type: none"> 3.2.1. Discusión en parejas 3.2.2. Lo que nos sorprende fuera de casa 3.2.3. Donde fueres haz lo que vieres 3.3. Lectura y comentario <p>Tarea 4: Evaluación</p> <p style="text-align: center;"><i>Cf. Hoja de trabajo 1</i></p>
Sugerencias para evaluación	Autoevaluación (cf. tarea 4)
Herramientas recomendadas	
Recursos	Hoja de trabajo 1 + referencias

Notas para profesores

Tareas	meta principal de adquisición de lengua	meta IT	meta CCI	tiempo	tipo de tarea
introducción	aclaración de nociones básicas	-	-	5'	frontal
1.1	ampliación del vocabulario		Conciencia cultural crítica	10'	individual
1.2	práctica del condicional		Conciencia cultural crítica	10'	grupal (3-4 estudiantes)
1.3	ampliación del vocabulario		-	10'	individual
1.4	práctica de estructuras gramaticales		-	10'	en parejas
1.5	expresión oral		Conciencia cultural crítica	15'	en parejas
2.1	comprensión lectora y expresión oral		Conciencia cultural crítica	20'	individual
2.2	expresión oral, uso de los tiempos del pasado		Capacidad de adaptarse	15'	grupal (clase)
3.1	ampliación del vocabulario		Conciencia cultural crítica	10'	individual
3.2	expresión oral, uso de los tiempos del pasado		Capacidad de adaptarse	15'	en parejas
3.3	lectura y comentario		reflexión crítica	15'	individual
4.	evaluación de la utilidad de la actividad		reflexión crítica	5'	individual

ES2

**Vivir fuera de nuestro país Moving abroad
Actividad 1 – Hoja de trabajo 1**

módulo

Movilidad y adaptación

1. Movilidad y turismo

Movilidad: Mudarse a un país para un periodo más o menos largo por motivos de trabajo, prácticas profesionales, becas, etc. es una forma de residencia

Turismo: Viajar a un lugar y pernoctar, es decir, pasar una noche allí.

1.1. Clasifica las siguientes afirmaciones según si se refieren a un turista, a una persona que pasa una temporada más larga en un sitio, o a las dos.

ES 2



	TURISTAS			RESIDENTES TEMPORALES		
	la mayoría	algunos	muy pocos	la mayoría	algunos	muy pocos
Tiene amigos locales						
Trata de vestirse como la gente local						
Se aloja en un hotel						
Prueba los platos locales						
Si surge algún problema, se lo soluciona el/la guía						
Tiene un número de teléfono local						
Se aloja en un camping						
Consulta el plano de la ciudad						
Lleva pantalones cortos y camisa hawaiana						
Cuenta con una cuenta corriente en un banco local						
Compra recuerdos (imanes, tazas, camisetas)						
Se ha adaptado al horario de la gente local						
Sabe dónde se venden los mejores productos						
Trata de conocer y comprender la vida de la población local						
Hace selfies con monumentos a fondo						
Se orienta por la ciudad con bastante familiaridad						
Escribe tarjetas postales a su familia						
No para de sacar fotos						
Comparte un apartamento						
Compra los alimentos en un supermercado						
Tiene que prestar atención a las tarifas de roaming						



1.2. Discutid en grupos los resultados.

- ¿Estáis de acuerdo en todo? Imaginad que visitáis Barcelona.
- ¿Qué harías y qué no harías de los anteriores como turista? y
- ¿qué harías o no harías pasando 6 meses en Barcelona con una beca Erasmus?

1.3. Completa las oraciones con los verbos que están en el recuadro

abrir, adaptarse, alojarse, consultar, darse, ir, reservar, sacar

- una cuenta corriente
- una habitación de hotel
- de alta en una compañía de telefonía móvil
- el mapa
- fotos
- al mercado para hacer la compra semanal
- en un piso
- a las costumbres

1.4. En parejas pensad en todo lo que tiene que hacer una persona que se establece provisionalmente en otro país.

Podéis utilizar expresiones como:

Uno tiene que + infinitivo
Uno necesita + infinitivo
Si eres turista, necesitas + infinitivo
Conviene que + subjuntivo
Es necesario que + subjuntivo

1.5. Imaginad que uno es turista, el otro es un becario de Erasmus en tu ciudad.

En parejas compartid vuestras experiencias y contad vuestra vida y costumbres.



2. Cómo nos ven y cómo vemos a otros

2.1. Lo que piensan los demás de nosotros.

¿Tienes alguna información sobre lo que piensan los extranjeros sobre tu país y sus ciudadanos?

Lee el siguiente blog de un español en Hungría y reacciona, explicando al bloguero que no todos los húngaros son así.

Habla de las costumbres generales en tu país, contrastándolas con las costumbre en tu familia/entorno.

Al llegar a una casa, los húngaros siempre se quitan los zapatos al entrar (algo que es muy útil para ensuciar menos). Puede que nos sorprendamos la primera vez que vayamos al baño: el retrete suele estar separado en una minúscula estancia del resto del baño. También destaca la manía de meter la lavadora en el baño (casi nunca la encontraremos en la cocina), aunque a veces casi ni quepa, pero ahí que la meten de cualquier manera. Y chicas, no busquéis el bidet porque aquí no existe.

Cuando uno queda con un húngaro a las 6 de la tarde, llegará a las 6 en punto o muy probablemente a menos cinco. Y si llega tarde, aunque sea unos pocos minutos, siempre avisará y se disculpará. Cuando te presenten a un húngaro, siempre le darás la mano la primera vez, independientemente del sexo, después ya podrás saludar con dos besos (empezando por la derecha).

El húngaro no cruzará una calle con el semáforo en rojo, aunque esté desierta o fuese la única persona en el planeta, esperará a que se ponga verde. Si está desconectado (en ámbar intermitente), se desorientará totalmente.

Deberás felicitar a tus amigos húngaros por su santo, ¡que es tan o más importante que su cumpleaños! Y cuando veas a muchos de ellos en verano vistiendo chanclas con calcetines, tranquilo, no pasa nada, son sus cosas. Y aquí la navidad llega el 6 de Diciembre con Mikulás.

A la hora de sentarse a la mesa en un restaurante, que nadie se sorprenda cuando vea que no hay cubiertos ni servilletas, el camarero los traerá todos juntos en un plato del que hay que servirselos. Y que nadie espere que le traigan el pan, con una excepción: ¡si pide sopa!

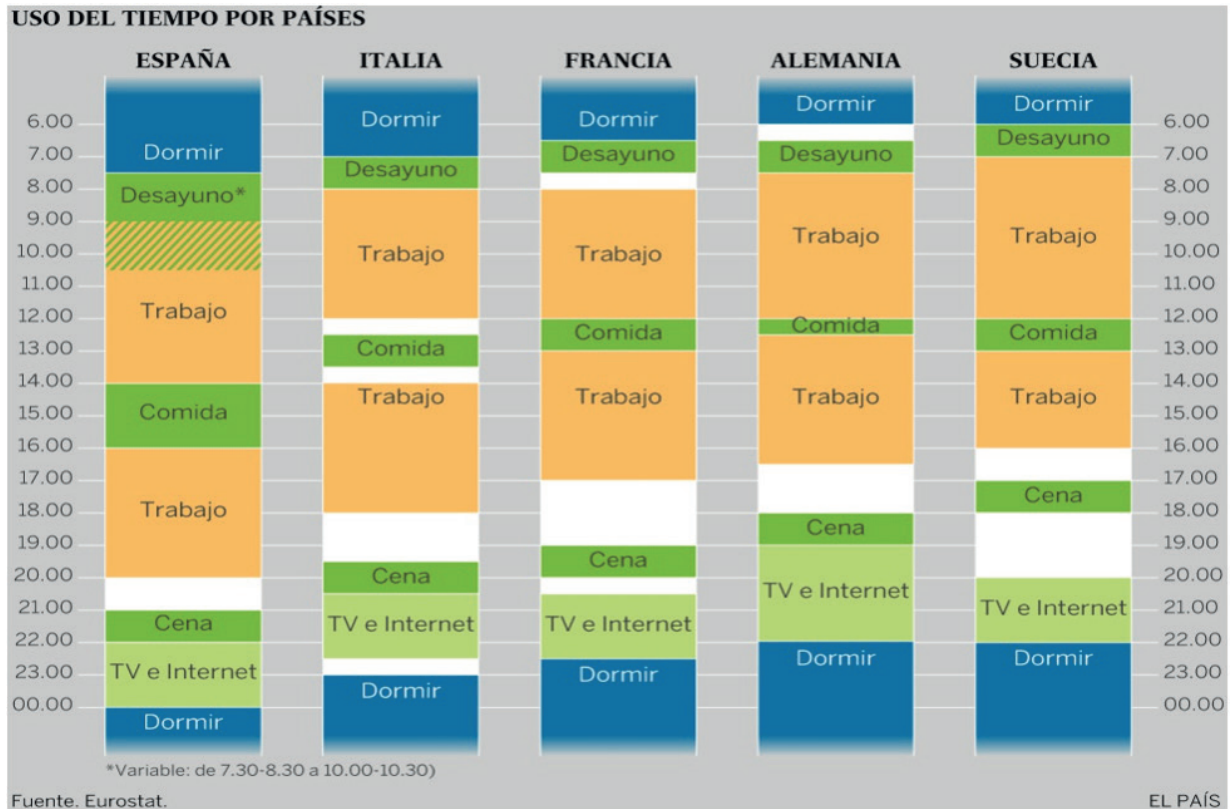
La sopa es casi obligatoria, bien haga 40 grados o -20, los húngaros son totalmente soperos. Eso sí en verano hay un variante de sopa de frutas fresquita, que a mí particularmente no me gusta. Y cuidado con el hígado, les encanta echárselo a todo: a la sopa, como relleno... si no os gusta evitar la palabra máj a toda costa. Y ojo con algunos platos que llevan médula espinal: evitar la palabra velő. Y si odiáis el pepino como yo, mala suerte, este es el país de los pepinos y hay que vivir con ello. Y que nadie se sorprenda si no encuentra una ensalada en la carta. ¡La lechuga es comida para los conejos! Y dejar claro que queréis agua sin gas (mentes víz) porque por defecto se pone con gas y una rodaja de limón.

Fuente: <http://ekamagyar.blogspot.hu/2014/07/costumbres-hungaras-curiosas-para-el.html>



2.2 El tiempo

No se trata del tiempo meteorológico, sino del uso que se hace del tiempo. En España nos sorprende que los españoles almuercen y cenen muy tarde. La explicación está en parte en que España –a una longitud similar a Gran Bretaña– no tiene hora de Greenwich, sino hora de Europa central. En el siguiente cuadro se ve cómo es el ritmo de vida de los españoles, italianos, franceses, alemanes y suecos.



¿Quién conoce a españoles, italianos, franceses, alemanes o daneses? ¿Puede confirmar las observaciones referentes al uso del tiempo según su experiencia con los datos de Eurostat?

Si alguien ha vivido en estos países, ¿qué experiencias tiene? ¿Qué tiene que hacer para adaptarse?

Una de las razones para viajar es que el intercambio cultural nos haga entender a otros. Recuerda que en otro país las cosas son diferentes, pero no son ni peores ni mejores que en el tuyo, simplemente son distintas.



3. Desde pequeñas sorpresas hasta el choque cultural

3.1. Planteamiento

Si viajamos al extranjero nos podemos llevar sorpresas. Si la diferencia entre dos culturas es muy grande, se produce lo que se llama choque cultural.

Según tu propia experiencia, ¿los siguientes ocurren muchas veces en tu país?

Clasifica:

	(casi) nunca	pocas veces	muchas veces	(casi) siempre
La gente sólo cruza la calle cuando el semáforo está verde.				
Al hablar, todos se interrumpen.				
La gente pide perdón cuando no lo esperas.				
Cuando te dicen que vienen a las cinco, llegan a las cinco y cuarto.				
La gente espera el autobús haciendo cola.				
Al conversar, paran para dejar hablar al otro.				
La gente se pone a un lado en las escaleras mecánicas.				
Los coches no se paran si quieres cruzar la calle.				
La gente habla en voz baja.				
Todos hablan con las manos, gesticulan mucho.				
En la calle hay mucha gente en silla de ruedas.				
La personas que acabas de conocer, te da dos besos en la cara.				
Después del trabajo, se reúnen los amigos para charlar.				
La persona que se presenta te da la mano.				
En la calle te preguntan si pueden ayudarte.				
Están molestos si llego cinco minutos tarde.				
Charlan después de las comidas.				



3.2. Adaptación

3.2.1. Discusión en parejas

Habla de un viaje que hiciste al extranjero. Cuenta a tu compañero si has visto alguno de los anteriores ocurrir casi siempre en otro país. Explica cómo reaccionaste. Ej. Yo fui a estudiar a Dinamarca y allí la gente hablaba en voz baja. Me acostumbré muy pronto.

3.2.2. Imagina que viajas a otro país, y experimentas allí alguno de los ejemplos anteriores.

Explica lo que te sorprende.

(Recuerda que cuando expresamos opiniones, utilizamos el subjuntivo.)

Puedes utilizar construcciones como:

Me sorprende/extraña que la gente haga cola.

Me parece natural que todos sean atentos.

Me llama la atención que todos hablen a la vez.

3.2.3. Donde fueres haz lo que vieres.

En parejas construid diálogos parecidos con algunas de las situaciones arriba mencionadas o comentadas, explicando cómo os adaptáis a la situación.

Te puede ayudar: observar a la gente, hacer preguntas, tratar de entender, hablar de tu país, de sus costumbres, explicar las causas de tu reacción.

- Me sorprende que aquí la gente sólo cruce la calle cuando el disco está verde.
- ¿Ah sí? Y ¿por qué?
- Es que en mi país cruzamos calle cuando no vienen coches.
- Vaya, qué curioso. A mí me sorprende eso. Pero trataré de seguir vuestro ejemplo.

3.2. 3.3. Lee la siguiente [inscripción de blog](#), y deja un breve comentario



4. Evaluación de la utilidad de la actividad

	no, en absoluto	un poco	bastante	mucho
He aprendido nuevo vocabulario relacionado con el turismo y la movilidad internacional.				
He aprendido/practicado estructuras gramaticales.				
He reflexionado sobre diferentes actitudes.				
He reflexionado sobre mí mismo/a, mis actitudes y la percepción de los demás.				
He reflexionado sobre los estereotipos.				
He tenido la posibilidad de expresarme en clase en español.				



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	90 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 2	Viendo el mundo en la red					
Meta	La meta de la actividad es preparar a los estudiantes para la parte de la tarea de telecolaboración que se refiere a la búsqueda crítica de informaciones en la red. En la primera actividad, con el uso del juego Geoguessr, desarrollará su percepción de los detalles. La redacción será evaluada por el profesor.					
Tareas	Tarea 1. Investigando en la red Tarea 2. Comprobando conocimientos en la red Tarea 3. Preguntas y respuestas sobre un país					
Sugerencias para evaluación	Las respuestas se enviarán al profesor por escrito, y se valorarán: <ul style="list-style-type: none"> • la validez de las informaciones encontradas • la calidad lingüística de la redacción. 					
Herramientas recomendadas	Google					
Recursos	Hoja de trabajo 2					
Notas para profesores		meta principal de adquisición de lengua	meta IT	meta CCI	tiempo	tipo de tarea
	1. Investigando en la red	expresión escrita	uso crítico de las informaciones encontradas en la red	reflexión crítica	30 min	individual
	2. Comprobando conocimientos en la red	expresión escrita		-	30 min	individual
	3. Preguntas y respuestas sobre un país	expresión escrita		curiosidad, apertura	30 min	individual

Viendo el mundo en la red

1. Investigando en la red

En casa, explora el juego online Geoguessr.

Guarda una de las fotos que salgan, y escribe una redacción sobre la foto, y en relación con el lugar de la foto, busca la respuesta a las siguientes preguntas:

1. Clima y geografía

¿Cómo es el clima? ¿Cuáles son los meses más calurosos y fríos? ¿Cuánto llueve o nieva?
¿A qué altura está? ¿Hace falta tener calefacción o aire acondicionado?

2. Lengua y cultura

¿Las mujeres tienen los mismos derechos que los hombres? ¿Hay muchos niños en las familias?
¿Hay mucha gente que habla idiomas extranjeros? ¿Cuál es el día de descanso semanal? ¿Cuándo tienen días de fiesta? ¿Qué horario tienen las tiendas? ¿Se puede regatear en las tiendas? ¿Hay que dar propina?

3. Religión

¿Cuál es, cuáles son las religiones? ¿Se puede entrar en los templos? ¿Qué ropa hay que llevar para entrar en un templo o una iglesia? ¿Hay alguna comida que no se come por razones religiosas o culturales?

4. Comida y bebida

¿Se puede beber agua del grifo? ¿Comen carne? ¿Qué platos se comen? ¿Dónde puede uno comer o hacer la compra?

5. Salud

¿Necesitas ponerte alguna vacuna? ¿Qué necesitas para tener atención médica?

6. Economía

¿Cómo es el nivel de vida? ¿Hay mucho paro? ¿Hay mucha diferencia entre el nivel de vida de los más ricos y los más pobres?

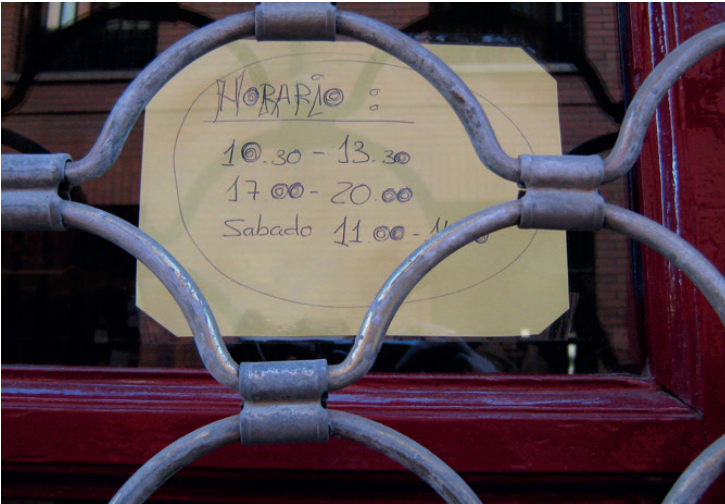
7. Seguridad

¿Se puede salir a la calle? ¿Las mujeres pueden ir solas? ¿Hay mucha delincuencia?



2. Conocimientos generales. Responde a las preguntas y comprueba tus respuestas en internet.

- ¿Cuál es la mejor época del año para viajar a Sevilla?
- ¿Y a Cuba? ¿Cuándo llueve mucho? ¿Qué temperatura tiene el agua del mar?
- ¿Los musulmanes pueden tomar jamón?
- ¿Qué temperaturas hay en Ushuaia, Argentina?
- ¿Qué clima tiene la Isla de Pascua?
- ¿Qué hay que llevar (o no llevar) para entrar en una mezquita en Turquía?
- ¿Se recomienda beber agua del grifo en la Ciudad de México y en La Habana, Cuba?
- ¿Qué horario tienen las tiendas en España?



Marca con una **X** las preguntas demasiado generales y con una **O** las preguntas que se refieren a datos o normas evidentes. Marca con una **☺** las preguntas para las cuales no tenías que consultar internet para responder correctamente.

3.1. Piensa en un país y escribe 5 preguntas que te gustaría saber sobre este país. Envía tus preguntas a un compañero en tu grupo.

3.2. Responde a las preguntas sobre un país que te ha enviado un compañero en tu grupo, buscando información en internet.

Luego evalúa las preguntas.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Las preguntas eran muy interesantes.	Las preguntas no eran interesantes en absoluto (por ejemplo se referían a datos sin interés).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Para responder, tenía que buscar la información, y no era fácil.	Las respuestas eran evidentes.



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	180 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 3	Presentación (primer encuentro por Skype)					
Meta	Desarrollar la competencia comunicativa en una conversación en español como lengua franca, presentándose e intentando conocer al compañero/a de conversación.					
Tareas	<ol style="list-style-type: none"> Reflexión antes del encuentro Conversación Reflexión después del encuentro Redacción 					
Sugerencias para evaluación	Se entregarán las tareas 3 y 4 que serán evaluadas por el profesor. Se valorará: <ul style="list-style-type: none"> la implicación del estudiante la calidad lingüística de la redacción. 					
Herramientas recomendadas	Skype, MP3 Skype Recorder					
Recursos	Hoja de trabajo 3					
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	1. Reflexión antes del encuentro	formular preguntas		Reflexión crítica Curiosidad, apertura	30 min	individual
	2. Conversación	comprensión y expresión oral	experimentando la conversación por Skype para una conversación eficaz en el idioma estudiado	Curiosidad, apertura Respeto del interlocutor Destrezas de escuchar y observar	60 min	teletándem (por Skype)
	3. Reflexión después del encuentro	comprensión oral	experimentar la grabación de la conversación por internet	Reflexión crítica	60 min	individual
	4. Redacción	expresión escrita		Reflexión crítica, Curiosidad, apertura	30 min	individual

Presentación (primer encuentro por Skype)

- 1) **Antes del encuentro: reflexiona sobre las cosas que puedan interesar a la otra persona**
- 2) **Tienes 60 minutos para presentarte y conocer a la otra persona. Tratad de hablar sobre los siguientes temas:**

- Yo mismo/yo misma
- Los estereotipos
(¿cómo son los portugueses/checos/húngaros en general?
¿qué imagen tiene usted de los portugueses/checos/húngaros?
¿es usted un portugués/checo/húngaro “TÍPICO”?
¿por qué sí, por qué no?)
- Mi familia
- Mi ciudad
- El lugar donde vivo
- Vivir con mis padres o por mi propia cuenta
- Mis pasatiempos
- Mis planes para el futuro
- Mis estudios
- Mis estudios de español
- La vida de los estudiantes en nuestro país
- Estudiar y trabajar al mismo tiempo (experiencias personales y de los compañeros de la universidad)



- 3) Después del primer encuentro: vuelve a escuchar vuestra conversación y busca ejemplos para los siguientes:

	yo	mi compañero/a de conversación
manifestar curiosidad		
preguntar por detalles		
pedir aclaraciones cuando no entiendes bien		
expresar sentimientos		

- 4) Escribe una redacción de 15 frases (mínimo) sobre lo que has conocido de la otra persona y sobre lo que tenéis en común.
Envíasele por e-mail con copia a tu profesor.



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	180 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 4	Hablando de nuestros países (segundo encuentro por Skype)					
Meta	Desarrollar la competencia comunicativa en una conversación en español como lengua franca, hablando sobre datos, comparándolos y analizándolos, haciendo uso de abstracción y enfoque personal, haciendo preguntas y exponiendo un problema social					
Tareas	<ol style="list-style-type: none"> 1. Preparación antes del encuentro 2. Conversación 3. Reflexión después del encuentro 4. Redacción 					
Sugerencias para evaluación	Autoevaluación por parte de los estudiantes. Se valorará: <ul style="list-style-type: none"> – la calidad de la preparación – la calidad de la participación activa – la calidad de la reflexión posterior. 					
Herramientas recomendadas	Skype en el aula					
Recursos	http://www.datosmacro.com/paises diccionarios online vídeos en YouTube					
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	1. Antes del encuentro	ampliar vocabulario formular preguntas		Fomentar el aprendizaje autónomo	60 min	individual
	2. Conversación	comprensión y expresión oral	Experimentando la conversación por Skype para una conversación eficaz en el idioma estudiado	Curiosidad, apertura Respeto del interlocutor Destrezas de escuchar y observar Valorar la diversidad cultural	60 min	teletándem (por Skype)
	3. Reflexión después del encuentro	expresión oral		Reflexión crítica	30 min	trabajo en grupo
	4. Redacción	expresión escrita		Reflexión crítica	30 min	individual

Hablando de nuestros países (segundo encuentro por Skype)

1. Antes del encuentro:

- Consultar en esta página (www.datosmacro.com/paises) los datos referentes a tu país y el país de tu compañero/a de conversación por Skype. Comprender el contenido de la página y buscar (en el diccionario, por internet) el equivalente en su lengua materna de las siguientes expresiones y abreviaciones: PIB, per cápita, paro, parados, interés, IVA, balanza, natalidad, mortalidad, divorcio.
- Ver el vídeo propuesto por tu profesor en YouTube, y prepararse para resumir/ hacer preguntas.

2. Tareas para la conversación por Skype:

- 2.1. Comparad la situación de vuestros países, en base a esta página (www.datosmacro.com/paises) sobre datos de economía. Menciona los datos que te sorprenden y haz preguntas a tu compañero/a para comprender mejor la situación en el otro país.

No os olvidéis de los temas más importantes:

Riqueza del país, situación de la educación, de la salud, corrupción, precios, impuestos, salarios, gente sin trabajo

- 2.2. Compartid vuestras experiencias personales sobre los mismos temas (riqueza del país, situación de la educación, de la salud, corrupción, precios, impuestos, salarios, gente sin trabajo)

- 2.3. Mencionad un problema social en su propio país, y expliquen por qué es un problema.

- 2.4. Resumid en español el siguiente vídeo breve, explicando el problema, y los intentos de mejora mencionados en el vídeo:

[un pueblo gitano en Hungría](#)

(El profesor de cada país elige un vídeo de unos 10 minutos en su propio idioma.)

3. Después de la conversación por Skype:

Reflexionad brevemente sobre cómo se han sentido hablando de este tema. Compartid vuestras experiencias con vuestros compañeros.

4. Redacción

Resumid por escrito en 15 frases lo que recordáis como interesante de vuestra conversación



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	90 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 5	Proyecto “Vivir fuera de nuestro país”					
Meta	Desarrollar la competencia comunicativa en una conversación en español como lengua franca, y la capacidad de cooperación online.					
Tareas	Imaginar en común una estancia en el extranjero, en la ciudad y la situación asignada por el profesor. Elaborar una presentación en común contando esta experiencia.					
Sugerencias para evaluación criterios y subcriterios	<ul style="list-style-type: none"> – uso de cualquier programa del chat o de Skype para imaginar en común una estancia en el extranjero – uso de google drive/ OneDrive para elaborar la presentación en común en Power Point, o uso de www.prezi.com 					
Herramientas recomendadas	Skype en el aula					
Recursos	Recurso para el profesor: Proyecto “Vivir fuera de nuestro país”					
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	Proyecto “Vivir fuera de nuestro país”	Mejorar la comunicación eficaz, la comprensión y expresión oral, así como la destreza de presentación	Uso cooperativo de las nuevas tecnologías	Desarrollar destreza de cooperación Flexibilidad (en la cooperación) Respeto del interlocutor Destrezas de escuchar y observar	90 min	teletándem
	El profesor proporcionará las instrucciones para el proyecto a realizar por los tandems.					

ES2

Vivir fuera de nuestro país Moving abroad Actividad 5 – Recurso para el profesor

módulo

Proyecto “Vivir fuera de nuestro país”

El proyecto se lleva a cabo idealmente por el mismo tándem que ha realizado las actividades 3 y 4. A cada tándem, el profesor le asigna una ciudad española y/o de América Latina, y una de las siguientes situaciones:

- Sois dos son estudiantes de su propia Universidad y viajaréis aen el semestre que viene para estudiar con una beca Erasmus.
- Sois estudiantes de su propia Universidad y viajaréis a en el semestre que viene para hacer vuestra práctica profesional.
- Ustedes dos son estudiantes de último año de su propia Universidad y viajarán a el año que viene para trabajar allí.

Cada tándem tiene una situación diferente, con destinos concretos.

En el proyecto:

- harán planes conjuntamente, en una plataforma virtual (ej. google groups/Facebook/Skype+chat), donde comparten las informaciones encontradas por internet, referente al lugar de estudio/trabajo/prácticas, una vivienda en alquiler, lugares donde van a pasar su tiempo libre.
- elaborarán una presentación en común, imaginando que ya han efectuado la movilidad, y de regreso cuentan sus experiencias (dónde han estudiado/trabajado, dónde se han alojado, cómo iban a su lugar de estudios/trabajo desde su casa, cómo pasaban su tiempo libre, experiencias de comida.)

Al final del proyecto cada estudiante presentará en clase la presentación de 5 minutos, elaborada en común por el tándem.

Los planes y la presentación en común tienen que contener información referente a algún contenido relacionado con la cultura, en base a los inputs de las tareas en clase/en casa.

Se valorará la presentación y la interacción en la plataforma virtual.

Para efectuar la tarea, los estudiantes tendrán que invertir 90 minutos de trabajo en total durante las tres semanas correspondientes.

Variante: después de que se haya elaborado la presentación en común, a cada tándem, si es posible, se le une un estudiante español que evalúa la presentación y les da consejos para mejorarla en la plataforma virtual o en una sesión de Skype.



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	70 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 6	Vida social y cuestiones prácticas					
Meta	<p>La meta de la actividad es valorar la diversidad cultural, ayudar a formar una actitud de respeto, desarrollar destrezas como la empatía y flexibilidad.</p> <p>Meta comunicativa: hablar sobre las costumbres. Gramática: practicar el presente y el condicional.</p>					
Tareas	<ol style="list-style-type: none"> ¿Normal o inusual? Así lo solemos hacer nosotros Fiesta de bienvenida 					
Sugerencias para evaluación	Autoevaluación (Tarea 4)					
Herramientas recomendadas	Hoja de trabajo 6					
Recursos						
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	1. ¿Normal o inusual?	Comprensión lectora y reflexión	–	Reflexión crítica sobre las costumbres generales y la experiencia personal	15 min	Trabajo en parejas
	2. Así lo solemos hacer nosotros	Expresión oral	–	Reflexión sobre sí mismo	20 min	Trabajo en grupos
	3. Fiesta de bienvenida	Expresión oral	–	<ul style="list-style-type: none"> • Empatía • Iniciativas propias • Cooperación 	25 min	Trabajo en grupos
	4. Autoevaluación	Expresión oral	–	Reflexión crítica	10 min	Trabajo en parejas

ES2

Vivir fuera de nuestro país Moving abroad Actividad 6 – Hoja de trabajo 6

módulo

Vida social y cuestiones prácticas

I VIDA SOCIAL

1. ¿Normal o inusual? Pon una N si la costumbre abajo descrita te parece normal o una I si te parece inusual (trabajo en parejas)

Al presentarse, siempre es la persona de más edad quién da la mano primero.	
Los amigos siempre se saludan con un beso en la mejilla derecha.	
Es de mala educación estrechar la mano si estás sentado.	
El saludo suele incluir el nombre de la persona a quien saludamos.	
Al entrar en una casa, se suelen quitar los zapatos.	
A las personas que visitan nuestra casa por primera vez, solemos enseñar nuestro apartamento, mostrándoles el baño, la cocina y los diferentes cuartos.	
Si tienes una cita con un amigo, es mejor llegar antes que llegar unos 10 minutos tarde.	
En los ascensores es normal pegarse a la pared, no mirar a nadie y no hablar con la gente.	
Cada edificio residencial tiene contenedores para la basura seleccionada como vidrio, papel, plástico y metales.	
Los cumpleaños se celebran el fin de semana más cercano a la fecha.	
Cuando preparas una fiesta con merienda en tu casa, puedes contar con que cada uno de los invitados traiga algo para comer o beber.	
Festejar los santos o por lo menos felicitar a la persona el día de su santo, es casi tan importante, o más, que celebrar los cumpleaños.	
Cuando sales con amigos, sueles recorrer varios bares tomando algo en cada uno de ellos.	
Es una costumbre avisar a los vecinos una semana antes de que organicemos una fiesta, dejando una nota a la entrada. También se les suele invitar a tomar una copa en esa ocasión.	
Cuando sales con los amigos, cada uno paga su propia consumición.	
Es normal tutear a los mayores, a los profesores y a los clientes en una tienda.	
Cuando un jueves o martes son festivos, no hay trabajo el viernes o el lunes, pero en un sábado anteriormente indicado, hay que trabajar una jornada para no perder ese día de trabajo.	
En los restaurantes y en las paradas de autobuses está prohibido fumar.	
Si en los bares te ponen cacahuets o aceitunas como tapas, sus cáscaras y huesos se tiran al suelo.	
Está prohibido conducir después de tomar una mínima cantidad de alcohol.	



2. Así lo solemos hacer

Reflexiona y piensa si según tu propia experiencia, siempre pasa así. Trabajando en grupos, marcad las afirmaciones que se refieren a normas generales. Buscad diferencias y explicad a vuestros compañeros vuestras experiencias personales.

3. Fiesta de bienvenida

Organizad una fiesta de bienvenida a los estudiantes Erasmus que llegan de España, y a quienes todavía no conocéis. Vuestro objetivo es ofrecerles algo típico, pero al mismo tiempo algo que pensáis que les gustaría de verdad.

Decidid en grupo sobre lo siguiente:

- ¿lugar?
- ¿fecha y hora?
- ¿cómo arreglar, decorar el local?
- ¿qué se ofrece como comida?
- ¿bebidas?
- ¿programas?
- ¿música?
- ¿cómo recibir a los invitados?
- ¿cómo presentarse unos a los otros? / ¿cómo conocerse?

Podéis utilizar expresiones como:

Nosotros organizaríamos la fiesta en ...

Nos gustaría enseñarles ...

Seguramente querrían ...

Seguro que les gustaría ...

Sin duda ya han oído de ... así que ...

Como no conocen ...

Luego presentad vuestras sugerencias a los demás.

4. Autoevaluación. En parejas discutid qué habéis aprendido de esta actividad.



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	110 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 7	¿Cómo llegamos?					
Meta	<p>La meta de la actividad es valorar la diversidad cultural, ayudar a formar una actitud de respeto, desarrollar destrezas como la empatía y flexibilidad.</p> <p>Meta comunicativa: hablar sobre las costumbres.</p> <p>Gramática: practicar el presente y el condicional.</p>					
Tareas	<ol style="list-style-type: none"> Medios de transporte Orientarse en el transporte público ¿Normal o inusual? Trasladarse por la ciudad en moto o en bici ¿Cómo llegar? 					
Herramientas recomendadas	www.padlet.com					
Sugerencias para evaluación	<p>El profesor evaluará las dos tareas escritas.</p> <p>Se valorará:</p> <ul style="list-style-type: none"> la relevancia de las informaciones la calidad lingüística de la redacción. 					
Recursos	Hoja de trabajo 7 clave de la tarea 2					
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	1. Medios de transporte	Revisión del vocabulario de los medios de transporte	Uso del teléfono móvil en el aula para buscar y compartir información	Cooperación Reflexión crítica sobre informaciones accesibles en la red	25 min	Trabajo en clase con cooperación por internet
	2. Orientarse en el transporte público				15 min	Trabajo en parejas
	3. ¿Normal o inusual?	Comprensión lectora y reflexión	–	Reflexión crítica sobre las costumbres generales y la experiencia personal	20 min	Individual
	4. Trasladarse por la ciudad en moto o en bici	Expresión escrita	Búsqueda inteligente de las informaciones accesibles en la red	Uso crítico de las informaciones accesibles en la red	20 min	Individual
	5. ¿Cómo llegar?					

ES2

Vivir fuera de nuestro país Moving abroad Actividad 7 – Hoja de trabajo 7

módulo

Medios de transporte y transporte público

1. Medios de transporte

- a) ¿Qué medios de transporte (público o individual) se ven en tu ciudad? Haced una lista en un Padlet y describidlos (color, señalización del número y de la ruta).
- b) Busca ciudades en el mundo donde hay
 - teleférico
 - tren de cremallera
 - trolebús
 - tranvía nostálgico¿Para qué sirven? ¿Qué recorrido hacen?
- c) Busca soluciones de transporte urbano raros, no usuales y descríbelos: nombre, descripción, recorrido, precio, viajeros
- d) Busca nombres diferentes en español, usados en diferentes países de América Latina para el autobús y el metro.
- e) Buscad en internet fotos de las paradas características de los autobuses en tu ciudad y explicad qué informaciones se puede encontrar allí.



2. Transporte público

Lee las afirmaciones siguientes. ¿Qué piensas, son verdaderas o falsas?

1. En Madrid, si tienes un vuelo a las 00.30, no puedes llegar al aeropuerto en metro. (F)
2. En Madrid, si tienes un tren que sale a las 6.00, puedes llegar a la estación en metro. (F)
3. Si cambias de línea, tienes que utilizar un nuevo billete en el metro de Madrid. (F)
4. Los niños de 5 años tienen que pagar por el viaje al utilizar el transporte público de Madrid. (V)
5. En Madrid hay 11 líneas de metro. (F)
6. En las taquillas tienes que pagar por los planos de bolsillo del metro de Madrid. (F)
7. Los autobuses disponen de carriles propios en la mayoría de las calles principales, por eso, no son tan lentos. (V)
8. En las paradas de los autobuses se pueden recargar los teléfonos móviles. (F)
9. De noche los autobuses en Madrid recorren 15 itinerarios diferentes. (F)
10. El billete en los autobuses nocturnos cuesta más que en los autobuses diurnos. (F)
11. Los taxis en Madrid son amarillos. (F)
12. Viajar en taxi de noche cuesta más que viajar durante el día en Madrid. (V)
13. No es un problema si pagamos en el taxi con un billete de 100 euros. (F)
14. Podemos visitar varios lugares de interés en la provincia de Madrid, utilizando el tren de cercanías. (V)
15. Existen abonos de transporte público de 8 días en Madrid. (F)
16. Los billetes de autobús se pueden comprar por internet. (F)

Mira este vídeo sobre el transporte en Madrid y corrige las afirmaciones anteriores falsas.

<https://www.youtube.com/watch?v=HT0zst-so9M&feature=youtu.be>

Puesto que el vídeo es de 2011, comprueba si las informaciones siguen siendo vigentes.

Compara las informaciones con las de tu ciudad.



3. Normal o inusual

a) Pon una N si la costumbre abajo descrita te parece normal o una I si te parece inusual

Al autobús se puede subir por cualquiera de sus puertas.	
No es normal ver gente cruzando la calle cuando el semáforo está en rojo.	
A los autobuses suelen subir revisores de paisano (algunos incluso disfrazados de estudiantes o incluso vagabundos) y cuando se cierran las puertas, sacarán su identificación.	
Si un extranjero no encuentra su camino en la ciudad, no hay problema, siempre habrá personas que le ayuden, ya que mucha gente habla inglés.	
Si te acercas al cruce peatonal con la intención de cruzar la calle, todos los coches se paran para dejarte cruzar.	
En las paradas de autobuses hay una cola o se pide la vez.	
En los medios de transporte público se suele ceder los asientos a los mayores, a mujeres embarazadas y a las madres con niños pequeños.	

b) Describid en parejas la costumbre para estos casos en países que habéis visitado.

4. Trasladarse por la ciudad en moto o en bici

4.1. Busca las respuestas a las siguientes preguntas en la página web de Bizi Zaragoza (www.bizizagoza.com)

¿Qué tipo de abonos existen?

¿Cuál es el horario del servicio?

¿Cuántas estaciones de bicis hay en la ciudad?

¿Cuánto tiempo se puede usar la bicicleta de manera continuada

4.2. Busca un mapa de los carriles-bici en tu ciudad y recomienda una ruta para un amigo extranjero que quiere conocer los lugares de interés de tu ciudad montando en bici.

5. ¿Cómo llegar?

5.1. ¿Qué maneras puedes encontrar para llegar desde el aeropuerto Barajas, en Madrid hasta la Estación Sur de Autobuses. ¿Cuál es más rápido, el más barato y el más cómodo?

5.2. Vives en la ciudad de Málaga, España, en la Plaza de la Victoria y tienes que llegar a la Universidad de Málaga. Busca alguna posibilidad en el internet.



ES2	Vivir fuera de nuestro país Moving abroad	Español	B1	100 minutos
módulo		idioma	nivel	estimado trabajo

Actividad 8	¿Qué comemos?					
Meta	<p>La meta de la actividad es valorar la diversidad cultural, ayudar a formar una actitud de respeto, desarrollar destrezas como la empatía y flexibilidad.</p> <p>Meta comunicativa: hablar sobre las costumbres. Gramática: practicar el presente y el condicional.</p>					
Tareas						
Sugerencias para evaluación	<p>El profesor evaluará las dos tareas escritas. Se valorará:</p> <ul style="list-style-type: none"> – la relevancia de las informaciones – la originalidad y la calidad lingüística de la redacción. 					
Herramientas recomendadas						
Recursos	<p>Hoja de trabajo 8 Ficha del profesor para la actividad 8</p>					
Notas para profesores		Meta principal de adquisición de lengua	meta IT	meta CCI	Tiempo	tipo de tarea
	1. Preparación individual	Ampliación del vocabulario, trabajo autónomo			50 min	individual
	2. Los buenos modales en la mesa	Comprensión lectora y expresión escrita. Práctica del imperativo.		Reflexión crítica	30 min	Individual
	3. Normal o inusual	Comprensión lectora y expresión oral		curiosidad, apertura	10 min	trabajo en parejas
	4. Lo que se come	Expresión oral		comunicación	10 min	trabajo en grupos

¿Qué comemos?

1. Preparación individual

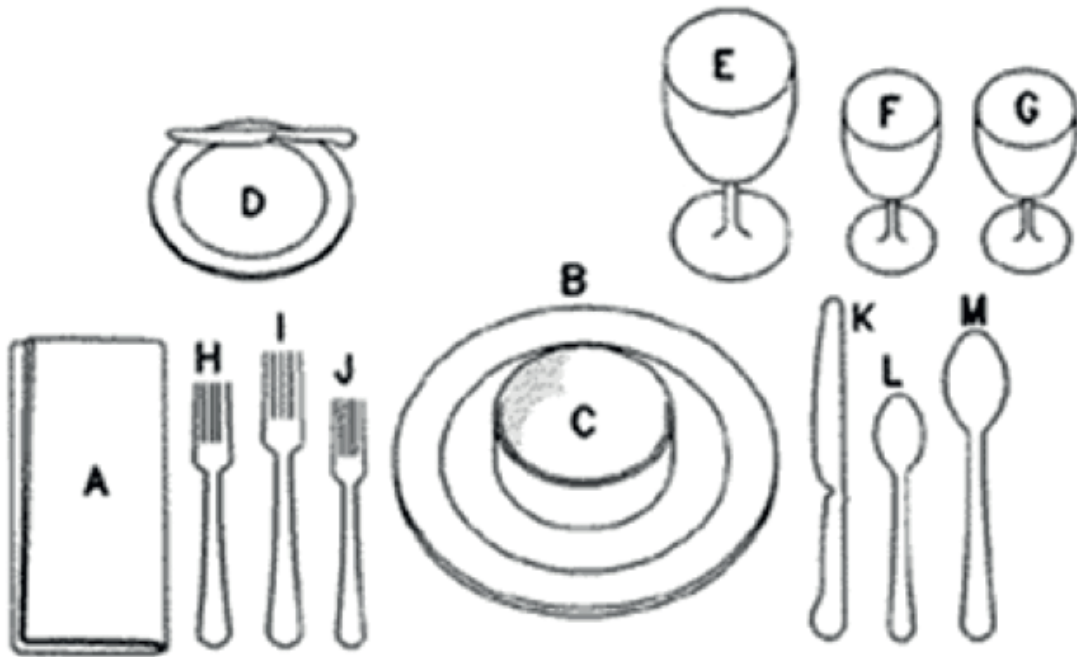
- a) Haz una lista de comidas que hay en tu nevera.
- b) Busca datos estadísticos sobre el consumo de carne, pescado, productos lácteos, verduras, frutas y alcohol en tu país.
- c) ¿Qué cantidades sueles comprar de los siguientes productos?
pan, leche, agua, embutidos, queso, huevos, manzanas, jamón, aceitunas, cerveza, vino, zapatos, cigarrillos
- d) ¿A qué productos se refieren los siguientes adjetivos?
1 __ 3 __ 5 __ 7 __ 9 __
2 __ 4 __ 6 __ 8 __ 10 __



1 integral de molde de leche	A queso
2 desnatada semidesnatada con calcio entera	B bocadillo
3 en escabeche en aceite vegetal en tomate en aceite de oliva	C café
4 natural natural azucarado sabor a fresa desnatado	D aceitunas
5 con leche cortado expreso solo	E yogur
6 curado semicurado fresco en porciones	F pan
7 blanco de reserva tinto	G vino
8 bravas fritas cocidas	H leche
9 rellenas de pimiento/ anchoa sin hueso negras	I patatas
10 de calamares de jamón de jamón y queso	J atún



e) A la mesa: Nombra los cubiertos marcados con letras.



2. Los buenos modales en la mesa

Leed el siguiente artículo y discutid su contenido en clase. ¿Cuáles son los consejos específicos para vuestro país, y cuáles son los consejos generales, internacionales? (Marca con una X)

Cómo tener buenos modales en la mesa

Anna Berenguer

En una cena de familia o un evento social es importante saber mantener las formas en la mesa. También en fechas especiales como un bautizo, boda, cita o pedida de mano las comidas son un momento importante donde tener buenos modales es importante para agradar y mostrar respeto a los familiares y/o amigos que te acompañan en la mesa. Hay algunos consejos que os puedo dar y que si seguís daréis una impresión excelente a vuestros compañeros de mesa.

Instrucciones

1. No debes apoyar el cuerpo en la mesa NUNCA y debes tener siempre los brazos a la vista, no es “adecuado” ponerlos bajo la mesa o encima de las piernas. Tampoco es correcto apoyar los codos sobre la mesa, ni pasar el brazo por encima del plato del vecino.
2. No dejes comida en el plato. Sírrete solamente lo que vas a comer.
3. En el caso de la posición y uso de los cubiertos. Existe un pequeño protocolo sobre cómo usar los cubiertos, por el cual, podemos saber si, el comensal ha hecho una parada o ha finalizado su comida. Depende de la colocación de los cubiertos, teniendo en cuenta que, una vez que tocan la comida, no deben salir del plato.
4. Los cubiertos deben ir a la boca, no al revés. No se debe comer con las manos, a no ser que sean productos que lo requieran (del estilo de aceitunas, chips de patatas, bombones, etc.)
5. Es de buena educación comer despacio, comer con la boca cerrada y no hablar con comida en la boca.
6. No hagas ruido al masticar los alimentos.
7. Empieza a comer cuando la anfitriona empiece a comer. Si el grupo es grande, para evitar que la comida se enfríe, empieza a comer tan pronto como dos o más personas hayan sido servidas.
8. Para indicar que estamos haciendo una parada en un plato de cuchara, dejaremos la cuchara a las tres, y para marcar que hemos terminado de comer, colocaremos juntos el tenedor y el cuchillo a las seis.
9. Jamás se debe tomar una taza de café a cucharaditas, ni debe dejarse la cucharilla dentro.
10. En el caso de una celebración más formal, los comensales deberían esquivar temas como política, religión, sexo y fútbol. La conversación también es un síntoma de buenos modales.

Lo más correcto y adecuado ante cualquier situación, como invitado, es actuar con sentido común, buena educación, postura natural y tener en cuenta las costumbres o tradiciones del país donde estés.

<http://educacion.uncomo.com/articulo/como-tener-buenos-modales-en-la-mesa-4982.html>



¿Qué consejos darías a un estudiante Erasmus invitado a una cena en tu familia? (Utiliza el imperativo.)

3. Normal o inusual

3.1. Pon una N si la costumbre abajo descrita te parece normal o una I si te parece inusual

La gente suele comer y beber en la calle o en los medios de transporte.	
Se dice “¡A su salud!” cuando alguien va a empezar a comer o cuando alguien se levanta de la mesa y los demás siguen comiendo.	
A la hora de sentarse a la mesa en un restaurante, es normal que no estén todavía los cubiertos ni las servilletas. El camarero los traerá todos juntos en un plato del que hay que servírselos.	
El primer plato suele ser una sopa. Si la sopa es muy densa y lleva carne, el segundo plato suele ser algo dulce, algún pastel o pasta con mermelada, por ejemplo.	
Al sentarte o levantarte de la mesa, siempre usa el lado izquierdo de la silla.	
Las mujeres suelen servir a los hombres.	
El palillo de dientes se usa en privado, nunca en la mesa.	

3.2. ¿Hay algo que te sorprende en esta lista? Discutid en pequeños grupos, compartiendo vuestra experiencia personal.



4. Lo que se come

Empareja las fotos con el nombre de las siguientes comidas

- 1) pan con aceite de oliva y con tomate
- 2) huevo centenario
- 3) pan con manteca de cerdo y pimiento
- 4) mejillones

- 5) callos
- 6) morcilla
- 7) pastel relleno con semillas de amapola
- 8) patas de gallina

¿Cuáles te parecen exóticas?

Presenta una de las comidas que ya has probado/ que te guste/ que no te guste para nada, primero con la expresión de tu opinión, luego sin expresar tus propios sentimientos.



ES3	Viviendo con identidades globales y locales (Living with global and local identities)	Español	A2	22 horas 3-4 semanas en clase (8x90min)
módulo		idioma	nivel	estimado trabajo

Objetivos del módulo	<p>Al final de este módulo los estudiantes serán capaces de:</p> <ul style="list-style-type: none"> • Mejorar la competencia comunicativa (capacidades expresivas, comprensivas y metacomunicativas) en el marco de los intercambios comunicativos interculturales. • Desarrollar una posición de apertura hacia nuevas culturas. • Generar curiosidad por lo desconocido, incrementando la consciencia de aquellas culturas que son diferentes a la propia y ahondar en las similitudes compartidas . • Desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas. • Proponer una identidad global que defina la realidad globalizada actual.
Competencias de meta	<p>Competencia Comunicativa Intercultural:</p> <ul style="list-style-type: none"> – Adquirir actitudes interculturales que favorezcan la comunicación efectiva <ul style="list-style-type: none"> a. Evitar conflictos y su resolución de forma adecuada – Adoptar una actitud reflexiva ante las similitudes y diferencias culturales <ul style="list-style-type: none"> a. Concienciar sobre los estereotipos, las diferencias culturales, la cultura global y la cultura local – Desarrollar habilidades comunicativas para trabajar en grupos interculturales <ul style="list-style-type: none"> a. Interiorizar técnicas para corroborar la comprensión del mensaje b. Desarrollar habilidades que permitan minimizar malentendidos c. Aprender modelos de respuestas adecuadas ante situaciones comunicativas interculturales d. Manifestar comportamientos adecuados en las relaciones comunicativas interculturales <p>Idioma y comunicación: Reflexionar sobre los componentes comunicativos que influyen en la movilidad global.</p> <p>TIC: Utilizar de forma coherente y crítica las redes sociales, como Facebook IT, así como de programas de comunicación online.</p>
Lista de actividades	<p>Actividad 1 Entramos en Materia. Ciudadanos de un país llamado Mundo</p> <p>Actividad 2 ¿Quién soy? ¿Quiénes somos?</p> <p>Actividad 3 Panel integrado: Pasaporte de un país llamado Mundo</p> <p>Actividad 4 Adecuación para una movilidad global</p> <p><i>Para más detalles véase Módulo 2 Cronograma de actividades</i></p>

Sumario de actividades	<p>Actividad 1 Entramos en Materia. Ciudadanos de un país llamado Mundo Cultura. Estereotipos y Emoticonos. Creación de un grupo cerrado de Facebook “Ciudadanos de un país llamado mundo”.</p> <p>Actividad 2 ¿Quién soy? ¿Quiénes somos? Visita virtual a través de www.360cities.net . Búsqueda de información y comentarios sobre los temas: localización geográfica, número de habitantes, moneda, historia; actividad económica principal; gastronomía, bebidas populares; fiestas y tradiciones; actividad artística e investigadora.</p> <p>Actividad 3 Panel integrado: Pasaporte de un país llamado Mundo Pautas de trabajo en grupos interculturales. Pasaporte de identidad global. Presentaciones orales.</p> <p>Actividad 4 Adecuación para una movilidad global Reflexión sobre la competencia comunicativa intercultural y cómo afecta ésta a la movilidad global (sensibilidad local e integración global).</p>
Herramientas recomendadas	<p>Facebook www.360cities.net Google drive Skype</p>
Recursos	<p>http://www.cocnoticias.com/2015/04/09/conoce-los-10-estereotipos-mundiales-que-son-falsos/ http://www.tecnoplora.com/apps/diccionario-definitivo-emoticonos-whatsapp_2014052600001.html https://quesellevaenlared.wordpress.com/2015/04/22/juegos-con-emoticonos-whatsapp/ www.360cities.net https://es.wikipedia.org/ www.mrwonderfulshop.es/ http://www.worldservice.org/docpass.html http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=7&Actividad_id=235</p>
Hojas de trabajo para actividades	<p>Actividad 1: hoja de trabajo 1 Actividad 2: hoja de trabajo 2 Actividad 3: hoja de trabajo 3 Actividad 4: hoja de trabajo 4</p>
Notas para profesores	<p>Se presenta una plantilla (Anexo 1), bajo un modelo de programación didáctica, tras la presentación de las actividades. En ella se recogen los descriptores de las competencias, objetivos y contenidos, así como los principios metodológicos recomendables para el desarrollo del módulo.</p> <p>De igual modo, se incluye un cronograma explicativo del global de las actividades (resaltar que el cronograma es orientativo y debe ajustarse a los ritmos de aprendizaje de los alumnos).</p> <p>Se recomienda incluir una composición reflexiva acerca de los beneficios del módulo.</p>

Previsión de dificultades:

Los alumnos deben participar de forma activa, implicándose más allá de un simple comentario o la copia de información de la red. Este aspecto debe estar controlado y motivado por el profesorado en todo momento.

Tras el primer pilotaje (comentarios en adjunto) se detectaron las siguientes dificultades reales:

- Los tiempos marcados por actividad/módulo deben ser más amplios y flexibles; adaptados a las necesidades de los participantes.
- La asignación de parejas/grupos de trabajo de diferentes países debe estar organizada de forma clara y precisa.
- La implementación del módulo en los niveles lingüísticos iniciales, debe estar precedido de la preparación de vocabulario específico con antelación.
- El profesor debe sentirse cómodo con el uso de las herramientas tecnológicas, tipo Facebook, en caso contrario, es preferible buscar instrumentos que sean de su dominio o uso habitual.
- Los históricos de los posts en Facebook pueden dificultar el control sobre lo que se ha publicado; cuando se trabaje con un grupo amplio de alumnos, tal vez sea recomendable trabajar en diferentes grupos de Facebook con número reducido de participantes.
- Las hojas de trabajo presentadas deben ser tomadas como base de un trabajo que puede desarrollarse de forma global, por actividades, por tareas e incluso combinando distintas partes de los ejercicios.
- Se ha pretendido la flexibilización de los instrumentos y la personalización al propio estilo de enseñanza del profesor, sin olvidar el modo de aprender que tienen nuestros estudiantes. El tiempo de las sesiones en el aula, marcará de forma definitiva las tareas a realizar.
- No se aportan indicaciones para la evaluación de los aprendizajes, dejando este apartado sujeto a criterio de los propios profesores.

ES3	Viviendo con identidades globales y locales (Living with global and local identities)	Español	A2	16 horas 2-3 semanas en clase (5x90min) Fuera de clase 6-8h
módulo		idioma	nivel	estimado trabajo

Actividad 1	Entramos en Materia. Ciudadanos de un país llamado Mundo
Meta	Desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas.
Tareas	<p>Esta actividad se compone de una tarea de presentación denominada 0 y 4 tareas de desarrollo:</p> <p>0. Presentación. Los estudiantes deben preparar un vídeo presentándose a sí mismos con una duración de 2-3 min. Los vídeos se guardarán en Google-drive para facilitar su acceso. En una segunda parte de la tarea, los alumnos de las distintas universidades participantes intercambiarán preguntas mediante email, mostrando curiosidad por sus compañeros.</p> <p>La creación de un grupo cerrado de Facebook “Ciudadanos de un país llamado mundo” del cual forman parte todos los alumnos de los países participantes representando a su propia cultura, y los profesores como representantes de la cultura española.</p> <ol style="list-style-type: none"> 1. Se realiza una lluvia de ideas alrededor de una definición subida a Facebook de lo que significa cultura (Trabajo previo del profesor en el aula: preparación anticipada de vocabulario específico). 2. Conciencia de los Estereotipos culturales del mundo a través de una imagen subida a Facebook y la lectura del artículo “<i>Conoce los 10 estereotipos del mundiales que son falsos</i>” (Trabajo en el aula con el profesor). 3. El profesor subirá a Facebook imágenes/fotografías de estereotipos españoles; los alumnos deberán realizar lo mismo con los estereotipos de su propio país. (Trabajo individual en el aula). 3.1. Respuestas y comentarios de los alumnos a las fotografías globales subidas al grupo teniendo en cuenta el Decálogo de Buenas Maneras Comunicativas Interculturales (Trabajo individual del alumno fuera del aula). El profesor administrará las respuestas del grupo para evitar conflictos. 4. Se proporciona un ejercicio para conocer el significado de emoticonos de uso habitual en los diferentes países participantes (Trabajo con el profesor en el aula). Las respuestas deberán subirse al grupo de Facebook (una entrada por cada país). 4.1. Se propone un juego para adivinar refranes en Español a través de emoticonos, buscar su correspondiente en el país de origen y generar un nuevo anagrama de emoticonos.

Sugerencias para evaluación	<p>Criterios</p> <p>Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades</p> <p>Subcriterios</p> <p>1.1 Análisis y reflexión sobre el significado de cultura 1.2 Expresión de opiniones (lengua) 1.3 Creatividad y expresión escrita (diseño, lengua)</p>
Recursos	<p>Hoja de trabajo 1</p>
Herramientas TIC	<p>Grupo cerrado de Facebook http://www.cocnoticias.com/2015/04/09/conoce-los-10-estereotipos-mundiales-que-son-falsos/ http://www.tecnoplora.com/apps/diccionario-definitivo-emoticonos-whatsapp_2014052600001.html https://quesellevaenlared.wordpress.com/2015/04/22/juegos-con-emoticonos-whatsapp/</p>
Notas para profesores	<p>Si el módulo es desarrollado por estudiantes de varios países, <i>es necesario que los profesores trabajen en total coordinación y haya un coordinador designado que gestione el grupo de Facebook</i>. Los históricos de los posts en Facebook pueden dificultar el control sobre lo que se ha publicado; cuando se trabaje con un grupo amplio de alumnos, es recomendable trabajar en diferentes grupos de Facebook con número reducido de participantes.</p> <p>Indicaciones para el desarrollo de las distintas actividades:</p> <ol style="list-style-type: none"> 1. La definición de cultura presentada deberá adaptarse al nivel lingüístico del alumno. 2. En todo momento deben trabajarse los estereotipos como concepciones erróneas. <ol style="list-style-type: none"> 2.1. El Decálogo de Buenas Maneras Comunicativas Interculturales puede ser consensuado entre los profesores y alumnos trabajando –dado el nivel- en la lengua materna. 4. El significado de emoticonos de uso habitual debe ser compartido por todos los profesores participantes.

ES3

Viviendo con identidades globales y locales Actividad 1 – Hoja de trabajo 1

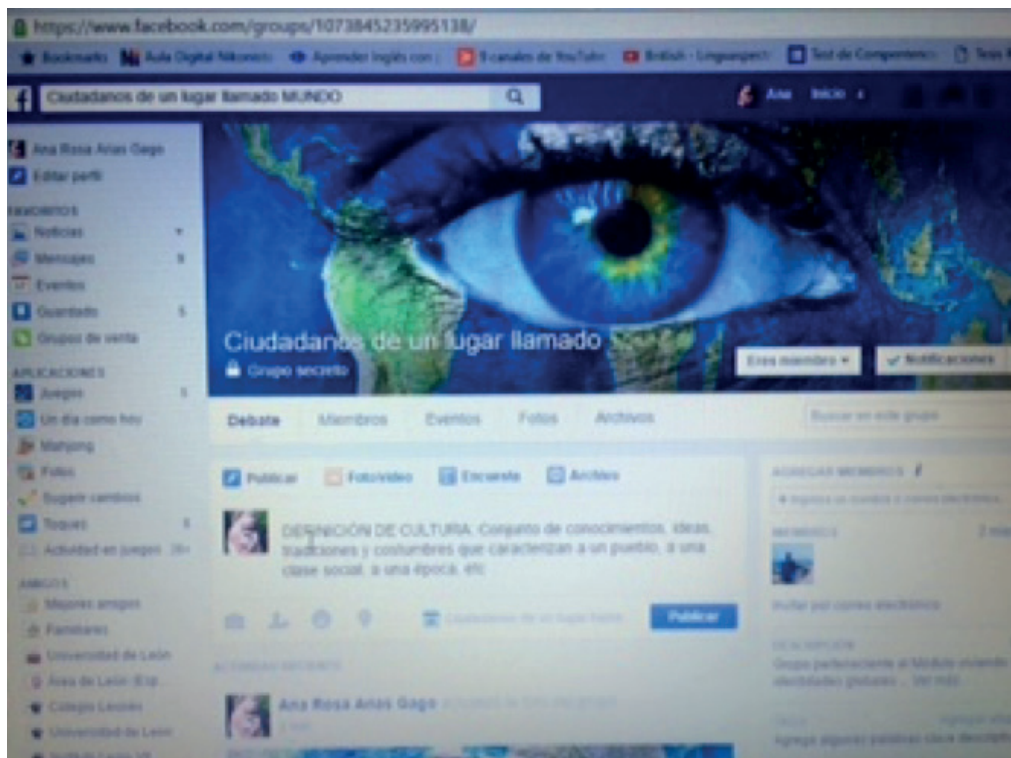
módulo

Entramos en Materia. Ciudadanos de un país llamado Mundo.

1. Con la definición que puedes ver en el grupo de Facebook,
“CULTURA: Conjunto de conocimientos, ideas, tradiciones y costumbres que caracterizan a un pueblo, a una clase social, a una época, etc.”

Responde a estas preguntas:

¿Qué es la cultura? -¿Conoces tu cultura? - ¿Conoces otras culturas?



2. Vamos a definir lo que es un estereotipo analizando la imagen “Estereotipos del Mundo”. Lee los títulos en negrita del artículo “*Conoce los 10 estereotipos mundiales que son falsos*” (Fuente: <http://www.cocnoticias.com/2015/04/09/conoce-los-10-estereotipos-mundiales-que-son-falsos/>) y responde a estas cuestiones: ¿Qué es un estereotipo? ¿En tu país –o países que hayas visitado- todas las personas responden al estereotipo asignado en la imagen? ¿Hay estereotipos de otros países con los que identificas tu país?

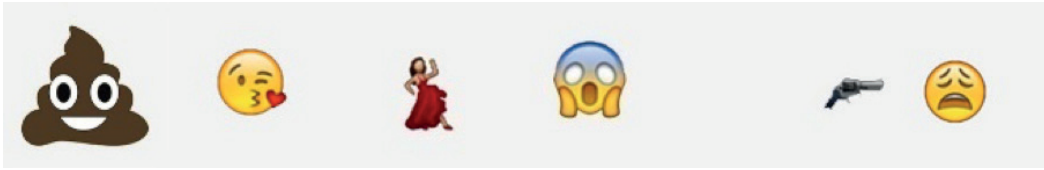


3. Observa en el grupo de Facebook las imágenes/fotografías que representen estereotipos de España. Debes subir al menos una imagen que represente un estereotipo de tu país. (Ejemplos de Estereotipos españoles: toros, siesta, flamenca, fútbol, paella.....)

3.1. Para poder hacer comentarios a las imágenes de los estereotipos de los compañeros de otros países, te presentamos un Folleto Buenas Maneras Comunicativas Interculturales para que te ayude a dar tu opinión de manera apropiada.



4. Uso de emoticonos. Trabajando con tus compañeros de clase, sube al grupo de Facebook el significado que los siguientes emoticonos tienen en tu país.



Fuente: el diccionario definitivo de los emoticonos del whatsapp

http://www.tecnoxplora.com/apps/diccionario-definitivo-emoticonos-whatsapp_2014052600001.html

- 4.1. Une la expresión de emoticonos con el refrán español al que corresponde. Luego, busca el refrán equivalente en tu país y crea tu propia expresión de emoticonos.

Para conocer más:

<https://quesellevaenlared.wordpress.com/2015/04/22/juegos-con-emoticonos-whatsapp/>

EMOTICONO	REFRÁN ESPAÑOL	REFRÁN PROPIO	EMOTICONO
	a. De noche todos los gatos son pardos	a. _____	
	b. Más vale pájaro en mano que ciento volando	b. _____	
	c. A caballo regalado no le mires los dientes	c. _____	
	d. Cuando hay hambre no hay pan duro	d. _____	

ES 3

* En función de los países que estén colaborando en el desarrollo del módulo estos refranes pueden modificarse para adaptarse a las necesidades de todos los participantes.



ES3	Viviendo con identidades globales y locales (Living with global and local identities)	Español	A2	16 horas 2-3 semanas en clase (5x90min) Fuera de clase 6-8h
módulo		idioma	nivel	estimado trabajo

Actividad 2	¿Quién soy? ¿Quiénes somos?
Meta	<ul style="list-style-type: none"> • Generar curiosidad por lo desconocido, incrementando la consciencia de aquellas culturas que son diferentes a la propia y ahondar en las similitudes compartidas . • Mejorar la competencia comunicativa (capacidades expresivas, comprensivas y metacomunicativas) en el marco de los intercambios comunicativos interculturales.
Tareas	<p>Esta actividad se compone de 3 tareas:</p> <ol style="list-style-type: none"> 1. Reproducción de una visita virtual a las principales ciudades de los países participantes a través de la página www.360cities.net con el fin de ampliar vocabulario y realizar comparaciones entre las ciudades mediante el envío de una postal (80-100 palabras). 2. Temas de la cultura propia. El profesor sirve de ejemplo y cuelga en el grupo de Facebook, en relación a la nacionalidad Española, enlaces de información, fotos, vídeos, música...etc. Y comentarios, de los temas que deberán trabajar los alumnos en grupos de 3-4 personas (un tema por grupo desarrollando una entrada propia de modelo "Wikipedia"): <ol style="list-style-type: none"> a. localización geográfica, número de habitantes, moneda, historia b. actividad económica principal, c. gastronomía, bebidas populares, d. fiestas y tradiciones, e. personajes famosos de las artes y las ciencias. <p>Los alumnos de los diferentes países subirán en el apartado correspondiente a su tema la búsqueda realizada, recogeremos información sobre el mismo tema de los diferentes países (conocimiento de elementos culturales propios y de otros).</p> 3. Los alumnos deben destacar aquello que es único del país y cuestionar, de forma respetuosa, los elementos de las distintas culturas, aportando también, elementos de la cultura no visible, es decir, hábitos, valores y creencias de su cultura.
Sugerencias para evaluación	<p>Criterios</p> <p>Finalización de tareas Destrezas de expresión escrita Motivación y participación en las actividades</p> <p>Subcriterios</p> <ol style="list-style-type: none"> 1.1 Capacidad de análisis y síntesis de diferentes fuentes de información 1.2 Adoptar una actitud reflexiva ante las similitudes y diferencias culturales 1.3 Expresión de opiniones (lengua) 1.4 Creatividad y expresión escrita 1.5 Expresión oral (en el caso que se opte por la modalidad de presentación oral)

Recursos	Hoja de trabajo 2
Herramientas TIC	www.360cities.net Grupo cerrado de Facebook Buscadores online
Notas para profesores	<p>Si el módulo es desarrollado por estudiantes de varios países, es necesario que los profesores trabajen en total coordinación y haya un coordinador designado que gestione el grupo de Facebook. Los históricos de los posts en Facebook pueden dificultar el control sobre lo que se ha publicado; cuando se trabaje con un grupo amplio de alumnos, es recomendable trabajar en diferentes grupos de Facebook con número reducido de participantes.</p> <p>Indicaciones para el desarrollo de las distintas actividades:</p> <ol style="list-style-type: none"> 1. Las ciudades que se presentarán en esta actividad estarán consensuadas entre los profesores de los países participantes, teniendo claras las diferencias y similitudes de las urbes presentadas antes de la proyección. 2. y 3. Estas actividades pueden subirse exclusivamente al grupo de Facebook, o en función del nivel del grupo, cabría la posibilidad de realizar una exposición oral de los resultados ante la clase –sin posibilidad de leer-. <p>Opción a la actividad 2: la entrada en Wikipedia puede ser del propio país o del país de los otros participantes; esta entrada podría transformarse en una presentación (incluso vídeo-presentación).</p>

ES3

Viviendo con identidades globales y locales Actividad 2 – Hoja de trabajo 2

módulo

¿Quién soy? ¿Quiénes somos?

1. Tras visionar las distintas ciudades en www.360cities.net, ahora debes trabajar escribir una postal (80–100 palabras) desde una de esas ciudades dirigida a un miembro del grupo de Facebook, comparando con tu ciudad de origen, como sugerencia, puedes hablar de:
 - el tiempo: bueno, malo, lluvia, soleado, calor, frío.
 - el lugar: divertido, aburrido, interesante.
 - los edificios: altos, bajos, nuevos, viejos..... o aquello que te haya llamado la atención.

14. ZAMORA
Interior de San Pedro de la Nave
Intérieur de Saint Pierre de la Nave
The South Pedro of the Nave Interior

Edición: Anissa • Santiago de Chile • 4 de mayo • 2016 • 22:00H • Zamora • EMO 5

Mantengo la Ciudad limpia y hermosa

Ateneo Zamorano

Deposito legal: 2-1727-92

ES 3



2. Hablemos de nuestra cultura...

Trabajando en un grupo de 3-4 personas, elige uno de los temas y desarrolla tu entrada de "Wikipedia" en el grupo de Facebook tomando como ejemplo los contenidos de España que encontrarás en Facebook.

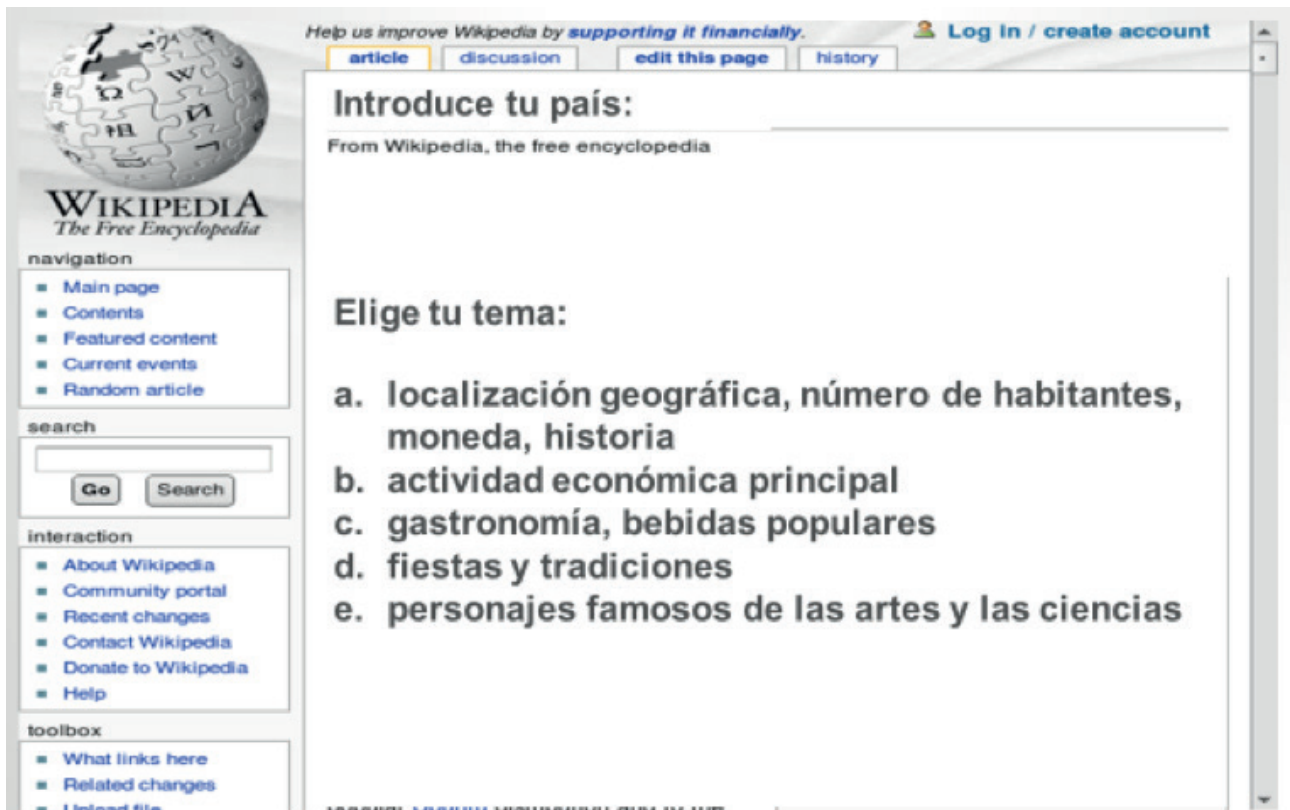
- a. localización geográfica, número de habitantes, moneda, historia
- b. actividad económica principal,
- c. gastronomía, bebidas populares,
- d. fiestas y tradiciones,
- e. actividad artística e investigadora.

Plantilla del profesor (España)

The image shows a screenshot of the Wikipedia article for 'España' (Spain). The page layout includes a navigation sidebar on the left and a main content area on the right. The main content area features a title 'España' followed by a sub-header 'Localización geográfica, número de habitantes, moneda, historia'. Below this, there is a paragraph of text: 'España se localiza en el Suroeste de Europa, actualmente tiene una población de 47 millones de habitantes, siendo las ciudades más pobladas Madrid, Barcelona, Valencia, Sevilla y Zaragoza. La moneda que se utiliza es el Euro (€), compartida en muchos países de la Comunidad Económica Europea...'. This is followed by another sub-header 'Actividad económica principal' with three dots below it. Next is 'Gastronomía, bebidas populares' with three dots below it. Then 'Fiestas y tradiciones' with three dots below it. Finally, 'Personajes famosos de las artes y las ciencias' with three dots below it. The sidebar on the left contains sections for navigation, search, interaction, and toolbox.

ES 3





The image shows a screenshot of a Wikipedia article template for a country. The page layout includes a sidebar on the left with navigation, search, and interaction links. The main content area contains the following text:

Help us improve Wikipedia by *supporting it financially*. [Log in](#) / [create account](#)

[article](#) [discussion](#) [edit this page](#) [history](#)

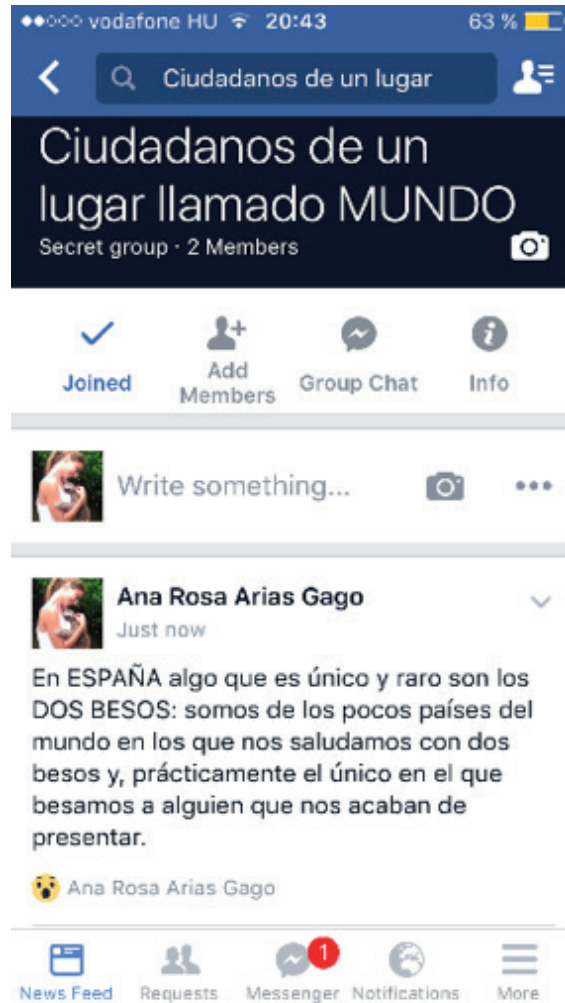
Introduce tu país:
From Wikipedia, the free encyclopedia

Elige tu tema:

- localización geográfica, número de habitantes, moneda, historia
- actividad económica principal
- gastronomía, bebidas populares
- fiestas y tradiciones
- personajes famosos de las artes y las ciencias



3. Lee con atención (y sin prejuizar) la información sobre el resto de los países que encontrarás en el grupo de Facebook. Ahora destaca aquello que consideres único de tu país y coméntalo en Facebook.



Puedes usar los emoticonos conociendo su significado compartido por todos:



Tu reacción con emoticonos debe ir acompañada de un pequeño comentario explicativo (no te olvides del *Folleto de Buenas Maneras Comunicativas Interculturales*).



ES3	Viviendo con identidades globales y locales (Living with global and local identities)	Español	A2	16 horas 2-3 semanas en clase (5x90min) Fuera de clase 6-8h
módulo		idioma	nivel	estimado trabajo

Actividad 3	Panel integrado: Pasaporte de un país llamado Mundo
Meta	<ul style="list-style-type: none"> • Desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas. • Proponer una identidad global que defina la realidad globalizada actual.
Tareas	<p>Esta actividad se compone de 2 tareas:</p> <ol style="list-style-type: none"> 1. Cada alumno miembro de un país, entra a formar parte de un nuevo grupo en el que se encuentran representadas las distintas culturas trabajadas (grupos de alumnos conformados por un alumno de Portugal, otro de República Checa y finalmente, otro de Hungría), con el objetivo final de, según los temas expuestos, intentar generar una figura global, representativa del mundo actual globalizado. El profesor facilitará unas <i>Pautas de trabajo en grupos interculturales</i> y un modelo de pasaporte que será cumplimentado por cada grupo. 2. Presentación por parte de los alumnos en cada clase de los resultados obtenidos sobre la conciencia de una identidad global. <p>Hay que utilizar Hoja de trabajo 3</p>
Sugerencias para evaluación criterios y subcriterios	<p>Criterios</p> <ul style="list-style-type: none"> Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades <p>Subcriterios</p> <ol style="list-style-type: none"> 1.1 Adquirir actitudes interculturales que favorezcan la comunicación efectiva 2.2. Desarrollar habilidades comunicativas para trabajar en grupos interculturales
Recursos	Hoja de trabajo 3
Herramientas TIC	Grupo cerrado de Facebook Skype o cualquier otro sistema de comunicación online

Notas para profesores

Indicaciones para el desarrollo de las distintas actividades:

De forma general, en clase deben trabajarse elementos de la CCI para lograr una comunicación eficaz de los grupos interculturales.

El profesor debe mantener una posición de apertura y curiosidad hacia el desarrollo de la actividad de los diferentes grupos, cerciorándose de su correcto funcionamiento.


En esta actividad podrían entrar a participar alumnos de nacionalidad española, que tendrían un rol de coordinador de grupo, -cerciorándose del correcto desarrollo del proceso-.

Al ser una tarea en la que se precisa de la colaboración-coordinación entre estudiantes de diversos países, el tiempo de desarrollo debe ser flexible y adaptado. Se prevé un tiempo estimado en torno a 2 semanas de desarrollo.

El profesor debe desarrollar herramientas para la evaluación del trabajo cooperativo de los estudiantes.


Panel integrado: Pasaporte de un país llamado Mundo.

1. Genera un pasaporte del país llamado Mundo con los temas de la Tarea 2; trabaja en grupos interculturales teniendo en cuenta las siguientes normas:



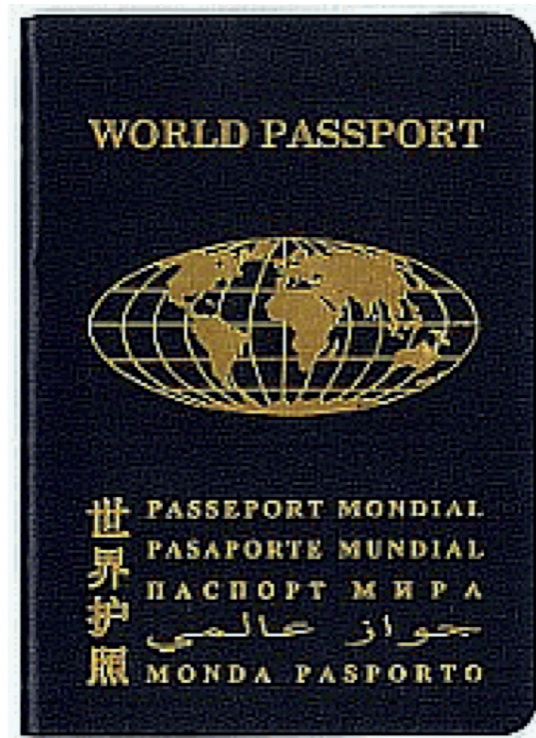
No se trata.
— de —
DÓNDE ESTÉS
..... sino ..
DÓNDE QUIERES
— para las vide —
LLEGAR.

1. para entender otras culturas tengo que entender primero lo que parece ser normal en mi propia cultura y no lo es fuera de mi país
2. interpretaciones espontáneas o juicios de valor serán erróneos en la mayoría de los casos.
3. un correcto idioma siempre es útil, pero la cortesía y el respeto son lo primero.



QUIZÁ
NO SEA FÁCIL
PERO SEGURO
QUE MERECE
LA PENA

Modelo de Pasaporte para imprimir y completar



ES 3

<http://www.worldservice.org/docpass.html>



2. Elabora una presentación oral de 2-3 minutos explicando a tus compañeros las características de tu país Mundo.



ES3	Viviendo con identidades globales y locales (Living with global and local identities)	Español	A2	16 horas 2-3 semanas en clase (5x90min) Fuera de clase 6-8h
módulo		idioma	nivel	estimado trabajo

Actividad 4	Adecuación para una movilidad global
Meta	<ul style="list-style-type: none"> Desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas. Proponer una identidad global que defina la realidad globalizada actual.
Tareas	<p>Esta actividad se compone de 4 tareas:</p> <ol style="list-style-type: none"> El profesor subirá a Facebook una definición en Español de CCI y cómo afecta a la movilidad global. Los alumnos manifestarán de forma oral su opinión (en función del nivel de los estudiantes, puede realizarse en Español o en el idioma materno). ¿Conoces el programa Erasmus? El alumno debe dar respuesta de manera escrita a las cuestiones que se presentan. Lectura de experiencias Erasmus a través de http://erasmusu.com/es/experiencias-erasmus. En parejas, los alumnos deben seleccionar una de las experiencias y contarla en estilo indirecto. Síntesis del módulo: CCI y movilidad global. Mediante una redacción de 80 palabras se debe sintetizar lo aprendido en el desarrollo del módulo. <p><i>Hay que utilizar Hoja de trabajo 4</i></p>
Sugerencias para evaluación	<p>Criterios</p> <p>Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades</p> <p>Subcriterios</p> <ol style="list-style-type: none"> 1.1 Análisis y reflexión sobre el significado de movilidad global y los componentes comunicativos que conlleva 1.2 Expresión de opiniones (lengua) y estilo indirecto 1.3 Creatividad y expresión escrita (diseño, lengua)
Recursos	Hoja de trabajo 4
Herramientas TIC	<p>Grupo cerrado de Facebook</p> <p>http://www.todoole.net/actividades/Actividad_maint.asp?ActividadesPage=7&Actividad_id=235</p> <p>http://erasmusu.com/es/experiencias-erasmus</p>

Notas para profesores

Tras la reflexión sobre el trabajo en grupos multiculturales, globalización y cultura global, el profesor, sube al grupo de Facebook una definición de Competencia Comunicativa Intercultural y cómo afecta ésta a la movilidad global.

Su objetivo es ayudar a los alumnos a ser flexibles para que se adapten a los diversos entornos, al tiempo que puedan aprender unos de otros con el fin de una mayor integración global, basándonos en dos capacidades estratégicas (sensibilidad local e integración global)

La definición subida a Facebook estará en Español, pero las explicaciones pertinentes –dado el nivel inicial de conocimiento del lenguaje- serán en el idioma materno.

El texto que los alumnos desarrollen en la actividad 4, podrá servir como metaevaluación de lo que los estudiantes han aprendido en el módulo.

Adecuación para una movilidad global

1. Leyendo la definición de CCI y de movilidad global, comenta con tus compañeros de clase qué significan para ti estos dos términos.
2. ¿Conoces el Programa Erasmus? Lee las opiniones de becarios Erasmus y contesta a las preguntas de abajo



Piroska Bakos, húngara, fue Erasmus en Alemania. Hoy es presentadora de las noticias en la televisión nacional húngara.

Con la Erasmus tuve que buscarme la vida en todo tipo de situaciones complicadas. En resumen, se trata de un recuerdo perdurable y una formación valiosa.



Vitor Saramago, portugués, estuvo de Erasmus en Valencia, donde vive actualmente.

Llevo viviendo en Valencia tres años: cuando estuve aquí como Erasmus me gustó tanto que quise quedarme para terminar mi carrera. Ahora estoy saliendo con una española y voy a hacer mis prácticas en una asociación de Erasmus para mejorar el programa.



Elena Luptak, austriaca. Fue de Erasmus a Turquía. Es profesora de danza en la Universidad de Viena.

La beca Erasmus me cambió; desde entonces creo que hay que abrir las fronteras entre países y pueblos; solemos buscar las diferencias, en lugar de ello debemos intentar aprender de los demás.



Vamos a comentar algunas cuestiones:

- a. *¿Te parece interesante lo que comentan estas personas?*
- b. *Según tú, ¿cuáles son los beneficios de la movilidad de estudiantes?*
- c. *En tu opinión, ¿cuáles son los pros y los contras de la movilidad global? ¿Cómo crees que podría mejorarse?*
- d. *Leyendo la definición de Competencia Comunicativa Intercultural colgada en Facebook, ¿crees que es importante para la movilidad global? ¿por qué?*

Actividad modificada de Me voy de erasmus a España, de Reyes Roldán Melgosa y Beatriz Tarancón Álvaro
Fuente: http://www.todoele.net/actividades/Actividad_maint.asp?ActividadesPage=7&Actividad_id=235

3. Vamos a conocer más experiencias Erasmus a través de <http://erasmusu.com/es/experiencias-erasmus> . En parejas, debes seleccionar una de las experiencias y contarla a tu compañero utilizando el estilo indirecto.
4. A modo de síntesis del módulo. Escribe un texto de 80 palabras donde sintetices lo aprendido en el desarrollo del módulo.



ANEXO 1

UNIDAD DIDÁCTICA. Ciudadanos de un lugar llamado Mundo: representando identidades locales y globales

Número de alumnos: 15	
Telecolaboración: No	
Nivel de referencia (según MCER): A2	Nivel de referencia (distinto al MCER): Inicial-Intermedio (A2-B1)
Organización de los alumnos:	Trabajo Grupal A (Grupos del mismo país)
	Trabajo Grupal B (Panel Integrado con integrantes interculturales)
	Trabajo Individual
Temporalización:	Horas presenciales: 6 horas (6 sesiones de 50')
	Trabajo autónomo del alumno: 10 horas

Materiales y recursos: ordenadores con conexión a internet, proyector, hojas de trabajo y plantillas de pasaportes.		
Competencias a desarrollar (relación MCER y Niveles de Referencia)		
Competencias Generales (Fases de Aproximación y Consolidación)	MCER	Niveles de Referencia (Instituto Cervantes)
	Conocimiento declarativo (saber)	Referentes culturales, Saberes y Comportamientos Socioculturales, Habilidades y Actitudes Interculturales
	Destrezas y Habilidades (saber hacer)	Saberes y Comportamientos Socioculturales, Habilidades y Actitudes Interculturales
	Competencia existencial (saber ser)	Habilidades y Actitudes Interculturales
<i>Descriptores</i>		
<i>Conocimiento Declarativo:</i>		
<ul style="list-style-type: none"> – El conocimiento del mundo: Lugares, instituciones y organizaciones, personas, objetos, acontecimientos, procesos e intervenciones en distintos ámbitos – El conocimiento sociocultural: La vida diaria. Condiciones de vida. Los valores, las creencias y las actitudes. Culturas regionales. Tracción y cambio social. Países, estados y pueblos extranjeros. Artes. – La consciencia intercultural: Consciencia de la diversidad regional y social. 		
<i>Destrezas y Habilidades:</i>		
<ul style="list-style-type: none"> – Las destrezas y las habilidades interculturales: La capacidad de relacionar entre sí la cultura de origen y la cultura extranjera. La capacidad de superar relaciones estereotipadas. – La capacidad de interactuar con personas de distintos países y distintos antecedentes culturales de forma eficaz, respetando las diferencias existentes. 		
<i>Competencia existenciales:</i>		
<ul style="list-style-type: none"> – Las actitudes: Apertura hacia nuevas experiencias, otras personas, ideas, pueblos, sociedades y culturas, y el interés que muestran hacia ello. 		



Competencias Comunicativas	MCER	Niveles de Referencia (Instituto Cervantes)
	<i>Competencia lingüística (léxica)</i>	<i>Nociones específicas</i>
	<i>Competencia lingüística (gramatical)</i>	<i>Gramática</i>
	<i>Competencia lingüística (ortoépica)</i>	<i>Pronunciación, prosodia y ortografía</i>
	<i>Competencia sociolingüista</i>	<i>Referencias culturales, saberes y comportamientos</i>
	<i>Competencia pragmática (funcional)</i>	<i>Funciones</i>
	<i>Competencia Comunicativa Intercultural</i>	<i>CCI</i>

Descriptores

Objetivos del módulo

Generales:

- Mejorar la competencia comunicativa (capacidades expresivas, comprensivas y metacomunicativas) en el marco de los intercambios comunicativos interculturales.
- Desarrollar una posición de apertura hacia nuevas culturas.
- Generar curiosidad por lo desconocido, incrementando la consciencia de aquellas culturas que son diferentes a la propia y ahondar en las similitudes compartidas .
- Desarrollar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas.
- Proponer una identidad global que defina la realidad globalizada actual.

Específicos lingüísticos:

De expresión oral:

- Hacer uso del vocabulario específico referido a los descriptores culturales y a los países.
- Ser capaz de desarrollar una presentación de 2-3 minutos respetando el ritmo, pausas y tiempo.
- Realizar preguntas y respuestas que impliquen comparaciones

De comprensión oral:

- Comprender la información solicitada por el profesor.
- Analizar de forma crítica el contenido de una presentación

De expresión escrita:

- Desarrollar textos descriptivos
- Realizar respuestas cortas a través del uso de las TIC (Redes sociales-Facebook)
- Expresar correctamente cantidades y cifras.

De comprensión escrita

- Buscar información pertinente en páginas Web
- Analizar información de textos descriptivos



De interacción

- Trabajar de forma grupal y cooperativa
- Interactuar con los compañeros respetando turnos de palabras

Específicos de Comunicación Intercultural:

Adquirir actitudes interculturales que favorezcan la comunicación efectiva

- Evitar conflictos y su resolución de forma adecuada

Adoptar una actitud reflexiva ante las similitudes y diferencias culturales

- Concienciar sobre los estereotipos, las diferencias culturales, la cultura global y la cultura local

Desarrollar habilidades comunicativas para trabajar en grupos interculturales

- Interiorizar técnicas para corroborar la comprensión del mensaje
- Desarrollar habilidades que permitan minimizar malentendidos
- Aprender modelos de respuestas adecuadas ante situaciones comunicativas interculturales
- Manifestar comportamientos adecuados en las relaciones comunicativas interculturales

Reflexionar sobre la movilidad global y los componentes comunicativos que influyen en la misma.

Contenidos (Inventario A1-A2) Niveles de Referencia Instituto Cervantes

Gramática

1. EL sustantivo

1.1.1 Nombres propios [v. Ortografía 1.4.3.]

2. El adjetivo

2.1.1 Adjetivos calificativos

2.1.2 Adjetivos relacionales (Gentilicios frecuentes – A1)

2.5. Grados del Adjetivo (Comparativos de superioridad, de igualdad, de inferioridad, comparativos cultos latinos: mejor, peor, mayor, menor) [v. 15.3.8]

5. Los posesivos (Formas tónicas uno y varios poseedores)

6. Los cuantificadores

6.1. Cuantificadores propios: numerales, universales, nominales y de grado

8. El adverbio y las locuciones adverbiales

8.2. Adverbios nucleares o de predicado (de lugar, de tiempo, de cantidad)

9. El verbo

9.1. Tiempos verbales de indicativo

9.1.1 Presente

15. Oraciones compuestas por subordinación

15.3. Oraciones subordinadas adverbiales

15.3.8 Comparativas (de igualdad o equivalencia, de inferioridad, de modo o cualidad)



Pronunciación

4. El ritmo, las pausas y el tiempo

Ortografía

1. Ortografía de letras y palabras
 - 1.4. Letras mayúsculas
 - 1.5. Letras minúsculas iniciales
 - 1.7. Ortografía de palabras
 - 1.7.4. Expresión de cifras y números

Referencias Culturales

- 1.1 Geografía física
 - 1.1.1 Climas
 - 1.1.2 Particularidades geográficas
- 1.2. Población
- 1.4. Organización territorial y administrativa
 - 1.4.2 Capitales, ciudades y pueblos
3. Productos y creaciones culturales

Saberes y comportamientos socioculturales

1. Condiciones de vida y organización social
 - 1.1. Identificación personal
 - 1.1.2 Documentos de identificación (pasaporte)
 - 1.3. Calendario: días festivos, horarios y ritmos cotidianos
 - 1.4. Comidas y bebidas
 - 1.6. Trabajo y economía



3. Identidad colectiva y estilo de vida

3.1. Identidad colectiva: sentido y pertenencia a la esfera social

3.1.1 Configuración de la identidad colectiva (Elementos que ayudan a formar la identidad colectiva)

3.2. Tradición y cambio social

3.5. Fiestas, ceremonias y celebraciones [v. Funciones 5.16]

Habilidades y actitudes interculturales

1. Configuración de una identidad cultural plural

1.1. Habilidades

1.1.2. Percepción de diferencias culturales (Integración de las diferencias culturales en la propia perspectiva cultural)

1.1.3. Aproximación cultural

- Reconocimiento de aspectos comunes universales
- Contraste de puntos de vista con miembros de otras culturas
- Revisión crítica permanente de estereotipos propios y ajenos

1.1.4. Reconocimiento de la diversidad cultural

1.2. Actitudes

1.2.2. Curiosidad, apertura

- Interés manifiesto (búsqueda de información, investigación...) por aspectos culturales que se alejen de lo convencional
- Búsqueda intencionada de otros puntos de vista y percepciones con el fin de revisar las propias interpretaciones de hechos y productos culturales

2. Asimilación de los saberes culturales (comportamientos culturales y referentes culturales)

2.1. Habilidades

2.1.2. Comparación, clasificación, deducción

- Comparación de los aspectos en los que las culturas observadas coinciden y difieren entre sí o con la cultura de origen
- Sistematización de datos informativos culturales

2.1.6. Reparación, corrección

- Activación reflexiva del conocimiento interiorizado para realizar descripciones de hechos y productos culturales libres de prejuicios y estereotipos

3. Interacción cultural

3.1. Habilidades

3.1.2. Contacto, compensación

- Planteamiento de preguntas con vistas a obtener una explicación que logre suplir las lagunas de conocimiento, ausencia de referentes, etc.

3.1.3. Evaluación y control

- Formulación de preguntas explícitas sobre los sentimientos o emociones que se experimentan durante los acercamientos a otros contextos culturales

3.1.4. Reparación y ajuste

- Desarrollo de posturas críticas sobre documentos, informaciones e intercambios culturales



Tácticas y estrategias pragmáticas

1. Construcción e interpretación del discurso
 - 1.2. Marcadores del discurso
 - 1.2.1. Conectores (Consecutivos)
 - 1.2.2. Estructuradores de la información (Ordenadores)

Habilidades y actitudes comunicativas interculturales

1. Resolución de problemas comunicativos interculturales
2. Estrategias para evitar conflictos culturales
3. Los estereotipos en la comunicación intercultural
4. Listado de elementos comunicativos comunes que definen la cultura global
5. Técnicas para corroborar la comprensión del mensaje. Escucha activa
6. Habilidades para minimizar malentendidos
7. Modelos de respuestas adecuadas ante situaciones comunicativas interculturales
8. Comportamientos convenientes en las relaciones comunicativas interculturales
9. La comunicación en la movilidad global

Metodología para trabajar la CCI (ICC)

Partiendo de una metodología general de trabajo de carácter activo, la enseñanza se centra en el estudiante, en su adquisición de competencias propias del saber de la Lengua Española y de competencias comunicativas de carácter intercultural.

El aprendizaje en este módulo se desarrolla como un proceso constructivo y no receptivo.

La metodología a emplear se sustenta en los siguientes principios didácticos:

1. Flexible: adaptada al alumnado, a los recursos y al contexto.
2. Favorecedora del autoaprendizaje: en la que el profesor ejerce el papel de guía o mediador, poniendo en contacto los conocimientos y experiencias previas del alumno con los nuevos contenidos.
3. Potenciadora del trabajo en grupo: con el fin de que el alumno desarrolle valores de respeto y tolerancia con el resto de los compañeros y con las diferentes culturas trabajadas, debiendo asumir sus propias responsabilidades en los trabajos realizados.
4. Promovedora de la creatividad y el dinamismo, e integrando los recursos de las tecnologías de la información y la comunicación en el aprendizaje mediante el uso de redes sociales, conectando así con los intereses (y realidad) de nuestros alumnos.

Las estrategias que se van a utilizar se basan fundamentalmente, en el aprendizaje cooperativo y el panel integrado, aprovechando al máximo la interacción entre alumnos para que aprendan los contenidos, aprendan a trabajar en equipo y desarrollen un pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con los otros y con otras culturas.

Las funciones básicas del profesor se centran en generar curiosidad por lo desconocido, propiciar un ambiente adecuado para la discusión, guiar el proceso de enseñanza, registrar comentarios y discusiones, señalar puntos débiles del análisis de grupos, así como, inculcar en el alumnado la necesidad de realizar descripciones de hechos y productos culturales libres de prejuicios y estereotipos, incrementando la conciencia sobre las similitudes compartidas con otras culturas.

Es necesario realizar una evaluación frecuente y regular del funcionamiento del grupo para mejorar el correcto desarrollo del módulo.



Actividades (El desarrollo de las tareas se puede ver en la propuesta de trabajo)		
Tareas	Contenidos	Recursos
Tarea 1. Entramos en Materia. Ciudadanos de un país llamado Mundo	<p>Saberes y comportamientos socio-culturales 3., 3.1. (3.1.1.), 3.2.</p> <p>Habilidades y actitudes interculturales 1., 1.1. (1.1.2., 1.1.3., 1.1.4.), 1.2. (1.2.2.) 2., 2.1. (2.1.6) 3., 3.1. (3.1.2., 3.1.3. 3.1.4.)</p> <p>Habilidades y actitudes comunicativas interculturales 1, 3, 5, 6.</p>	<p>Facebook Hojas de trabajo</p>
Tarea 2. ¿Quién soy? ¿Quiénes somos?	<p>Gramática 1. (1.1.1) [v. Ortografía 1.4.3.] 2. (2.1.1.) (2.1.2.) 2.5. [v. 15.3.8] 5. 6., 6.1. 8., 8.2. 9., 9.1. (9.1.1.) 15., 15.3. (15.3.8.)</p>	<p>Facebook Buscador internet Hojas de trabajo</p>
	<p>Ortografía 1., 1.4., 1.5., 1.7. (1.7.4.)</p> <p>Referencias Culturales 1.1. (1.1.1., 1.1.2.), 1.2., 1.4. (1.4.2.) 3.</p> <p>Saberes y comportamientos socio-culturales 1., 1.3., 1.4., 1.6 3., 3.2., 3.5. [v. Funciones 5.16]</p> <p>Habilidades y actitudes interculturales 1., 1.1. (1.1.2., 1.1.3. 1.1.4), 1.2. (1.2.2) 2., 2.1. (2.1.2., 2.1.6.)</p> <p>Habilidades y actitudes comunicativas interculturales 1, 2, 5, 6, 7.</p>	



<p>Tarea 3. Panel integrado: Pasaporte de un país llama- do Mundo</p>	<p>Gramática 9., 9.1, (9.1.1.) Ortografía 1. Saberes y comportamientos socio- culturales 1. 1.1. (1.1.2.) 3., 3.1. (3.1.1.) Habilidades y actitudes interculti- rales 1., 1.1. (1.1.2., 1.1.3. 1.1.4), 1.2. (1.2.2) 2., 2.1. (2.1.2., 2.1.6.) 3., 3.1. (3.1.2., 3.1.3., 3.1.4.) Habilidades y actitudes comunicati- vas interculturales 4, 5, 8, 9.</p>	<p>Facebook Messenger Drive Hojas de trabajo</p>
<p>Tarea 4. Adecuación para una movilidad global</p>	<p>Saberes y comportamientos socio- culturales 3., 3.1. (3.1.1.), 3.2. Habilidades y actitudes interculti- rales 1., 1.1. (1.1.2., 1.1.3., 1.1.4.), 1.2., (1.2.2.) 2., 2.1. (2.1.2., 2.1.6.) 3., 3.1. (3.1.2., 3.1.3., 3.1.4.) Tácticas y estrategias pragmáticas 1., 1.2. (1.2.1., 1.2.2.) Habilidades y actitudes comunicati- vas interculturales 4, 6, 9.</p>	<p>Hojas de trabajo</p>



ES4	Trabajar en grupos multinacionales	Español	A2	8 semanas En clase 12h Tareas fuera de clase 8h
módulo		idioma	nivel	estimado trabajo

Objetivos del módulo	<p>A finales de este módulo los estudiantes serán capaces de:</p> <ul style="list-style-type: none"> ● Integrarse en grupos multinacionales para poder realizar un proyecto común creando una empresa multinacional. ● Adquirir conocimientos sobre España bajo el enfoque de negocios y empresas. ● Analizar de forma crítica la información obtenida. ● Concienciarse sobre la contribución de uno mismo y de los otros en el trabajo en grupos
Competencias de meta	<p>Competencia Comunicativa Intercultural:</p> <ul style="list-style-type: none"> ● Adoptar una posición de apertura hacia nuevas culturas. ● Desarrollar conocimientos sobre otras culturas. ● Profundizar el pensamiento crítico, las habilidades analíticas, la comparación, la interacción y la interpretación, como elementos indispensables para ser capaz de trabajar con otras culturas. ● Mejorar destrezas de colaboración multicultural mediante la muestra de respeto a los otros y de asumirla propia responsabilidad en el trabajo en grupos. <p>Idioma y comunicación:</p> <ul style="list-style-type: none"> ● Mejorar y consolidar destrezas lingüísticas (preguntar, comparar, negociar, expresar gustos, preferencias) <p>TIC:</p> <ul style="list-style-type: none"> ● Utilizar efectivamente herramientas de comunicación online, así como plataformas para compartir informaciones en un espacio virtual. ● Adquirir experiencias en la creación de páginas web.
Lista de actividades	<p>Actividad 1: Conocemos a nuestros compañeros – primer encuentro</p> <p>Actividad 2: Creamos la empresa multinacional</p> <p>Actividad 3: Buscamos una ciudad española para la sede de la empresa multinacional</p> <p>Actividad 4: Presentamos la empresa en la página web</p> <p>Actividad 5: Evaluamos la experiencia del trabajo en grupos multinacionales</p>

Sumario de actividades	<p>Actividad 1: Conocemos a nuestros compañeros – primer encuentro Informativa, comparativa, telecolaborativa. En esta actividad los estudiantes preparan preguntas e informaciones para conocer a los estudiantes de la universidad extranjera participante. Utilizan Skype para comunicarse en el primer encuentro. Presentan a sus nuevos compañeros en clase.</p> <p>Actividad 2: Creamos la empresa multinacional Informativa, comparativa, telecolaborativa. En esta actividad los estudiantes consolidan sus conocimientos de empresas españolas y aprenden cómo desarrollar un perfil empresarial. En grupos multinacionales crean su empresa multinacional que va a operar en España.</p> <p>Actividad 3: Buscamos una ciudad española para la empresa multinacional Informativa, comparativa, telecolaborativa. En esta actividad los estudiantes desarrollan sus conocimientos de ciudades españolas y en grupos multinacionales determinan en qué ciudad de España va a operar su empresa.</p> <p>Actividad 4: Presentamos la empresa en la página web Informativa, comparativa, telecolaborativa. En esta actividad los estudiantes aprenden a crear páginas web y en grupos multinacionales desarrollan una web donde presentan su propia empresa.</p> <p>Actividad 5: Evaluamos la experiencia del trabajo en grupos multinacionales Informativa, comparativa, telecolaborativa. En esta actividad los estudiantes evalúan el trabajo en los grupos multiculturales dentro del módulo. Los estudiantes preparan y llevan a cabo una encuesta con sus compañeros de la universidad extranjera</p>
Herramientas recomendadas	Skype e-mail plataforma Google (grupo Google+; Google sites www.sites.google.com , Google docs; Google forms) www.movenote.com
Recursos	http://es.borges.es/ http://edelsa.es/es/ http://www.seat.es/ https://www.tuenti.com/ http://www.fagor.com/web/es https://www.joselito.com/ www.desigual.com/es_ES/sobre-nosotros/ http://www.barcelo.com/BarceloGroup/es_ES/home-grupo-barcelo.aspx http://www.mzv.cz/madrid/es/comercio_y_economia/representaciones_de_las_empresas_checas/index.html http://www.nolasol.es/hungarosol/vallalkozok.htm http://www.estartap.com/como-crear-un-perfil-empresarial/ http://es.wikihow.com/escribir-un-perfil-corporativo https://es.wikipedia.org/wiki/+ el nombre de la ciudad

<p>Hojas de trabajo para actividades</p>	<p>M4/Actividad 1: hoja de tareas 1 M4/Actividad 2: hoja de tareas 2 M4/Actividad 3: hoja de tareas 3 M4/Actividad 4: hoja de tareas 4 M4/Actividad 5: hoja de tareas 5</p>
<p>Notas para profesores</p>	<p>Problemas anticipados:</p> <ul style="list-style-type: none"> ● Problemas de tipo técnico ● Diferencias en el nivel lingüístico ● Diferencias entre los calendarios académicos de las instituciones participantes ● Diferente motivación hacia el desarrollo del módulo en los distintos grupos multinacionales. ● Unificación temporal para tareas telecolaborativas en clase ● Participación activa en la comunicación en grupos nacionales/multinacionales ● Falta de motivación para ampliar vocabulario y destrezas lingüísticas <p>Sugerencias:</p> <ul style="list-style-type: none"> ● Es recomendable implementar este módulo con los estudiantes pertenecientes al área de los negocios. ● Es recomendable que la recompensa-calificación de los estudiantes multinacionales sea la misma, para evitar diferencias en la implicación/participación del módulo. ● Para el primer contacto entre estudiantes se recomienda empezar con una comunicación asíncrona (correo electrónico) antes de la síncrona (videoconferencia). Así los estudiantes desarrollarán competencias en expresión escrita, tendrán más tiempo para reflexionar acerca del intercambio y podrán prepararse mejor a la hora de encarar la comunicación por videoconferencia. ● Se puede aumentar la cantidad de herramientas de reflexión y/o análisis de las situaciones de contacto intercultural experimentadas por los estudiantes con la inclusión de la conversateca (bajo una guía los estudiantes crean un registro de grabaciones de sus conversaciones hechas en videoconferencias) ● Actividad 4 – los estudiantes pueden presentar la página web final en otros formatos (un documento Word o un Power Point explicando la disposición y contenidos de la web) ● Se recomienda incluir una composición reflexiva acerca de los beneficios del módulo.

ES4	Trabajar en grupos multinacionales	Español	A2	2,5 horas semana 1 en clase (1x90min) Fuera de clase (1x60min)
módulo		idioma	nivel	estimado trabajo

Actividad 1	Conocemos a nuestros compañeros – primer encuentro
Meta	Juntarse y conocer a los estudiantes de la universidad extranjera para establecer relaciones de compañeros en una empresa multinacional
Tareas	<p>Esta actividad se compone de 4 tareas:</p> <ol style="list-style-type: none"> 1. Primer encuentro con los estudiantes de la otra universidad. <ol style="list-style-type: none"> 1.1 Grupos de 3-4 estudiantes (predeterminados) en clase preparan 15-20 preguntas para sus compañeros nuevos de la otra universidad (las preguntas deben de referirse a datos personales, estudios, idiomas, tiempo libre, gustos y preferencias, familia, casa, lugar donde viven) y también preparan aspectos interesantes de ellos mismos que quieran compartir (incluso fotos, vídeos). 1.2 En clase, los grupos multinacionales se encuentran por Skype. En la conversación preguntan y hablan sobre las ideas preparadas en 1.1. Durante y después de la conversación apuntan informaciones y aspectos interesantes sobre sus compañeros nuevos. 2. A raíz de la tarea 1.2, los grupos resumen las informaciones obtenidas y presentan a los compañeros de la otra universidad en la clase. 3. Un profesor (predeterminado entre las dos universidades) crea el grupo Google +, invitando a todos los estudiantes en el proyecto. Así todos los estudiantes podrán compartir tareas e ideas en un espacio común. Los estudiantes se familiarizan con esta aplicación. (La creación del grupo Google+ se puede realizar antes de que el proyecto en el módulo empiece). 4. Fuera de clase, los estudiantes individualmente escriben una redacción (aproximadamente de 100 palabras) sobre un compañero de la otra universidad. Se deben incluir ideas como: ¿Qué tenemos en común? ¿En qué somos diferentes? (Los grupos nacionales deben ponerse de acuerdo en a quién van a escribir para evitar duplicaciones). Suben el texto al grupo Google+, así el profesor verá si la tarea está cumplida y los otros estudiantes lo pueden leer, comentar y preguntar. <p><i>Hay que utilizar Hoja de trabajo 1</i></p>
Sugerencias para evaluación	<p>Criterios</p> <ul style="list-style-type: none"> Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades <p>Subcriterios</p> <ol style="list-style-type: none"> 4. Expresión escrita – redacción (contenido, lengua)

Herramientas recomendadas	Skype grupo Google +
Recursos	Hoja de trabajo 1
Notas para profesores	Antes de que la Actividad 1 empiece, los profesores de las universidades tienen que ponerse de acuerdo en quién de ellos creará el grupo Google + e invitará allí a los estudiantes participantes.

Conocemos a nuestros compañeros – primer encuentro

En esta actividad vais a conocer a los estudiantes de la universidad extranjera a través de una conversación por Skype

ANTES DE LA CONVERSACIÓN

Por un lado, preparad en grupos 15-20 preguntas para llegar a conocer a vuestros compañeros (preguntadles por sus datos personales, estudios, idiomas, tiempo libre, gustos y preferencias, familia, casa, el lugar donde viven...).

Por otro lado, reflexionad sobre la importancia para vosotros de los aspectos que le vamos a preguntar a los compañeros de otro país, y elaborar una breve lista de vuestras prioridades e intereses. ¿Tenéis algunas fotos y /o vídeos para ilustrar esta información acerca de vuestra visión de la vida ?

LA CONVERSACIÓN

En grupos, desarrollad la conversación por Skype utilizando las preguntas y frases preparadas.

TRAS LA CONVERSACIÓN (en clase)

Cuáles son los aspectos más interesantes, semejanzas y diferencias, de vuestros compañeros de la otra universidad, qué más os han llamado la atención en la conversación? Cada grupo presenta en clase a los compañeros de la otra Universidad.

En clase vuestro profesor o el profesor de la otra universidad, va a crear el grupo en Google+ e invitará a todos los estudiantes de las dos universidades. El grupo Google+ servirá para compartir vuestras tareas e ideas durante el módulo en un espacio común .

TAREA PARA CASA

Individualmente escribe una redacción de 100 palabras sobre el estudiante de la otra universidad que has conocido por Skype. Incluye también ideas de lo que tenéis en común y en qué sois diferentes. Subid el texto a Google+ para que todos lo puedan leer, comentar y preguntar.

En esta actividad vais a conocer a los estudiantes de la universidad extranjera a través de una conversación por Skype.

ANTES DE LA CONVERSACIÓN

Por un lado, preparad en grupos 15-20 preguntas para llegar a conocer a vuestros compañeros (preguntadles por sus datos personales, estudios, idiomas, tiempo libre, gustos y preferencias, familia, casa, el lugar donde viven...).

Por otro lado, reflexionad sobre la importancia para vosotros de los aspectos que le vamos a preguntar a los compañeros de otro país, y elaborar una breve lista de vuestras prioridades e intereses. ¿Tenéis algunas fotos y /o vídeos para ilustrar esta información acerca de vuestra visión de la vida?



LA CONVERSACIÓN

En grupos, desarrollad la conversación por Skype utilizando las preguntas y frases preparadas.

TRAS LA CONVERSACIÓN (en clase)

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TAREA PARA CASA

Individualmente escribe una redacción de 100 palabras sobre el estudiante de la otra universidad que has conocido por Skype. Incluye también ideas de lo que tenéis en común y en qué sois diferentes. Subid el texto a Google+ para que todos lo puedan leer, comentar y preguntar.



ES4	Trabajar en grupos multinacionales	Español	A2	4 horas Semana 2+3 en clase (2x90min) Fuera de clase (2x30min)
módulo		idioma	nivel	estimado trabajo

Actividad 2	Creamos la empresa multinacional
Meta	Ampliar conocimientos sobre empresas españolas que operan internacionalmente con el fin de establecer, de forma colectiva, la empresa multinacional
Tareas	<p>Esta actividad se compone de 10 tareas que culminarán en la tarea telecolaborativa en la que los grupos multinacionales crearán su propia empresa:</p> <ol style="list-style-type: none"> 1. En la clase los estudiantes amplían y desarrollan sus conocimientos de las empresas españolas. <ol style="list-style-type: none"> 1.1 Relacionan varias empresas españolas con sus productos y el tipo de negocio en el que operan de forma internacional. 1.2 A través de una búsqueda en Internet, ojean las páginas web de las empresas mencionadas para averiguar las informaciones del ejercicio 1.1. Los estudiantes también discuten y determinan si estas empresas operan en su país y/o si venden allí sus productos/servicio. 1.3 Los estudiantes deben pensar en empresas de su país que operen en España y amplían información en Internet. El profesor puede proporcionar algunos enlaces web. 2. En clase, se introducirá a los estudiantes en el tema EMPRESA y PERFIL EMPRESARIAL. <ol style="list-style-type: none"> 2.1; 2.2 y 2.3 En grupos e individualmente practican vocabulario y expresiones útiles. 3. En clase y de forma grupal, los estudiantes ojearán de nuevo las páginas de 1.2 con el fin de identificar cuáles son los títulos de secciones en su página de inicio y cuál es su diseño. Describen las páginas y comparan la información encontrada. 4. En clase y trabajando en grupos nacionales, los estudiantes discuten sobre las actividades económicas que su empresa multinacional pueda operar. 5. Los estudiantes aprenden cómo escribir el perfil de una empresa. <ol style="list-style-type: none"> 5.1 y 5.2 Se ofrece a los estudiantes dos textos para leer en casa sobre la importancia de tener un perfil empresarial y cómo hay que redactarlo. Los estudiantes identifican la información más importante que se debe incluir en un perfil. También se centran en palabras y expresiones nuevas. 6. En clase, los estudiantes resumen lo que han leído en el ejercicio 5 y practican el vocabulario nuevo.

	<p>7. Antes de la tarea telecolaborativa en la que los estudiantes discuten sobre su empresa multinacional, en grupos nacionales durante la clase deben reflexionar sobre:</p> <p>7.1 Cómo usar y manejar el tiempo en su empresa. Se ofrece una tabla con informaciones sobre el manejo del tiempo en varios países, los estudiantes lo comparan y debe completarse con lo que se considera normal en su país.</p> <p>7.2 Qué puestos y profesiones se desempeñan normalmente en una empresa y discutirán sobre su posible puesto en la empresa.</p> <p>8. En clase los grupos multinacionales se encuentran por Skype y discuten sobre su empresa.</p> <p>8.1 Primero tratan de conseguir las informaciones sobre el manejo de tiempo para completar la tabla en 7.1.</p> <p>8.2 Después tratarán de ponerse de acuerdo sobre los rasgos principales de su empresa multinacional en cuanto al nombre+logotipo, tipo de negocio+productos/servicio ofrecido, el tamaño, número de empleados, capital de fundación, manejo de tiempo y puestos ocupados, la historia. Se anotan todas las informaciones importantes.</p> <p>9. Fuera de clase, los estudiantes en grupos multinacionales se ponen de acuerdo sobre cómo van a redactar el perfil de su empresa (por ejemplo cada uno escribe una parte/uno escribe otros comentan). Redactan el perfil en Google docs (aproximadamente 100 palabras)</p> <p>10. Cada estudiante individualmente crea un vídeo (de aproximadamente 1 minuto) en el que se presenta su puesto desempeñado en la empresa (se recomienda utilizar frases de 7.2). Se sube el vídeo al grupo Google+ donde los otros lo ven y comentan.</p>
<p>Sugerencias para evaluación</p>	<p>Criterios</p> <p>Finalización de tareas</p> <p>Destrezas lingüísticas y comunicativas</p> <p>Motivación y participación en las actividades</p> <p>Subcriterios</p> <ol style="list-style-type: none"> 1. Expresión de opiniones – tarea oral (lengua) 2. Comparación – tarea oral (lengua) 3. Redacción del perfil empresarial (contenido, lengua) 4. Creación del vídeo (contenido, lengua, creatividad)
<p>Herramientas recomendadas</p>	<p>Internet</p> <p>Skype</p> <p>e-mail</p> <p>Google docs</p> <p>grupo Google+</p> <p>www.movenote.com</p>

Recursos	<p>Hoja de trabajo 2</p> <p>http://es.borges.es/</p> <p>http://edelsa.es/es/</p> <p>http://www.seat.es/</p> <p>https://www.tuenti.com/</p> <p>http://www.fagor.com/web/es</p> <p>https://www.joselito.com/</p> <p>www.desigual.com/es_ES/sobre-nosotros/</p> <p>http://www.barcelo.com/BarceloGroup/es_ES/home-grupo-barcelo.aspx</p> <p>http://www.mzv.cz/madrid/es/comercio_y_economia/representaciones_de_las_empresas_checas/index.html</p> <p>http://www.nolasol.es/hungarosol/vallalkozok.htm</p> <p>http://www.estartap.com/como-crear-un-perfil-empresarial/</p> <p>http://es.wikihow.com/escribir-un-perfil-corporativo</p>
Notas para profesores	<p>Tarea 8.2 probablemente se prolongue fuera de clase. Se debe insistir en la necesidad de acuerdo de los grupos multinacionales en todos los puntos mencionados; toda la información de su empresa debe aclararse antes de ser presentado/subido en la página web de la Actividad 4.</p>

Creamos la empresa multinacional

En esta actividad en grupos multinacionales vais a crear juntos una empresa que va a operar en España. Por eso, en primer lugar vais a desarrollar y consolidar vuestros conocimientos sobre empresas españolas y sobre cómo escribir el perfil de una empresa.

- 1) a. ¿Conoces estas empresas españolas? ¿Qué producen y cuáles son sus actividades económicas? Relaciona los nombres de las empresas con los productos y el sector de actividad en que operan.

1. Joselito	a. coches	<input type="checkbox"/> energía
		<input type="checkbox"/> marketing
2. Tuenti	b. cadena de hoteles y agencias de viajes	<input type="checkbox"/> banca y seguros
		<input type="checkbox"/> hotelería y turismo
3. Edelsa	c. operador móvil	<input type="checkbox"/> automoción y vehículos
4. Desigual	d. productos de aceitunas	<input type="checkbox"/> electrodomésticos
5. Barceló	e. lavadoras, hornos, lavavajillas	<input type="checkbox"/> moda y textil
		<input type="checkbox"/> construcción
6. Seat	f. manuales del español como lengua extranjera	<input type="checkbox"/> pescadería
7. Fagor	g. productos de jamón ibérico	<input type="checkbox"/> tecnología y telecomunicación
		<input type="checkbox"/> alimentación y bebidas
8. Borges	h. ropa	<input type="checkbox"/> edición de libros

- b. En grupos, buscad en internet y discutid si alguna de las empresas está operando en vuestro país, así como si se venden y ofrecen sus productos.

<http://es.borges.es/> <http://edelsa.es/es/> <http://www.seat.es/> <https://www.tuenti.com/>
<http://www.fagor.com/web/es> <https://www.joselito.com/>
www.desigual.com/es_ES/sobre-nosotros/
http://www.barcelo.com/BarceloGroup/es_ES/home-grupo-barcelo.aspx

- c. ¿Sabéis qué empresas de vuestro país de origen operan en España? Buscad en las páginas web. Por ejemplo las empresas checas y húngaras:
http://www.mzv.cz/madrid/es/comercio_y_economia/representaciones_de_las_empresas_checas/index.html
<http://www.nolasol.es/hungarosol/vallalkozok.htm>



- 2) En grupos practica el vocabulario de tema "EMPRESA y PERFIL EMPRESARIAL"
- a. Primero completad las frases siguientes con vuestras ideas utilizando las informaciones de 1a.
1.(nombre) es una empresa...(origen) que ofrece/fabrica/ vende
 2. ...(nombre) con sede central en (la ciudad) mantiene una estable posición de liderazgo en el mercado mundial de la fabricación de(el tipo de producto).
 3. El tamaño de la empresa es.....tieneempleados
 4. Desde hace más de años/Con más dedécadas de experiencia, se dedican a.....
- b. ¿Entiendes estas expresiones? ¿Con cuál de las empresas de 1a se pueden relacionar?

disfruta de llamadas en alta calidad	te ayudamos a elegir tu minidoméstico
creamos moda, creamos emociones	desarrollo de distintos negocios turísticos
mejores alimentos del mediterráneo	podrás llamar sin gastar datos
¿aburridos de planchar?	lanzamos el modelo 850
platos sabrosos y saludables	nueva gama de materiales multimedia
equipo de ingenieros expertos	el diseño más avanzado
la joya gastronómica	enseñanza de idiomas

- c. Los verbos en el recuadro refieren a distintas actividades realizadas por una empresa. En una lluvia de ideas responded:
- ¿Qué puede una empresa ofrecer, lanzar, asegurar...?

ofrecer lanzar asegurar ampliar crear iniciar combinar descubrir

- 3) En grupos id a una de las páginas de web de las empresas en 1b e identificad *cuáles son los títulos de secciones en su página de inicio. Notad qué información se sitúa arriba, al lado y abajo en la página. ¿Cuál es el diseño de la página de inicio? En grupos comparad las informaciones encontradas. Podéis utilizar expresiones:*

Arriba/al lado/abajo está/hay...

En la parte superior/inferior está/hay...

Encima/debajo de...

A la izquierda/derecha...

En el margen izquierdo/derecho



4) *En clase discutid sobre las actividades económicas en las que vuestra empresa multinacional pueda operar en España. Podéis utilizar las frases como:*

Puede ser

Estoy de acuerdo con....

No, mejor una empresa de....

(No)Me parece bien porque....

5) *¿Sabes cómo describir/desarrollar un perfil empresarial?*

a. *Primero lee el texto sobre la importancia del perfil empresarial e identifica expresiones útiles.*

Un perfil empresarial es una de las partes más importantes de cualquier negocio en desarrollo. El perfil de la empresa le permite anunciar los detalles de sus servicios, objetivos y experiencia a los clientes potenciales, y es responsable de crear una buena primera impresión a los interesados. Un perfil empresarial puede ser utilizado en sitios web o en directorios de empresas para ayudar a brindar a los clientes potenciales una idea más clara del tipo de empresa que usted está administrando, es por esto que el perfil empresarial también puede ser una forma importante de publicidad. Mientras que el formato de los perfiles empresariales es bastante abierto, usted querrá asegurarse de que ofrece todos los detalles relevantes, adecuados y que al mismo tiempo detallan en forma concreta su tipo de negocio.

Adaptado de <http://www.estartap.com/como-crear-un-perfil-empresarial/>

b. *Lee las páginas web <http://es.wikihow.com/escribir-un-perfil-corporativo> para aprender cómo escribir el perfil de una empresa. Identifica 10-15 palabras/expresiones que son nuevas para tí.*

6) *En clase resumid lo que habéis leído en las tareas 1a y 1b. Practicad el vocabulario nuevo.*

7) *Antes de hablar con vuestros compañeros de la universidad extranjera sobre la empresa que vais a crear juntos, desarrollad en grupos nacionales las ideas siguientes:*

a. *Si queremos trabajar juntos tenemos que saber cómo usar y manejar el tiempo en nuestra empresa. Comparad las informaciones de la tabla y completadlas con la información sobre vuestro país. Podéis utilizar expresiones de la comparación y las partes del día debajo del recuadro:*



	España	Francia	Alemania	Tu país	El país de tu compañero
levantarse	7.30	6.30	6.00		
desayunar	De 7.30 a 9.00	De 6.30 a 8.00	De 6.00 a 7.30		
trabajar	De 9.00 a 14.00	De 8.00 a 12.00	De 7.30 a 12.00		
almorzar	De 14.00 a 16.00	De 12.00 a 13.00	De 12.00 a 12.30		
trabajar	De 16.00 a 20.00	De 13.00 a 17.00	De 12.30 a 16.30		
descansar	De 20.00 a 21.00	De 17.00 a 19.00	De 16.30 a 18.00		
cenar	De 21.00 a 22.00	De 19.00 a 20.00	De 18.00 a 19.00		
ver TV/Internet	De 22.00 a 00.00	De 20.00 a 22.30	De 19.00 a 22.00		
dormir	De 00.00 a 7.30	De 22.30 a 6.30	De 22.00 a 6.00		

...más/menos temprano/tarde....que	<i>Por la mañana/la tarde/la noche</i>
...dormimos tantas horas como...	<i>A mediodía/medianoche</i>
...terminan tan tarde como....	<i>A las nueve de la mañana</i>
...Empiezan al mismo tiempo que ...	<i>A la una de la tarde</i>
	<i>A las diez de la noche</i>



- b. También tenemos que saber qué puestos y profesiones podemos tener en la empresa. Mirad el esquema. Podéis utilizar expresiones :

	<p>Soy responsable de...</p> <p>Dirijo/coordino, superviso, diseño...</p> <p>Tengo que...</p> <p>Me ocupo de/estoy a cargo de...</p> <p>Puestos en una empresa:</p> <p>Director/a, diseñador/a, productor/a, jefe/a de..., asesor/a, analista, secretario/a</p>
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- 8) En una conversación por Skype discutid sobre vuestra empresa multinacional.
- Primero conseguid la información de vuestros compañeros para completar la tabla del ejercicio 3a.
 - Después poneros de acuerdo sobre vuestra empresa en cuanto al nombre+logotipo, tipo de negocio + productos/servicios ofrecidos, tamaño, número de empleados, capital de fundación, manejo de tiempo y puestos ocupados por vosotros, historia. Apuntad todas las informaciones importantes.
- 9) Por Skype o email poneos de acuerdo sobre cómo vais a describir el perfil de vuestra empresa (cada uno escribe algo/uno escribe otros comentan/...) En grupos multinacionales redactad juntos en Google docs vuestro perfil empresarial (100 palabras).
- 10) Individualmente graba un vídeo (de 1 minuto) presentándote como miembro de vuestra empresa mencionando el puesto que tienes y porqué.
Puedes utilizar las frases de la tarea 7b. Sube el vídeo al grupo Google+ para que tus compañeros lo puedan ver y comentar.



ES4	Trabajar en grupos multinacionales	Español	A2	4,5 horas Semana 4+5 en clase (2x90min) fuera de clase (75min)
módulo		idioma	nivel	estimado trabajo

Actividad 3	Buscamos una ciudad española para la sede de la empresa multinacional
Meta	Desarrollar y consolidar conocimientos sobre ciudades españolas. Estimar qué sitio será conveniente para la empresa multinacional.
Tareas	<p>Esta actividad se compone de 8 tareas que culminarán en la tarea telecolaborativa en la que los grupos multinacionales buscan una ciudad española adecuada para su empresa:</p> <ol style="list-style-type: none"> 1. Los estudiantes amplían sus conocimientos sobre España. <ol style="list-style-type: none"> 1.1; 1.2 y 1.3 En clase se presentará a los estudiantes el mapa de España y diez ciudades españolas. Localizan las ciudades en el mapa y practican el uso de expresiones adecuadas. 2. (2.1 y 2.2) Se involucrará a los estudiantes en el tema de CIUDAD y LUGARES DE INTERÉS. En una lluvia de ideas los estudiantes repasan el vocabulario correspondiente. 3. En clase, los estudiantes buscan en el Internet información básica sobre las ciudades del ejercicio 1 para responder preguntas dadas. 4. Los estudiantes hablan sobre su búsqueda en el ejercicio 3 y expresan sus gustos y preferencias en cuanto a las ciudades. En grupos nacionales discuten sobre la ciudad donde su empresa pueda operar. 5. Fuera de clase, los estudiantes de forma individual, resumen por escrito (10-12 frases) la información sobre la ciudad preferida. 6. Fuera de clase en grupos nacionales los estudiantes navegan por el Internet para averiguar información sobre las actividades económicas de su ciudad de preferencia. 7. En grupos multinacionales y en clase, discuten por Skype sobre las ciudades donde quieren que su empresa opere. Apoyan sus ideas con argumentos utilizando expresiones del ejercicio 4. Al final de la discusión tienen que saber en qué ciudad de España operará su empresa. 8. En clase, los grupos nacionales presentan la ciudad. <ol style="list-style-type: none"> 8.1 Preparan una presentación (de máximo 5 minutos) de la ciudad apoyando su opción con argumentos de 6 y 7. 8.2 Los grupos nacionales presentan la ciudad donde operará su empresa multinacional.

Sugerencias para evaluación	Criterios Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades Subcriterios 1. Expresión de opiniones - tarea oral (lengua) 2. Expresión escrita - redacción (contenido, lengua) 3. Presentación (contenido, lengua, creatividad)
Herramientas recomendadas	Hoja de trabajo 3 Skype herramientas de presentación como: PowerPoint, Prezi, plataforma Google
Recursos	https://es.wikipedia.org/wiki/+ el nombre de la ciudad
Notas para profesores	El profesor tiene que explicar y mostrar bien lo que es el meta de esta tarea.

ES4

Trabajar en grupos multinacionales Actividad 3 Hoja de trabajo 3

módulo

Buscamos una ciudad española adecuada para la empresa multinacional

En esta actividad vais a desarrollar y consolidar vuestros conocimientos de algunas ciudades españolas para poder decidir dónde queréis que vuestra empresa multinacional opere.

- 1) a. ¿Conoces estas ciudades españolas?
- b. Búscalas en el mapa de España.

1. Segovia	
2. Palma de Mallorca	
3. Córdoba	
4. Valencia	
5. San Sebastián	
6. Huelva	
7. Salamanca	
8. La Coruña	
9. Tarragona	
10. Ceuta	

- c. En parejas, buscad la comunidad autónoma donde se encuentran las ciudades anteriores. Podéis utilizar expresiones como:

...está en el norte/oeste/sur/este/centro
 ... está al norte/oeste/sur/este/centro de
 ...está en la costa mediterránea/atlántica/cantábrica
 ...está en la isla/el archipiélago...

- 2) a. ¿Qué palabras relacionadas con el tema CIUDAD y LUGARES DE INTERÉS conoces?
- b. En una lluvia de ideas hablad de monumentos/atracciones turísticas/cosas interesantes que conocéis en España.



- 3) En la página web (<https://es.wikipedia.org/wiki/+> el nombre de la ciudad) buscad respuestas a las siguientes preguntas:
- ¿Cuántos habitantes tiene?*
 - ¿Cómo es el clima?*
 - ¿Pertenece al Patrimonio de UNESCO?*
 - ¿Qué hay de interés? (max 3 monumentos/lugares/eventos...)*
- 4) En clase discutid sobre vuestra búsqueda de la tarea 3. Expresad vuestros gustos y preferencias en cuanto a las ciudades. En grupos nacionales tenéis que poneros de acuerdo sobre la ciudad en la que os gustaría montar vuestra empresa. Podéis utilizar expresiones como:
- Creo que...*
 - En mi opinión...*
 - Me parece interesante porque...*
 - Prefiero esta ciudad porque...*
 - Me encanta...*
 - Pues a mí no porque...*
 - A mí también/tampoco.*
 - Es mejor/peor/igual que...*
 - Lo que me gusta más...*
 - (No) Estoy de acuerdo...*
 - Sí, sí, buena idea/ Vale, me parece bien.*
 - No sé si es una buena idea.*
- 5) Individualmente y partiendo de las tareas anteriores, resume en 10–12 frases las ideas sobre tu ciudad preferida.
- 6) En grupos nacionales navegad por el Internet para averiguar si el negocio de vuestra empresa ya existe en la ciudad de vuestra preferencia. Si hay muchos iguales o parecidos, deberíais cambiar vuestra opción de la ciudad.

Ejemplo:

Nuestra empresa es una pizzería, pero en Valencia, donde queremos montar nuestra empresa vemos que ya hay 50 pizzerías. Mejor que busquemos otra ciudad...

Vemos que en Ceuta todavía faltan empresas de tecnología como la nuestra entonces será perfecto para nuestro negocio...

- 7) En grupos multinacionales poneos de acuerdo para concretar la ciudad española donde vais a ubicar vuestra empresa. Podéis utilizar frases de la tarea 4.
- 8) En grupos nacionales presentad la ciudad elegida a vuestra clase.
- a. En grupos nacionales preparad una presentación (de 5 min) de la ciudad donde vais a montar vuestra empresa. Podéis utilizar herramientas como por ejemplo: PowerPoint, Prezi, plataforma Google.
 - b. En grupos exponed la presentación en la clase. Los compañeros deben preguntar y comentar sobre vuestra exposición.



ES4	Trabajar en grupos multinacionales	Español	A2	4,5 horas Semana 6 en clase (90 min) fuera de clase (180min)
módulo		idioma	nivel	estimado trabajo

Actividad 4	Presentamos la empresa en la página web
Meta	Aprender a crear una página web y presentar la empresa multinacional en ella.
Tareas	<p>Esta actividad se compone de 3 tareas que culminarán en la tarea telecolaborativa, donde los grupos multinacionales crean colectivamente una página web para presentar su empresa.</p> <ol style="list-style-type: none"> 1. Fuera de clase los estudiantes aprenden cómo crear y utilizar una página web (www.sites.google.com) 2. Fuera de clase y en grupos multinacionales, crean la página web de su empresa. Utilizan una red social (por ejemplo Facebook, Google+) o Skype para discutir sobre el contenido y el diseño. Suben allí toda la información e imágenes/vídeos que han creado juntos. La página debe incluir: nombre, logotipo, títulos de secciones en la página de acogida, perfil empresarial, servicio/productos ofrecido/s, imágenes de la ciudad española, manejo de tiempo en la empresa, el equipo, la historia. 3. En grupos nacionales, en clase, se presentan las páginas web y se comparan. Los otros grupos de clase las comentan y dan sugerencias.
Sugerencias para evaluación	<p>Criterios</p> <ul style="list-style-type: none"> Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades <p>Subcriterios</p> <ul style="list-style-type: none"> Creación de página web (contenido, lengua, creatividad)
Herramientas recomendadas	<p>Hoja de trabajo 4</p> <p>www.sites.google.com</p> <p>red social (Facebook, Google +)</p> <p>Skype</p>
Recursos	
Notas para profesores	

Presentamos la empresa multinacional en la página web

En esta actividad vais a crear la página web de vuestra empresa multinacional en grupos multinacionales para poder representar vuestra empresa allí.

- 1) En grupos nacionales aprended a crear y utilizar una página web en www.sites.google.com
- 2) En grupos multinacionales cread las páginas web de vuestra empresa. Utilizad una red social (por ejemplo Facebook, Google+) o Skype para los acuerdos sobre el contenido y diseño. Subid allí todas las informaciones e imágenes que habéis creado juntos. No olvidéis incluir:
 1. nombre
 2. logotipo
 3. títulos de secciones en la página de inicio
 4. perfil de vuestra empresa
 5. productos/servicios que vuestra empresa ofrece
 6. algunas imágenes de la ciudad española donde opera vuestra empresa
 7. gestión de tiempos en la empresa
 8. vuestro equipo + los vídeos grabados en Actividad 2/tarea 10
 9. la historia de la empresa
- 3) En grupos nacionales presentad vuestra página en la clase. Explicad qué hay y porqué. Comparad con otras páginas creadas en grupos multinacionales. Comentad y dad sugerencias: ¿Qué os gusta? ¿qué os parece el contenido? ¿y el diseño? ¿qué consideráis interesante? ¿en qué son diferentes y por qué?



ES4	Trabajar en grupos multinacionales	Español	A2	4 horas Semana 7+8 en clase (2x90min) fuera de clase (60min)
módulo		idioma	nivel	estimado trabajo

Actividad 5	Evaluamos la experiencia del trabajo en grupos multinacionales
Meta	Poder evaluar críticamente una experiencia colaborativa dándose cuenta de la contribución propia y de los otros en el trabajo en grupos multinacionales
Tareas	<p>Esta actividad se compone de 6 tareas evaluativas.</p> <ol style="list-style-type: none"> 1. Individualmente, fuera de clase, los estudiantes reflexionan sobre las actividades y tareas en el módulo. Se ofrecen preguntas y expresiones para facilitar el proceso de reflexión. 2. Después, en clase, se hace una reflexión en grupos nacionales y se comparan las experiencias con otros grupos. 3. En clase, los grupos nacionales crean una encuesta para sus compañeros del grupo multinacional. <ol style="list-style-type: none"> 3.1 Los estudiantes preparan una encuesta evaluativa de 8-10 preguntas sobre la colaboración en el módulo, sentimientos experimentados, conocimientos interculturales adquiridos, problemas de tipo tecnológico. 3.2 Los grupos crean la encuesta en Google form y la envían a sus compañeros. 3.3 Escriben y envían un e-mail a sus compañeros informándoles del tiempo para cumplimentar la encuesta. 4. En clase, los grupos nacionales resumen las respuestas recopiladas y suben el resumen al grupo Google+. 5. En clase y en grupos multinacionales, se hace la última conversación por Skype. Los estudiantes preguntan y hablan sobre las encuestas. Se despiden. 6. En clase, después de la última tarea telecolaborativa, los estudiantes con el profesor evalúan brevemente el proyecto -se enfoca sobre todo en la pregunta: ¿Qué hemos aprendido y qué competencias hemos adquirido?
Sugerencias para evaluación	<p>Criterios</p> <ul style="list-style-type: none"> Finalización de tareas Destrezas lingüísticas y comunicativas Motivación y participación en las actividades <p>Subcriterios</p> <ol style="list-style-type: none"> 1. Expresión de opiniones – tarea oral (lengua) 2. Encuesta - tarea escrita (contenido, lengua)
Herramientas recomendadas	<p>Hoja de trabajo 5</p> <p>Skype</p> <p>e-mail</p> <p>Google form</p>
Recursos	
Notas para profesores	

Evaluamos la experiencia del trabajo en grupos multinacionales

REFLEXIÓN

INDIVIDUAL

Individualmente reflexiona sobre las actividades y tareas en el módulo y escribe una redacción de 100 palabras respondiendo a las siguientes preguntas: ¿Qué tipo de tareas me gustaron/no me gustaron y por qué? ¿Cómo contribuí a la colaboración? ¿Cómo contribuyeron los otros miembros de nuestro grupo nacional/multinacional? ¿Cómo fue la comunicación con los compañeros de la universidad extranjera? ¿Qué fue lo más difícil? ¿Y lo más fácil? ¿Qué he aprendido?

Puedes utilizar expresiones como:

fue muy/bastante/ un poco/nada:

fácil/difícil

divertido/interesante/aburrido

largo/corto

estupendo/genial/increíble/fatal

(lo) mejor/(lo) peor fue

lo pasé muy bien/mal

soy/fui/era/son/fueron/ eran:

activo/pasivo

trabajador/vago

hablador/callado

sociable/tímido

tranquilo/nervioso

divertido/serio



EN GRUPO, EN CLASE

En grupos nacionales reflexionad sobre las actividades y tareas del el módulo en general partiendo de vuestra reflexión individual en la tarea 1. También podéis utilizar las expresiones de la tarea 1. Comparad vuestras experiencias con el resto de grupos de clase

LA ENCUESTA

1. En grupos nacionales preparad una corta encuesta de 8-10 preguntas sobre el módulo para vuestros compañeros de la universidad extranjera. Podéis preguntar por ejemplo sobre: la colaboración en el módulo, sentimientos vividos durante las actividades, nuevos conocimientos interculturales, problemas con la tecnología.
2. En grupos nacionales escribid vuestra encuesta en Google form y enviadla a vuestros compañeros de la universidad extranjera para que la completen. Indicad el tiempo que tienen para rellenarla

ANÁLISIS DE LA ENCUESTA

En clase resumid las encuestas. ¿Qué habéis llegado a saber de vuestros compañeros? ¿Qué os ha sorprendido/divertido? ¿Ha habido algo desagradable?

En grupos multinacionales hablad por Skype sobre vuestras encuestas y sobre lo que habéis aprendido en el módulo. Despedíros de vuestros compañeros.

En clase haced la última evaluación/reflexión del módulo. Semejanzas y diferencias entre nosotros y ellos.



ES5 (EN4)	Mediación entre culturas	Español	B2/C1	5 x 9 mins
módulo		idioma	nivel	estimado trabajo

Objetivos del módulo	<p>Al final de este módulo los estudiantes serán capaces de:</p> <ul style="list-style-type: none"> ● entender cómo el mediador cultural ayuda a resolver conflictos entre los participantes en un encuentro intercultural. ● analizar un problema desde una perspectiva cultural. ● aprender de otras perspectivas culturales. ● definir qué es negociable y qué innegociable desde una perspectiva cultural. ● compartir información y comunicarse a través del correo electrónico.
Competencias de meta	<ul style="list-style-type: none"> ● CCI: desarrollar técnicas de mediación intercultural; desarrollar tolerancia hacia la ambigüedad; ejercitar el aprendizaje basado en problemas; distinguir qué es negociable y qué es innegociable desde una perspectiva cultural; escuchar activamente y motivar a los otros a comunicar sus mensajes adecuadamente. ● Lenguaje y comunicación: describir las causas de los problemas en la comunicación y/o en el conflicto; rellenar un cuestionario; proponer ítems para un cuestionario; comentar, analizar y resumir lo que otros dicen; escribir un informe; revisar textos; comunicarse a través de la web. Usar un lenguaje y un vocabulario funcionales. ● ICT: usar eficazmente los correos electrónicos para llevar a cabo un trabajo internacional; anticiparse y prevenir los problemas en la comunicación intercultural; usar una plataforma colaborativa (por ej. Padlet).
Lista de actividades	<p>Actividad 1: Analizar un incidente crítico.</p> <p>Actividad 2: Responder y contribuir al desarrollo de un cuestionario sobre ideas preconcebidas y diversidad cultural en el comportamiento.</p> <p>Actividad 3: Compartir las interpretaciones a través del correo electrónico para una mejor comprensión del incidente crítico de la Actividad 1.</p> <p>Actividad 4: Role-play entre mediadores y participantes en el problema/conflicto intercultural.</p>
Resumen de las actividades	<p>Actividad 1: Contextual y colaborativa. Después de ser presentado un determinado escenario, los estudiantes en grupos completan los detalles de un encuentro / conflicto intercultural que crearán de manera colaborativa. Para ello, identificarán a los diversos actores involucrados en el encuentro e investigarán posibles interpretaciones culturales sobre lo que salió mal entre ellos.</p> <p>Actividad 2: Reflexiva, comparativa. Los estudiantes responden a un cuestionario sobre las ideas preconcebidas y la diversidad cultural en el comportamiento. Los estudiantes comparan las respuestas al cuestionario obtenidas en su propia clase, y negocian para llegar a un consenso. Los estudiantes discuten las preguntas del cuestionario de seguimiento y completan el nuevo cuestionario. Los estudiantes, por último, transforman respuestas a cuestionarios en informes sobre los comportamientos culturales en su propio país.</p>

	<p>Actividad 3: Tele colaborativa. Los estudiantes comparten, a través del correo electrónico, los informes de la actividad anterior con compañeros de otros países. Los estudiantes contrastan las informaciones recogidas para así elaborar una interpretación más fundamentada sobre el incidente crítico descrito en la Actividad 1, que una vez finalizada se comparte en una plataforma colaborativa (por ej. Padlet) y se vota.</p> <p>Actividad 4: Role-play. Los estudiantes utilizan las interpretaciones culturales de los escenarios propuestos en la actividad anterior para elaborar y efectuar un juego de roles de mediación intercultural, en función de las pautas establecidas en las tarjetas del role-play.</p>
Herramientas recomendadas	<p>Correos electrónicos</p> <p>Padlet (u otras plataformas colaborativas)</p>
Recursos	<p>INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment</p> <p>K.U. Leuven ILT & Group T (2011) TOOLKIT Intercultural Communicative Competence (ICC) Training Materials at http://www.cefcult.eu/tool/ CEFcult MANUAL2011, p. 11</p> <p>CEFcult tool http://cefcult.eu/data/CEFcult_toolkit_students_2011-11FIN.pdf</p> <p>Sarah Apedaile and Lenina Schill (NorQuest College Intercultural Education Programs,). 2008. Critical Incidents for Intercultural Communication An interactive tool for developing awareness, knowledge, and skills. Facilitator and Activity Guide. https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidents-Booklet.pdf</p> <p>Project Train Intercultural Mediators for a Multicultural Europe (TIME) at http://mediation-time.eu/index.php?option=com_content&view=article&id=2&Itemid=138&lang=en (funded by Erasmus+)</p> <p>Council of Europe (2016) Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies. Council of Europe Publishing: p. 46 http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf</p>
Hojas de trabajo para actividades	<p>Actividad 1: hoja de trabajo 1a, 1b e instrucciones para los estudiantes (analizar - resumir)</p> <p>Actividad 2: hoja de trabajo 2a, 2b, 2c e instrucciones para los estudiantes (cuestionario – items del cuestionario – pilotar)</p> <p>Actividad 3: hoja de trabajo 3a, 3b e instrucciones para los estudiantes (informe – evaluación de los criterios)</p> <p>Actividad 4: hoja de trabajo 4a, 4b e instrucciones para los estudiantes (tarjetas del role-play - autoevaluación)</p>

Notas para profesores

Profesor y estudiantes pueden no estar familiarizados con el concepto y las prácticas de la mediación intercultural. En este módulo se pide a los estudiantes que desempeñen el papel de un mediador cultural. Para desempeñar este rol los alumnos tendrán que aprender a aceptar que hay diferentes maneras de ver la misma realidad y que, además, tienen que escuchar y empatizar con otras perspectivas culturales, evitando en cualquier caso emitir juicios. El trabajo del mediador no consiste en proporcionar una solución, sino en identificar las causas de los problemas de comunicación y de los conflictos entre los participantes en el encuentro cultural.

Profesor y estudiantes pueden tener dificultades para manejar situaciones ambiguas. La tolerancia a la ambigüedad requiere la aceptación de la ambigüedad de una manera constructiva, que es lo que el módulo pretende que los estudiantes aprendan. En este módulo se incita a los alumnos a que exploren la incertidumbre y la imprevisibilidad mediante la revisión de su interpretación inicial de un incidente crítico y su posterior perfeccionamiento.

ES5 (EN4)	Mediación entre culturas	Español	B2/C1	90 mins
módulo		idioma	nivel	estimado trabajo

Actividad 1	Analizar un incidente crítico
Objetivo	Completar los detalles de un encuentro/conflicto intercultural que los estudiantes crearán de manera tele colaborativa. Para ello, identificarán a los diversos actores involucrados en el encuentro, e investigarán posibles interpretaciones culturales sobre lo que salió mal entre ellos.
Pasos/Tareas	<p>1.1. Leer un escenario y en grupos de 3 a 4 estudiantes dar un título al incidente que lo resuma. Usar la hoja de trabajo 1a.</p> <p>1.2. Discutir y escribir las conclusiones. Después, compartir las respuestas con el resto de la clase. Compararlas y contrastarlas para, finalmente, producir una descripción común (informe) para toda la clase.</p>
Sugerencias para evaluación	<p>Criterio general</p> <ul style="list-style-type: none"> Completación de la tarea Contenido Habilidades lingüísticas/comunicativas Trabajo en equipo
Herramientas recomendadas	<p>Hoja de trabajo 1a</p> <p>Google.docs o cualquier otro software que permita a los estudiantes compartir y modificar texto.</p>
Recursos	<p>INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment(docl_9372_399031269, pp. 1ff.</p>
Notas para profesores	<p>Tarea 1.1</p> <p>Debería ayudar a los estudiantes a aprender y a aceptar que hay diferentes maneras de mirar e interpretar la misma realidad –el título debe sintetizar una interpretación de lo que ha ocurrido. Un título apropiado debería, así mismo, considerar que conocer un lenguaje no siempre significa que puedas comunicarte eficaz y precisamente. Además, los estudiantes deberían considerar que, cuando unas personas se encuentran con otras, a menudo no se comportan como es de esperar.</p> <p>Se espera que los estudiantes rellenen los huecos del texto desde su propia experiencia y/o imaginación. Es recomendable incitarlos a que enriquezcan con detalles su interpretación sobre lo que ha podido ocurrir.</p> <p>El escenario previsto sitúa al lector en la posición de otros que usan el español como lengua franca pero que, sin embargo, fallan a la hora de comunicar qué es culturalmente importante para ellos: el contexto es el de una reunión transnacional. Los significados, las interpretaciones difieren en los aspectos esenciales: ¿cuál es la función de las reuniones? ¿Para qué son? ¿Cómo puedes obtener los objetivos que te has propuesto? ¿Cómo te comunicas eficazmente?</p>

Tarea 1.2.

Debería ayudar a los estudiantes a explorar las causas y las raíces de los problemas comunicativos descritos en el escenario. La metodología propuesta es: reflexión, trabajo por parejas y puesta en común con el resto de la clase en aras de llegar a una interpretación común, consensuada, del escenario. Este es un escenario provisional al que se volverá más adelante. El profesor debe considerar la posibilidad de pedir a los estudiantes que escriban sus informes en el ordenador para que puedan ser más fácilmente modificados. A este borrador se volverá posteriormente un par de veces para ayudar a los estudiantes a que lo mejoren.

Analizar un incidente crítico

1. Lea el siguiente escenario y proporcione un título que resuma el incidente ocurrido.

Usted está en algún lugar de Europa con un grupo de personas que, aunque provienen de diferentes países y culturas de Europa y África, puede usar el español para comunicarse.

Usted y sus compañeros se han incorporado recientemente a una organización internacional sin ánimo de lucro, cuya misión es apoyar la integración de los migrantes y los refugiados que llegan a ese lugar. Sin embargo, tiene poca experiencia en la participación en reuniones internacionales y por lo tanto no sabe qué puede suceder.

En una reunión preparatoria convocada para establecer un plan para ayudar a estos migrantes y refugiados a facilitar su transición a la nueva cultura, los participantes no lograron comunicarse eficazmente entre sí a pesar de usar un idioma común (español).

La razón de este fallo en la comunicación podría relacionarse con la forma en que las personas entienden una variedad de aspectos:

- la percepción de la finalidad de la reunión: ¿Para qué fue la reunión? ¿Para encontrar soluciones? ¿Para que las personas se conocieran? ¿Para decidir sobre los roles asignados a cada uno a tomar o bien para determinar la planificación temporal de las acciones que van a llevarse a cabo?
- las partes y la organización de la reunión: ¿La reunión le hizo sentir incómodo? ¿Hubo pausas y silencios que no esperaba? ¿Fue aceptable el flujo de la comunicación? ¿Fueron los participantes en la reunión las personas adecuadas para resolver los problemas tratados? Quizá la reunión no tenía el propósito de resolver problemas...
- los estilos de comunicación opuestos, las diferentes actitudes comunicativas y la elección de palabras (enfoques directos / menos directos): ¿Le hizo sentir incómodo la manera en que la gente se turnaba para hablar? ¿Tuvo oportunidades propicias para participar?

También se produjo una gran discusión en lo referido al conjunto de acciones que deben ser tomadas en cuenta para ayudar a los migrantes y refugiados. Así, algunos de los participantes querían tomar medidas de inmediato, al tiempo que otros estaban a favor de elaborar primero un plan de actuación y solo posteriormente tomar medidas. Además, muchos de los participantes se sintieron muy incómodos no sólo por el contenido de lo tratado, sino también por la forma en la que algunas personas criticaban a otras y las interrumpían cuando expresaban sus opiniones, llegando incluso a hablar de ellos o a reírse cuando intentaban plantear un tema o proponer soluciones. Finalmente, un grupo de participantes abandonó la reunión, alegando que había demasiadas diferencias irreconciliables entre ellos, las cuales impedían una solución eficaz a los problemas tratados. En definitiva, la acción para apoyar la integración de los migrantes y los refugiados quedó en peligro, existiendo incluso comportamientos despectivos o burlas hacia algunos participantes



Analizar un incidente crítico

2. Discutan y lleguen a una conclusión sobre los siguientes temas. Escriba debajo las respuestas.

- (A) ¿Qué sucedió?
- (B) ¿Quién estaba involucrado en la reunión? (género, edad, antecedentes sociales, expectativas para la reunión)
- (C) ¿Cuáles son sus perspectivas culturales que las personas participantes tienen sobre los refugiados, los migrantes y la movilidad?
- (D) ¿Cuáles fueron los principales desafíos y conflictos?
- (E) ¿Cuál fue el resultado de la reunión?
- (F) Desde su propio punto de vista, desarrolle las posibles perspectivas culturales de las personas involucradas en el escenario: reuniones; asuntos que deben decidirse en la reunión; quién, cuándo y cómo puede hablar; cuándo llegan y cuándo salen de la reunión; qué constituye un conflicto.
- (G) ¿Qué le recomendaría hacer a otras personas para evitar una situación de esta naturaleza en el futuro?

Comparta sus respuestas con el resto de la clase. Compare y contraste todos los comentarios recibidos y produzca una descripción común para toda la clase.



ES5 (EN4)	Mediación entre culturas	Español	B2/C1	90 mins
módulo		idioma	nivel	estimado trabajo

Actividad 2	Responder y contribuir al desarrollo de un cuestionario sobre ideas preconcebidas y diversidad cultural en el comportamiento
Objetivo	Responder y reelaborar un cuestionario sobre comportamiento cultural para desarrollar un conocimiento más profundo de la propia cultura.
Pasos/Tareas	<p>2.1. Responder a un cuestionario individualmente y, después, compartir los resultados con un compañero para llegar a una respuesta común. Finalmente, alcanzar un consenso con el resto de la clase. Utilizar la hoja de trabajo 2a.</p> <p>2.2. Leer y discutir los pasajes para crear nuevas preguntas para la versión futura del cuestionario. Utilizar la hoja de trabajo 2b.</p> <p>2.3. Teniendo en cuenta el incidente crítico, añadir 5 preguntas más que ayuden a entender las causas del conflicto. Utilizar la hoja de trabajo 2c.</p> <p>2.4. Pilotar la nueva versión del cuestionario para llegar a la versión final que represente la cultura de los estudiantes en general.</p>
Sugerencias para evaluación	<p>Criterio general</p> <p>Completación de la tarea</p> <p>Contenido</p> <p>Habilidades lingüísticas/comunicativas</p> <p>Trabajo en equipo</p>
Herramientas recomendadas	Hojas de trabajo 2a, 2b, 2c
Recursos	INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment , INCA Assessor Manual (INCA, LdVII, 2004): pp. 20-21
Notas para profesores	<p>Tarea 2.1</p> <p>La metodología propuesta es la de reflexionar, en parejas y posteriormente en grupos, para llegar a una respuesta final consensuada por todos los estudiantes de la clase. El cuestionario sobre convenciones comunicativas no aborda específicamente el comportamiento en las reuniones, pero pone el foco en temas como el poder, la jerarquía y el comportamiento en la facultad, de modo que los estudiantes pueden verse identificados a través de su propia experiencia. Se espera, mediante esta tarea, que los estudiantes transfieran su propio conocimiento en el ámbito escolar al terreno laboral y al incidente crítico descrito al comienzo de la actividad.</p>

Tarea 2.2.

Debería ayudar a los estudiantes a explorar su propia cultura con mayor profundidad, así como a formular preguntas y/o afirmaciones adecuadas que serán utilizadas como ítems del cuestionario. Es importante que los estudiantes comprendan que incluso entre su propio grupo y con gente que comparte su misma lengua hay diferentes interpretaciones. Esta actividad se centra, pues, en lo que los estudiantes aceptan como verdadero.

Tarea 2.3.

Los estudiantes revisan la interpretación del incidente crítico que ellos han producido y la vuelven a analizar para crear nuevos ítems para el cuestionario. El profesor puede introducir otros temas interculturales, tales como: el conocimiento y las destrezas de la gente involucrada en el incidente crítico; su nivel de lenguaje en E/LE; su conocimiento sobre la situación de los migrantes y refugiados; los estereotipos que ellos pueden proyectar sobre otros participantes; sus actitudes, tomadas como la consecuencia de sus prejuicios y manera de ver a los otros, etc.

Tarea 2.4.

Los estudiantes pilotan la nueva versión del cuestionario para analizar qué diferentes respuestas pueden originarse, con lo cual analizamos la precisión lingüística, la claridad y la transmisión del significado que los estudiantes pretenden expresar. Los estudiantes pueden usar el cuestionario de la tarea 2.1. , o bien cualquier otro cuestionario sobre CCI como modelo.

Analizar un incidente crítico respondiendo a un cuestionario sobre ideas preconcebidas y diversidad cultural en el comportamiento.

2.1. Cada cultura tiene sus propias expectativas sobre cuánto tiempo deben durar las reuniones y sobre los objetivos de una reunión. También acerca de qué hay que hacer para comunicar eficazmente (estilo, actitudes, elección de palabras, relaciones de poder, jerarquía, etc.)

Responda individualmente al cuestionario. Cuando lo haya hecho, comparta sus respuestas, primero en parejas, después con toda la clase. Siempre que no esté de acuerdo negocie una respuesta consensuada sobre lo que piensa que en términos generales caracteriza a su cultura.

A) ¿Es normal, en su experiencia, que las personas en su país protesten cuando están en una reunión pública entre compañeros?

1. Casi nunca
2. A veces
3. No sé
4. A menudo
5. Casi siempre

B) En su experiencia, ¿cómo de habitual es que la gente en su país se sienta ansiosa cuando se les contradice en público?

1. Casi nunca
2. A veces
3. No sé
4. A menudo
5. Casi siempre

C) En su experiencia, ¿con qué frecuencia las personas de su país son reacias a expresar desacuerdo o disconformidad entre compañeros?

1. Casi nunca
2. A veces
3. No sé
4. A menudo
5. Casi siempre

D) ¿Está usted de acuerdo en que, para realizar un buen trabajo, se deben seguir siempre las órdenes del manager/encargado/responsable, incluso cuando no se está de acuerdo con ellas?

1. Casi nunca
2. A veces
3. No sé
4. A menudo
5. Casi siempre

E) Si ha obtenido una nota en un examen que no se corresponde con sus conocimientos sobre la materia, ¿cómo de aceptable sería preguntar al profesor acerca de ello?

1. muy aceptable
2. bastante aceptable
3. no sé
4. bastante inaceptable
5. muy inaceptable

F) Cuando hablas con alguien en tu país, ¿es correcto estar de acuerdo continuamente?

1. muy correcto
2. correcto
3. No sé
4. descortés
5. muy descortés



Analizar un incidente crítico respondiendo a un cuestionario sobre ideas preconcebidas y diversidad cultural en el comportamiento.

Lea y discuta los siguientes textos a fin de generar nuevas preguntas para el cuestionario de seguimiento.

Extracto 1

En mi clase hay alrededor de treinta estadounidenses y cuatro estudiantes de otros orígenes, contándome a mí. Cuando el profesor hace preguntas en clase, ninguno de nosotros levanta la mano para dar una respuesta de forma voluntaria, incluso cuando la sabemos. Normalmente, solo los estadounidenses participan en la discusión en clase.

La semana pasada, el profesor nos pidió que nos quedáramos después de clase y nos preguntó por qué no participábamos voluntariamente en los debates. Él había relacionado nuestra falta de participación a la falta de interés en los temas abordados.

En realidad, levantar la mano y participar en una discusión de clase no es nuestra costumbre. Ahora bien, cuando el profesor nos lo indica directamente, por gestos o verbalmente, estamos totalmente dispuestos a responder a las preguntas planteadas.

Extracto 2

En algunas culturas, una clase es ante todo una conferencia del profesor donde los estudiantes aprenden escuchando; en otras culturas, la interacción y la discusión se considera una parte esencial del proceso de aprendizaje.

En las culturas donde la modestia es altamente valorada, algunos estudiantes serán reacios a levantar la mano, mostrando a todos que saben la respuesta. En las culturas donde la excelencia es muy apreciada, los estudiantes pueden exhibir precisamente el comportamiento opuesto: quieren demostrar que saben más que los otros.

Extracto 3

En algunas culturas, el contacto visual directo, e incluso una mirada casual de lado, puede interpretarse como un desafío, una amenaza, o incluso una provocación al honor de alguien. Hoy en día, esta característica cultural puede limitarse a zonas más remotas o rurales y también puede estar restringida a las clases sociales más bajas.

Extracto 4

Las personas tienen un equilibrio diferente entre trabajo y ocio. Así, algunos asignan una mayor prioridad al trabajo y pueden sentir que su principal responsabilidad es dedicar todo su tiempo a un nuevo proyecto. Algunas personas tienen una perspectiva más de futuro, por lo que la acción futura se convierte en una prioridad en su pensamiento.



Analizar un incidente crítico respondiendo a un cuestionario sobre ideas preconcebidas y diversidad cultural en el comportamiento.

Considere las siguientes situaciones:

1. Cómo las personas intentan establecer contacto entre ellas.
2. ¿Qué provoca que las personas se sientan cómodas?
3. Cómo reaccionan las personas cuando se dan cuenta de que los demás no están a gusto.
4. ¿Qué hace la gente cuando se entera de una catástrofe sucedida en otro país?
5. Si la gente pide abiertamente a otras personas que manifiesten sus opiniones.
6. Si la gente observa el lenguaje corporal y sabe cómo interpretarlo.
7. Cómo reaccionan las personas ante la incertidumbre.
8. Cómo las personas usan el idioma extranjero para comunicar el significado de lo que quieren decir:
¿Usan un lenguaje sencillo? ¿Utilizan la repetición? ¿Hablan más alto?
9. Lo que hace la gente y cómo reacciona cuando está confundida, desconcertada.
10. Lo que la gente hace y siente cuando está insegura acerca de seguir sus propias reglas en otro país.
11. ¿Cuánta gente está preparada para adoptar diferentes prácticas o costumbres en el lugar de trabajo o en la facultad?
12. Cómo reaccionan las personas ante las críticas de un compañero.

ES5 (EN4)	Mediación entre culturas	Español	B2/C1	90 mins
módulo		idioma	nivel	estimado trabajo

Actividad 3	Compartir las interpretaciones a través del correo electrónico para una mejor comprensión del incidente crítico de la Actividad 1.
Objetivo	Transformar la información recopilada a través de los cuestionarios en una serie de afirmaciones-informes sobre el comportamiento cultural de su propio país, atendiendo a los estilos comunicativos, a las actitudes y a la selección léxica que se considera efectiva. Intercambiar, después, las afirmaciones-informes con estudiantes de otro país, a través del correo electrónico, para modificar la interpretación inicial del escenario.
Pasos/Tareas	<p>3.1. En grupos, transformar tanto las preguntas originales del cuestionario como las nuevas en una serie de afirmaciones-informes sobre el comportamiento cultural del propio país. Utilizar la hoja de trabajo 3a.</p> <p>3.2. Intercambiar las afirmaciones-informes con estudiantes de otro país a través del correo electrónico. Leer y analizar sus afirmaciones para compararlas con las propias. Utilizar las conclusiones de este contraste para modificar la interpretación inicial del escenario propuesto.</p> <p>3.3. Publicar la versión modificada de la interpretación del escenario en una plataforma colaborativa (como Padlet) y votar por aquella lectura que se considera que engloba el mayor número de perspectivas culturales para interpretar el incidente crítico.</p>
Sugerencias para evaluación	<p>Criterio general</p> <p>Completación de la tarea</p> <p>Contenido</p> <p>Habilidades lingüísticas / comunicativas</p> <p>Trabajo en equipo</p>
Herramientas recomendadas	<p>Cuenta de correo electrónico para la clase</p> <p>Padlet, instalado por una clase y compartido con el resto (o cualquier otra plataforma colaborativa)</p> <p>Hoja de trabajo 3a</p>
Recursos	K.U. Leuven ILT & Group T (2011) TOOLKIT Intercultural Communicative Competence (ICC) Training Materials at http://www.cefcult.eu/tool/ CEFcult MANUAL2011, p. 11
Notas para profesores	<p>Tarea 3.1.</p> <p>Debería ayudar a los estudiantes a organizar la información para elaborar un informe a través de los ejemplos propuestos.</p>

Tarea 3.2.

Esta tarea pretende, por un lado, desarrollar la habilidad de los estudiantes para responder a otros de forma responsable, suspendiendo el juicio de valor, y, por otro lado, fomentar la receptividad de nuevos conocimientos culturales. Se recomienda, así mismo, motivar a los estudiantes a que muestren respeto por la otra cultura cuando tengan que clarificar cuestiones con otros compañeros a través del correo electrónico. Si hay ambigüedad en los informes o bien si los informes no confirman las expectativas y los estereotipos, el profesor debe aclarar la importancia de la escucha activa de lo que otros tienen que decir y/o de cómo lo dicen.

Tarea 3.3.

Trata sobre la instalación de una plataforma colaborativa, como Padlet, para que los estudiantes compartan su trabajo con alumnos de otros países. Si bien el correo electrónico puede permitir la supervisión del profesor, publicar las cosas en Padlet y votar por ellas requiere más exposición cultural y, en consecuencia, un examen más detallado de la calidad de los materiales publicados. Para aprender a utilizar Padlet en la clase, véase el siguiente enlace <http://www.coolcatteacher.com/how-to-use-padlet-fantastic-tool-teaching/> Sin embargo, cualquier otra plataforma online que sirva para compartir el trabajo de los estudiantes es susceptible de ser utilizada.

Compartir interpretaciones a través del correo electrónico para entender mejor el incidente crítico de la Actividad 1

En grupos, transformad las preguntas originales y las nuevas, en una serie de afirmaciones sobre el comportamiento cultural en vuestro propio país.

Para ello fíjese en el siguiente ejemplo:

- A) ¿En su experiencia, es común que las personas de su país protesten cuando se encuentran en una reunión pública entre sus compañeros?
1. Casi nunca
 2. A veces
 3. No lo sé
 4. A menudo
 5. Casi siempre

Afirmaciones: En mi país la gente casi nunca protesta entre compañeros en un espacio público porque....
Ahora imagina que propones la siguiente pregunta para el cuestionario:

- B) ¿Cómo de habitual es, en su experiencia, que las personas de su país hablen con otros cuando forman parte de un grupo de personas recién llegadas de diferentes países?
1. Casi nunca
 2. A veces
 3. No sé
 4. A menudo
 5. Casi siempre

Afirmación: Cuando las personas de mi país acaban de llegar a un grupo constituido por gente de países diferentes, antes de empezar a hablar tratan de averiguar las reglas de este grupo observando su comportamiento.



ES5 (EN4)	Mediación entre culturas	Español	B2/C1	90 mins
módulo		idioma	nivel	estimado trabajo

Actividad 4	Role-play entre mediadores y participantes conflictivos
Objetivo	Hacer un role-play teniendo en cuenta diferentes papeles: los participantes en el conflicto intercultural y el mediador.
Pasos/Tareas	<p>4.1. Decidir los papeles para el role-play sobre el proceso de mediación intercultural y rellenar las tarjetas. Utilizar la hoja de trabajo 4a.</p> <p>4.2. Compartir las tarjetas a través de Padlet con estudiantes de otros países.</p> <p>4.3. Realizar el role-play. Evaluación. Utilizar la hoja de trabajo 4b.</p> <p>4.4. Autoevaluación de la actividad. Utilizar la hoja de trabajo 4c.</p>
Sugerencias para evaluación	<p>Criterio general</p> <p>Completación de la tarea</p> <p>Contenido</p> <p>Habilidades lingüísticas / comunicativas</p> <p>Trabajo en equipo</p> <p>Hoja de trabajo para la autoevaluación</p>
Herramientas recomendadas	<p>Hojas de trabajo 4a, 4b, 4c</p> <p>Padlet</p>
Recursos	<p>INTERCULTURAL COMPETENCE ASSESSMENT (INCA) https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment, INCA Assessor Manual (INCA, LdVII, 2004): pp. 38-42</p> <p>Council of Europe (2016) Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies. http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf. Council of Europe Publishing: p. 46</p>
Notas para profesores	<p>Tarea 4.1</p> <p>Los role-plays son importantes para el desarrollo de las destrezas orales de los estudiantes en lo concerniente a la interacción. En este caso se espera que los estudiantes aprendan convenciones básicas del papel que ellos van a interpretar.</p> <p>Algunos estudiantes necesitarán preparar lo que van a decir. El profesor debería, por eso, ayudarles a desarrollar 1 o 2 ideas en relación con cada entrada de su tarjeta. Los estudiantes más aventajados y seguros pueden elaborar tarjetas con información extraída de las actividades anteriores.</p> <p>Los role-plays también permitirán al profesor y a los estudiantes focalizarse en la escucha activa: prestar atención a qué se dice, a cómo se dice, a los silencios, a las expresiones faciales y a los gestos, al contacto visual y al lenguaje corporal. El profesor puede insistir en que las situaciones interculturales requieren observar más atentamente la actuación de los interlocutores, así como identificar el comportamiento más efectivo que se puede llevar a cabo.</p>

Tarea 4.2

Los estudiantes crearán tarjetas adicionales entre los grupos, con las cuales posteriormente experimentarán. El profesor debe asegurarse de que la tarea 4.2. tiene lugar en un día diferente a la 4.1., para dar tiempo a los estudiantes de publicar las tarjetas en Padlet. Alternativamente, los estudiantes pueden hacer el role-play y publicar las tarjetas después.

El profesor invita a los estudiantes a contestar algunas preguntas sobre la CCI basándose en la observación del role-play. Dependiendo de la implicación de los estudiantes, el profesor puede centrarse en:

- Lenguaje corporal y discurso;
- Inconsistencias entre el mensaje verbal y el mensaje no verbal;
- Retener información sobre el comportamiento de los participantes;
- Semejanzas y diferencias en la manera en que la gente reacciona a la misma situación.

Tarea 4.3

El profesor propone a los estudiantes que respondan a algunas preguntas sobre la CCI basándose en la observación del role-play.

Tarea 4.4

Es un actividad muy breve para que los estudiantes evalúen cuánto han sido capaces de aprender, si han disfrutado con el módulo y qué les gustaría aprender a partir de ahora y cómo. Debe realizarse en casa.

Role-Play entre mediadores y participantes en el conflicto intercultural.

4.1. Utilice el escenario inicial de la actividad 1 y recuerde a los estudiantes las interpretaciones que se han realizado anteriormente. Asigne cada uno de los 5 roles a equipos de estudiantes. Los equipos más competentes elaborarán cartas de role-play, mientras los otros crearán los personajes y trabajarán en el lenguaje necesario para comunicar las opiniones de los personajes. Seleccione un actor de cada equipo para simular este evento de mediación intercultural.

Tarjeta de rol 1 (El mediador cultural)

1. Inicialmente deberá proponer un lugar seguro para que la mediación tenga lugar e invitar a los participantes.
2. El trabajo del mediador no consiste en proporcionar una solución, sino en identificar las causas tanto de los fallos en la comunicación como del conflicto entre los participantes. Usted tiene que ser un buen oyente, resumiendo lo que dicen los participantes.
3. Debe iniciar la temática a tratar. El primer asunto es: ¿por qué la primera reunión no funcionó?; el segundo asunto es: ¿por qué la comunicación no fue efectiva?; el tercer asunto es: ¿qué medidas consideran apropiadas para apoyar a los migrantes y a los refugiados?
4. Después de escuchar lo que dicen los participantes, resuma sus perspectivas.
5. Tenga siempre presente que el mediador no propone soluciones, sino que debe concentrarse en sugerir propuestas a cada una de las partes.
6. Si los participantes se muestran mal educados entre ellos, detenga la reunión inmediatamente.

Tarjeta de rol 2 (elegir edad, sexo y nacionalidad)

1. Por qué la primera reunión no funcionó: en su opinión, la primera reunión no funcionó porque los participantes quisieron debatir acciones de ayuda inmediata, sin haber discutido previamente los diferentes estatus de "migrantes" y "refugiados".
2. Por qué la comunicación no fue efectiva: no hubo una discusión teórica inicial que estableciera prioridades y acciones.
3. Qué medidas se consideran adecuadas para apoyar a los migrantes y refugiados: En su opinión, la mayoría de las personas hoy en día son migrantes porque participan voluntariamente en el mercado laboral. Estos migrantes necesitan a las personas locales para facilitar su estancia y su movilidad, mediante la ayuda en la búsqueda de vivienda, explicaciones sobre el sistema bancario del país o sobre cómo solucionar el papeleo burocrático. Por otra parte, los refugiados no tienen papeles e incluso pueden ser terroristas; tienen derecho a refugio si su movilidad es forzada, pero deberían ser devueltos tan pronto como sea posible a sus países. Además, no deberían tener derecho a aprovecharse del sistema social. En conclusión, sólo necesitan refugio provisional.
4. Qué está dispuesto a negociar: que podemos satisfacer las necesidades primarias antes de definir las diferencias de estatus entre migrantes y los refugiados, siempre que se incluya esta cuestión en el orden del día.



Tarjeta de rol 3 (elegir edad, sexo y nacionalidad)

1. Por qué la primera reunión no funcionó: no había lugar para sentarse; el presidente de la reunión fue demasiado autoritario; cada vez que trataba de hablar alguien me interrumpía y eso no es manera de llevar a cabo una reunión.
2. Por qué la comunicación no fue efectiva: porque todos hablaban al mismo tiempo y el presidente tenía una agenda que no había sido previamente consensuada y, además, no resumía adecuadamente las distintas perspectivas existentes.
3. Qué medidas se consideran adecuadas para apoyar a los migrantes y refugiados: distribuir alimentos, suministros y clasificar a los grupos; crear una guardería o escuela para los niños; recopilar los datos personales de los recién llegados.
4. Qué está dispuesto a negociar: volver a la reunión siempre que haya un copresidente que se comprometa a presentar una agenda, organizar a los participantes y estructurar los temas a discutir.

Tarjeta de rol 4 (elegir edad, sexo y nacionalidad)

1. Por qué la primera reunión no funcionó:
2. Por qué la comunicación no fue efectiva:
3. Qué medidas se consideran adecuadas para apoyar a los migrantes y los refugiados:
4. Qué está preparado para negociar:

Tarjeta de rol 5 (elegir edad, sexo y nacionalidad)

1. Por qué la primera reunión no funcionó:
2. Por qué la comunicación no fue efectiva:
3. Qué medidas se consideran adecuadas para apoyar a los migrantes y los refugiados:
4. Qué está preparado para negociar:

Comparta las tarjetas que creó con otras clases en la plataforma Padlet para que puedan experimentar con ellas en nuevas situaciones de mediación de conflictos interculturales.



ES5

Mediación entre culturas Actividad 4B Hoja de trabajo 2

módulo

Juego de roles entre mediadores y partes en conflicto

El juego de roles puede ayudarle a reinterpretar el incidente crítico. Concéntrese en las siguientes preguntas mientras observa a sus compañeros. Proporcione respuestas justificadas.

1. ¿Hay participantes que tienen problemas para aceptar o reconocer reglas?
2. ¿Hay participantes que tienen problemas para aceptar las razones de las acciones de los otros?
3. ¿Hay participantes que simplemente no se preocupan por el conocimiento de la otra cultura?
4. ¿Hay participantes que modifican su comportamiento? ¿Por qué?



ES5

**Mediación entre culturas Actividad 4C
Hoja de trabajo 3**

módulo

Juego de roles entre mediadores y partes en conflicto

Por favor conteste las preguntas abajo con SÍ, NO o MÁS O MENOS.

Tengo una mejor comprensión de:

El papel del mediador intercultural

Las perspectivas culturales de los participantes en una reunión

Los diferentes estilos de comunicación durante una reunión

La importancia de la elección de palabras en una reunión

El efecto que producen las diferentes actitudes y expectativas en una reunión

Me gustaría saber más sobre

