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Cooperative Learning and World-Readiness Standards for Learning Languages

A Guide for Effective Practice

Ghazi M. Ghaith
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ISBN 978-3-031-04589-9 ISBN 978-3-031-04590-5 (eBook)
<https://doi.org/10.1007/978-3-031-04590-5>

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The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

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CHAPTER 1

Introduction

Abstract This chapter traces the spread of English from its “inner circle” countries due to colonial and imperial considerations to its persistence in the “outer circle” countries and its more recent expansion to become an international language, considerably free from its colonial and cultural weights. The chapter highlights the dynamism of the English language teaching field and underscores teachers’ current need for a guide for effective practice based on widely accepted standards and suitable instructional strategies to teach English as an International Language in an increasingly globalized and interdependent world. Finally, this chapter explains that this guide consists of nine chapters that present the ACTFL World-Readiness Standards for Learning Languages and propose formal Cooperative Learning as an instructional framework to achieve the standards.

Keywords Cooperative Learning • English as an international language
• Standards

As You Read, You Might Want to Ask Yourself

- What factors have led to the spread of English as an international language?
- How do the World-Readiness Standards for Learning Languages support English language teaching?
- What instructional approaches and strategies are well-suited for teaching English in a globalized and interdependent context?

BACKGROUND

English has to a considerable extent been reconstructed as a culturally neutral international language (EIL) in numerous countries all over the globe. Unlike Arabic, Chinese, Greek, Latin, Persian, and Sanskrit as second or foreign languages associated with past majestic empires, the cultural polity of English seems to have been transformed substantially in a post-colonial modern world (Kayman, 2004). Although it may not have become completely free of its colonial, imperial, and cultural weights, there is no doubt that English is currently a well-established international language.

Nowadays, English plays a vital role in international communication, economics, education, and technology. These roles are not limited to countries in the “inner circle” of the English-speaking world, as labeled by Kachru (1985). Rather, English continues to flourish in numerous former British colonies and has more recently achieved a special status in dozens of other countries without colonial history.

Scholars attribute the spread and vitality of English to colonial, imperial, and global expansion realities as well as pragmatic considerations. Educational historians maintain that English-speaking settlers initially spread English in the “inner circle” countries of the USA, Canada, Australia, and New Zealand via colonization and large-scale migration from the British Isles, thereby creating its so-called native-speaker base (Crystal, 2003; Howatt, 1984; Kachru, 1985; McIntyre, 2009). English also remained the co-official language of many former British colonies’ “outer circle” countries. For instance, due to political and economic considerations regulated by industrial power, India, Malaysia, Bangladesh, Singapore, and Ghana accorded English official status, despite

independence (Brutt-Griffler, 2002). In more recent times, English expanded to numerous other countries' "expanded circle" including China, Indonesia, Japan, Russia, Latin America, and the Gulf Cooperation Countries (GCC) due to economical, educational, and technological factors.

The spread of EIL has "spawned a parallel growth in language teaching" (Brain, 2005, p. xxi) that dates back to the fifteenth century when Caxton introduced the printing press to England. This researcher maintains that, as early as 1483, Caxton published a highly pragmatic manual for English learners that is not very different from manuals published for practical purposes even in our modern times. This does not mean, however, that the English language teaching (ELT) field has remained a simple and static field. On the contrary, the complexity and dynamism of ELT is evident throughout its history and is more so than it has been before despite continued emphasis on utilitarian and pragmatic goals. Currently, English assumes great vitality as it serves various social, workplace, and academic instrumental functions. Numerous countries use English as an official second language. English is also used in diverse international contexts as an international language necessary for cross-linguistic communication and for particular roles in society such as the medium of instruction in schools (EMI) or as the language of instruction in certain subjects such as science, mathematics, and technology.

The "English language itself has undergone a dramatic change in terms of its uses and users" (Renandya & Widodo, 2016, p. 3). These researchers explicate that effective communication and proficiency in EIL necessitates the ability to understand and to be understood by the speakers of several varieties of English that have developed in different corners of the globe, as suggested by McKay (2012a, 2012b). These varieties include inner circle varieties (i.e., British and American English), outer circle varieties (i.e., Singaporean, South African, and Nigerian English), and expanding circle varieties (i.e., Chinese, Indonesian, and Japanese English), in addition to other emerging varieties due to the "nativization" of English in other countries in Europe, Africa, and Latin America. Although many of these emerging varieties have not yet achieved standard sociolinguistic status on par with American English for example, they do have implications for teaching and learning EIL in an increasingly interdependent and globalized modern world.

The complexity and dynamism of the ELT field is evident in its past as well as in its more recent history. During much of the twentieth century,

this history is best described as a series of paradigm shifts from the Grammar Translation Method to the Direct Method and the Audio-Lingual Method, which were popular during the first half of the past century. Later on, the Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, and the Communicative Approach were in vogue during the 1970s and the 1980s (Hadley, 2001; Larsen-Freeman, 1986; Scarcella & Oxford, 1992). However, the quest for the best method waned in favor of eclecticism based on the pedagogical implications of applied linguistics. Currently, contemporary thoughts in the ELT field call for organizing instruction according to widely accepted standards (Flygare et al., 2021; Kanchai, 2019; Krishnan & Yunus, 2019), valid curriculum frameworks (Byram, 2021; Sahib & Stapa, 2022), and suitable instructional strategies grounded in the research base and based on authentic best practices in teaching and learning (Li, 2013).

AIMS OF THE GUIDE

We believe that the standards are particularly well-suited and appropriate for the current learning needs of the EIL learners. The standards aid in curriculum planning, instruction, and assessment as well as in extending the applications of language learning beyond the instructional setting, thereby preparing learners for careers and experiences in a globalized and interdependent world. The “Communication” goal area comprises the three standards of interpersonal, interpretive, and presentational communication, whereas the “Cultures” goal area entails the two standards of relating cultural practices and products to cultural perspectives. Communication, in its various oral and written forms, remains the primary goal of language study. Furthermore, it is important to observe appropriate intercultural pragmatics in communication as well as appreciate other cultures. The standards acknowledge the role of the learners’ native languages and cultures as important sources in language study and call for comparing and contrasting them with the studied target languages and their cultures. This, coupled with using the target language for the acquisition of interdisciplinary knowledge, motivates learners as they perceive the value of using the target language in authentic and meaningful contexts. This is especially so given that the “Connections,” “Comparisons,” and “Communities” goal areas and their corresponding standards focus on understanding the nature of languages and using language for lifelong

learning. They also emphasize communication in school and global communities, more generally. The 5Cs and their corresponding standards are discussed further in Chaps. 4, 5, 6, 7, and 8.

ORGANIZATION OF THE GUIDE

This guide includes nine chapters. In this chapter, we present the background, aims, and organization of the guide.

Chapter 2 introduces the World-Readiness Standards for Learning Languages as an organizing framework for teaching and learning EIL. Additionally, the chapter provides an overview of the principles and dynamics of the various concrete and conceptual cooperative learning (CL) approaches and structures.

Chapter 3 surveys the various theories of second/foreign language acquisition and highlights current theoretical principles and priorities as well as best practices for effective language teaching and learning. The chapter proposes CL as a theoretically relevant and pedagogically sound approach and explains how its principles and techniques link with contemporary theoretical perspective on second/foreign language acquisition.

Chapter 4 explicates the nature and dimensions of interpersonal, interpretive, and presentational communication and links them to effective CL and evidence-based instructional practices. The chapter includes samples of CL classroom activities for the development of communicative competence for multiple purposes in varied academic and social settings.

Chapter 5 discusses teaching culture in the context of the acquisition of EIL language and shows how CL develops learners' competence in relating and explaining cross-cultural perspectives, products, and practices in the interest of effective intra-cultural as well as intercultural communication.

Chapter 6 examines the role of EIL as a medium of instruction in numerous educational systems across the globe. The chapter then explicates how CL can be utilized as a mechanism to facilitate connections to critical thinking, creativity, and interdisciplinary learning.

Chapter 7 discusses the importance of language and culture comparisons in EIL teaching and learning contexts. The chapter presents a synthesis of CL research insights and proposes evidence-based best practices for developing an understanding of the nature of language and cultural competence.

Chapter 8 discusses the value and role of learning communities in promoting EIL acquisition and use within and beyond classroom and school settings. The chapter provides samples of CL instructional interventions to enable learners to collaborate in a globalized world for enjoyment, enrichment, and advancement, locally and internationally.

Finally, Chap. 9 summarizes the main themes of this guide and highlights the problems and prospects of linking world readiness for foreign language standards and CL. The chapter ends with sample CL activities to support EIL program implementers and stakeholders in their endeavor to promote learners' communicative competence and intercultural understanding and appreciation.

USING THE GUIDE

This guide provides advice for addressing the five goal areas (5Cs) and corresponding standards. In doing so, it is important to keep in mind that the goal areas are meant to be interwoven among themselves (Blaz, 2013). Yet, it is also possible to cover each goal area separately if so desired. We opted in this guide for presenting sample classroom activities separately under each goal area and related to the standards for easier reference. Users of the guide should also keep in mind that the achievement of the standards in one area supports the development of the standards in other areas. This is because the domains overlap. It is also useful to keep in mind that while all of the five areas and standards should be addressed, it is not necessary to give equal focus to all of the areas in a balanced manner. It should also be noted that we structured the guide according to the order of the standards. Consequently, the themes of the chapters were decided and threaded together to address the goal areas of the 5Cs. This resulted in having two chapters related to culture (Chaps. 5 and 7). While Chap. 5 focuses on understanding the interplay between cultural perspectives and corresponding products and practices, Chap. 7 focuses on comparing cultures.

Users should also note the need to adapt the level of the activities presented in this guide to fit the proficiency levels and diverse needs of learners in their classrooms, schools, and program contexts. This adaptation could be done by using reading selections, topics, and tasks of appropriate linguistic and cognitive levels. The guide includes activities organized according to the American Council on the Teaching of Foreign Languages

(2012) Proficiency Scale under the three main levels of Novice, Intermediate, and Advanced. The ACTFL Scale divides the first three levels into three sublevels (Low, Mid, and High). We recommend that proposed activities be adapted within these sublevels by using tiered instruction and developmentally appropriate and levelled materials. It is also recommended that the activities at the Advanced level be adapted to address the needs of learners at the superior and distinguished levels of proficiency.

Finally, we would like to point out that in developing the sample activities in this guide, we adopted the perspective of Kagan (2003) to design situations to promote classroom cooperation among learners rather than using the proposed activities as “ready-made” lesson plans to address the standards. As such, the activities in this guide are designed based on a variety of content-free CL structures to which teachers can attach content to create the activities that suit their school curricular context. Users of the guide are also encouraged to apply the CL basic principles of positive interdependence, individual accountability, equal participation, and simultaneous interaction (PIES) in their activities, drawing on their creativity and accumulated experience. We also encourage users of the guide to consider the conceptual purpose questions presented at the beginning of every chapter and the reflection questions after the sample activities presented in Chaps. 5, 6, 7, 8, and 9. These questions intend to provide focus and encourage reflection on practice in context.

CONCLUSION

English is currently an international language with unprecedented vitality in the domains of education, commerce, science, and technology. English is used in every corner of the globe for academic and social communication as well as in careers, business transactions, and other important domains and aspects of daily and professional life. Likewise, the users of English are very diverse in terms of their socio-cultural and first language backgrounds. This led to the creation of several varieties of EIL and necessitated that the users of the language understand and be understood in an increasingly globalized and interdependent world. Language educators also need a more systematic and less fractious way based on international standards and suitable best practices in their endeavor to enable their EIL learners to become proficient in a language other than their own.

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Cooperative Learning and World-Readiness Standards for Learning Languages

Abstract This chapter introduces the ACTFL World-Readiness Standards for Learning Languages as an organizing framework for teaching and learning English as an International Language. These span a total of 11 standards that correspond to the 5 Cs goal areas of Communication, Cultures, Connections, Comparisons, and Communities. The chapter highlights the historical milestones of cooperation in education, explicates differences between collaborative and cooperative learning (CL), and compares the characteristics of cooperative, competitive, and individualistic instruction. Additionally, the chapter describes the types of CL groups and clarifies disparities between these types and unstructured group work. The chapter concludes with a survey of the various formal CL approaches and structures that have been in vogue and proved effective. These include the Structural Approach, Student Team Learning, Learning Together, Complex Instruction, and Group Investigation.

Keywords Communication • Cultures • Connections • Comparisons • Communities

As You Read, You Might Want to Ask Yourself

- What are the ACTFL World-Readiness Standards for Learning Languages?
- How is communication framed differently in the standards from traditional skill-based instruction?
- What are the historical milestones of cooperation in Education?
- How is collaborative learning different from cooperative learning?
- What are the types of cooperative learning groups, and how do they differ from unstructured group work?
- What are the various formal cooperative learning approaches and structures?

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

On September 27, 1993, the United States Congress passed bill # S. 1525 intended to improve the quantity and quality of foreign language instruction offered in the US elementary and secondary schools. This bill considers language proficiency a key to international economic competitiveness, security interests, and diplomatic effectiveness. Hence, K-12 students and their counterparts in other countries need to be offered equal opportunities to achieve proficiency in foreign languages. The bill also proclaims that more elementary and secondary teachers must be trained and given expanded opportunities for foreign language development. Likewise, students with proficiency in languages other than English should be viewed as valuable second language resources for other students (ACTFL, 1996, n.d.).

The # S. 1525 was enacted in the context of the 1993 legislation *Goals 2000: Educate America Act* which emphasized the need for national standards for teaching and learning (ACTFL, n.d.; Heise, 1994). The Act recognized foreign languages as a core curricular area along with the other core areas of English, science, mathematics, government and civics, economics, and geography. Consequently, the American Council of Teachers of Foreign Languages (ACTFL) organized a committee of 11 FL educators entrusted with the responsibility of articulating what FL learners should know and be able to do. The committee developed the first draft of the *ACTFL Standards for Foreign Language Learning: Preparing for the*

21st Century in 1996. Based on the collective work of educators teaching a variety of languages and representing different levels of instruction, models, and geographic regions, the document also incorporated feedback from government officials, business leaders, and practitioners. Consequently, the document “represented an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of language instruction in American education” (ACTFL, n.d., p. 1).

Teachers, administrators, and curriculum developers at all levels of schooling have used the standards. The standards have also been revised to incorporate lessons learned and accumulated experience from more than 15 years of implementation (Phillips & Abbot, 2011). The guiding principle in the revision process was to clarify what language learners would do to demonstrate progress on each standard. This resulted in producing the *World-Readiness Standards for Learning Languages* which “creates a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding” (ACTFL, n.d., p. 1). Specifically, “World-Readiness” signals that the standards have been revised with important changes to focus on the literacy developed and the real-world applications. Learners who add another language and culture to their preparation are not only college and career-ready but are also “world-ready”—that is, they are prepared to add the necessary knowledge, skills, and dispositions to their résumés for entering their postsecondary study or a career.

The standards aim to aid curriculum planning, instruction, and assessment as well as extend the applications of language learning beyond the instructional setting, thereby preparing learners for careers and experiences in a globalized and interdependent world. Specifically, the “Communication” goal area comprises the three standards of interpersonal, interpretive, and presentational communication, whereas the “Cultures” goal area entails the two standards of relating practices and products to cultural perspectives. Likewise, the “Connections” goal area covers the two standards of (1) making connections and acquiring information and (2) developing diverse perspectives across academic and career disciplines. In addition, the “Comparisons” goal area encompasses the two standards of language and culture comparisons between the language studied and the learners’ own native language. Finally, the “Communities” goal area involves using language in school and global communities and as a tool for lifelong learning (Blaz, 2013; Cutshall, 2012). The standards

- Cooperation dates back to the Talmud (Johnson, Johnson, & Holubec, 2013).
- Comenius (1592-1679) believed that students would learn better by teaching and being taught by other students.
- In the late 1700's, Lancaster and Bell used cooperative learning groups in England.
- Lancasterian School was opened in New York City in 1806.

Fig. 2.1 Cooperation in education

and their corresponding goals areas are presented and discussed further from Chap. 4 through Chap. 8.

COOPERATION IN EDUCATION

Cooperation in education has a long and notable history, as shown in the pointers of Fig. 2.1:

COOPERATIVE LEARNING THEORETICAL AND PHILOSOPHICAL UNDERPINNING

CL is grounded in the tenets of the various learning theories of social and cognitive constructivism that have guided teaching and learning in much of the twentieth century and up to the present as shown in the pointers of Fig. 2.2:

PEER, COLLABORATIVE, AND COOPERATIVE LEARNING

There seems to be a considerable degree of confusion in the literature among peer, collaborative, and cooperative learning (Davidson, 2021; Davidson et al., 2014). This is quite natural given the very long history of cooperation in education and due to the fact that numerous forms of educational cooperation have been practiced according to a range of different tutoring, mentoring, and teaching dynamics and procedures. Furthermore, the nature, focus, and intended outcomes of educational cooperation have varied considerably across different historical periods and educational, socio-cultural, and linguistic contexts. The pointers in Fig. 2.3 present the common features among the various forms of cooperative education under the umbrella of peer learning:

The two terms of collaborative and cooperative learning have been used interchangeably in the literature. However, scholars (i.e., Brody &

- Related to the social theories of Allport (1924), Mead (1934), and Watson (1913). These theorists underscored the importance of learning as a process of acquiring behaviors by observing and imitating others.
- Dewey (1916), Lewin (1935, 1951), and Deutsch (1949, 1962b) have influenced the cooperative learning theory practiced today in a major way.
- Dewey underscored the importance of developing learners' knowledge and social skills and perceived learners as active constructors and users of knowledge in a democratic society.
- Lewin (1935, 1951) stressed the importance of establishing positive relationships among learners to achieve learning goals successfully.
- Deutsch (1949, 1962b) proposed the notion of positive social interdependence as a mechanism to achieve better outcomes for all.
- Johnson and Johnson (1994a) operationalized the theory of social interdependence through the Learning Together model of cooperative learning.

Fig. 2.2 Cooperation learning theoretical and philosophical underpinning

- Peer learning can be traced back over centuries.
- Defined as the acquisition of knowledge and skills through active helping and supporting among status equals or matched companions.
- Involves people from similar social groupings who are not professional teachers helping each other to learn and themselves learning by so doing.
- A "surrogate teacher" or "best student" receives knowledge from the teacher and transmits it to the learner (Topping, 2005).
- Focused on curriculum content and mentoring.
- Used in numerous school subjects with groups ranging in size from 2 members to 2 tutors and 30 members.
- Shares the constructivist epistemological principle which underlies both collaborative and cooperative learning.

Fig. 2.3 Peer learning

Davidson, 1998; Brufee, 1995; Davidson, 2021; Myers, 1991; Panitz, 1996; Rockwood, 1995) agree that they differ in some notable ways. For instance, learners in collaborative learning gather in small groups to work on a project or complete a certain task as a team. Each learner is responsible for his/her own individual work while they take charge to complete a team project. Meanwhile, cooperative learning is generally used as an umbrella term for a number of instructional approaches and structures that share the principles of structured positive interdependence, individual accountability, equal, and simultaneous interaction (PIES) (Kagan & Kagan, 2009).

Brufee (1995) maintains that cooperative learning is more used to support educating learners in the foundational knowledge of basic

Table 2.1 Practitioner questions from the perspectives of collaborative and cooperative learning

<i>Collaborative learning</i>	<i>Cooperative learning</i>
What is the purpose of the activity?	How do we teach social skills?
What is the importance of talk in learning?	How can we develop self-esteem, responsibility, and respect for others?
To what extent is getting off topic a valuable learning experience?	How does social status affect learning in small groups?
How can we empower children to become autonomous learners?	How do you promote problem solving and manage conflict?
What is the difference between using language to learn and learning to use language?	Are extrinsic or intrinsic rewards more effective?
How can we negotiate relevant learning experiences with children?	How can we prove that cooperative learning increases academic achievement?
How do we interact with students in such a way that we ask only real questions rather than those for which we already know the answers?	How do we teach children to take on various roles?
How can we use our awareness of the social nature of learning to create effective small group learning environments?"	How do we structure cooperative activities?

information and processes (i.e., correct spelling grammar, mathematics procedures, history facts, etc.) and its goal is to develop an end product more controlled by the teacher than in collaborative learning. Brody and Davidson (1998) describe the differences between collaborative and cooperative learning from an epistemological perspective. Specifically, these researchers maintain that the focus of inquiry differs between practitioners of collaborative learning and cooperative learning, as shown in Table 2.1:

COOPERATIVE VERSUS COMPETITIVE
AND INDIVIDUALISTIC INSTRUCTION

According to Davidson (2021), the term cooperative learning began to appear in the literature about the 1980s (p. 4). A basic premise in CL is that irrespective of subject matter or grade levels, teachers can structure classroom instruction cooperatively, competitively, or individualistically. When structured cooperatively, learners work together in small groups to ensure that all learners master assigned material, accomplish common

goals, and maximize benefits for themselves and for others as well. It is believed that positive interdependence among group members creates a win-win situation which promotes common goal attainment because learners perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Deutsch, 1962; Johnson et al., 1991). Consequently, all group members do their best to support and brace the efforts of others, recognizing that they sink or swim together.

COOPERATIVE LEARNING VERSUS UNSTRUCTURED GROUP WORK

Johnson et al. (2013) contend that it is important to understand cooperation and recognize the difference between well-implemented cooperative learning on the one hand and poorly implemented cooperative learning and traditional unstructured group work on the other. Specifically, the CL elements of heterogeneous grouping, positive interdependence, individual accountability, social collaborative skills, and group processing must be structured carefully to ensure effective implementation.

COOPERATIVE LEARNING APPROACHES AND STRUCTURES

Cooperative learning is generally defined as a learner-centered approach to organizing classroom activities into academic and social learning experiences in which learners work in groups to complete tasks collectively. Unlike individual and competitive learning, learners support each other's learning as they cooperatively capitalize on their resources and skills. Furthermore, teachers facilitate and support learners' socially constructed knowledge and change their roles from giving information to aiding and coaching learning.

Cooperative Learning encompasses several concrete and more conceptual approaches and structures (Davidson, 2021; Ghaith, 2018; Sharan, 1999). These include the Structural Approach (Kagan, 1985, 1989), Complex Instruction (Cohen & Lotan, 1997; Cohen et al., 1999), Group Investigation (Sharan & Sharan, 1992), Learning Together (Johnson et al., 1993), and Student Team Learning (Slavin, 1995). In addition, cooperative learning also comprises curriculum packages such as Team Assisted Instruction (TAI), Cooperative Integrated Reading and

Table 2.2 CL methods, developers, and theoretical underpinnings

<i>Method</i>	<i>Developer</i>	<i>Theoretical underpinnings</i>
The Structural Approach	Kagan (1985)	Social Motivational Psychology
Complex Instruction	Cohen et al. (1999)	Social Psychology
Group Investigation (GI)	Sharan and Sharan (1992)	Social Psychology
Student Teams Achievement Divisions	Slavin (1995)	Motivational Psychology
TGT	Slavin (1995)	Motivational Psychology
Jigsaw II	Slavin (1995)	Social Motivational Psychology
MURDER	Hythecker et al. (1988)	Cognitive Psychology
Learning Together	Johnson et al. (1991)	Social Psychology
Creative Controversy	Johnson et al. (1991)	Social Psychology

Composition (CIRC) as well as other forms of classroom management that encourage group work and social interaction among learners.

Table 2.2 provides an overview of the various CL methods, developers, and theoretical underpinnings

THE STRUCTURAL APPROACH

The CL structural approach pioneered by Kagan (1985, 1989, 2021) is based on the principle of using a variety of generic and content-free ways of managing classroom interaction called structures. It includes dozens of structures that are simple yet powerful in engaging and involving learners. These structures are classified into the categories of team and class building, communication, mastery learning, and critical thinking categories that can be utilized in mastery, division of labor, and project lesson designs. Examples of these structures include Timed Think Pair Share, Think Pair Square (TPS/S), Round Robin, Mixer Review, Talking Tokens, and many other structures that are explained in Kagan (1985).

THE STUDENT TEAM LEARNING APPROACH

Slavin (1995; Slavin & Madden, 2021) conceived the Student Team Learning Approach that includes the following CL methods:

STUDENT TEAMS ACHIEVEMENT DIVISIONS

The Student Teams Achievements Division (STAD) is a generic CL method that can be used at all levels of schooling to teach various subjects, particularly materials like grammar and language rules and mechanics (Slavin, 1995). In a STAD lesson the teacher presents a lesson, following which heterogeneous teams of four are formed based on achievement levels, gender, or ethnic and social backgrounds work together to complete a set of worksheets on the lesson, making sure that all team members have learned the materials. Team members then take individual quizzes or tests on the material under study. The scores of each team member are used to compute their improvement points based on their past achievement. Finally, average improvement points for each team are computed and highest scored teams are recognized.

TEAMS GAMES TOURNAMENT (TGT)

Slavin (1995) developed the Teams Games Tournament method along similar steps to those of the STAD method (i.e., Teacher presentation, Team Study, Individual Quizzes, Team Recognition). The in TGT method, however, learners play academic games as representatives of their teams instead of taking quizzes. They compete with learners of similar achievement levels and coach each other prior to the games in order to ensure that all group members are competent in the subject matter so that they can earn points and make their team win.

JIGSAW I

Aronson et al. (1978; Aronson, 2021) first developed the Original Jigsaw technique in which students work in small groups, normally of four members each, to read sections of a narrative text together. Each group member reads his/her section individually and reports to the team members who take turns reporting their sections to the team. Individual quizzes are given on material reported about the entire text under study, following improvement points. Thereafter, team recognition procedures are done as in STAD.

JIGSAW II

Jigsaw II is another generic method that is particularly suitable for teaching narrative and expository reading texts (Slavin, 1995). It is an adaptation of the Original Jigsaw technique where students work in groups of four members each to read chapters, short books, and other narrative materials. Each team member is randomly assigned “to become ‘expert’ on some aspect of the reading assignment” (Slavin, 1995, p. 6). Experts who have the same topic meet to read their assigned section, following which they return to their home teams to teach their teammates what they have learned. Individual quizzes covering all the topics in the material under study are given, improvement points are computed, and teams are recognized as in STAD.

LEARNING TOGETHER

Johnson and Johnson (1994a, 2021) define CL instruction according to the principles of heterogeneous grouping, positive interdependence, individual accountability, social/collaborative skills, and group processing. Heterogeneous grouping is formed on the basis of mixed ability as determined by past achievement as well as based on some demographic variables such as gender, race, ethnicity, and so forth. Positive interdependence among group members is structured through setting a common goal, assuming a common identity, using the same space and resources, and getting the same reward. Individual accountability is structured through individual testing, random responses to teachers’ questions, and reporting on behalf of the group. Finally, learners do group processing to reflect on their achievement as a group and plan for further cooperation.

COMPLEX INSTRUCTION

Complex Instruction (CI) is a CL approach intended to ensure classroom equity and promote active and influential participation of all learners from diverse linguistic proficiency levels and varied socio-economic, racial, and/or ethnic backgrounds (Cohen & Lotan, 1997; Cohen et al., 1999; Lotan & Holthuis, 2021). CI aims to provide academic access and success for all students in heterogeneous classrooms through the design and use of multiple ability curricula, special instructional strategies, and treatment of status problems to ensure equal access to learning.

GROUP INVESTIGATION

Sharan and Sharan (1992) developed the GI method based on earlier philosophical, ethical, and psychological writings, which proclaim that cooperation in the classroom is a prerequisite for dealing with complex problems in a democracy, as suggested by Slavin (1995). This method divides work among group members who plan and carry out investigations, complete individual specific tasks, and then reconvene to discuss their work, coordinate the various tasks, and present a final group project.

MOOD-READ-UNDERSTAND- RECITE-DETECT-REVIEW (MURDER)

Hythecker et al. (1988) developed the CL MURDER script in harmony with tenets of cognitive psychology and its implications for deep learning and the value of repeating and restructuring information (i.e., Craik & Lockhart, 1972; Palinscar & Brown, 1984; Wittrock, 1974). In this technique, learners work in pairs to read a text divided into two sections silently. One learner summarizes the main ideas of what is read while the other listens carefully to check the summary and detect any missing details. The two partners then elaborate on the main ideas through the provision of examples, opinions, or connections. Finally, they formulate a comprehensive summary. Jacobs (2006) provides an overview of the MURDER steps and suggests the acronym “SUMMER: Set the mood, Understand the reading, Mention the main ideas, Monitor the summary, Elaborate on the main ideas, and Review” (p. 188).

CREATIVE CONTROVERSY

Johnson and Johnson (1979, 1989, 1994b) developed the Creative Controversy (CC) method, which is based on seeking agreements in academic controversies. The controversies “exist when one students’ ideas, information, conclusions, theories, and opinions are incompatible with those of another, and the two seek to reach agreement” (Johnson & Johnson, 1989, p. 1:5). These researchers further maintain that the controversies are resolved through deliberate discourse in the Aristotelian sense which entails discussing the advantages and disadvantages of proposed solutions, thereby aiming to synthesize novel and creative solutions. They also explain that structuring creative controversy lessons entails the

lesson planning steps of researching a position, presenting and advocating a position, engaging in open discussion, reversing perspectives, and synthesizing and interpreting best evidence, and concurrence seeking as described by Johnson and Johnson (1998).

COOPERATIVE INTEGRATED READING AND WRITING

Slavin (1995) describes the Cooperative Integrated Reading and Composition (CIRC) as a comprehensive program for teaching reading and writing in the upper elementary and middle grades. Specifically, In CIRC, learners work together in groups in order to perform a number of reading and writing literacy activities such as reading in pair, identifying the main story elements, doing vocabulary and summarization activities, and practicing reading comprehension and creative writing (Calderon et al., 1998).

CONCLUSION

The standards emphasize communication with the various interpersonal, interpretive, and presentational forms. This is indeed the cornerstone and main purpose for learning an additional language. However, the standards also stress on understanding cultural practices, products, and perspectives along with connecting language learning across the curriculum, comparing native and target languages and cultures, and using language beyond classroom walls for personal enrichment and career development. This is particularly relevant and important in the context of learning EIL.

Cooperative learning is an umbrella term for a number of instructional approaches and structures that involve a small group working to solve a problem, complete a task, or accomplish a common goal. There are many different forms of classroom dynamics and applications of cooperative learning that are rooted in different sociological, behaviorist, and cognitive theories of teaching and learning. The forms also vary in terms of group size and membership. Some groups could consist of two members and last for a few minutes while others could have five members and last for a semester or more. It should also be noted that some cooperative learning approaches entail mixed and cooperative efforts such as the Jigsaw I and II method, STAD, and TAI. Other approaches do not include competition and promote cooperation within and across groups such as the Learning Together model.

Yet, despite the preceding variations, all of the CL approaches share the common elements of heterogeneous grouping, positive interdependence, and individual accountability. These elements actually differentiate CL from unstructured group work and are considered necessary for successful cooperation.

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The Theoretical Relevance and Efficacy of Cooperative Learning in EIL Teaching and Learning

Abstract This chapter discusses the foundations of Cooperative Learning (CL) and its roots in the principles of the various social, developmental, humanistic, and cognitive psychology theoretical perspectives on teaching and learning. The chapter surveys the various theories of second/foreign language acquisition and highlights their implications for language teaching and learning. Additionally, the chapter reviews the CL research and proposes it as a sound instructional approach to maximize opportunities for comprehensible input and authentic output as well as for creating a stress-reduced class climate conducive to lowering learners' affective filters and facilitating their language acquisition.

Keywords Constructivism • Developmental psychology • Theories • Language acquisition

As You Read, You Might Want to Ask Yourself

- How do the theoretical foundations of cooperative learning relate to the principles of the social, developmental, humanistic, and cognitive psychology theories of learning?
- How does cooperative learning reflect the principles and priorities of the contemporary constructivist and socio-cognitive theories of second/foreign language acquisition?

THEORETICAL FOUNDATIONS OF COOPERATIVE LEARNING

Scholars have established the theoretical relevance of CL in educational practices based on the principles and tenets of various social, developmental, humanistic, and cognitive psychology theories (Jacobs et al., 2006). Furthermore, Baloch and Brody (2017), Johnson et al. (2014), and Slavin (2013) maintain that CL has been established as a suitable pedagogy used in various socio-cultural and linguistic contexts. Similarly, Sharan (2010a, 2010b) reported that CL has been proclaimed as an instructional framework in the context of educational reforms to modernize educational systems in many countries throughout the world, given that it addresses universal curricular, cognitive, and social goals. The pointers in Fig. 3.1 clarify the foundations of CL in various social, developmental, humanistic, and cognitive theories of learning

- Jigsaw CL technique is based on the three conditions of harmonious integration in different social groups proposed by Allport (1954).
- Complex Instruction (CI) and Learning Together (TL) are based on the sociological principles proclaimed by positive interdependence among group members.
- CL is in harmony with the tenets of the developmental cognitive psychology theories of Piaget and Vygotsky and the “scaffolding” notion of Wood et al., (1976).
- CL is supported by the cognitive psychology theories of Craik & Lockhart (1972); Palinscar & Brown (1984); and Wittrock (1974).
- CL is in harmony with Maslow’s theory of “personal maintenance”.
- CL contributes to individual development, democratic practices, and civic participation (Puchta & Schratz, 1993).
- CL correlates with connecting the classroom to the outside world philosophies of Dewey (1996) and Freire (1970).
- CL connects with global education (Bergstrom, 1987), peace education (Reardon, 1988), environmental education (Knapp, 1988), development education (Fountain, 1995), and human rights education (Shiman, 1993).

Fig. 3.1 Cooperative learning theoretical roots

COOPERATIVE LEARNING AND LANGUAGE ACQUISITION

Scholars have discussed links between CL and the principles and theoretical perspectives of second language acquisition (Ghaith & Shaaban, 2005; Jacobs et al., 2006; Kagan & McGroarty, 1993). These principles and perspectives underscore the pivotal roles of comprehensible input (Benati, 2020; Hamadeh et al., 2020; Krashen, 1985), interaction among interlocutors (Gass & Mackey, 2015; Loewen & Sato, 2018; Long, 1981), and frequent output (Swain, 1985) in learners' acquisition of a language other than their own. Specifically, CL maximizes opportunities for comprehensible and communicative input. It also promotes referential and identity congruent output as learners interact together to complete assignments and achieve common goals (Kagan, 1992; Long & Porter, 1985; Magee & Jacobs, 2001). This increased interaction is important in enhancing learners' sociolinguistic competence (Hymes, 1972) as well as abilities to perform functions through using language for a variety of purposes (Halliday, 1970).

Cooperative Learning reduces anxiety (Awada et al., 2020; Rulon & McCreary, 1986) and promotes fluency and negotiation of meaning (Long, 1996; Lyster & Sato, 2013; Swain, 1993). It also allows the effective integration of content and language learning (Chamot & O'Malley, 1994; McGroarty, 1992; Olsen, 1992). Furthermore, CL facilitates differentiated instruction, enhances learner autonomy, and supports communicative language teaching (Kagan & Kagan, 1998; Van Lier, 1996; Wenden, 1991).

The benefits of CL in second/foreign language teaching and learning are based on the premise that it promotes classroom interaction and enhances learners' cognitive and communicative development (Awada & Diab, 2021; Kagan, 1985; Kessler, 1992; McGroarty, 1993). These researchers, among others, claim that CL maximizes learners' opportunities "for meaningful input and output in a highly interactive and supportive environment" (Ghaith, 2003, p. 451). Educators also claim that CL enhances active involvement in authentic discussions and problem-solving activities in an environment of academic and social collaboration (Daouk et al., 2016; Clifford, 1999; Thomson, 1998).

RESEARCH EVIDENCE ON THE EFFECTIVENESS OF COOPERATIVE LEARNING IN GENERAL EDUCATION

The research base on the relative effectiveness of cooperation in comparison with competitive and individualistic instruction in improving the cognitive and non-cognitive outcomes of schooling is extensive and generally very positive. Hundreds of studies conducted by the developers and proponents of cooperative learning as well as by independent researchers have demonstrated its superiority to other forms of competitive and individualistic instruction. The positive outcomes of cooperation among learners span academic gains across various school subjects, improved race relations, and increased personal and social development, as documented in a series of meta-analysis reports commenced in the 1980s and continued until recently (i.e., Johnson & Johnson, 2002; Johnson et al., 1981, 2014; Roseth et al., 2008; Slavin, 1989, 2013; Slavin et al., 2014).

RESEARCH EVIDENCE ON THE EFFECTIVENESS OF COOPERATIVE LEARNING IN ESL/EFL EDUCATION

The research base on CL and ESL/EFL acquisition is very complex and is rather extensive, given that studies span several variables ranging from diverse linguistic backgrounds to levels of proficiency and focus on achievement versus proficiency development of the language skills of speaking, listening, reading, and writing among others. Another aspect of complexity stems from using peer, collaborative, and cooperative learning terms interchangeably in many studies. Furthermore, different studies have investigated the effectiveness of various CL approaches and structures, or a combination of these, on a host of dependent variables relative to the cognitive and non-cognitive outcomes of the language curriculum. This array of studies and variables affirms the complexity of the CL research base and testifies to its widespread as an instructional intervention across the globe.

EFFECT OF COOPERATIVE LEARNING ON ORAL FLUENCY

Many researchers argued for using CL in promoting learners' speaking skills based on the premise that the various CL approaches, techniques, and strategies do not only maximize opportunities for input and output,

- Cooperative learning structures improve the fluency of Sudanese EFL learners (Alrayah, 2018).
- Numbered Heads Together and STAD improve the Chinese college freshman EFL learners' competencies in listening, speaking, reading, writing, and vocabulary (Ning & Hornby, 2010).
- Cooperative learning enhances the communicative abilities of Bhutanese EFL learners (Dendup & Onthanee (2020).
- Think Pair Share, STAD, and Numbered Heads Together are effective in enhancing the oral fluency of Taiwanese EFL tertiary students (Ning, 2011).
- Think Pair Share and Jigsaw develop the speaking proficiency of Iranian EFL learners' (Talebi & Sobhani, 2012).
- The Learning Together CL model yielded superior results to Competitive Team-Based Learning (CTBL) instruction in improving the speaking skills of Iranian intermediate EFL learners (Mardani & Johanbazian, 2015).

Fig. 3.2 Cooperative learning research evidence on improving oral fluency and speaking skills

but also create a stress-reduced and safe environment that encourages learners to take risk and express their ideas and communicative needs (Ghaith & Kawtharani, 2006, Kagan, 1995; Loh & Ang, 2020; Greaves et al., 2021). These claims are supported by numerous studies that investigated the efficacy of CL in improving the oral fluency and enhancing the speaking skills of language learners, as shown in Fig. 3.2:

EFFECT OF COOPERATIVE LEARNING ON LISTENING COMPREHENSION

The literature includes considerable evidence that demonstrates the relative superiority of CL in improving the listening comprehension of EFL learners (Fig. 3.3):

EFFECT OF COOPERATIVE LEARNING ON READING COMPREHENSION

Numerous studies report empirical evidence that shows the relative effectiveness of the various CL approaches, methods, and structures in improving the reading comprehension of EFL learners in diverse international settings (Fig. 3.4).

- Jigsaw CL method is superior to unstructured group work in improving the listening comprehension of second-grade EFL learners (Santaset al., 2008).
- The Jigsaw method is more effective than traditional instruction in improving the grade 10 listening comprehension of Indonesian EFL learners (Chofifah & Kumalarini, 2013).
- The STAD and Jigsaw are effective in improving the listening comprehension of Indonesian EFL grade 10 learners (Tuanany & Bharati, 2017).
- STAD helps improve the listening comprehension abilities of Indonesian college EFL learners (Nimah & Kurniasih, 2018).
- CL is more effective than grammar translation in enhancing the Taiwanese EFL learners' speaking and listening skills (Chen, 2005).
- The Learning Together CL method is effective in improving the communicative competence of sophomore EFL learners majoring in history and physics at the college level in China (Han, 2014).
- STAD is more effective in improving the listening comprehension skills of Iranian intermediate learners of EFL than traditional instruction (Khansir & Alipour, 2015).
- Learning Together CL method improves the listening comprehension of EFL college learners Han (2015).

Fig. 3.3 Cooperative learning research evidence on improving listening comprehension

- Learning Together is more effective in improving the reading achievement of the Lebanese EFL learners (Ghaith, 2003).
- Jigsaw II method is effective than traditional methods in developing the higher-order reading comprehension skills of university-bound Lebanese learners of EFL learners (Ghaith & Abd El-Malak, 2004).
- CL improves the reading comprehension of Thai EFL learners (Waugh et al., 2005).
- STAD and Group Investigation (GI) are more effective than conventional instruction (CI) in improving the reading comprehension of Iranian intermediate-level EFL learners (Jalilifar, 2010).
- STAD and CIRC are more effective than conventional instruction (CI) in improving the reading achievement of Iranian intermediate-level EFL learners (Zarei, 2012).
- Numbered Heads Together increases gains in the grade 2 reading comprehension achievement of Indonesian EFL readers (Nelli & Hartati, 2018).

Fig. 3.4 Cooperative learning research evidence on improving reading comprehension

EFFECT OF COOPERATIVE LEARNING ON WRITING PROFICIENCY

The literature includes numerous studies that demonstrate the relative superiority of the various CL approaches, techniques, and strategies in improving the writing quality of the learners of English as a language other than their own (Fig. 3.5).

- STAD and Jigsaw improved the writing proficiency of Syrian EFL learners (Shammout, 2020).
- CL improves Indonesian EFL learners' ability to write articles (Sutarman, Sunendar & Mulyati, 2019).
- STAD improves Malay ESL learners' descriptive writing (Nair, & Sanai, 2018).
- Performance in writing is significantly better when CL was incorporated in the classroom (Kagan, 1994).
- Learners who discuss topics with their peers become motivated and consequently improve the outcomes of their writing process (Harmer, 2006).
- Thai EFL learners using CL produced more accurate statements and made fewer grammatical errors in their summary writing than their control group counterparts (Ekawat, 2010).
- Malaysian EFL learners using CL produced better content, vocabulary, organization, grammar, and mechanics in their written essays than their control group counterparts (Ismail, 2009).
- CIRC is more effective than traditional writing instruction in improving the writing quality of Turkish primary school EFL learners (Durukan, 2011).
- Learning Together is more effective in improving the Iranian EFL learners' writing proficiency (Ahangari & Samadian, 2014).

Fig. 3.5 Cooperative learning research evidence on improving writing quality

CONCLUSION

Cooperative Learning is a theoretically sound and suitable pedagogy particularly relevant for teaching EIL. The various CL approaches, techniques, and procedures are rooted in the social-cognitive constructivist theories of Piaget and Vygotsky and are in harmony with the tenets and pedagogical implications of the democratic and humanistic psychological theories of Dewey and Maslow. Furthermore, CL is supported by a strong empirical research base that demonstrates its relative superiority to other competitive and individualist forms of instruction in improving the acquisition of the various language skills in various sociolinguistics and diverse school contexts. This is because CL maximizes opportunities for meaningful and extensive input given that it consists of content-free ways and structures of classroom management that are diverse and flexible. Furthermore, because all of the CL approaches are based on group work, it enables learners to discover and construct knowledge together in a supportive and safe environment. This encourages learners to take risk and practice their newly acquired vocabulary and language structures in small groups, which motivates them to learn and develop positive self-concepts as learners of a language other than their own.

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Cooperative Learning and Interpersonal, Interpretive, and Presentational Communication

Abstract This chapter explicates the dimensions of interpersonal, interpretive, and presentational communication and links them to effective cooperative learning (CL) and evidence-based instructional practices. Interpersonal communication involves two or more interlocutors; presentational communication has only one individual speaking or writing and other(s) listening and/or reading; interpretive communication involves the construction of meaning from spoken and written discourse through listening and reading. The standards reframe communication differently from the typical four-skills approaches and emphasize the cultural context and purpose of communication instead of grammar and vocabulary. The chapter concludes with samples of CL classroom activities for the development of the three modes of communication to enable learners to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information; understand and interpret written and spoken language; and present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Keywords Interpersonal communication • Interpretive communication • Presentational communication

As You Read, You Might Want to Ask Yourself

- What are the dimensions of interpersonal, interpretive, and presentational communication?
- How do the standards frame communication differently from traditional four-skill-based language teaching and learning?
- How can teachers use cooperative learning to promote the communication skills of EIL learners?

COMMUNICATION GOAL AREA AND STANDARDS

The “Communication” goal area of the standards underscores the importance of developing learners’ proficiency in the interpersonal, interpretive, and presentational modes of communication. This goal area and its corresponding standards also stress the importance of the context and purpose of communication (Fig. 4.1).

Specifically, the “Communications” goal area includes the following three standards:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange information (Interpersonal Mode),

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics (Interpretive Mode), and

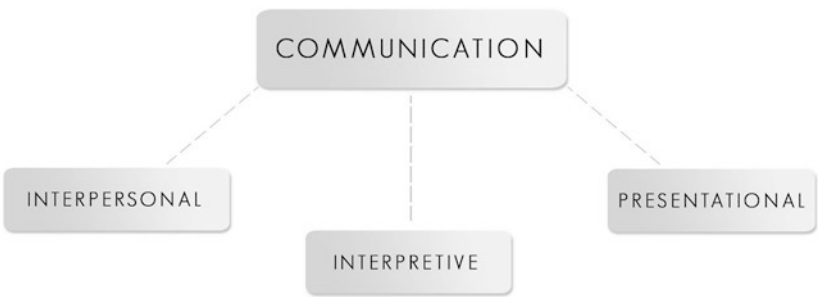


Fig. 4.1 Communication

Standards 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Presentational Mode).

The difference between the three modes of communication is that interpersonal communication involves two or more interlocutors, whereas presentational communication has only one individual speaking or writing and other(s) listening and/or reading. Meanwhile, interpretive communication involves the construction of meaning from spoken and written discourse through listening and reading.

The standards reframe communication differently from the typical four-skills approach which has traditionally characterized second and foreign language instructional practices and syllabus design. Specifically, the standards proclaim a three-dimensional framework pertaining to the interpersonal, interpretive, and presentational modes of communication and is linked to the purpose and context of communication. As such, each of the three modes is connected to the culture of the language being studied and is not compatible with focusing solely on grammar, vocabulary, and subskills separate from the authentic and meaningful use of language (Cutshall, 2012). It should also be emphasized that the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) are inherently linked and interconnected. Therefore, even if the focus is on developing learners' communicative abilities in a certain mode of communication, learners "will need experience in the other goal areas (i.e., the other 4 Cs) to have something worth communication" (Cutshall, 2012, p. 35). This is because learners need to consider the perspectives, practices, and cultural products of the interlocutors when performing a communicative function (Chap. 6). They also benefit from connections with other disciplines and gaining information and perspectives available through the target language being learned (Chap. 7). Furthermore, learners gain a deeper knowledge of the nature of language and culture through comparisons between their native language and culture and the target language and culture (Chap. 8). Finally, learners need to use the target language within and beyond the school setting for life-long learning and personal enjoyment and enrichment in their classroom and out-of-school communities (Chap. 9).

The preceding discussion of communication underscores the importance of the reason behind assigning performance tasks and their contexts, given that this aids in making instructional choices and in planning classroom activities. These choices and activities may differ depending on the

mode and purpose of activities. Consequently, instead of dissecting language and learning about it, instruction should focus on using language in real-world and authentic communicative contexts.

We would like to point out that educators agree that communication is the ultimate goal of learning an additional language. It “is the heart of second language study, whether communication takes place face-to-face, in writing, or across centuries through the reading of the literature” (Blaz, 2013, p. 17). Specifically, learners of EIL need to interpret spoken and written discourse of various types at the literal and higher-order levels of interpretation. In addition, they need to present and share information, discuss concepts, and propose and explain ideas in an effective and efficient manner as they perform numerous communicative functions such as explaining, persuading, and narrating to various audiences, using appropriate and diverse media. As such, they must develop their communicative competencies in order to interact with others and negotiate meaning in the spoken and written modalities of communication.

INTERPERSONAL COMMUNICATION

Interpersonal Communication is described in the standards document as characterized by the active negotiation of meaning among interlocutors, particularly in conversations where one person does not know what the responses of the other person will be. This type of communication plays a pivotal role in the social, academic, and corporate success of learners. Specifically, learners need to perform a myriad of speech acts such as expressing their feelings, opinions, and positions, accepting, declining, requesting, explaining, and discussing information. Furthermore, the range and complexity of these acts expand to negotiating, advising, and arguing, among other functions, in professional and academic situations.

Interpersonal communication is basically a two-way form of communication in which both sides actively create and negotiate meaning through a process of observing, monitoring, and clarifying. It mostly involves authentic conversations in daily life in which interlocutors collaboratively and interactively construct meaning together in a spontaneous manner. They also develop confidence, overcome anxiety, and derive satisfaction from being able to speak and get things done using a language other than their own. This is especially the case if this additional language is vital in the academic, social, and business domains. Additionally, learners intuitively develop a natural sense of how language works and appreciate learning the target language for authentic and useful objectives.

SAMPLE INTERPERSONAL COMMUNICATION ACTIVITIES

Various CL approaches and structures are well-suited to design activities for teaching interpersonal communication. Below are sample activities that are based on a set of generic CL approaches and structures that are content free and useful in maximizing interpersonal communication among learners at various levels.

Novice-Level Activities

At this level, learners can give short answers in social situations such as greetings, leave-taking, introducing others, thanking someone, and apologizing.

Activity 1: Think-Pair-Share (Based on Kagan, 1992).

Group size: 2.

Objectives: Practice greetings and leave-taking.

Resources: Sample dialogue such as the following:

1st. *Betty: Hello, Bill*

Bill: Hi, Betty, How are you doing?

Betty: Pretty good. What's new?

Bill: Oh, not much

2nd. *Bill: Well, I got to go.*

Betty: Ok. See you around.

Bill: Ok. Bye-bye.

3rd. *Betty: Bill, this is sally, my new classmate.*

Bill: Nice to meet you, sally.

Sally: Same here.

Betty: I got to run. See you Bill

Procedure:

Step 1: Learners work with the model dialogue to become familiar with the target functional language. They may repeat the dialog after the teacher or on the tape.

Step 2: Learners pair up to personalize the dialogue by adding their names and include the functional target language.

Step 3: Each pair practice their finished dialogue and perform for their classmates.

Activity 2: Group Discussion (Based on Kagan, 1992).

Group size: 2 or 3.

Objectives: Practice informal conversation.

Resources: None.

Procedure:

Step 1: Learners discuss their hobbies, favorite school subjects, or future plans with someone sitting next to them.

Step 2: Learners share their ideas.

Activity 3: Three-Step Interview (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: Practice information sharing, turn-taking, asking, and paraphrasing

Resources: Sample developmentally appropriate questions such as:

1. *How are you?*
2. *What is your favorite school subject?*
3. *How long have you been studying at this school?*
4. *What is your favorite sport, game hobby?*
5. *What do you like to be in the future?*
6. *Other.*

Procedure:

Step 1: Participants pair up to interview each other.

Step 2: Each pair teams up with another pair to create a foursome.

Step 3: Within foursome, each learner shares information about their partner.

Intermediate-Level Activities

At this level, learners engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

Activity 1: Turn-to-Your-Partner Discussions (Based on Johnson et al., 1988).

Group size: 2.

Objectives: To encourage spontaneous conversation among learners.

Resources: None.

Procedure:

Step 1: Teacher asks a question about the assigned topic under discussion.

Step 2: Each student formulates his or her answer.

Step 3: Students discuss their answers with their partner.

Step 4: Students listen carefully to their partner's answer.

Activity 2: Conversation Around the Circle (Based on Kagan, 1992)

Group size: 8–10.

Objectives: To ask for and receive information.

Resources: Learners can improvise or prepare a set of questions about relevant topics, cultural issues, or current events such as family ties, police brutality, coronavirus, and communication pragmatics.

Procedure:

Step 1: Learners sit in a circle.

Step 2: Learners move the conversation in a clockwise direction. Each learner asks a question to the person sitting next to them and discusses answers.

Step 3: Learners move the conversation in counterclockwise direction and repeat Step 2.

Activity 3: Four Corners (Based on Kagan, 1992).

Group size: 2 or 3.

Objectives: To enhance spontaneous conversation skills

Resources: None.

Procedure:

Step 1: Learners choose to describe a day in the life of chosen animal or professional (i.e., teacher, physician, lawyer, nurse, etc.).

Step 2: One corner is designated for each choice. Learners record their answers.

Step 3: Learners go to the appropriate corners.

Step 4: Learners pair up and discuss their answers.

Step 5: Learners name one thing they learned, discuss how they felt working in a group, or how they might improve their group work in the future.

Advanced-Level Activities

At this level, learners advise, agree, argue, complain, convince, negotiate, praise, propose, and negotiate ideas.

Activity 1: Learner-Generated Surveys (Based on Kagan, 1992).

Group size: 2 or 3.

Objectives: To practice two-way conversation skills.

Resources: Surveys or sets questions about food, cuisines, and past experiences.

Procedure:

Step 1: Learners create surveys or questions about types of food, food preferences, healthy lifestyle, and different cuisine preferences.

Step 2: Learners circulate around to ask their peers questions and compile the results.

Step 3: The class reconvenes to share and discuss results.

Activity 2: Random Realia Object Dialogue (Based on Kagan, 1992).

Group size: 2 or 3.

Objectives: To develop dialogue conversational skills.

Resources: Realia objects from target language countries in a bag (i.e., maps, menus, tickets, magazine ads, coupons, postcards, pictures of geographic landmarks, portraits of famous people, etc.).

Procedure:

Step 1: Pairs or small groups of learners pick up an object or topic and improvise a dialogue around it.

Step 2: Learners generate and discuss a list of insights into the cultural products, practices, and perspectives inspired by their realia object.

Activity 3: Inside-Outside-Circle (Based on Kagan, 1992).

Group size: 6–8 in each circle: Total 12–16.

Objectives: To develop discussion skills.

Resources: A set or review questions about relevant issues or assigned topics such as the negative health consequences of smoking.

Procedure:

Step 1: Learners form an inside circle facing outward and the other half forms an outside circle facing outward so that each learner in the inside circle faces a learner in the outside circle

Step 2: Learners facing each other can discuss issues relevant to the assigned topic.

Step 3: Outside circle rotate one position so that they face a new person in the inside circle and continue the discussion.

Activity 4: Folded/Split Value Lines (Based on Kagan, 1992).

Group size: 6–8 in each line: Total 12–16.

Objectives: To improve negotiation skills around controversial issues such as banning mobile devices at school and other appropriate topics and issues.

Resources: None.

Procedure:

Step 1: Learners stand up and form a value line that is divided in half: The left half of the line agrees, and the right half of the line disagrees.

Step 2: Learners in the left half stay in the order they are standing and walk in a straight line until each one of them faces a learner in the right half.

Step 3: Learners facing each other discuss the reasons for their stand on the issue under discussion.

INTERPRETIVE COMMUNICATION

Interpretive Communication focuses on the interpretation of meaning from oral and written texts in a culturally appropriate manner. It involves constructing meaning from spoken and written discourse as learners listen to and read a variety of text types. Unlike interpersonal communication, interpretive communication is basically a one-way type of communication in which learners use their listening and/or reading skills to comprehend spoken and written language. This provides learners with invaluable language exposure that can lead to fluency and effective communication. It also enriches their content and world knowledge, helps perform everyday tasks, and enriches their personal and professional life.

SAMPLE INTERPRETIVE COMMUNICATION ACTIVITIES

Novice-Level Activities

At this level, learners can recognize and begin to understand a number of high-frequency, and highly contextualized words and phrases including aural cognates and borrowed words. Typically, they are able to recognize

the letters or symbols of an alphabetic or syllabic writing system, develop phonemic and phonological awareness, and comprehend developmentally appropriate texts at the literal level.

Activity 1: Think-Pair-Square (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To practice identification in spoken discourse.

Resources: A visual aid, map, or picture including objects and tasks such as identifying a picture of persons running, swimming, walking, moving like a windmill, and a person who looks happy.

Procedure:

Step 1: Teacher asks learners to:

1. *Draw a triangle around the picture of a person running.*
2. *Draw a circle around the picture of a person swimming.*
3. *Draw a box around the picture of a person walking*
4. *Underline the picture of a person whose arms are moving like a windmill.*
5. *Put a checkmark by the picture of a person you think is happy.*

Step 2: Learners pair and discuss their answers.

Step 3: Learners share their answers with their team members.

Activity 2: Think-Pair-Square (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To practice main idea comprehension.

Resources: A listening passage and a set of MC questions such as the following:

Passage: Rainforests cover only two percent of the surface of the earth. Yet they are the richest environments of our planet. Rainforest contain many animals and plants. They have high temperature and frequent rain fall.

MC questions:

- A. *The environment of the rainforests*
- B. *Dangerous animals in the rainforests*
- C. *Saving the rainforests*
- D. *Living in the rainforests.*

Procedure:**Step 1:** Learners listen to the passage.**Step 2:** Teacher asks learners to answer the MC question based on what is read.**Step 3:** Learners pair and discuss their answers.**Step 4:** Learners share their answers with the class.**Activity 3:** Think-Pair-Square (Based on Kagan, 1992).**Group size:** 2 and 4.**Objectives:** Note down key information.**Resources:** Sample reading passage and form such as the following:*Dear Michael,*

Our teacher gave us the names of pen pals from various countries. We chose names at random, and I picked yours. My name is John and I live in Chicago in the State of Illinois. I'm kind of tall, blond and athletic. I'm going to be eight next week. I love sports. I play ice hockey and do skiing in the winter and swimming in the summer

<i>Native country</i>	<i>Age</i>	<i>Physical description</i>	<i>Hobbies</i>
<i>John</i>			

Activity 4: Modified Patterned Partner Reading**Group size:** 2.**Objectives:** Comprehend written discourse.**Resources:** Sample reading passage and questions such as the following:

Passage: My name is Mary. I like many things. From food, I like apples, grapes, and oranges. I used to love bananas but then I stopped because I got sick. I love dancing because you move your body. It is just wonderful.

Sample questions:

1. What does Mary like from food?
2. Why did she stop to love bananas?
3. Why does she love dancing?

Procedure:**Step 1:** One learner reads aloud.**Step 2:** The pair pause to review the questions.**Step 3:** The pair discuss and suggest answers.**Step 4:** The pair share their common answers with the class.*Intermediate-Level Activities*

At this level, learners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. They may get meaning from texts featuring description and narration, dealing with familiar topics.

Activity 1: Jigsaw I (Based on Aronson et al., 1978)**Group size:** 4.**Objectives:** To develop an understanding of written discourse.**Resources:** A reading selection on a relevant topic related to cultural issues, current events, and literature divided into four sections.**Procedure:****Step 1:** Learners form teams of four members and each receives a section of the assigned reading.**Step 2:** Learners read their assigned section.**Step 3:** Learners teach teammates what they have learned.**Step 4:** Learners take an individual quiz on all materials covered in the expert groups.**Step 5:** Teams are recognized based on the average of the improvement points of each member.**Activity 2:** Jigsaw II (Based on Slavin, 1995).**Group size:** 4.**Objectives:** To develop an understanding of written discourse.**Resources:** An assigned and developmentally appropriate reading selection divided into four sections.**Procedure:****Step 1:** Learners form home teams of four members and each receives a section of the assigned reading.**Step 2:** Learners who are assigned the same sections leave their home teams to discuss their sections in corresponding expert groups.

Step 3: Learners return to teach their home teammates what they have learned in their expert groups.

Step 4: Learners take an individual quiz on all materials covered in the expert groups.

Step 5: Teams are recognized based on the average of the improvement points of each member.

Advanced-Level Activities

At this level, learners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events.

Activity 1: Snowball (Based on Kagan, 1992).

Group size: 2 or 4.

Objectives: Encourage construction of meaning and idea generation.

Resources: A set of questions based on teacher presentation or assigned readings written on large flip chart papers or board and colored markers.

Procedure:

Step 1: Learners are divided into pairs or small groups of four members each.

Step 2: Each pair or small group is given a marker. Each group is situated at a different flip chart page and asked to discuss and write their responses on the sheet in front of them.

Step 3: Teacher asks the learners to skim and scan an assigned reading selection or a story to answer questions related to setting, characters, and plot or series of events that happened in the story under discussion.

Step 4: Teacher gives turns to different learners to express their emotions and records the different emotion words they come up with on large flip chart papers or on whiteboard to have a list of words related to emotion.

Step 5: The teacher calls “snowball” and each group rotates clockwise. They read what the previous group has written and add new ideas or different views. The process continues until each group has rotated to all pages.

Step 6: The teacher leads a debriefing session. You may have each group summarize the page that they finish at and suggest possible implications, applications, and so on.

Activity 2: MURDER (Based on Hythecker et al., 1988).

Group size: 2.

Objectives: To develop an understanding of written discourse.

Resources: A reading selection on an assigned topic.

Procedure:

Step 1. M: Pairs of learners break the ice and create a relaxed mood.

Step 2: U: Each learner reads the assigned reading silently.

Step 3: R: One learner recalls the main ideas without looking back.

Step 4: D: The other learner listens carefully to detect errors or commissions.

Step 5: E: Pairs of learners elaborate with examples, connections, opinions, reactions, applications, or questions.

Step 6: R: Pairs summarize and review.

Activity 3: Stump Your Partner (Based on Kagan, 1992).

Group size: 2.

Objectives: To develop an understanding of spoken discourse.

Resources: Teacher presentation on an assigned topic such as target cultural products, practices, perspectives, or current events.

Procedure:

Step 1: Students take a minute to create a challenging question based on the content of the presented information.

Step 2: Learners pose the question to the learner sitting next to them.

Step 3: Learners write down their answers to the received questions.

Step 4: Learners hand in their questions and answers and gauge understanding through a class discussion facilitated by the teachers or volunteer learners.

PRESENTATIONAL COMMUNICATION

Presentational Communication entails presenting and writing information, reports, articles, and speeches, and presentations. It assumes great importance in academic and corporate settings as language users need to effectively convey information in a culturally appropriate manner that necessitates audience accommodation and observance of the recipients' world views, values, and norms.

SAMPLE PRESENTATIONAL COMMUNICATION ACTIVITIES

Novice-Level Activities

Learners use a number of isolated words and memorized phrases, supply limited information on simple forms and documents, and other basic biographical information, such as names, age, and nationality.

Activity 1: Write-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To present basic personal information.

Resources: A simple bibliographic form such as the following:

Name:

Age:

School:

Nationality:

Future plans:

Procedure:

Step 1: Learners take individual think time to complete the form.

Step 2: Learners turn to a partner to share and discuss their completed forms.

Step 4: Learners share their completed forms with the class.

Activity 2: Stand & Share (Based on Kagan, 1992).

Group size: Whole class.

Objectives: To present basic descriptions.

Resources: A favorite toy or object.

Procedure:

Step 1: Teacher asks learners to bring a favorite toy or object.

Step 2: Learners stand and describe their object when they feel able and ready.

Step 2: When all learners stand up, the teacher asks one participant to share his/her description.

Step 3: After the learners share, they sit down.

Step 4: The procedure is repeated until all learners share their objects.

Activity 3: Think-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: Make a brief presentation.

Resources: Word phrase outline such as the following:

Birth

Family

Childhood

School

Plans

Other

Procedure:

Step 1: Teacher asks learners to prepare a brief presentation based on the above word phrase outline.

Step 2: Learners take individual think time to prepare their presentation.

Step 3: Learners turn to a partner (or small groups) to share their presentations.

Step 4: Learners give their presentations with larger teams or with the entire class.

Intermediate-Level Activities

Learners handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversations provide personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Activity 1: Write-around (Based on Kagan, 1992).

Group size: 6–8.

Objectives: To develop summary and writing skills.

Resources: None.

Procedure:

Step 1: Learners receive a sentence starter such as “Intercultural understanding and appreciation is important because” and “Learning about others’ cultures is important because”

Step 2: Learners finish the sentence and pass their paper to the learner next to them counterclockwise.

Step 3: Learners read the sentence they receive and write a sentence of their own.

Step 4: Learners continue for a few rounds.

Step 5: Learners write conclusions to the text that emerges.

Activity 2: Think-Pair-Share/Write-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: Present information orally or in written form.

Resources: None.

Procedure:

Step 1: The teacher poses questions such as: Why is keeping family ties beneficial? How family structures and ties are similar or different in certain countries?

Step 2: Learners take a few minutes of individual think time to come up with an appropriate response.

Step 3: Learners turn to a partner or small groups of four members to share and discuss their responses.

Step 4: Learners agree on a pair or group response.

Step 5: Learners share and discuss responses with larger teams or with the entire class.

Activity 3: One Stay, Two Stray (Based on Kagan, 1992).

Group size: 4.

Objectives: To present and discuss information about cultural products and practices such as food and cuisines in different countries, festival, national celebrations, and current events.

Resources: Internet, library pictures, documentaries, realia, illustrations, and more.

Procedure:

Step 1: Groups of three members prepare a poster presentation about the foods, cultures, and festivals of a country of their choice.

Step 2: One member stays to present the group poster and the other two members stray in order to find out what other groups have done and learn from their presentations.

Step 3: The strayers return to their base teams to report what they have observed and learned.

Activity 4: Timed Carousel Brainstorming (Based on Kagan, 1992).

Group size: 4.

Objectives: To present information in written form.

Resources: A set of questions about content are topics written on chart papers and colored pens.

Procedure:

Step 1: Learners travel around the room in groups of four members each to answer different questions written on chart papers placed around the room. Each group has one or more minutes to write their answers, using the same color pen. The time to answer questions depends on question complexity.

Step 2: Learners rotate around the room to the next poster and repeat the process.

Step 3: Learners come together for a whole-class discussion and share what is written on the posters.

Advanced-Level Activities

Learners at this level participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. They narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. They can contribute to conversations on a variety of familiar topics and are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspects.

Activity 1: Think-Pair-Share/Write-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: Share information orally or in written form.

Resources: Pictures and tourism brochures of various countries.

Procedure:

Step 1: Teacher asks learners to look at the travel brochures about cities in various countries.

Teacher tells learners that they only need to get a general idea about these two cities.

Step 2: Teacher poses questions such as: Why are travel and tourism beneficial? How are the British and the Lebanese cultures similar or different? What can you see in the two pictures that are new to you? What kind of information can you find in the travel brochures? Is there anything similar between the cities under discussion? How can one practice English outside the classroom and the like?

Step 3: Learners take individual think time to come up with appropriate answers to the questions in Step 2.

Step 4: Learners turn to a partner (or small groups) to share and discuss their responses.

Step 5: Learners agree on pair or group responses.

Step 6: Learners share and discuss responses with larger teams or with the entire class.

Activity 2: Write-around (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To develop summary and writing skills.

Resources: Sentence starters related to assigned content area topics, cultural issues, and current events. For example:

The English language has become a global lingua franca because

Procedure:

Step 1: Learners receive the sentence starter.

Step 2: Learners finish the sentence and pass their paper to the learner next to them counterclockwise.

Step 3: Learners read the sentence they receive and write a sentence of their own.

Step 4: Learners continue for a few rounds.

Step 5: Learners write conclusions to the text that emerges.

Activity 3: Fishbowl Debate (Based on Kagan, 1992).

Group size: 3.

Objectives: To develop presentation and arguing skills.

Resources: Controversial topics for debate.

Procedure:

Step 1: Learners debate controversial issues such as whether elderly people should be put in nursing homes or not, whether money should be spent on outer space exploration or not, and so on and so forth.

Step 2: The learner on the left takes a position on the issue, the learner on the right takes the opposite position, and the learner in the middle takes notes and decides who wins and provides an argument for his or her decision.

Step 3: Groups debrief their discussions.

Activity 4: Colored Cooperative Graffiti (Based on Kagan, 1992).

Group size: 4.

Objectives: To encourage topic exploration and presentation of ideas.

Resources: None.

Procedure:

Step 1: Learners in groups of four receive large flipchart papers and a different colored pen for each member.

Step 2: Teacher asks learners to discuss an issue such as the impact of climate change, Covid-19, or any other relevant issue.

Step 3: Learners organize their colorful ideas into categories and share them with the class.

Activity 5: Creative Controversy (Based on Johnson & Johnson, 1994).

Objectives: To develop perspective taking, negotiation skills, disagreeing in an agreeable manner, and consensus building.

Resources: A reading on any controversial issue, library, and Internet resources.

Procedure:

Step 1: Learners build background knowledge through teacher presentations, assigned reading, and/or own research about a controversial issue:

Step 2: Learners form groups of four members. Within each foursome, each student is assigned a partner and a point of view on the issue under discussion. Learners work with partners to prepare their arguments.

Step 3: Each learner meets with a learner from another team who is working on the same point of view to reconceptualize and share materials and strategies.

Step 4: Learners meet again in their original pairs to compare notes and prepare their position.

Step 5: Each pair present their position. The other pair listens carefully, takes notes, and may ask clarification questions.

Step 6: Pairs of learners reverse assigned positions and prepare a new argument.

Step 7: The two pairs present their new arguments.

Step 8: Learners drop advocacy and build a well-reasoned synthesis and consensus.

Possible Reflection Questions

- How do the above activities promote the learners' proficiency in interpersonal, presentational, and interpretive communication?
- How can you adapt the above activities to address the needs of learners at various levels of proficiency?
- What topics and curricular expectations are suitable for learners in your classroom?
- What might be other ways of supporting the development of learners' proficiency in the various modes of communication?

CONCLUSION

Communication is the ultimate goal of learning EIL or any other additional language. As the standards indicate, learners need to carry out numerous communicative functions and transactions to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information. They also need to understand and interpret written and spoken language on a variety of topics as well as present information, concepts, and ideas to an audience of listeners or readers. The standards reframe communication as a three-modal interpersonal, interpretive, and presentational process so as to address the aforementioned functions and transactions. In addition, the standards emphasized both the context and purpose of communication. As such, the "Communication" goal area and its corresponding standards are linked and inherently connected to the other goal areas: Cultures, Connections, Comparisons, and Communities.

CL is particularly relevant and well-suited to address the standards in an integrated manner. Because CL consists of content-free, flexible, and diverse structures of managing classroom interactions, it lends itself to creating teaching and learning communication activities that address target cultural content knowledge, school subject area topics, and relevant comparative language and culture thematic issues. Furthermore, CL provides excellent opportunities for collaboration and for using the target language beyond classroom walls both in local and global settings.

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Cooperative Learning and Cultural Practices, Products, and Perspectives

Abstract This chapter introduces the “Cultures” goal area and discusses its importance in the context of teaching and learning English as an International Language (EIL). It shows how Cooperative Learning (CL) develops learners’ competence in relating and explaining cross-cultural products, practices, and perspectives in the interest of promoting effective intra-cultural as well as intercultural communication. The chapter concludes with a range of CL activities for developing learners’ awareness of the relationship between social behaviors, literature, and fine arts, and the beliefs and value cultural systems in the context of learning and using EIL.

Keywords Cultural perspectives • Cultural practices • Cultural products • Intercultural communication

As You Read, You Might Want to Ask Yourself

- What is the importance of cultural understanding in language education?
- How does cultural understanding relate to effective communication?
- How can cooperative learning support understanding of the interplay between cultural perspectives, products, and practices?

CULTURES GOAL AREA AND STANDARDS

The “Cultures” goal area focuses on the knowledge and understanding of other cultures and is an important component of language education, given that mastering the cultural context in which communication occurs is essential for effective communication. This goal area and its corresponding standards underscore the role of culture in language proficiency and recognize its long and contentious history in (FL) education (Fig. 5.1).

The “Cultures” goal area entails the following two standards:

- 1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Culture is the second most important component of FL instruction after communication based on the proposition that learners cannot truly master a language until they have mastered the cultural contexts in which the language is used (Blaz, 2013). This educator further explicates that the standards divide the culture’s goal area into three parts: practices, products, and perspectives.

The “practices” category pertains to social behaviors such as greetings, holidays, ceremonies, and rites such as marriages and graveside practices, in addition to the political and educational systems of culture. Cultural practices are manifestations of an unwritten but deeply ingrained system of

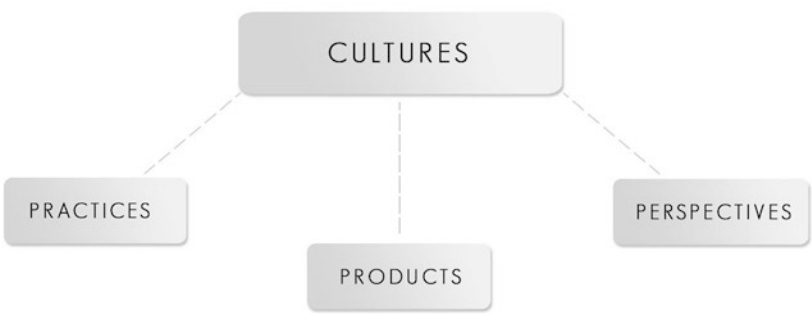


Fig. 5.1 Cultures

beliefs and expectations in the culture. The goal of teaching the practices is to enable learners to understand and participate in them, if necessary.

The “products” category includes the big-C masterpieces of architecture, art, cinema, and literature, as well as everyday items such as rolling pins, chopsticks, wedding veils, or boiled peanuts and so forth. Products are also intangible items, especially music (popular, traditional, or classical). The goal of presenting a product is that learners should recognize the product and be aware of its role in the culture.

The “cultural perspectives” category is the newer addition to the standards. It refers to commonly held values, folk ideas, shared attitudes, and widely held assumptions, opinions, and attitudes, whether these be openly expressed or hidden. Cultural perspectives signify the world view of culture, the answers to the questions “Why do they do this like that?” or “How can they possibly think that?” Examples of themes dealing with cultural perspectives include “attitudes toward family, life and death, work, or corruption; concepts of personal honor, the role of religion in society, social class structure and its consequences; or attitudes towards animals” (Blaz, 2013, p. 54).

COOPERATIVE LEARNING AND CULTURAL UNDERSTANDING

Scholars have articulated a strong rationale for using CL in intercultural and multicultural education (Awada, 2021; Finkbeiner & Schnaitmann, 2001; Holt, 1993; Sharan, 2010a, Slavin & Cooper, 2002). Holt (1993) maintains that CL “holds great promise for helping educators transform diversity into a vital resource for supporting students’ acquisition of academic subjects” (p. 3). A basic premise in this regard is that structuring classroom interactions cooperatively improves relations, benefits from resources, manages diversity, and channels peer influence positively in order to improve school performance.

Sharan (2010a, 2010b) argues that “CL offers teachers in the multicultural classroom a vast array of flexible teaching strategies that they can rely on to help them cope with the varied backgrounds and learning styles in their classroom and create an interactive and nurturing learning environment” (p. 2). Specifically, this researcher characterizes CL as “inherently diversified” given its great respect for individual differences, being rooted in the heterogeneous philosophical thoughts of progressive, cognitive, and social psychology, and having been developed, adapted, and practiced in numerous countries from all corners of the globe.

Finkbeiner and Koplin (2002) suggested the ABC's model for discovering cultural concepts in a cooperative setting. This model is based on the view of culture as consisting of observable differences in communication such as greeting routines and styles (e.g., shaking hands, embracing, kissing, nodding the head, or not touching at all) as well as non-observable dimensions pertaining to values, attitudes, and concepts. In this sense, culture is viewed as the blueprint that "establishes for each person a context of cognitive and affective behavior" (Larson & Smalley, 1972, p. 32). Culture in other words could be perceived as the "software of the mind" as described by Hofstede (1997), who differentiates between art and literature as elements of culture and the patterns of thinking, feeling, and potential acting as a broader understanding of culture (cited in Finkbeiner & Koplin, 2002, p. 4). In this sense, cultural development is perceived as a nonlinear cognitive and emotional process in concentric circles influenced by individual's perception and experiences that are constructed and socially conveyed cultural identities, images, and preferences (Finkbeiner & Koplin, 2002).

Slavin and Cooper (2002) proposed CL as an innovative and effective approach for resolving racial and ethnic issues in America's increasingly diverse and multicultural school settings. These researchers invoked Allport's (1954) contact theory and argued, based on empirical evidence (e.g., Lopez-Reyna, 1997; Slavin, 1992, 1995), that CL has a "great potential to facilitate the building of cross-ethnic relationships and to reduce racial stereotyping, discrimination, and prejudice" given that its applications and techniques encourage positive social interaction among learners from diverse social and ethnic backgrounds (p. 648). Furthermore, CL provides role equity and equal opportunities for all learners to achieve status and contribute to group goals, which makes learners judge each other based on merit and not on stereotypes, as suggested by McLemore and Romo (1998). Specifically, Slavin and Cooper (2002) recommended the following eight CL approaches and structures as effective ways to ensure equity and improve intergroup relationships: STAD, TGT, TAI, CIRC, Jigsaw, LT, Kagan Structures, and GI.

CULTURAL PRACTICES AND PERSPECTIVES

Understanding the relationship between cultural practices and cultural perspectives focuses on the practices that are traditional in a cultural context. This entails awareness of how cultural values, folk ideas, shared attitudes,

and common assumptions and opinions shape verbal and nonverbal expressions, manner of dress, typical occupations, popular sports, family roles, holidays, and celebrations along with a range of other social and business practices.

SAMPLE CULTURAL PRACTICES AND PERSPECTIVES ACTIVITIES

Activity 1: Pairs Check (Based on Kagan, 1992).

Group size: 2

Objectives: To develop awareness of greeting practices and cultural values across cultures.

Resources: Videos about how people greet each other in different countries.

Procedure:

Step 1: Learners watch in pairs videos on the way(s) in which people from different cultures greet each other, focusing on the formal and informal expressions they use and the paralinguistic features of their behavior.

Step 2: One member of each pair writes and presents lists of formal and informal greetings expressions.

Step 3: The other member listens and praises his/her partner for the good ideas and thinking behind them.

Step 4: Pairs reverse roles and the other member may describe the facial expressions and body language.

Step 5: Each pair present their observations for class discussion.

Activity 2: Think Pair Share Culture Assimilator (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: Relate cultural practice to cultural perspectives.

Resources: Culture Assimilator Episodes such as the following:

Ann and Jad were involved in a serious conversation with their parents. They were trying to convince their parents to put their grandma in a nursing home because she looked sad and lost and didn't remember things (although she used to be such a nice lady). Their grandma had Alzheimer's disease, and they wanted her to get the proper care she needed. Jad and Ann told their parents about the character in the Ice Cream Girl, and how their grandma is, like her grandma, living in a world of her own, it's a world of shadowy memories and loneliness. Their parents told them that people will speak ill of them if they do so because the traditions and customs of their

society don't allow them to put their elderly in nursing homes unless they are ungrateful and bad children. Furthermore, their parents told them that family members should stand by each other and shouldn't be separated no matter what.

Why do you think the parents did not seem to be interested in what Ann and Jad suggested?

- A. Parents like them, do not really care about their elderly.
- B. Jad's and Ann's parents love the grandma and fear not complying with their culture and the norms of their society.
- C. Jad's and Ann's parents love their elderly, so they will keep them in their homes even if they can't take proper care of them.

You Chose A

You have made one assumption here that is not warranted by what you have read in this past episode. The assumption is that parents don't care about their elderly is not supported in the passage.

Reread the episode and make another choice.

You chose B

This answer might not fully explain the behavior of Jad's and Ann's parents. There may be some truth in this, but on what evidence are you basing your choice of this alternative? Do not make assumptions like this when you are going through the assimilator.

Reread the episode and make another choice.

You chose C

Right! Family ties and the extended family structure in Lebanon make parents keep their elderly home even if they can't provide them with a proper care. Parents in Lebanon are required to conform to their cultural values and norms.

Procedure:

Step 1: Learners take individual think time to read the episode and make their choice of the correct answer.

Step 2: Learners discuss their answers with a partner and reach consensus on correct answer.

Step 3: Learners share and discuss their answers with class.

Activity 3: SUMMER (Based on Jacobs, 2006).

Group size: 2.

Objectives: To create awareness of behavior in conventional situation in various cultures: a family meal in a French home.

Resources: Culture Capsules such as the following:

In a French home, the table is set for a meal in this way: A tablecloth, la nappe, is nearly always used. The plate, l'assiette, is put at each place, and the glass, le verre, is placed to the right and above the plate. The knife, le couteau, and the large soup spoon, la cuiller à soupe, go to the right of the plate. The spoon, la cuiller, is usually placed above the dinner plate, facing the bowl down on the table cloth, rather than at the right beside the knife as is the American custom. The forks, les fourchettes, are placed on the left. You may notice, however, that the spoons and forks are turned over and placed on the table. When the soup is being served, l'assiette creuse is put on the plate. The French bread is placed directly on the tablecloth. Bread and butter plates are not used at each place. A napkin made of cloth, la serviette, is put on each plate, usually on the plate. In its position at the right of the plate, the knife is rested on a knife holder, le porte-couteau.

Procedure:

Step 1: Pairs of learners set the mood for reading.

Step 2: Learners read the assigned cultural capsule silently and understand it.

Step 3: One member of the pair summarizes the main ideas to his/her partner.

Step 4: The other member of the pair monitors the summary.

Step 5: Elaborate: Learners elaborate on the summary drawing on their background knowledge about table manners and practices in their own cultures.

Step 6: Learners review with the class and synthesize insight into the interplay of cultural practices and perspectives.

CULTURAL PRODUCTS AND PERSPECTIVES

Cultural products are shaped by the “perspectives” of the culture and are manifested in its big C as well as in laws, educational systems, inventions, famous people, and influential historical events. Specifically, any cultural products such as literature, arts, crafts, music, films, or common words and idiomatic expressions are caused or shaped by certain cultural perspectives and values.

SAMPLE CULTURAL PRODUCTS AND PERSPECTIVES ACTIVITIES

Activity 1: Stand and Share Cultural Artifacts (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To develop insights into cultural products and perspectives of various countries.

Resources: Cultural artifacts that have special importance or meaning in various countries.

Procedure:

Step 1: Learners bring to class cultural artifacts from their own countries or any other country of their choice. They may search for artifacts in books, brochures, the Internet, Geography books, encyclopedias, and so on.

Step 2: Learners discuss their artifacts in groups of four members until each team member feels able and ready to share his/her artifact with the class.

Step 4: Learners stand up when ready to share.

Step 5: Learners present their artifacts focusing on the origin, importance, and cultural significance.

Step 6: Learners discuss how the artifacts relate to the perspectives of their cultural origin.

Activity 2: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To develop awareness of products across cultures.

Resources: Access to neighborhood resources.

Procedure:

Step 1: Learners are assigned foreign names from cultures found in their neighborhood and community.

Step 2: Learners discuss in groups of four their individual roles and resources to perform a cultural scavenger hunt.

Step 3: Learners carry out their investigation on cultural products such as products posters, pictures, maps, signs, borrowed words, food, and realia from their assigned culture.

Step 4: Learners reconvene to share their findings and prepare a poster presentation.

Step 5: Learners present and discuss their presentation with the class.

Activity 3: Group Investigation (GI) Video Making/Picture Slide Presentation (Based on Sharan & Sharan, 1992).

Objectives: To understand the relationship between target culture products and perspectives.

Resources: Internet, library, TV shows, films, documentaries, illustrations, etc.

Procedure:

Step 1: Learners are assigned to make a video or a picture slide presentation about the practices and activities of various cultures.

Step 2: Learners discuss in groups of four their individual roles and resources to make the video or the slide presentation.

Step 3: Learners carry out their investigation of information, pictures, and relevant illustrations.

Step 4: Learners reconvene to share their findings and prepare a poster presentation.

Step 5: Learners present and discuss their presentations with the class.

Possible Reflection Questions

- How do the above activities promote the learners' understanding of the interplay between cultural perspectives, cultural practices, and cultural products?
- How can you adapt the above activities to address the needs of learners at various levels of proficiency and from diverse cultural backgrounds?
- What topics and curricular expectations are suitable for learners in your classroom?
- What might be other ways of supporting learners' understanding of cultures?

CONCLUSION

The "Cultures" goal area and its corresponding standards emphasize a good understanding of the relationship between cultural practices on the one hand and the underlying cultural beliefs and values of the studied culture on the other. In addition, this goal area and standards stress on understanding how the beliefs and value system of the target culture are reflected

in the cultural products and practices of that culture. This understanding of the interplay between cultural practices, products, and perspectives plays a pivotal role in developing learners' sociolinguistic, pragmatic, and paralinguistic competencies. It also fosters cross-cultural tolerance and appreciation. Consequently, it is important to avoid using ineffective approaches such as the facts-only, tour guide, or the by-the-way approaches in teaching culture in order to circumvent the problem of creating stereotypes and cross-cultural boundaries.

CL in general, and the division of labor and project design structures such as Group Investigation, Jigsaw II in particular, provide an effective and beneficial mechanism for exploring, conceptualizing, and discussing the interplay between cultural practices and products in an integrated and authentic manner.

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Cooperative Learning and Interdisciplinary Connections of Language and Content Learning Across the Curriculum

Abstract This chapter discusses the connections and beneficial outcomes of using English as an International Language (EIL) as a vehicle for content area interdisciplinary teaching and learning of other school content areas such as mathematics, sciences, and social studies. The chapter explores the role of EIL as a medium of instruction in numerous educational systems across the globe. It also explicates how Cooperative Learning (CL) can be utilized as a mechanism to facilitate connections to content area interdisciplinary learning and teaching across the curriculum. The chapter maintains that using EIL to learn school subjects deepens learners' disciplinary knowledge and motivates them to learn. Furthermore, learners acquire information and perspectives that are otherwise unavailable through their native language and its culture.

Keywords Cooperative learning and language across the curriculum • English across the curriculum language instruction • Immersion education • Interdisciplinary learning

As You Read, You Might Want to Ask Yourself

- What are the benefits of using English as a medium of instruction in content area teaching and learning?
- What are the various models of language education that promote using second and foreign languages as vehicles for interdisciplinary learning?
- How can cooperative learning support learners' knowledge of other disciplines and acquire available information through the foreign language?

CONNECTIONS GOAL AREA AND FL STANDARDS

The “Connections” goal area of the standards focuses on connecting language teaching and learning with other curricular domains, academic disciplines, and school content areas such as mathematics, sciences, and social studies. It also emphasizes the role of using languages as a vehicle for the acquisition of meaningful knowledge and the performance of authentic tasks (Fig. 6.1).

Specifically, the “Connections” goal area includes the following two standards:

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language, and
- 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its culture.

Language researchers and educators tend to agree that connecting language teaching and learning with interdisciplinary content area instruction motivates learners, given that they perceive and appreciate a meaningful and authentic purpose for FL study as they connect what they learn across disciplines. “Connections” also promote meaningful learning as EIL “study” becomes EIL “use” as learners communicate with native speakers and acquire information and new perspectives from the target language and culture. This is particularly important in the learning contexts in which English is learned as an international language. In such contexts, new emergent content areas and nascent curricular goals extend beyond the traditional



Fig. 6.1 Connections

areas of mathematics, sciences, and social studies due to an increasingly complex, globalized, and interdependent world. Examples include entrepreneurial economic and financial literacy as well as civic, environmental, and health matters, among many other contemporary world issues and important current events. It should also be noted that connecting language learning, learners' interests, and aspects of their personal life with information and content available in the target language leads to the development of learners' autonomy and positive dispositions for lifelong learning.

Blaz (2013) argues for integrating the "Connections" goal areas and corresponding standards into the FL curricula and practices based on the premise that establishing connections and knowledge pathways "make it easier for the brain to store the foreign language" (p. 73). Furthermore, using the FL to acquire content school area knowledge and access information only available through the FL and its culture increases the relevancy of EIL study and strengthens its position as an important and indispensable subject in the educational system.

FOREIGN LANGUAGE AS A VEHICLE FOR INTERDISCIPLINARY LEARNING

The "Connections" goal area and its related standards are in harmony with the Language Across the Curriculum (LAC) approach in FL education, which is currently considered both appropriate and timely given that English is used as a medium of instruction (EMI) in numerous countries across the globe due to historical, political, and educational considerations (Macaro et al., 2018; Ghaith, 2020). "Connections" also aligns nicely with the growing popularity of immersion education and dual-language programs, particularly in Asia, Canada, Europe, North and South America,

and the Pacific. Connecting language and content learning also reflects the principles and practices of the various contemporary language education models of Content-Based Instruction (CBI) (Cammarata et al., 2016). It should also be noted that connecting EIL education and content area teaching and learning is pedagogically sound and beneficial. Learners enhance their cognitive development and capabilities, develop greater facility with their native and target languages, and improve their overall academic performance. Furthermore, they develop a better sense of accomplishment and a higher level of motivation for learning. They also enrich their cultural literacy and attain better ability to communicate with people from diverse linguistic and cultural backgrounds in comparison with their single-language peers.

LANGUAGE ACROSS THE CURRICULUM (LAC)

The LAC approach to FL teaching and learning allows students to integrate language and content learning thereby enabling them to apply their language knowledge beyond the confines of the language classroom (Bahous et al., 2011; Bettencourt, 2011). This approach endorses the principle that it is important to use language effectively in the content area classes of science, math, and social studies as well in discussing current issues and emerging curricular themes and topics. It is premised on the principle that language proficiency plays a pivotal role in learners' personal development and future careers and is in line with calls to integrate language and content learning (CLIL) (Turner & Fielding, 2021). The pointers in Fig. 6.2 below highlight the LAC principles and priorities:

- Language learning does not take place in the language classroom alone; rather language is acquired in each subject class when utilized as a tool for meaningful content learning and authentic communication.
- Learning in all subjects is dependent upon language and both content learning and language learning are interrelated.
- As they listen, speak, read, and write in their content classes, learners practice their linguistic and paralinguistic skills.
- LAC emphasizes active and constructive learning and stresses the relationship between language and thinking.
- LAC contributes to the learners' understanding and thinking by introducing subject-specific concepts and genres, developing varied learning strategies, and cultivating meta-perspectives on knowledge.

Fig. 6.2 LAC principles and priorities

IMMERSION EDUCATION

According to Johnson and Swain (1997), the option of immersion education has become quite popular and common within bilingual education programs in North America, Europe, Asia, the Pacific, and Africa. Although the nature of immersion education and its models of implementation could vary due to certain contextual variables, these programs are characterized by using the target FL for authentic communication and as a vehicle for content area learning in a natural setting (Baker, 2001).

The rationale for immersion and dual-language programs is based on a growing awareness of the role of and need for proficiency in second and third languages as a prerequisite for success and upward mobility in the global society and knowledge-based economy. It has also been established that the formative and childhood years are optimal for language acquisition and development of transcultural appreciation and understanding. Furthermore, immersion education and dual-language programs maximize learners' opportunities to acquire the target language in a natural manner, thereby participating fully in authentic, meaningful, and frequent classroom talk, which enables them to quickly understand and speak the target language. Although these programs require learners to exert more effort to function in two languages simultaneously, they actually enhance learners' academic skills and boost their achievement in comparison to their non-immersion counterparts (Piske & Young-Scholten, 2009).

CONTENT-BASED INSTRUCTION

Content-Based Instruction (CBI) provides another venue for connecting FL and content area learning. Proponents of CBI consider this approach to FL education to be in line with the tenets of communicative language teaching and in agreement with the principles of proven best practices in language education (e.g., Fried-Booth, 1986; Grabe & Stoller, 1997; Haines, 1989). These researchers contend that unlike traditional approaches to FL teaching which focus on accuracy, discrete grammatical points, and vocabulary items, CBI concentrates simultaneously on the communicative use of language and content learning rather than form. It emphasizes learning about something through language rather than learning about language. As such, CBI provides opportunities for developing FL proficiency in a referential and meaningful context conducive for

- Theme-based CBI is common in K-12 EFL classes and contexts in which instruction is organized in units designed based on themes that appeal to the interests of learners and cut across topics from the various content areas (Satilmis et al., 2015; Shaaban & Ghaith, 1997).
- Adjunct CBI classes are more common in college settings and aim at mainstream learners and prepare them to join English first language (L1) learners. These classes contain both a language subject and a content course (Kiziltan & Ersanli, 2007).
- Sheltered CBI focuses on learning the subject matter content of various school subjects through the provision of special assistance intended to enable language learners to understand regular classes (Echevarria & Short, 2010).
- Theme-based sheltered CBI stresses learning subject matter content (strong version of CBI).

Fig. 6.3 CBI models

teaching the various modes of communication in an integrated and meaningful manner.

CBI is an umbrella term for a number of instructional models in language teaching and learning that combine language- and content-learning objectives. Davies (2003) describes three major models of CBI that have proven to be effective in immersion education and FL settings. These models emphasize learning about “something,” not learning about language. The models include theme-based, adjunct, and sheltered instruction. Figure 6.3 presents the CBI models that are currently implemented in various international and socio-cultural settings:

Scholars agree that in CBI, content and language create a symbiotic relationship whereby the learning of content contributes to the learning of language and the mastery of language gives learners easier access to content. Furthermore, CBI provides further opportunities for the development of various language skills and resources relatively better than other FL instructional models and approaches (Grabe, 2009; Grabe & Stoller, 1997; Guthrie et al., 2004a). Along similar lines, Johnson and Swain (1997) recommend that language learning and content area subject learning be linked together, a proposition that is also supported by Richards and Rodgers (1986) and Dupuy (2000), who consider CBI to be an effective venue for learning language and content simultaneously. Empirical evidence supports these contentions given that CBI was reported effective in improving reading comprehension (Guthrie et al., 2004b) and in motivating learners as they read authentic, interesting, and developmentally appropriate materials (Brinton et al., 1989; Kessler & Quinn, 1987; Mohan, 1986; Milk, 1985).

COOPERATIVE LEARNING AND INTERDISCIPLINARY LANGUAGE LEARNING ACROSS THE CURRICULUM

CL is appropriate in interdisciplinary learning given that it allows utilizing quite a wide variety of materials and text types in planning instruction. It also offers additional ways of connecting content areas and language instruction and can be used in many subjects, as suggested by McGroarty (1989) who maintained that content-based instruction combined with CL activities can spark learners' interests and motivation to explore a variety of solutions. They can also address divergent and open-ended questions and issues with no single right answers. This encourages authentic and meaningful language use beyond the language classroom, especially when using provocative content to stimulate negotiation through CL approaches and structures that allow learners and teachers to draw on cognitive and experiential skills in addition to grammar as they exchange ideas.

Content courses taught in the target second or foreign language via CL are effective in achieving content and language mastery learning outcomes at all levels of schooling, including the postsecondary level. Scholars attribute this to the supposition that CL tasks allow using quite a variety of group activities and materials to support instruction, which maximizes opportunities for active language use and creates a favorable context conducive to language development. Because CL provides multiple and flexible channels of instructional design, it facilitates mastery of content concepts and taps the verbal, spatial, visual, and manual abilities and skills of all learners (Cohen, 1986; Kagan, 1986).

Troncale (2002) calls for incorporating CL into content-based instruction in order to address all the needs of language learners and to enable them to become autonomous lifelong learners. Similarly, Cohen (1986) calls for using "discipline-based" and "intellectually important" topics along with "well-designed" CL activities that address "big curricular ideas" and "invoke central disciplinary concepts" in order to achieve gains in content learning and growth in language proficiency. This researcher gives an example from "The Stanford Global Climate Change Curriculum" ([pangea.stanford.edu/programs/outreach/climate change](http://pangea.stanford.edu/programs/outreach/climate%20change)) developed by an interdisciplinary team of science teachers, educators, and climate scientists. This project organizes curriculum around central concepts and big ideas related to climate science as an emerging discipline and aims to provide middle school and high school students with opportunities to learn about climate change and global warming. The content focus is on what

is known about climate change, its epistemological basis, and societal implications. Working in cooperative groups using authentic data and discourse of science, they examine evidence and scientific claims, discuss the scientific consensus surrounding these claims, and explore the benefits and costs of various mitigation and adaptation strategies.

BENEFITS OF COOPERATIVE LEARNING AND INTERDISCIPLINARY LEARNING

The literature includes many studies from diverse educational settings that document the positive outcomes of the combined effects of content-based interdisciplinary education and CL instructional approaches and structures. For instance, Holthuis et al. (2014) reported that classrooms with higher levels of student interactions had higher epistemological discourse scores about climate change than their counterparts with lower interaction levels. Along similar lines, the California State Department of Education (1984) reported that elementary school students who used French or Spanish as second languages to learn content outperformed their counterparts and acquired a far superior level of communicative proficiency in the second language than students who simply studied the second language as a school subject. Students master grade-appropriate cognitive skills as they develop a high level of competence in the language of instruction. Canadian research has shown that Anglophone university students studying psychology in French scored significantly better in comprehension and willingness to use French than similar students who had taken a French language course instead (Hauptman et al., 1988).

CONNECTIONS ACROSS CONTENT AREAS/ TRANSDISCIPLINARY LEARNING

Knowledge of other academic disciplines through the FL enables learners to relate information acquired in their EIL classes to native language arts, science, mathematics, social studies, physical education, technology, and music classes. Furthermore, learners can utilize their knowledge and skills acquired in their content area classes to enhance their language proficiency as they expand and deepen their understanding of other areas of knowledge.

SAMPLE CONNECTIONS ACROSS CONTENT AREAS/ TRANSDISCIPLINARY ACTIVITIES

Activity 1: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To acquire multidisciplinary knowledge.

Resources: Content area textbooks and teaching materials, encyclopedias, documentaries, Internet, and more.

Procedure:

Step 1: Learners form teams of four members each to investigate the characteristics, causes, and treatment of Alzheimer's disease and how people take care of their elderly in different countries of their choice.

Step 2: Learners meet in buzz groups to plan their investigation. They choose their target country, assign topics, and discuss resources.

Step 3: Group members carry out their individual investigations.

Step 4: Group members reconvene to present their findings and develop group reports drawing on the skills and content knowledge from their other classes.

Step 5: Group members present their reports to the class based on their joint work and receive feedback.

Activity 2: Jigsaw 1 (Based on Aronson et al., 1978).

Group size: 4.

Objectives: To acquire information through the EIL.

Resources: Two blogposts about food and culture in various countries:

<https://intercultural-communication.blogspot.com/2018/05/cultural-communication-between-syria.html>

<https://intercultural-communication.blogspot.com/2018/04/intercultural-communication-lebanon-vs.html>

Procedure:

Step 1: The class is divided into teams of four. Partners move to one side of the room. Half of each team is given a hard copy of the blogpost featuring the comparison of food and cultures of four countries, Lebanon, America, Syria, and Tunisia in their Arabic native language. The other half is given the English version of the same blogposts.

Step 2: Learners read and understand their assigned reading.

Step 3: Learners inform their partners of what they have learned.

Step 4: Learners complete a Venn diagram to indicate similarities and differences in the food and cultures of the countries they have read about.

Step 5: Learners discuss their findings with the class.

Activity 3: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To acquire multidisciplinary knowledge through EIL.

Resources: Content area textbooks and teaching materials, encyclopedias, documentaries, Internet, and so on.

Procedure:

Step 1: Learners form teams of four members each to investigate the geography, fine arts, tourism, and places of interest in an English-speaking country, such as England.

Step 2: Learners meet in buzz groups to plan their investigation. They choose their target country, assign topics, and discuss resources.

Step 3: Group members carry out their individual investigations.

Step 4: Group members reconvene to present their findings and develop group report drawing on the skills and content knowledge from their other classes.

Step 5: Group members present their reports to the class based on their joint work and receive feedback.

Activity 4: Jigsaw II (Based on Slavin, 1995).

Group size: 4.

Objectives: To acquire and discuss information through the EIL.

Resources: A reading selection on Rio de Janeiro places of interest, geography, demographic information, and artifacts.

Procedure:

Step 1: Learners form home teams of four members and each receives a section of the assigned reading (places of interest, geography, demographic information, and artifacts).

Step 2: Learners who are assigned the same sections leave their home teams to discuss their sections in corresponding expert groups.

Step 3: Learners return to teach their home teammates what they have learned in their expert groups.

Step 4: Learners take an individual quiz on all materials covered in the expert groups.

Step 5: Teams are recognized based on the average of the improvement points of each member.

Activity 5: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To acquire multidisciplinary knowledge through EIL.

Resources: Content area textbooks and teaching materials, encyclopedias, documentaries, and Internet, among others.

Procedure:

Step 1: Learners form teams of four members each to investigate the culture, geography, fine arts, and physical education profiles of the American colored people living in the race discrimination era in America.

Step 2: Learners meet in buzz groups to plan their investigation. They choose their target country, assign topics, and discuss resources.

Step 3: Group members carry out their individual investigations.

Step 4: Group members reconvene to present their findings and develop group report drawing on the skills and content knowledge from their other classes.

Step 5: Group members present their reports to the class based on their joint work and receive feedback.

Activity 6: Adapted Partner Expert Jigsaw (Based on Kagan, 1992).

Objectives: To integrate knowledge and skills from school subjects.

Resources: Access to school content area classes.

Procedure:

Step 1: Each learner is matched with a partner from another content area classes such as social studies, math, science, and arts.

Step 2: Partners discuss plans and roles to complete a joint poster presentation.

Step 3: The language learner prepares the text and the student from content area supplies the content details. Technology and arts partners draw on skills to research and visually represent information.

Step 4: Partners practice, present, and discuss their projects with the class.

ACCESS TO INFORMATION IN THE TARGET LANGUAGE

Learners acquire new information as they examine a variety of sources intended for the native speakers of the target FL. This opens a “new window on the world” and enables FL learners to seek information on issues and current events that interest them. They analyze them and compare them to information available in their native language as they gain more proficiency (Blaz, 2013, p. 86).

SAMPLE ACCESS TO INFORMATION IN THE TARGET LANGUAGE

Activity 1: Jigsaw I **Partners** (Based on Kagan, 1992).

Objectives: To acquire information through the EIL.

Resources: Two versions of newspaper articles about current events.

Procedure:

Step 1: The class is divided into teams of four. Partners move to one side of the room. Half of each team is given a newspaper article featuring a current event in their native language. The other half is given an English newspaper article featuring the same event.

Step 2: Learners understand their assigned reading.

Step 3: Learners inform their partners of what they have learned.

Step 4: Learners complete a Venn diagram to indicate what is different and common in the newspaper reports they have read.

Step 5: Learners share and discuss their findings with the class.

Activity 2: Jigsaw II (Based on Slavin, 1995).

Objectives: To acquire information and discuss information through the EIL.

Resources: A reading selection on a topic such as pollutions divided into four sections of types, causes, effects, and solutions.

Procedure:

Step 1: Learners form home teams of four members and each member receives a section of the assigned reading.

Step 2: Learners who are assigned the same sections leave their home teams to discuss their sections in corresponding expert groups.

Step 3: Learners return to teach their home teammates what they have learned in their expert groups.

Step 4: Learners take an individual quiz on all materials covered in the expert groups.

Step 5: Teams are recognized based on the average of the improvement points of each member.

Activity 3: Group Investigation (Based on Sharan & Sharan, 1992).

Objectives: To acquire information and distinctive perspectives through the EIL.

Resources: Access to Internet, Holidays, and Celebrations (New Year in different countries).

Procedure:

Step 1: Learners are assigned a common celebration in certain countries such as New Year's Eve, Independence Days, Halloween, and Thanksgiving.

Step 2: Learners meet in buzz groups of four members to plan their investigation.

Step 3: Group members carry out their investigation.

Step 4: Group members reconvene and prepare a poster presentation.

Step 5: Group members present their posters to the class and receive feedback.

Possible Reflection Questions

- How do the above activities deepen learners' knowledge and enhance their motivation for language learning?
- How can you adapt the above activities to address the needs of learners at various levels of proficiency and from diverse cultural backgrounds?
- What topics and curricular expectations are suitable for learners in your classroom?
- What might be other ways of supporting learners' interdisciplinary and meaningful language learning?

CONCLUSION

Using EIL as a vehicle for interdisciplinary teaching and learning across the curriculum motivates learners and deepens their content knowledge of a variety of school subjects. Furthermore, EIL opens a window to the world through the provision of access to new information and distinctive perspectives that are otherwise unavailable through the native language. It should also be noted that connecting language learning and content learning increases learners' interests and enriches their personal life with information and content available in the target language, which leads to the development of learners' autonomy and positive dispositions for lifelong learning.

Advocates of immersion FL education and proponents of using the TL across the curriculum provide a strong rationale for integrating language and content learning. Likewise, CL has been proven to be an effective

mechanism that yields many benefits through connecting language and content area learning. Consequently, it would be in order to utilize CL-based activities to integrate language and content, thereby motivating learners, strengthening their disciplinary content knowledge base, and maximizing opportunities for using the TL as a means for accessing and utilizing additional sources of information and world knowledge.

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Cooperative Learning and Comparison of Language and Culture

Abstract This chapter discusses the importance of language and culture comparisons in the context of learning English as an International Language (EIL). The chapter is premised on the principle that language comparisons support learners' understanding of their own language and culture and deepen their knowledge of the nature of language and how it works in authentic and real-world communicative situations. The chapter highlights the role of cognates and contrastive rhetoric in foreign language acquisition and endorses a comparative approach for teaching culture so as to enable learners to reflect on cultural similarities and differences. The chapter concludes by presenting sample Cooperative Learning activities for comparing native languages and cultures to the target language (TL) and its culture.

Keywords Cognates • Contrastive rhetoric • Culture comparisons • Language comparison

As You Read, You Might Want to Ask Yourself

- How can language and culture comparisons deepen learners' knowledge of the nature of language?
- Why is it important to differentiate between cognates and false friends?
- How did the study of contrastive rhetoric evolve and how does it support language and culture compressions?
- How can cooperative learning facilitate language and culture comparisons?

The “Comparisons” goal area focuses on engaging learners in comparing their native language and culture to the target language they are studying and its corresponding culture. This is premised on the principle that learners will develop a better understanding of their own language and culture as well as deepen their knowledge of the nature of language and how it works in authentic and real-world communicative situations and functions. Because learners need to express themselves using the linguistic codes and observing the cultural norms of the target language, they deepen their understanding of the nature of language as they unconsciously discover the links between the interpersonal, interpretive, and presentational modes of communication and the cultural practices, products, and perspectives of interlocutors. As such, the “Comparison” standards extend beyond the traditional grammar-based comparisons which dominated the field of FL education prior to the introduction and wider acceptance of communicative, proficiency-oriented, and standards-based teaching and learning (Fig. 7.1).

The “Comparisons” goal area supports learners' readiness to participate in multilingual communities at home and includes the following standards:

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

These standards underscore the impact of learning the linguistic system of the target language on the learners' understanding of the nature of their



Fig. 7.1 Comparisons

own native language in terms of its structure and use. Furthermore, as learners develop their knowledge of the target language and culture and compare/contrast it to their own, they expand their knowledge of the perspectives, practices, and products of other cultures. Learners also cultivate their linguistic critical thinking and abilities to hypothesize about the systems of other cultures as well as reflect on cultural issues integrated into their content area concepts and reading materials (Bacha & Bahous, 2011).

Cutshall (2012) reports that learners can perform activities to determine the similarities and differences across languages in terms of cognates, word order, and feminine and masculine inflectional endings. They can also examine differences in punctuation, capitalization, use of articles, and other grammatical points as suggested in the standards document. Furthermore, comparisons can extend to the cultural products of literature and other artifacts that show language and style similarities and differences stemming from variations in cultural perspectives and practices. Cutshall (2012), however, calls for “going further with cultures” in order to avoid the possibility of reinforcing stereotypes through “superficial activities” that simply identify and gloss over similar and different cultural aspects and discuss them briefly in a transient manner (p. 14). Rather, cultural comparison lessons need to be deep enough to enable exploration and conceptualization of the underlying perspectives behind cultural similarities/differences so as develop respect for and understanding of the reasons for these similarities and differences.

Teaching practices should utilize learners’ background knowledge and encourage a flexible instructional approach in which all voices are heard and appreciated in a supportive and open class climate conducive to constructing a shared understanding of diverse cultural beliefs, values, and dispositions, rather than adopting a black-and-white approach that

emphasizes the presentation of cultural “facts” in a sporadic and fragmented manner. Furthermore, learners must be encouraged to observe, hypothesize, and exchange diverse viewpoints. They also need to explore and hypothesize about other cultures, which enhances their critical thinking skills. Such practices are particularly important in the context of learning EIL as they contribute significantly to building learners’ readiness to become effective participants and team players in multilingual and international work environments.

COMPARING AND CONTRASTING LANGUAGES AND CULTURES IN LANGUAGE EDUCATION

Educators and practitioners have recognized the importance and value of comparing/contrasting languages and cultures for quite some time now. Specifically, cognates and loanwords as well as contrastive rhetoric have attracted the attention of researchers and practitioners alike as venues for comparing the linguistic and rhetorical conventions of languages, increasing learners’ proficiency, and fostering their acquisition of languages other than their own. Likewise, comparing cultural differences and similarities has been advocated as a mechanism to transform cultural perspectives and deepen self-awareness as well as develop tolerance of differences and foster cross-cultural understanding and appreciation.

According to Blaz (2013), developing proficiency in analyzing the structures and usage of the native language and the target language has many benefits. It makes target language learning easier as learners learn to analyze new situations and use their acquired skills and observations. Specifically, they apply their acquired knowledge in the target language class to better understand the grammatical structure of their native language. Furthermore, by examining the similarities and differences across cultures, learners learn to hypothesize about cultural systems and become good citizens who understand and tolerate differences.

COGNATES AND LOAN WORDS

Using cognates and loan words in foreign language education constitutes an important repertoire of lexical resources that has a long history in teaching and learning (Allen, 2019; Mugford, 2008). Considering cognates and loan words to be interchangeable terms, these researchers view common words across languages to be complementary (L1) resources

- Learners use their own language experiences and resources to find connections between languages (Corder, 1973).
- Cognates are usually more easily processed in language production, comprehension, and translation tasks than non-cognate words, irrespective of whether they are identical or nearly identical cognates (de Groot, 1993; Dunabeitia et al., 2008; Dunabeitia et al., 2016).
- Cognates are also named faster and with fewer errors in naming tasks (Jacobs et al., 2016; Schwartz & Kroll, 2006).
- Cognates are faster recognized than matched non-cognates in word identification tasks, especially in L2 contexts (Anton & Dunabeitia, 2020; Mulder et al., 2014).

Fig. 7.2 Cognate and loan words assumptions

that can be beneficial in the context of teaching and learning additional languages and cultures. Although teachers of SL/FL may have shown tendencies to downplay the use of cognates and loan words in their classes, these common and borrowed words can reflect a much more productive and critical dimension to language use. This dimension can be explicated and addressed through reflection on how common words reflect social and cultural language use as well as represent “natural learning strategy” as suggested by (Holmes & Ramos, 1993, p. 92), instead of simply presenting them in the early stages of language learning just to demonstrate how much learners’ already know of the target language.

Scholars agree that cognates and loan words facilitate foreign language learning based on the assumption shown in Fig. 7.2:

Yet, scholars also recommend that attention should be given to the problems of “false friends” and “partial synonymy” as well as for considering words within their socio-cultural and affective contexts when using cognates in SL/FL teaching and learning. It is also important to discuss and analyze cognates in context to avoid reckless guessing and incorrect generalizations.

CONTRASTIVE RHETORIC

Kaplan (1966) introduced the concept of “contrastive rhetoric” also known as “intercultural rhetoric” into composition studies. This theorist and researcher originally conceived that the L1 of learners negatively interferes with their L2 acquisition based on the assumption that the rhetorical conventions and structures of L1 interfere with learners’ efforts to write in L2. This is because different languages have unique rhetorical conventions and utilize different devices to present information and establish relationships among ideas within written discourse. However, the

positive role of L1 rhetorical structures in the development of L2 proficiency has been recognized since the 1960s with the introduction of new theoretical perspectives and models of language acquisition (e.g., Corder, 1967; Krashen, 1977a, 1977b; Selinker, 1972; Jiangli, 2019). Specifically, these perspectives and models began to perceive L2 learners as creative constructors of language rules and systems based on the rules and systems of the languages they hear and use, drawing on a variety of sources, including their L2 knowledge (although limited), L1 knowledge, communication knowledge, and world knowledge more generally.

The notion of contrastive rhetoric has evolved considerably in composition studies and can currently be considered a useful mechanism in serving the “Comparisons” goal area and related standards. Selinker (1972) coined the term “interlanguage” to signify L2 development in terms of the language system structurally between L1 and L2. Along similar lines, Krashen’s monitor model (1977b) considered that neither L1 nor L2 has a negative effect on L1 acquisition. Later on, Connor (2003) maintained that the field of contrastive rhetoric examines differences and similarities in writing across cultures, which is more in line with the current view that such comparisons are beneficial, particularly in multilingual settings. It should also be noted that work in contrastive rhetoric has developed and expanded into considering the *audience*, *purpose*, and *situation* of writing in ESL composition studies with more emphasis on relations of texts to cultural contexts.

Panetta (2001) argues for redefining contrastive rhetoric in order to show how it can be useful for ESL composition teachers as well as to apply contrastive rhetoric to a wider range of cultural differences than previously examined. Of particular interest in this regard are the suppositions of Corbett (2001) and Woolever (2001) who respectively call for analyzing rhetorical differences in order to find the writer’s authentic voice as well as including business and technical written communication. This is particularly important in international and multilingual contexts in which English is studied and used as *lingua franca*. As such, contrastive rhetoric helps to make the transition from a tool for understanding L2 rhetorical and pedagogical issues to a means of diverse cultural exploration, as suggested by Connor (2001).

COMPARING CULTURAL SIMILARITIES AND DIFFERENCES

Contemporary thoughts concerning the role of cultures in the second language/foreign language classroom endorse a comparative approach which encourages learners to understand and reflect on the similarities and

differences in the perspectives, practices, and products of their own culture and the target language culture. A basic premise in this regard is that such comparisons support effective communication as well as increase cross-cultural understanding, tolerance, and appreciation. Scholars (e.g., Byram, 1989; Byram & Planet, 2000; Khansa & Bahous, 2021; Kramsch, 1993) argue that comparisons make it easier to reconsider one's cultural frame of reference and assumptions given that a comparative perspective makes "the strange, the other familiar, and makes the familiar, the self-strange—and therefore easier to reconsider" (Byram & Planet, 2000, p. 189). That is, as learners understand their own culture as a starting point, they will be well-positioned to gradually decenter from their own culture and achieve decentering as they develop the necessary skills and knowledge to do so and find their "Third Space" (TS) between cultures (Liddicoat et al., 2003).

COMPARING LANGUAGES

Comparing languages enables learners to develop an understanding of the nature of language given that languages borrow words from each other, may differ in syntax and word order, vary in phonetic sounds, and include idioms that are difficult to translate. Gaining insights into these similarities and differences facilitates the target language acquisition as well as supports native language learning.

SAMPLE COMPARING LANGUAGES ACTIVITIES

Activity 1: Round Table or Rally Table (Based on Kagan, 1992).

Group size: 8–10.

Objectives: To generate a set of cognate words.

Resources: Large flipchart papers and pens.

Procedure:

Step 1: Learners form groups of five members each.

Step 2: The first learner writes a cognate word and passes the paper counterclockwise to the next learner. Learners continue to pass around the paper until the teacher stops the activity or until a group runs out of answers.

Step 3: Teams display their lists and discuss them with the class.

Step 4: The class compares and classifies words from all teams to develop a comprehensive class list.

Activity 2: Think-Pair-Square (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To analyze the structure of cognate words.

Resources: A set of cognate words in languages that use the same letter script such as the following English/Spanish list:

<i>English</i>	<i>Spanish</i>
<i>Airport</i>	<i>Aeropuerto</i>
<i>Bank</i>	<i>Banco</i>
<i>Car</i>	<i>Caro</i>
<i>Gas</i>	<i>Gas</i>
<i>Explore</i>	<i>Explorar</i>
<i>North</i>	<i>Norte</i>
<i>Office</i>	<i>Oficina</i>
<i>Island</i>	<i>Isla</i>
<i>Theatre</i>	<i>Teatre</i>
<i>University</i>	<i>Universidad</i>
<i>Distance</i>	<i>Distancia</i>
<i>Train</i>	<i>Tren</i>
<i>Ocean</i>	<i>Oceano</i>
<i>Restaurant</i>	<i>Restaurante</i>

Procedure:

Step 1: Learners take individual think time to observe difference in the spelling and structure of cognate words.

Step 2: Learners circle, with their partners differences in cognate words in their native language and the target language.

Step 2: Pairs share their responses with their team members.

Activity 3: Think-Pair-Share (Based on Kagan, 1992).

Group size: 2

Objectives: To acquire target language cognates.

Resources: A set of cognate words in the target language and English such as the following list of English and Arabic cognates:

<i>English</i>	<i>Arabic</i>
<i>Alcohol</i>	الكحول
<i>Algebra</i>	الجبر
<i>America</i>	أمريكا
<i>Army General</i>	جنرال

(continued)

continued

<i>English</i>	<i>Arabic</i>
<i>Asphalt</i>	أسفلت
<i>Bacteria</i>	بكتيريا
<i>Ballet</i>	الباليه
<i>Balloon</i>	بالون
<i>Bank</i>	بنك
<i>Battery</i>	البطارية
<i>Beige (Color)</i>	بيج
<i>Biology</i>	بيولوجيا
<i>Biscuit</i>	بسكويت
<i>Blouse</i>	بلوزة
<i>Bureaucracy</i>	البيروقراطية
<i>Cake</i>	كعكة
<i>Caliph</i>	الخليفة
<i>Cat</i>	قط
<i>Cathedral</i>	كاتدرائية
<i>Cave</i>	كهف
<i>Cement</i>	أسمنت
<i>Centimeter</i>	سنتيمتر
<i>Chemistry</i>	كيمياء
<i>Chimpanzee</i>	شمبانزي
<i>Computer</i>	كمبيوتر
<i>Consul</i>	قنصل
<i>Consulate</i>	قنصلية
<i>Cotton</i>	قطن
<i>Crimson</i>	قرمزي
<i>Cumin</i>	كمون

Procedure:

Step 1: Pairs of learners receive a set of cognate cards: one card has the English cognate and the other has the Arabic cognate chosen from the above list or any other target language list.

Step 2: Learners sort the words.

Step 3: Pairs present their sorted words and discuss different and similar features with the class.

Activity 4: Student Teams Achievement Division (Based on Slavin, 1995).

Group size: 4

Objectives: To recognize false cognates.

Resources: A set of false cognates and corresponding target language translations such as the following Spanish/English examples:

<i>Spanish</i>	<i>Looks like in English</i>
<i>Embarazada</i>	<i>Embarrassed</i>
<i>Éxito</i>	<i>Exit</i>
<i>Molestar</i>	<i>Molest</i>
<i>Constipación</i>	<i>Constipation</i>
<i>Fábrica</i>	<i>Fabric</i>
<i>Sopa</i>	<i>Soap</i>
<i>Realizar</i>	<i>Realize</i>

Procedure:

Step 1: Teacher gives a class presentation to discuss and give examples of false cognate.

Step 2: Learners form teams of four members each to complete worksheets to practice matching false cognates to their English translations. For example, learners can indicate which words are cognates and which ones are false cognates. Learners may also match false cognates to their corresponding words that look like them in the target language.

Step 3: Learners take an individual quiz.

Step 4: Teams are recognized based on the average improvement points earned by team members.

COMPARING CULTURES

Comparing cultural practices, products, and perspectives enhances learners' abilities to hypothesize about and better understand cultural systems. It also facilitates communication and community building as learners become more tolerant and appreciative of cross-cultural differences.

SAMPLE COMPARING CULTURES ACTIVITIES

Activity 1: Group Investigation Culture Capsules (Based on Sharan & Sharan, 1992).

Group size: 4

Objectives: To explicate differences in cultural practices and product.

Resources: Libraries, Internet, encyclopedias, newspapers.

Procedures:

Step 1: Learners are assigned to teams of four members each and requested to develop a cultural capsule explicating one major difference between

the family lifestyle and customs employing target language practice and a native language practice and product.

Step 2: Learners meet in buzz groups to plan their investigation, assign roles, and identify sources of information. Learners may review the following sample from Deaibes (2018) to familiarize themselves with the content and form of culture capsules:

Marriage within the Family

There are many differences between Arab and American cultures. These differences extend from traditions, social interactions, and marriage practices. For example, in some places in the Middle East, it is not a social taboo for an Arab man and woman from the same family to enter into a consanguineous marriage while it is not common in American cultures.

Communication Style and Personal Space

Communication styles differ across Arab and American cultures. For example, the concept of personal space in Arab families is different from that of mainstream culture in the United States. In general, most Arabs tend to stand closer to their communication partner of the same sex. It is not uncommon for men to set their hands on each other's shoulders, or for two females engaging in conversation to stand within close proximity and use gestures including touching the other's hand during conversation. Much greater distance is expected between members of the opposite sex including married couples. In Arabic culture, a man should not stand too close, stare at, or touch a woman in public. Even a slight touch on the woman's back or arm is considered inappropriate for many conservative Arab families.

Hospitality

Social interactions with treating clinicians also present differences between Arabic and American cultures. Many Arab families enjoy inviting guests over for dinner, and it is common for Arab families to invite their treating clinician. In the Arab culture, it may be considered offensive if you decline an invitation.

Step 3: Group members carry out their individual investigations.

Step 4: Group members reconvene to present their findings and develop group report drawing on the skills and content knowledge from their other classes.

Activity 2: Think-Pair-Share Visual Media Analysis (Based on Kagan, 1992).

Group size: 2.

Objectives: To examine and compare cultural practices in conventional situations.

Resources: Videos featuring universal practices in conventional situations such as weddings, offering condolences, and celebrating festivals.

Procedure:

Step 1: Learners take individual think time to watch a video about a wedding ceremony in a certain assigned or chosen country. They jot down their observations.

Step 2: Learners discuss their observations with a partner and reach consensus on the most salient practices.

Step 3: Learners complete a T-Chart or a Venn diagram to compare the wedding practices in two different countries and cultures.

Step 4: Learners share and discuss their comparative responses with the class.

Activity 3: Partners Culture Posters (Based on Kagan, 1992).

Group size: 3.

Objectives: To compare cultural products.

Resources: Reading materials, realia, and illustrations about cultural products such as art forms; geography and history; social, economic, political, and religious institutions; ecology, and technology.

Procedure:

Step 1: Learners form team partners of three members each.

Step 2: Teams may be formed based on common, chosen, or assigned cultures by teacher.

Step 3: Teams receive or prepare materials relevant to their assigned culture. Examples of materials include realia, artifacts, music, literature, or any other cultural products

Step 4: Team partners may consult with other teams who are assigned the same culture to enrich information on assigned topics.

Step 5: Team partners prepare and tutor other teams with a different topic.

Step 6: Teams design a poster to present it to the class.

Step 7: The class conducts a comparative discussion of the cultures featured in the poster presentations.

Possible Reflection Questions

- How do the above activities promote language and culture comparisons?
- How can you adapt the above activities to address the needs of learners at various levels of proficiency and from diverse cultural backgrounds?
- What languages, cultures, and curricular expectations are suitable for learners in your classroom?
- What might be other ways of supporting learners' comparative competencies of languages and cultures?

CONCLUSION

Comparing the linguistic and cultural systems of the learners' native language to EIL, or other studied additional languages, consolidates their understanding of the cultural practices, products, and perspectives of all languages, which leads to higher levels of proficiency development and effective communication. Comparisons also support learners' understanding of their own language and deepen their knowledge of the nature of language and how it works in authentic and real-world communicative situations.

Cognates and borrowed words exist in many languages, even in those languages that employ very different writing systems from English. Likewise, contrastive rhetoric has been recognized as a legitimate curricular focus in SL and FL education for quite some time now. This, coupled with a comparative approach for teaching culture, enables EIL learners to reflect on and deepen their understanding of the linguistic and cultural similarities and differences between their native language and English.

CL provides numerous techniques and structures that are appropriate and effective in comparing languages and cultures in order to promote language acquisition and foster cross-cultural understanding and appreciation. Because CL consists of flexible and content-free ways of managing interaction among learners in the language classroom, it provides excellent opportunities to compare and analyze languages and cultures in a stress-reduced and supportive environment conducive to language acquisition and understanding of cultural interaction, tangible products, and belief systems.

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Cooperative Learning and Learning Communities

Abstract This chapter discusses the role and value of learning communities in promoting English as an International Language (EIL) acquisition and use within and beyond classroom walls and school settings. The chapter maintains that using EIL for authentic and meaningful communication in local and international settings for social interaction, career development, and personal lifelong learning and enrichment is the ultimate goal of language study. The chapter surveys a variety of sources and venues for creating out-of-class learning opportunities through blending language and content projects, community language resources, community service, and travel abroad programs. The chapter concludes with a sample of Cooperative Learning instructional activities intended to enable learners to collaborate and communicate for learning, enjoyment, and personal enrichment in their local communities and beyond.

Keywords Community language resources • Community service • Learning communities • Study abroad

As You Read, You Might Want to Ask Yourself

- How can learning communities promote proficiency in English as an international language?
- What are the sources and venues of using language beyond classroom walls?
- How can cooperative learning facilitate authentic language use within local and international communities?

The “Communities” goal area represents the culmination of applying and integrating the 5C goals and standards so as to enable learners to use the target language for academic and social functions as well as for personal enrichment, enjoyment, and lifelong learning. This goal area and its corresponding standards are considered a communication tool that is useful outside the classroom and for enjoyment and personal enrichment.

One of the ultimate goals of EIL study is to enable learners to perform their interpersonal, interpretational, and presentational communicative activities while observing the cultural perspectives, practices, and products of interlocutors in order to ensure effective and appropriate communication in diverse academic, social, and corporate communal settings. Likewise, learners need to expand their awareness of cultural similarities and differences, deepen their understanding of the interplay of language and culture, and acquire new knowledge available through the target language. As such, “the Communities” goal area entails and necessitates an effective synergy and combination of the linguistic and paralinguistic knowledge and skills gained from the other goal areas in order to enhance learners’ abilities to connect to other discipline areas and utilize cultural insights to participate effectively in multilingual communities at home and around the world (Fig. 8.1).

The “Communities” goal area focuses on participation in local and global multilingual communities and includes the following two standards:

- 5.1: Students use the language within and beyond the school setting.
- 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment as well as in their interpersonal relations within their schools and communities.



Fig. 8.1 Communities

This goal area and standards assume great importance given that successful participation in the local and global communities of the twenty-first century is essential for career advancement and personal enrichment as well as for effective functioning both in local societies and in the diverse multilingual settings that characterize numerous countries across the world and in the global village, more generally. Consequently, it is important that learners benefit from the study of an additional language beyond classroom walls and in their careers and entire lives (Blaz, 2013).

COMMUNITY LANGUAGE LEARNING WITHIN AND BEYOND CLASSROOM BOUNDARIES

Recent decades have witnessed a growing interest in extending second/foreign language teaching and learning practices and opportunities beyond the boundaries of the pre-globalized and the pre-Internet traditional classrooms and school settings. Choi and Nunan (2018) attribute this growing interest to numerous contextual and pedagogical considerations related to globalization, mobility, and advances in technology. Furthermore, it has become widely recognized and acknowledged among language education researchers and practitioners alike that traditional classrooms do not provide optimal learning opportunities for authentic language use and activation, which limits learners' abilities to communicate effectively in diverse communities and real-life situations.

The provision of opportunities to activate the use of the EIL beyond the classroom walls is based on the rationale presented in the pointers of Fig. 8.2:

- Learners develop their communicative repertoires and language skills that cannot be acquired within their language classrooms, as suggested by Choi (2017).
- There are fundamental differences between the contexts of language learning and use inside the classroom and in the wider world.
- Communicating beyond the classroom is also in harmony with the tenets of the experiential learning approach grounded in Dewey's progressive educational model (Dewey, 1933), Lewin's social psychology (Lewin, 1944), and the humanistic psychology of Maslow (1962) and Rogers (1961) and is reflected in Kolb's (1984) theoretical model of experiential education (Choi & Nunan, 2018, p. 50).
- Veers away from the transmission model of teaching, which considers learners as passive recipients of information and encourages learning by doing, task-based learning, drawing on personal experiences, and reflection.
- Empowers learners to negotiate the curriculum and become increasingly self-directed and responsible for their own learning (Kohonen, 1992; Nunan, 2017; Varela et al., 1991).

Fig. 8.2 Rationale for using EIL beyond classroom walls

The literature includes numerous studies that add “another compelling reason for incorporating an out-of-class dimension into language pedagogy” (Choi & Nunan, 2018, p. 51). Studies have shown that involving learners in beyond-class experiences provides much more “comprehensible input” than in classroom-only language learning environments that may not be adequate for the development of high proficiency in an additional language (Pfenninger, 2017). Additionally, learners are prompted to produce more authentic and communicative linguistic “output,” thereby functioning in a learning environment conducive to language acquisition in line with the theoretical “input” and “output” hypotheses, respectively, proposed by Krashen (1982) and Swain (1985).

BLENDING IN-CLASS INSTRUCTION WITH OUT-OF-CLASS PROJECTS

Educators have recognized the benefits of building classroom learning communities that utilize CL techniques and strategies as a mechanism to maximizing peer interaction among learners and providing opportunities for linguistic input and output in a supportive and stress-reduced environment conducive to language acquisition for quite some time now. Educators have also explored and implemented language learning programs and interventions that bring home community language resources into the FL language classrooms in order to enrich learners' language and cultural experiences and enhance their readiness to participate in

multilingual communities at home and abroad. In addition, community service and travel abroad programs have also been utilized in the endeavor to maximize opportunities for authentic and meaningful communication in multilingual communities.

CLASSROOM LEARNING COMMUNITIES

Zhao and Kuh (2004) explain that “classroom learning communities treat the classroom as a locus of community building by featuring cooperative learning techniques and group process learning activities as integrating pedagogical approaches” (p. 116). According to Graves (1992), interest in creating CL classrooms and school communities has been growing since the early 1980s due to increased awareness of the need to promote altruistic and prosocial behaviors among learners. Utilizing CL and more holistic approaches to teaching and learning that take into consideration learners’ background experiences and social situations also contributed to a wider spread of learning communities. Graves (1992) further explicates that to be successful, classroom and school communities must be “inherently cooperative, cohesive, and self-reflective” (p. 64). That is, every member of the community must feel included and respected; interaction should be ongoing, regular, and focused; and solidarity and unity among community members are balanced with self-examination and reflection on the functioning of the group.

Jolliffe (2007) calls for creating learning communities in which CL is implemented effectively to facilitate the achievement of school goals and objectives in the cognitive and social domains of schooling. This researcher identifies the factors shown in Fig. 8.3 as determinants of successful learning communities:

- A clear commitment to implementing cooperative learning.
- Support and training.
- Concrete strategies and resources to support teachers in the classroom.
- Implications for the whole curriculum considered and links made.
- A step-by-step program for CL implementation that is monitored and reviewed regularly.
- The appointment of a member of staff as coordinator or facilitator.
- A willingness to change.
- A cycle of meetings with pees/teams that feed into whole-staff meetings, sharing progress (Jolliffe, 2007, p. 2-3).

Fig. 8.3 Determinants of effective CL implementation in learning communities

COMMUNITY LANGUAGE RESOURCES

Drawing on community language resources in language education is premised on the principle that multilingual communities provide much spoken and written resources available from native speakers, environmental print, and the mass media. Educators have explored and utilized multiple ways of exploiting these resources in teaching foreign languages, particularly English as a second or foreign language (ESL/EFL). This “everyday” target language available in the home community can offer authentic, motivating, and interesting teaching resources that engage learners and help them develop proficiency in a language other than their own. Proponents of using community language resources in FL education (i.e., Zhao & Kuh, 2004) argue that by using such resources, teachers can enliven their FL classrooms and prepare learners for real-world communication beyond classroom walls.

Effective EIL teaching and learning should explore and implement ways to activate the use of the target language outside of the classroom by connecting in-class practices to the community resources via out-of-class projects (Grau & Legutke, 2015; Legutke, 2005; Legutke & Thomas, 1991). Saville-Troike (2003) explains the FL within the context of learners’ own culture without direct knowledge or experience of the social and cultural organization of communities where the FL is used is only an academic exercise. Likewise, Magnan (2008) argues that although learners can learn to use the FL through classroom interactions, the meanings and norms of these interactions will be anchored in the learners’ own backgrounds and contexts, thus reflecting their culture rather than the foreign cultures they are supposedly learning. Hence, excursions to community language areas and districts and observation and participation in language use in authentic contexts are beneficial in order to allow learners to acquire the subtleties and cultural nuances of appropriate language use in society such as nonverbal cultural norms regarding silence and body language, pragmatics of communication, and rules of interaction in various settings. Drawing on community language resources is also a way to broaden learners’ range of language styles and diverse registers in an authentic manner, thereby contributing to the development of their strategic competence. In addition, learners enhance their observation and analysis skills as well as learn how to explore, notice, and reflect on variations in language use in society.

Choi and Nunan (2018) make a compelling case for blending in-class instruction with out-of-class projects. These researchers maintain that “until comparatively recently there were major challenges in organizing out-of-class learning opportunities. However, globalization and the ubiquity of technology have provided a wealth of virtual and actual resources that learners can, and do, draw on, in their everyday lives” (p. 54). This is important in enabling FL learners reach high levels of proficiency, given that they activate their language in authentic contexts, develop their communicative repertoires, and acquire additional language skills that are not available in classroom settings. Furthermore, learners need to acquire new vocabulary, improve fluency and pronunciation, and refine their grammatical knowledge and skills, as well as develop their pragmatic, discourse, strategic, and sociolinguistic competencies (Choi & Nunan, 2018).

STUDY ABROAD

The Study Abroad programs are used as means for building the communicative competence of FL learners in real-world and authentic situations whenever feasible, based on the assumption that classroom interaction in the target language, although beneficial, does not substitute for experiencing a living culture. As such, classroom peer interaction should be supplemented by opportunities to interact with native speakers in real-world and authentic settings. More specifically, FL instruction should create opportunities to not only prepare learners for authentic target language communication through simulations and peer interaction in classroom learning communities but should actually involve learners in real-life interactions with the native speakers of the target language as well. This is important given that interaction with peers in a class setting may not yield the same benefits as interaction with native speakers or highly skilled users of the target language.

Scholars and educators tend to agree that the study abroad programs constitute the ideal and most effective way of addressing the “Communities” goal area standards of FL education and achieving them, if integrated well with the FL curriculum (Allen & Dupuy, 2012). Along similar lines, Kinginger (2008) maintains that sojourn in the target language country where the studied FL is used in everyday communication makes learners’ knowledge of the language immediately relevant and intimately connected to lived experience. Consequently, a study abroad program could become a life-transforming experience for FL professionals and a very motivating

- Learners make more significant improvements in oral fluency and proficiency (e.g., Allen & Herron, 2003; Collentine, 2004; Freed, Segalowitz, & Dewey, 2004).
- Learners enhance their pragmatic competence (e.g., Bataller, 2010; Kinginger & Farrell, 2004; Magnan & Back, 2007), and sociolinguistic competence (e.g., Kinginger, 2008; Regan et al., 2009).
- Learners outperform their counterparts in listening comprehension (e.g., Cubillos et al., 2008; Kinginger, 2008), reading comprehension (e.g., Dewey, 2007; Kinginger, 2008), and writing development (Freed, So, & Lazar, 2003) as reported by Allen and Dupuy (2012).

Fig. 8.4 Research evidence on the benefits of the study abroad programs

option for language acquisition that is superior to classroom learning. This is especially the case given that international experiences are currently considered to be critically important for success and employability in an increasingly interdependent and globalized world (Marmolejo, 2011) and is very much valued by participating learners (Paige et al., 2009).

Numerous studies support the study abroad intervention as a productive context for language learning (see Allen & Dupuy, 2012, for a review). The pointers in Fig. 8.4 explicate the positive outcomes of the study abroad programs if structured and implemented properly:

USING LANGUAGE WITHIN AND BEYOND SCHOOL SETTING

The basic idea behind using language within and beyond the school communities is that language is first and foremost a communication tool. Consequently, FL learners can benefit from drawing on available community language resources and from opportunities to use the target language in meaningful and authentic interactions with native language interlocutors in their neighborhoods and communities.

SAMPLE ACTIVITIES FOR USING LANGUAGE WITHIN AND BEYOND SCHOOL SETTING

Activity 1: Appreciation Letters: Write-Pair-Share (Based on Kagan, 1992).

Group size: 2.

Objectives: To communicate in writing within the school community.

Resources: A list of adults who work at the school.

Procedure:

Step 1: Pairs of learners identify an adult worker in the school community.

Step 2: Learners think individually to generate ideas for thanking the adult worker for what they do.

Step 3: Learners share their ideas.

Step 4: Learners draft and send their appreciation letter to the adult worker.

Activity 2: Native Informants: Modified Three-Step Interview (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To communicate orally within the school community.

Resources: A list of native speakers of the target language in the school community.

Procedure:

Step 1: Learners form pairs to identify a native informant about cultural aspects or other pertinent issues.

Step 2: Learners generate a set of questions they would like to ask.

Step 3: Pairs of learners take turns asking and recording answers to the questions on their list.

Step 4: Learners discuss their notes and present their findings to the class and receive comments and feedback.

Activity 3: Essay Writing Contest: Write-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To share writing with community.

Resources: A panel of judges and audience.

Procedure:

Step 1: Learners form pairs and prepare to write a joint essay for school contest.

Step 2: Learners think individually to generate ideas for their essay. They may identify sources of information to explore their topic through further resources, interviews, and observation activities.

Step 3: Learners compare their notes and draft their essay.

Step 4: Learners present their essay to the judges and receive comments and feedback.

Activity 4: Art and Culture Competition: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To communicate and interact with TL community.

Resources: Library, Internet, artifacts, poetry, drama, and more.

Procedure:

Step 1: Learners prepare in groups of four to perform and discuss pertinent FL shows, plays, recitations, or concerts.

Step 2: Learners discuss their individual roles and resources to design and deliver their performance.

Step 3: Learners carry out their investigation to collect information, pictures, and relevant illustrations.

Step 4: Learners reconvene to share their findings and practice their performance.

Step 5: Learners present and discuss their presentation with audiences of the FL community.

Activity 5: Community Showcase: Group Investigation (Based on Sharan & Sharan, 1992).

Group size: 4.

Objectives: To communicate orally and in writing with TL community.

Resources: Information and authentic materials about community attractions and hallmarks such as schools, religious institutions, historic buildings, famous characters, and geographical locations.

Procedure:

Step 1: Learners prepare brochures, videos, or pamphlets to showcase their neighborhood to visitors from the TL countries.

Step 2: Learners discuss their individual roles and resources to design and deliver their product.

Step 3: Learners carry out their investigation to collect information, pictures, and relevant illustrations.

Step 4: Learners reconvene to share their findings and practice their performance.

Step 5: Learners present and discuss their presentation with audiences from the FL community.

Activity 6: Key pal: Write-Pair-Share (Based on Kagan, 1992).

Group size: 2 and 4.

Objectives: To communicate in writing beyond school community.

Resources: A list of key pals from English-speaking countries.

Procedure:

Step 1: Learners pair up with key pals.

Step 2: Learners write letters, postcards, and videos to their pals.

Step 3: Learners respond to the letters, videos, and videos from their pals.

USING LANGUAGE FOR LIFELONG LEARNING AND PERSONAL DEVELOPMENT

This standard emphasizes the importance of using the target language as a tool for reading, listening to music, watching TV, and interacting with native speakers. This provides learners and users of the language with valuable opportunities for continuous lifelong learning as well as valued access to various entertainment, information, and cultural resources that are otherwise unavailable through their native language.

SAMPLE ACTIVITIES FOR LIFELONG LEARNING AND PERSONAL DEVELOPMENT

Activity 1: Core Book Reading: Based on Jigsaw I (Aronson et al., 1978).

Group size: 4.

Objectives: To exchange information from seminal books.

Resources: Library books and reading materials that appeal to the interest of learners and their reading levels.

Procedure:

Step 1: Learners form reading groups of four or five members.

Step 2: Learners select and read books that appeal to their interests.

Step 3: Learners share what they have read with their group members.

Step 4: Learners discuss each book among themselves and celebrate their achievements.

Activity 2: Community Service: Based on Round Robin (Kagan, 1992).

Group size: Whole class.

Objectives: To enhance communication beyond classroom walls.

Resources: Community service projects for speakers of the foreign language such as newly arrived families, interpretation, childcare, and donations.

Step 1: Learners choose a community service project.

Step 2: Learners perform their service.

Step 3: Learners share and discuss their experiences.

Activity 3: Future Careers: Based on Group Investigation (Based Sharan & Sharan, 1992).

Group size: 4.

Objectives: To recognize the value of EIL in business and career advancement.

Resources: Internet, career guides, professionals who use TL, and so on.

Step 1: Learners form groups of four members.

Step 2: Learners choose a profession that requires EIL.

Step 3: Learners discuss their individual roles and resources to design and deliver their presentation.

Step 4: Learners carry out their investigation to survey advertisements to various jobs that require EIL. They may choose to focus their project on certain professions.

Step 5: Learners reconvene to share their findings and practice their performance.

Step 6: Learners present and discuss their presentation.

Possible Reflection Questions

- How do the above activities promote language use beyond classroom walls, within school settings, and across various local and global communities?
- How can you adapt the above activities to address the needs of learners at various levels of proficiency and from diverse cultural backgrounds?
- What topics and curricular expectations are suitable for learners in your classroom?
- What might be other ways of promoting authentic language use beyond your classroom?

CONCLUSION

Learners of EIL derive many benefits and satisfaction from using language in their communities and beyond. They become motivated to learn, have easier time learning, and appreciate the value of the language studied as a means of authentic and meaningful social and academic communication. Furthermore, they value it as a vehicle for content learning, entertainment, and personal enrichment. As such, the “Communities” goal area

and its related standards utilize and integrate learners' interpersonal, interpretive, and presentational communication skills with their insights into the interplay of cultural practices, products, and perspectives in order to achieve the ultimate goals of language study.

There are various local language community resources that can and should be utilized in the additional language classroom. Likewise, ubiquitous technology facilitates international collaboration for using the EIL among learners from diverse sociolinguistic backgrounds and native speakers from various countries of the English-speaking world. In this regard, CL enables learners to collaborate and communicate for learning, enjoyment, and personal enrichment in their local communities and in an increasingly globalized and interdependent world.

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Conclusion

Abstract This chapter summarizes the main themes of the guide and highlights a number of salient points related to using Cooperative Learning to address the standards within the goal areas of the 5 Cs of Communication, Cultures, Connections, Comparisons, and Communities. It emphasizes the importance of the organic relationship between language and culture, and highlights the role of purpose and cultural context in communication. Finally, the chapter proclaims Cooperative Learning as a useful methodology to achieve the standards.

Keywords Communication and culture • Interdisciplinary learning • Linguistic system • Global communities

This guide is based on the premise that English is currently a vital international language widely used in the domains of education, science, and technology in almost all countries of the world. Furthermore, English has established itself as an important language of international diplomacy, social interaction, and corporate and business transactions. Consequently, the learners and users of English have become very diverse in terms of their socio-cultural and first-language backgrounds. This created several varieties of English and necessitated that the users of the language

understand and be understood in an increasingly globalized and interdependent world.

The spread of English as a medium of instruction in many educational systems and the growing demand for learning English for upward mobility and other utilitarian considerations calls for a more systematic and less fractious way of teaching and learning EIL. We contend that the ELT field would benefit from organizing instruction based on the 5 Cs of the World-Readiness Standards for Learning Languages and that CL would facilitate language teaching and learning as a theoretically sound and suitable pedagogy, particularly relevant for teaching EIL.

Throughout the first, second, and third chapters of the guide, we have discussed the spread of EIL beyond its “inner circle” countries to the rest of the world due to colonial and, more recently, utilitarian considerations driven by globalization. Furthermore, we highlighted the roots of CL in the constructivist and democratic-humanistic psychological theories of modern education, demonstrated its theoretical relevance and efficacy in language teaching and learning, and provided an overview of the principles and dynamics of the major CL concrete structures and conceptual methods. In Chaps. 4, 5, 6, 7, and 8, we have discussed the 5 Cs goal areas of “Communication,” “Cultures,” “Connections,” “Comparisons,” and “Communities” and their corresponding 11 standards, focusing on the pedagogical implications of contemporary thoughts and converging empirical research evidence and best practices in the field of SL/FL education. In addition, we concluded each chapter with samples of CL activities intended to address the Standards.

In this conclusion, we wish to make the following salient points. First, the standards reframe communication differently from the traditional four-skills approach to SL/FL language teaching and learning and emphasize the importance of the cultural context and the purpose of communication in planning and delivering instruction instead of focusing on grammar and vocabulary. This underscores the important role of the organic relationship of language and culture in shaping and influencing effective and appropriate communication, particularly in the EIL context where interlocutors come from diverse and varied sociolinguistic and cultural backgrounds.

Second, although the “Communication” goal area and its corresponding standards of interpersonal, interpretive, and presentational communication constitute the ultimate goal of learning EIL or any other additional language, this goal area and standards are linked and inherently connected

to the other goal areas of “Cultures,” “Connections,” “Comparisons,” and “Communities.” This is because interlocutors need to observe the cultural norms, values, and beliefs of the target language, drawing on their knowledge and insights gained via connecting language across disciplines, language, and culture comparisons, and activating the use of the target language in authentic and meaningful communication beyond classroom walls in local and international communities. This is important to enable learners and users to engage in two-way conversations to provide and obtain information and express feelings and emotions, understand written and spoken discourse, and present information both orally and in writing on a variety of topics.

Third, understanding the underlying relationships between cultural practices and cultural perspectives on the one hand, and between cultural products and perspectives on the other, plays a crucial role in effective intercultural communication and in avoiding the formation of stereotypes, reinforcing cultural boundaries, and increasing misconceptions. Consequently, it is important to explore, discuss, and understand the cultural beliefs and values behind social behaviors, ceremonies, and conventional rites and rituals in a particular culture in order to enable learners to understand these practices as well as effectively and appropriately participate in them. Along similar lines, understanding the interplay between cultural products such as architecture, literature, music, and typical everyday items and the perspectives of the culture deepens learners’ knowledge and appreciation of other cultures and enhances their sociolinguistic and pragmatic competencies. This enhances learners’ attitudes and dispositions toward other cultures and enables them to avoid critical incidents and cultural shocks when communicating with other individuals with different cultural perspectives and frames of reference, in both social and corporate communicative contexts and situations.

Fourth, learners get motivated and have an easier time acquiring EIL when using it as a medium of interdisciplinary content learning and as a vehicle for accessing information and distinctive perspectives that are otherwise unavailable through their native language. Furthermore, learners deepen their knowledge of other school subjects and appreciate using the language in meaningful and authentic tasks. This is particularly important in various educational contexts in which English is learned and used as a vital international language for learning and information access in the typical curricular domains of mathematics, science, and social studies as well as other nascent curricular areas related to entrepreneurial economic,

financial literacy, civic, and environmental and health matters along with other contemporary world issues and important current events. It should also be noted that connecting language learning and content learning increases learners' interests and boosts their academic achievement. It also enriches their personal life with information and content knowledge available in the target language, which leads to the development of learners' autonomy, self-directed learning, and positive dispositions for lifelong learning.

Fifth, learners strengthen their knowledge of the linguistic systems of their own native language as well as enhance their acquisition of the target language system as a result of analyzing the similarities and differences between both languages in terms of cognates and borrowed words, recognizing false friends, and developing insights into how language works. Likewise, they enhance their competencies in hypothesizing about cultural systems and consolidate their understanding of the cultural practices, products, and perspectives of both languages. This enhances learners' communicative competencies, particularly in international and cross-cultural communicative situations.

Sixth, creating opportunities for using the language in local and global communities leads to learners' greater satisfaction with the outcomes of language learning as they develop and appreciate their ability to communicate and perform tasks of personal and professional value in EIL within their local communities and beyond. They also appreciate the language studied as a means of authentic and meaningful social and academic communication as well as a vehicle for content learning, entertainment, and personal enrichment, thereby achieving the ultimate goals of language study.

Finally, we would like to emphasize that CL provides a suitable approach for addressing the standards in an integrated manner given its numerous content-free structures and techniques and its efficacy in maximizing interaction and collaboration among learners and boosting achievement and language acquisition. It is also important to integrate the various aspects of the goal areas of the 5 Cs and their corresponding standards into the planned and implemented curriculum.

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