**ERASMUS+ STRATEGIC PARTNERSHIP**

Mediation in Language Learning and Teaching (MiLLaT)

2019-1-PL01-KA203-065746

**TASK DESCRIPTION AND PILOTING FORM**

**Part 1 – Task Description**

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| **GENERAL INFORMATION** | | |
| **Task title:** “Culture Shock Stages: Jigsaw Activity” | | |
| **Task author/Institution:**  Nemira Mačianskienė, PhD  Institute of Foreign Languages, Vytautas Magnus University | **Lesson type:**  **online**  **in-class** | **Target learners/course:** English C1: Intercultural Communication course taught for BA students of various faculties |
| **CEFR starting level:**  **C1** | **Group dynamics (e.g. pair work/groups of X):** 5 groups of 4 students | **Target language of the course:** English  **Other language(s) used:** none |
| **Mediation scale(s) relevant to the task. Up to three scales can be included here:**  **ENCOURAGING CONCEPTUAL TALK**  **RELAYING SPECIFIC INFORMATION IN SPEECH**  **PROCESSING TEXT IN SPEECH**  **COLLABORATING IN A GROUP - COLLABORATING TO CONSTRUCT MEANING** | | |
| **Short description of the task:**  The course participants (CPs; students and teacher) discuss the concept of culture shock in class and then the students are assigned to 5 groups – A, B, C, D, E (depending on the number of students in class, 3 or 4 students per group). Each group is given a text describing 5 stages of culture according to Robert Kohls (definition of the stage, characteristics of each stage, description of feelings and some quotes). CPs read the text in groups (e.g. Group A: Initial Euphoria (stage 1); Group B: Irritation and Hostility (Stage 2), etc.) and collaborate constructing meaning of the concepts, processing the text and discussing key concepts necessary to describe the stage explicitly. Then other groups are formed by inviting 1 student from each group (as an expert of one stage) and groups of students who each is an expert of one stage are formed. Here the students mediate the text (his/her stage) to the group and other students have to ask questions for clarification and summarize the information. The activity ends when all students are aware of all stages. | | |
| **Expected learning outcomes: By the end of the task, students will be able to…**   * describe 5 stages of culture shock using content specific vocabulary; * use their metalinguistic skills more confidently (defining concepts, paraphrasing, asking questions for clarification, checking for understanding, and summarizing information. | | |

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| **TASK DESCRIPTION** | |
| **Background knowledge or sub-skills required by the students:** knowledge of intercultural communication; metalinguistic skills (e.g., defining, paraphrasing, asking for clarification, etc.) | |
| **Pre-task activities (What were the activities, when were they scheduled and how were they carried out?):**   1. Before the CPs are assigned in the groups, the class discusses the concept of culture shock in relation to their feelings during the first weeks at the university (the majority of the students being first year students at the university). The discussion is mainly related to their reaction to new environment, their feelings and emotions and possible change in the attitude. 2. Then CPs and the teacher discuss the concept of mediation and the necessity to acquire mediation of a text and mediation of a concept skills; in addition, the discussion of the importance of acquisition of various metalinguistic skills is emphasized, and the teacher attracts students’ attention to the screen with a list of various phrases that can be used to define concepts, paraphrase, ask for clarification, check for understanding and summarizing. All these phrases have been studied by the students lately and they are asked to activate them in the forthcoming task. | |
| **Detailed description of the task:**   1. The students are assigned to groups and each group is given a text to analyze. Firstly, the students become acquainted with the text, note down the main ideas necessary to explicitly relay the text to the ones who have not read it. Then they collaborate in the group aiming at finding the key ideas and the best possible way to explain – describe, relay, paraphrase them to others. The task is finished when the group comes to the consensus as to what the most important features of the stage are. 2. Then new groups are formed by inviting one expert from each group. Each student relays information about the stage s/he has read and discussed, other students are given tasks to listen, clarify information, check for understanding, etc. (use their metalinguistic skills). The task is finished when each student is ready to tell about each stage of culture shock explicitly. 3. During the whole-class feedback conversation the teacher may elicit the understanding of culture shock stages by asking students randomly and then discuss the procedure: how everything went, if students had difficulties in paraphrasing, explaining, clarifying, etc. Alternatives for different organization of culture shock discussion are suggested. | **Time required:**  5-7 minutes  15-20 min  5-7 min |
| **Post-task follow-up activities (Could any follow-up activities be carried out, what are they, and when should they be done?):** The students are asked (1) to watch a video where culture shock is described by other authors (Oberg and Adler); (2) to participate in the online asynchronous Forum: *My Personal Experience of Culture Shock.* | |
| **Resources required by the teacher:**  Text excerpts about culture shock (e.g., Mačianskienė, N. (2009). Survival in another culture. In *English for Intercultural Communication*. VMU. <http://vddb.laba.lt/obj/LT-eLABa-0001:B.03~2009~ISBN_978-9955-12-510-5/>  Marcy, P. (2011*). Cross-cultural Teaching – Stages of Culture Shock* (Oberg and Adler’s descriptions). <https://www.youtube.com/watch?v=t4E47dEscmw>  List of expressions for asking for clarification, checking understanding, summarizing. | **Resources required by the students:**  Oral production skills; metalinguistic skills |
| **Potential challenges and solutions:**   * **Problem**: during the first activity the students read the text and highlight the main ideas and may not find the need to discuss them with other students in the group. **Solution**: the teacher should explain the aim of the activity: collaborate with others and focus on defining concepts; preparing to mediate the text and concepts to others. * **Problem**: during the second activity, the has to remind students to be active listeners and check for understanding, etc. **Solution**:each student could be given a task to ask one question or summarize info (reminding them of the opportunity to practice metalinguistic skills). | |