Public speaking for intercultural education and metalinguistic development in ESP

María del Carmen Arau Ribeiro
ESTG-IPG

TEFL - 3rd International Conference on Teaching English as a Foreign Language
26-27.11.2010

ERASMUS for EU students

- European Region Action Scheme for the Mobility of University Students (a backronym!)
- EU's flagship education and training program enabling 200,000 students to study and work abroad each year
- Objectives
  → to help create a ‘European Higher Education Area’ and foster innovation throughout Europe
  → 3 million ERASMUS students by 2012
    (currently 2.2 million have participated)

Statistics from the European Commission

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FCSH - Universidade Nova de Lisboa
Erasmus in the words of students

"I realised that the experience made a whole new person of me and that I would never look at the world and Europe, my home, as I did before."

"ERASMUS life for me is about opportunities. Every opportunity I had, I took it and I thank ERASMUS for it."

"It is true – when you're in ERASMUS, you find out a lot about yourself."

"ERASMUS is a lot more than a studying experience. For me it is a way to look at the world with new eyes, to feel and discover new emotions and learn what is not written in the textbooks."

"If I look at my experience from a distance, I can say that I would definitely do it again, and that apart from (or maybe because of) minor problems along the way, this semester has made me a stronger and more enthusiastic person!"


Local ERASMUS Reception

- Instituto Politécnico da Guarda (IPG) is small and essentially monoethnic despite some French family connections and <50 PALOP students → Just 1,000 immigrants registered with the SEF
- Students are not prepared to receive other students from different cultures.
- Teachers are ill-prepared to lecture content-classes in English
- A full-time translator was hired finally in 2008-09 to deal with testing documents.
Erasmus students in ESP\textsubscript{MMA} at the ESTG-IPG (2006-2010)

<table>
<thead>
<tr>
<th>year</th>
<th>Erasmus students</th>
<th>nationality</th>
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<th>F</th>
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<tr>
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<tr>
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<td>2006-07</td>
<td>2</td>
<td>Spanish</td>
<td>2</td>
<td>0</td>
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<tr>
<td></td>
<td>11</td>
<td>TOTAL</td>
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<td>5</td>
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ESP\textsubscript{MMA}: English for Specific Purposes ... Marketing, Management, and Accounting

ESTG-IPG: Escola Superior de Tecnologia e Gestão do Instituto Politécnico da Guarda

Total Students ESP\textsubscript{MMA} (2006-2010)

<table>
<thead>
<tr>
<th>year</th>
<th>nationality</th>
<th>M</th>
<th>F</th>
<th>Total</th>
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<td>Portuguese</td>
<td>12</td>
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<td>22</td>
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<td>subTOTAL</td>
<td>14</td>
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<td>subTOTAL</td>
<td>24</td>
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<td>11 (7%) of which are ERASMUS</td>
<td>82</td>
<td>66</td>
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</table>

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Theoretical Perspective

**Developmental Model of Intercultural Sensitivity**
created by
communication scholar **Milton J. Bennett** (1993)
and **Fisher-Yoshida's** (2005) approach

→ Objective: Reframe conflict as...
→ a constructive opportunity to engage with people we find different from ourselves

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**Development of Intercultural Sensitivity**
Experience of Difference

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<table>
<thead>
<tr>
<th>denial</th>
<th>defense</th>
<th>minimization</th>
<th>acceptance</th>
<th>adaptation</th>
<th>integration</th>
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</table>

Ethnocentric stages Ethnorelative

Adapted from Bennett 1993
Self-Reflectivity (Nagata 2005)

• Through feedforward written/oral activities
• Short analyses of the activity/experience
• Individual and group response (T-T; S-T; S-S)
• An iterative approach to:
  → increase self-awareness
  → develop self-management
  → increase will to communicate
  → Make language learning enjoyable

Pre- and Post-tests

Choose your favorite English language learning activity:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>year</th>
<th>Speaking in groups</th>
<th>Public speaking</th>
<th>Group writing</th>
<th>Individual writing</th>
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<td>TOTAL</td>
<td></td>
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</tbody>
</table>

**Bold:** the higher of two values  
**Yellow:** post-test results
**Pre- and Post-preferences**

- **2009-10**
- **2008-09**
- **2007-08**
- **2006-07**

**Speaking in groups**
- Public speaking
- Group writing
- Individual writing

**Quick response on strategies**

(Lam 2007)

- Paraphrasing
- Simplification
- Activating background knowledge
- Monitoring contribution
- Abandoning message
- Asking for help
- Taking risks
- Using gestures
- Resourcing
- Enhancing task knowledge
- Facilitating progress

- Seeking clarification
- Using fillers
- Monitoring turn-taking
- Elaborating
- Facilitating atmosphere
- Focusing on task
- Planning ideas in advance
- Seeking views
ESP content!

- Business and Marketing...
- Business topics
- Case studies
- Research
- Historical perspectives
- Predicting the future
- Simulations

Learning interculturally...

- alters the dynamics of the classroom
- enriches learning strategies
- contributes to an intercultural education
- increases input for adjusting materials
- develops language competence
- enriches each one of us as a person...
- ... and as a people.
Useful Resources

- International Association for Intercultural Education
  http://www.iaie.org/
- Paul C. Gorski’s Critical Multicultural Pavillion Awareness Activities
  http://www.edchange.org/multicultural/activityarch.html
- Human Dignity and Humiliation Studies: Breaking the Cycle of Humiliation
  http://www.humiliationstudies.org/
- Judith E. Glaser, founder of Benchmark Communications, Inc.
  http://www.benchmarkcommunicationsinc.com/

References