

A Cycle Model of Intercultural Learning: Educating the Global Citizen

An action research project exploring the teaching of sustainable Smart Cities in English language teaching

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What is this presentation about?

- Presentation of the Cycle Model of Intercultural Learning.
- How the model was applied in an action research project in Denmark.
- How the model was combined with Task-Based Language Teaching and Chunks.
- Examples of findings in English language teaching.
- Conclusion of the use of the model in the action research project.

Global Citizenship Education

- Insights into cultural contexts of the use of language.
(Risager 2011, 2018; Svarstad & Risager 2023).
- Insights into the lives and worldviews of language users.
(Risager, 2011, 2018; Svarstad & Risager 2023).
- Supporting language learners to become intercultural citizens engaging in international and global issues.
(O'Dowd 2020, Risager 2007, Risager 2018, Risager 2022, Silvey & Gräfnitz 2018, Adler et al. 2023, Byram 2008, Byram et al. 2017, Porto et al. 2017, Porto & Yulita 2017).

The Cycle Model of Intercultural Learning

- Influential models:

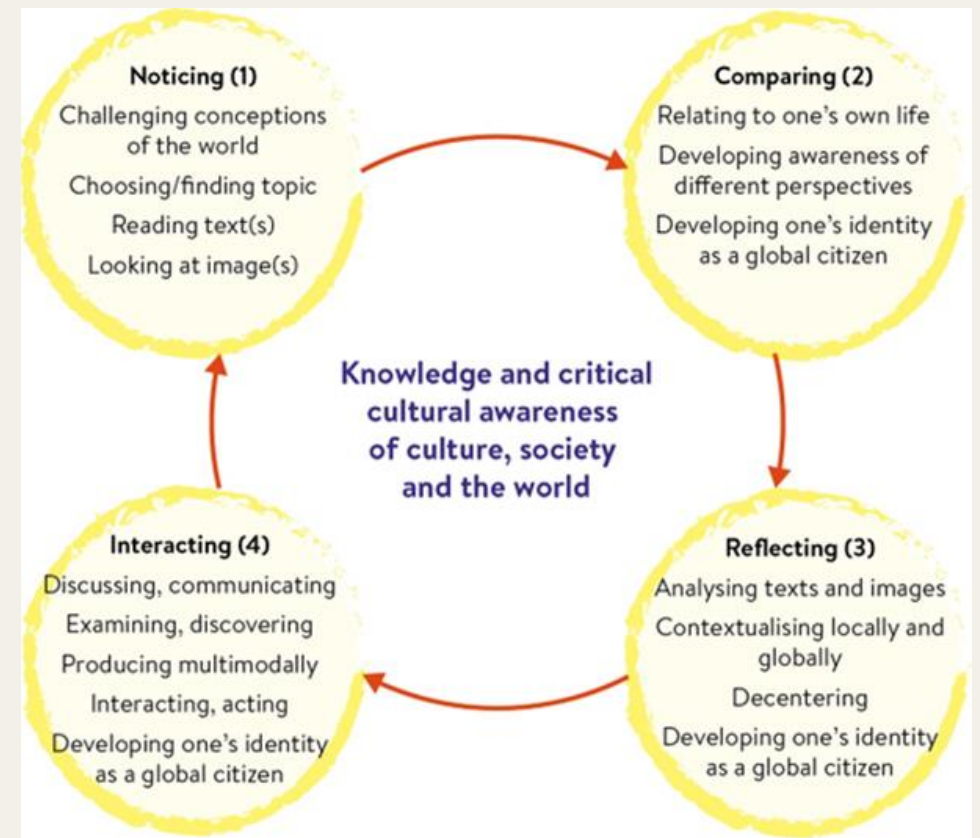
Intercultural competence model.

- interpretative skills, knowledge of society and critical cultural awareness

(Byram, 1997, 2021).

Interacting processes of intercultural learning.

- circular process (Liddicoat & Scarino, 2013).



Figur 2.3. The cycle model of intercultural learning.

Fra: Karen Risager og Lone K. Svarstad: *Verdensborgeren og den interkulturelle læring.*

Inspiration og nytænkning til sprogfagene og andre fag.

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NCFF- project 2021-2022

Motivation for learning languages and UN's Global Goals - a cross-lingual project developing students' language and intercultural learning

Participants from University College Copenhagen

Lone K. Svarstad, associate professor, PhD. Project Management

Jette von Holst-Pedersen, associate professor.

Catherine Watson, associate professor.

Helene Appel, associate professor.

Stephanie Kim Löbl, tenure track for associate professor.



Aim of the project

The goal was to develop exemplary teaching plans that support lower secondary school students' interest in and opportunities for participation in communication about sustainability.

Outcome

- Design of six teaching plans in 8th grade; English, German & French (five ass. prof., two schools, 12 classes and 11 teachers).
- Design of six PowerPoint presentations to be used/adapted by teachers.
- Design of six screencasts.
Introduction to theory and teacher guides.
- Recommendations for practice.
- Materials can be downloaded at NCFE's homepage.

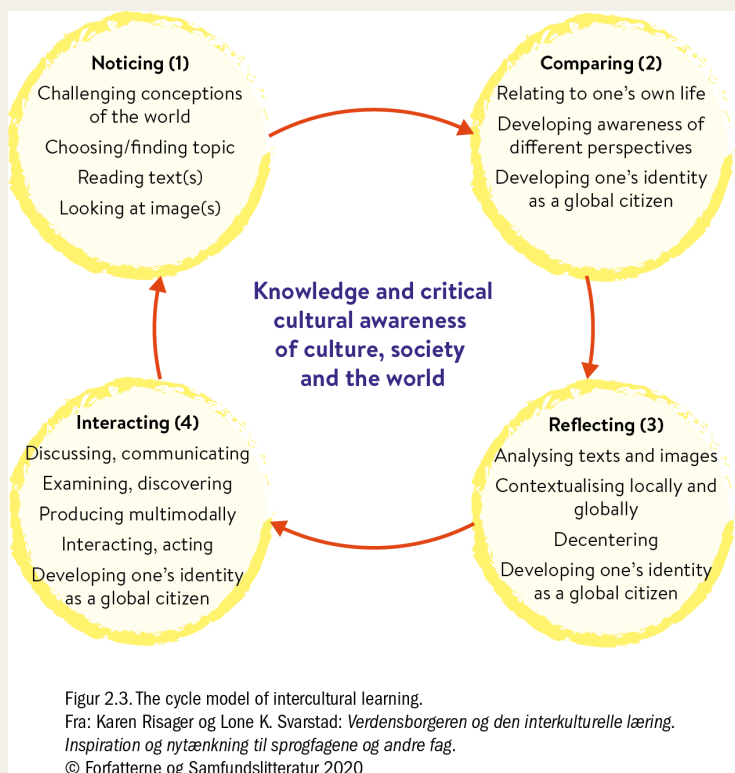


Focus group interviews with teachers and students.

Two schools, 12 classes and 11 teachers.

A Cycle-Task-Chunks Approach (Svarstad et.al. 2023)

Developing students' intercultural language learning



Scaffolding language use

Task-based language teaching

Pre-, during- and post-task phases scaffolding students' participation in communication about global issues.

(Ellis, 2017).

Chunks

Chunks (multi-word phrases) play a key role in the pre-phase as they scaffold learners to immediately become active language users in the foreign language.

(Aguado, 2002; von Holst Pedersen 2018).

Action research (Kemmis & McTaggart 2007; Kemmis, McTaggart & Nixon, 2014, Plauborg et.al. 2009)

Development of teaching material in an action research spiral of teaching, revising and improving the material.

Global goal 11: Sustainable cities and local communities.

English 1: Sustainable cities and communities: eradicating poverty, gender equality and the need for education.

Poverty and inequality in New York City

English 2: Sustainable cities and communities: responsible consumption and less inequality.

Smart Cities

German 1: Sustainable cities and communities: responsible consumption and protect the planet

Ecopolis : Sustainable Städte in der Zukunft / im Year 2050

German 2: Sustainable cities and communities:

The sustainable Stadt – das nachhaltige Leben

French 1: Sustainable cities and communities: responsible consumption and production

La mode durable

French 2: Sustainable cities and communities: responsible consumption and production

Les déchets

The Cycle Model of Intercultural Learning

Cycle-Task-Chunks Approach

Teaching plan in English: Smart Cities (9 lessons)

Noticing (2 lessons)

Pre-task: What is a smart city? What is the Internet of things?

During-task: Students listen to BBC-podcast for children learning English about Smart Cities. Students negotiate in pairs different perspectives on urban development, sustainability, and the concept of *Smart Cities*.

Post-task: Plenary discussion
Use of key **chunks** from the podcast.

Interacting (2 Lessons)

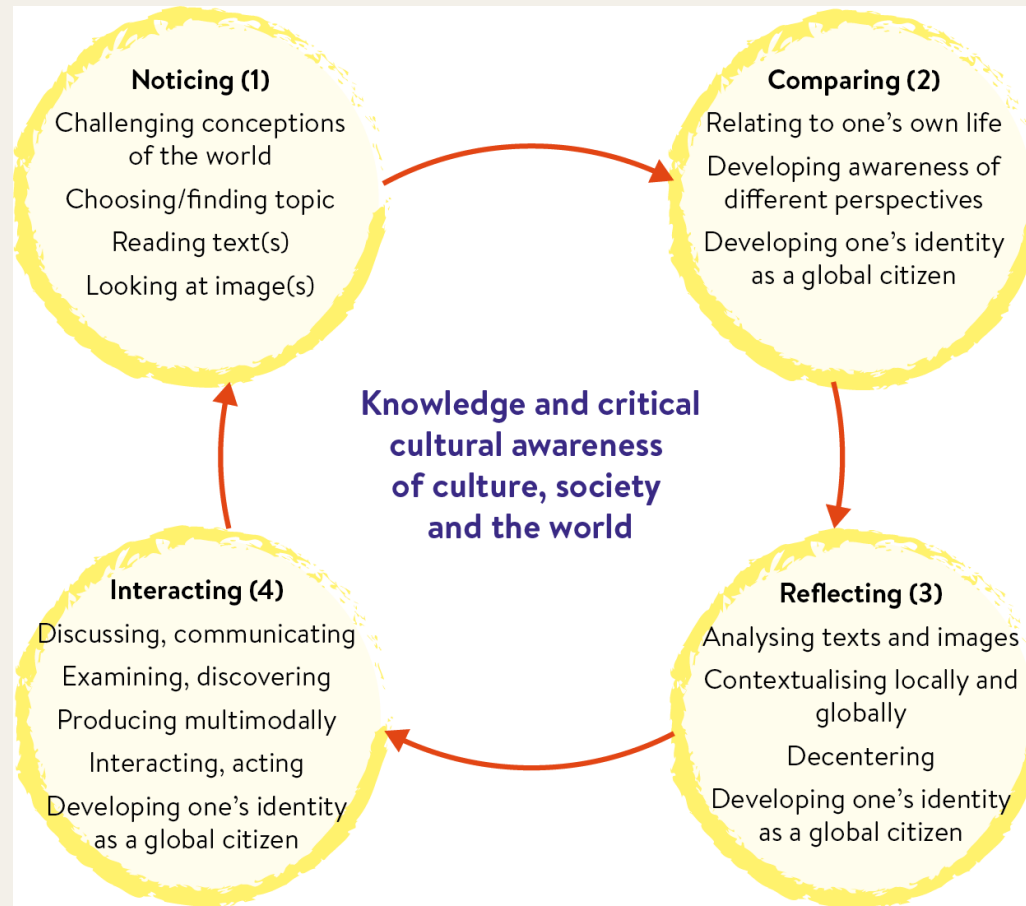
Pre-task: Watch BBC-video: Smart City of the Future. Looking for ethical dilemmas.

During-task: Students negotiate and argue for which of the Smart City ethical dilemmas they find most important.

Post-task: In plenary each pair explains their choice of dimension.

Use key chunks from previous lessons.

Next two lessons students negotiate and design a *Smart City* of the future acting as city planners focusing on their chosen dilemmas.



Figur 2.3. The cycle model of intercultural learning.

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Comparing (2 lessons)

Pre-task: Recap in plenary
What is a Smart City? AI?

During-task: In pairs students investigate and negotiate meaning of Copenhagen as a Smart City using Copenhagen Solution Lab website. Findings in class padlet.

Post-task: Plenary padlet presentations of findings.
Use of key **chunks** from the podcast & website.

Reflecting (2 lessons)

Pre-task: Analysing map of the world
Where are *Smart Cities* located in the world? Reasons for this – inequality.

During-task: In pairs students negotiate meaning of *What is the difference between the Global North and the Global South when it comes to sustainability challenges?*

Post-task: Plenary discussion.

Use of key **chunks** from the podcast, website, and Urban Greenway text.

Reflecting (3)
 Analysing texts and images
 Contextualising locally and globally
 Decentering
 Developing one's identity as a global citizen

URBAN GATEWAY

For The International Urban Development Community

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The Global South is mostly ignored by 'Smart' city projects



"Smart" cities that feature energy-efficient designs, newfangled technology and ample green space are the hottest trend in urban planning circles. But [writing](#) on GreenBiz, Mike Hower sees a worrisome pattern. While the need for cutting-edge cities is greatest in the Global South, most of the projects and financial muscle are focused on the wealthier Global North.

Cities such as Barcelona, Copenhagen and Songdo, South Korea, a new metropolis built from scratch, are taking the lead. They're adding sensors to monitor traffic and weather, upgrading

infrastructure and expanding public transit.

Less clear is how impoverished cities in Latin America, Asia and Africa "might translate these concepts to their own day-to-day realities," Hower writes. For example, sensors would be of little value in Mathare, a Nairobi slum where 600,000 residents live in squalor, he argues. A better strategy for places like Mathare may involve urban planning that emphasizes inclusive designs and resilience to climate change and disaster rather than advanced technologies, experts tell GreenBiz.


Source 

Photo: "MathareValleySlum" by Claudio Allia - Own work. Licensed under CC BY-SA 3.0 via Wikimedia Commons - <http://commons.wikimedia.org/wiki/File:MathareValleySlum.jpg#/media/File...>

NB: Press Cutting Service

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Data:
 Pre-task (plenary)
 Map of Smart cities in the world

During-task (pair work)
What is the difference between the Global North and the Global South when it comes to sustainability challenges?

Figur 1: Urban Gateway, 2021 

*Transcript of during-task pair work, reflecting phase (key chunks in italics):
Project-based school, 4. November 2021*

Girl 1: *The project is focused on uhmm, wealthier countries, global countries.*

Girl 2: *Like the global north, cause that's where the financial muscle is which makes it harder for the less fortunate to translate it to their day-to-day realities.*

Girl 1: *Yes, because it has a lot of technology and all that stuff and.*

Girl 2: *Resources.*

Girl 1: *And the poor countries they don't.*

Girl 2: *Well, well,*

Girl 1: *They don't have the same opportunities to get the same Smart Cities, because they don't, they can't afford it.*

Girl 2: *Længere nede i teksten siger de [in Danish] [= Further down in the text they say] a better strategy for places like Mathare, may involve urban planning ...climate change.*

Girl 2: *So, what do I write?*

Girl 1: *That experts from GreenBiz say that a better strategy is to involve places*

Girl 2: *Wait (reads sentence again).*

Girl 1: *Places like Mathare,*

Girl 2: *Uhm, yes.*

Girl 1: *That focus on more on climate change and disasters rather than advanced technologies.*

Girl 2: *Climate change and disasters.*

Girl 1: *Goodie, goodie, goodie.*

15-year-old students:

- Read the text.
- Negotiate meaning *GreenBiz*.
- Write key chunks.
- Use their own language resources.
- Contextualise locally & globally.
- Develop a beginning critical cultural awareness of inequity in terms of sustainability challenges.

Conclusions

The cycle model of intercultural Learning can be used to create a meta-language about cultural pedagogy and intercultural learning for planning, implementation, and evaluation of teaching.

It is possible to work with more complex/meaningful content if students are scaffolded linguistically.

Classroom observations and focus group interviews show that activity levels and motivation increase.

In focus group interviews, teachers and students express great satisfaction with the use of authentic texts in the various phases of the cycle model of intercultural learning.

The combination of the cycle model of intercultural learning, task orientation, and chunks can be used as a general planning tool in foreign language teaching.



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<https://viden.ncff.dk/ncff#readBook::bookId==491450>

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