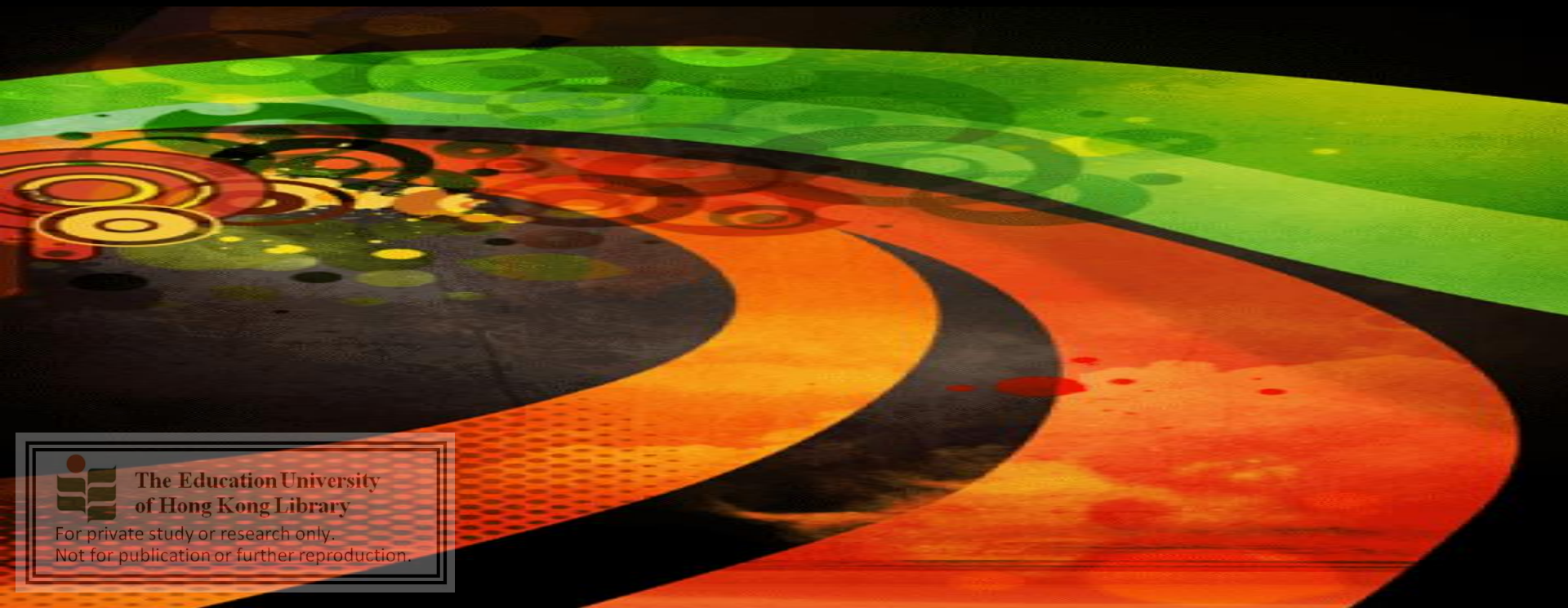
IELTS Writing and Speaking

MOOC

On Intercultural Communication



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Welcome!

Tweets by hayoreinders

Welcome to the homepage of Hayo Reinders. I am TESOL Professor and Director of Research at Anaheim University in the US asnd Professor of Applied Linguistics at KMUTT in Thailand. I founded the Institute for Teacher Leadership (www.teacherleadership.ac) to empower teachers and learners with research and leadership skills. I am a passionate believer in the power of out-of-class learning.

If you have an interest in innovation in education, in the role of technology, in Learner Autonomy and Self-Access, or in teacher leadership and educational sustainability, you have come to the right place. On this site you will find articles, research reports, bibliographies, a blog, and many other resources. You can also find information about engaging me as a speaker at your conference, or for (staff) development projects. You can watch an introduction video here.

Latest News

Cambridge University Press keynote

You can watch a video of my recent keynote at the Cambridge Better Learning event on '10 rules for encouraging interaction in and beyond the classroom'.

Call for Papers: Technology in testing

Call for papers: Special Issue on New Technologies in Language Testing and Assessment: Translation of Theory and Research into Practice. You can read more here.

Call for Papers: Technology and writing

We are calling for papers for a special issue of the Asian-Pacific Journal of Second and Foreign Language Education on 'Technology in the teaching and

Invited Presentations

Keynote at Universitas Islam Kadiri

Universitas Islam Kadiri conference, Indonesia, 24-25 September.

Public lecture at the Education University Hong Kong

What all teachers need to know about Language Moocs, Sept 28.

Second Language Teacher Development

Doctoral course starting at Anaheim University October 17

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What was your worst experience with Online Learning?

What was your best?

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Why would you join a MOOC?

Why would you stay?

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ISSUES

very low completion rates

Low engagement

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CAUSES

Lack of personalisation

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If a doctor, lawyer, or dentist had 40 people in her office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then she might have some conception of a teacher's job.

~ Donald D. Quinn ~

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CAUSES

Lack of personalisation
Lack of opportunities for interaction

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CAUSES

Lack of personalisation
Lack of opportunities for interaction
Time management
Tech support

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Pre-task videos

1. A 15-20-min video presentation introducing a cultural perspective and related vocabulary on the topic (with subtitle and transcript for downloading)
2. A 15-20-min video presentation on an IELTS writing skill, accompanied by IELTS writing rubrics and authentic student exemplars (with subtitle and transcript for downloading)

Individual tasks

1. A short reading comprehension task related to the cultural perspective on the topic (e.g., a newspaper article), with answer checking function and computer-generated feedback
2. A short vocabulary building task (e.g., matching, multiple choice, etc.), with answer checking function and computer-generated feedback
3. A short writing (e.g., post a paragraph) or speaking task (upload a recording) on a related topic with a self-assessment component

Interactive tasks

1. A discussion question on a forum to elicit students' opinion about cultural differences and commonalities on the topic
2. A peer assessment task on another student's work (e.g., by providing audio or written feedback)

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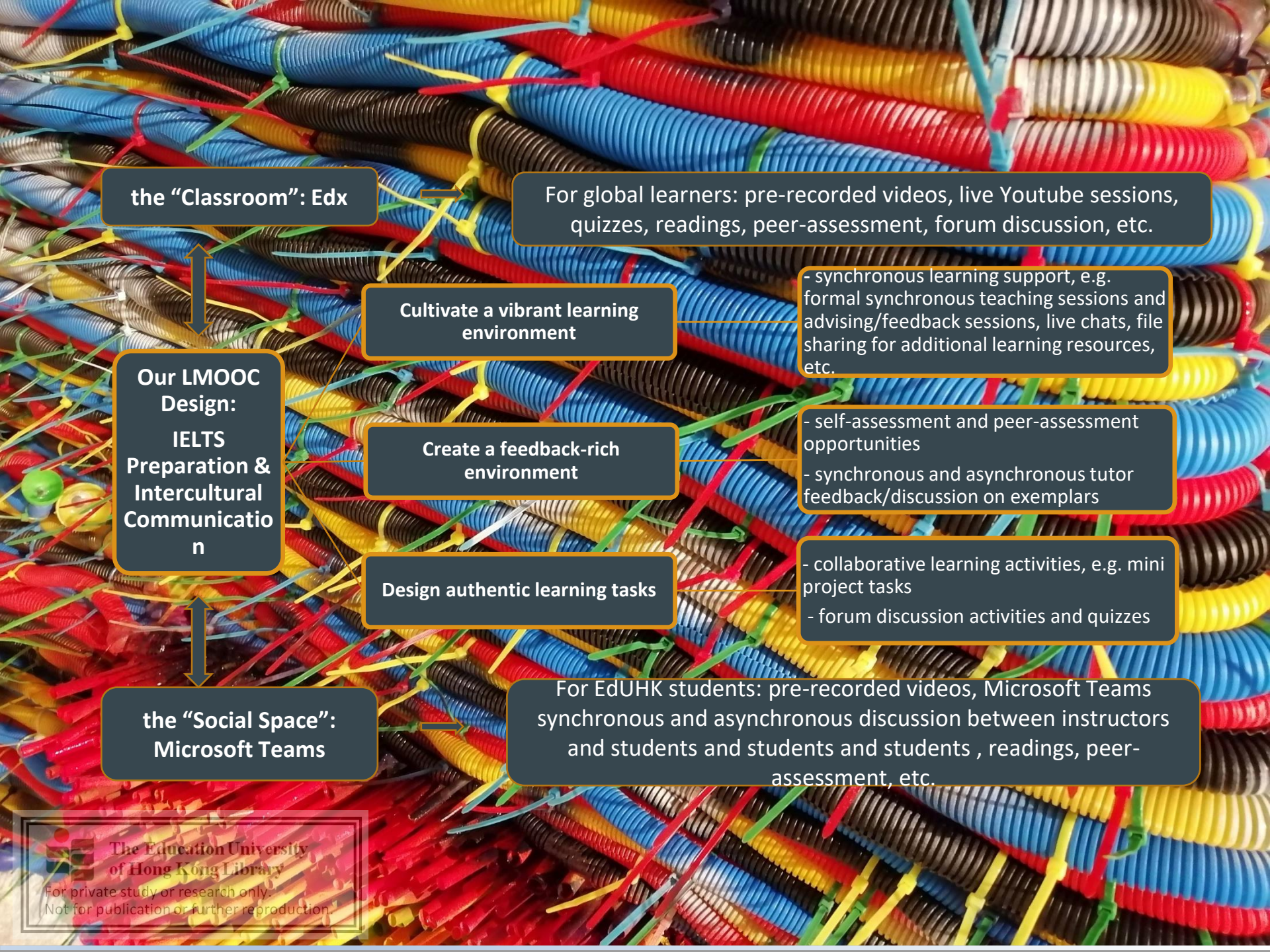

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DEANZ
JOURNAL OF OPEN, FLEXIBLE AND DISTANCE LEARNING

A Framework for Developing and Implementing an Online Learning Community

Elaine Khoo, University of Waikato
Bronwen Cowie, University of Waikato

Framework elements	Mediating web-based tools	Examples of intervention teaching strategies
Participation in a learning community Entry and enculturation into the class responsibilities, beliefs and practices	Online class announcements, online public discussion area, online photos, online class resources	• Course introductions, ice-breakers, lecturer and student introductions/biography • Reminders for students to introduce themselves online and post their photos (especially late enrolments) • Prompt feedback to student queries • Use of the *Research Overview Diagram*[g] for students to link their background experiences and connect to the course work • Use of *Online Participation Tips*[h] and *Advice from Previous Students*[c] to set expectations for new and experienced online students in the class, and to establish norms of conduct • Clear course expectations and deadlines • Weekly updates/prompts to remind students about the week's topics and how they are to participate • Reminders and models of good online communication, and use of conflict-resolution mechanisms • Links to technical and library assistance
Mediated action Selection of tools and activities that afford and mediate interaction and participation	Online photos, online public and private (portfolios) discussion areas, web links, online portfolios, FAQ[f] folder	• Use of *Scenarios*[d] and *Our Group Response*[e] to generate discussions, foster group accountability, and prompt group positioning of ideas • Prompted use of peer feedback in the group discussions • Use of the *Practice and Play*[a] area • Use of the *Break Time*,[h] *Can Anyone Help?*[i] and *Farewell/Moving On*[j] discussion forums • Links to technical and library assistance
Situated activity Selection of authentic and relevant tasks that situate activity	Online announcements, online public discussion area, FAQ folder, web links	• Use of *Scenarios* as authentic contexts to depict real-life research issues and foster purposeful collaboration and discussions • Just-in-time resources • Prompt feedback to student queries • Links to technical and library assistance
Distributed cognition Shared spaces for interaction, generating ideas, collaboration and team products	Online photos, students' contacts, online announcements, online public discussion area, web links, FAQ folder	• Use of *Scenarios* to support authoritative sharing of background experience and ideas for discussion • Peer feedback positioned as valid in the group discussions • Students present their group's position with regard to the *Scenarios* in *Our Group Response* • Lecturer mentoring, monitoring, referring, and linking to students' ideas to affirm their contributions • Prompt feedback to student queries • Reminders and models of good online communication, and use of conflict-resolution mechanisms • Use of the *Break Time*, *Can Anyone Help?* and *Farewell/Moving On* discussion forums • Links to technical and library assistance
Goal-directed Selection of activities that accomplishes particular goals	Online public and private (portfolios) discussion areas, online class announcements, online class resources, FAQ folder, web links	• Use of different *Scenarios* to generate discussion on various course-related ideas • Use of a variety of group and individual tasks in the course discussions and assignments to serve different pedagogical purposes • Weekly reminders of the purpose of discussion topics

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Questions analysis of IELTS Speaking (part 3)

	Question theme	Example Question	Number of Instances
1	Leisure, sports and hobbies	What problems do you think can be caused by watching too much TV?	176
2	Education and parenting	What are the best ways to teach children to behave with respect, why?	168
3	Culture and belief	How are older people treated in your culture?	133
4	Work, skills and career	What jobs are most respected in your country?	117
5	Science, technology and inventions	What technological developments might happen in the future in transport, education or health?	105
6	Lifestyle	Are people too concerned about buying and not concerned enough about caring?	104
7	Travelling and tourism	How comfortable are bus journeys?	87
8	Advertising, media and communication	Which way of keeping in touch do you think is most popular with young people?	69
9	Economy, business and trade	What are the benefits of international trade and are there any disadvantages?	55
10	Interpersonal relations	What is the difference between a friend and a friendship?	54
11	Social-cultural and global issues	What impact does an ageing population have on society?	53
12	Food and health	Do you think that food prepared at home is always better than in restaurants?	42
13	Fame, wealth and success	Do you think society places too much emphasis on money as a measurement of success?	38
14	Environment	Do you think that people should be concerned about the world's environmental problems?	38
15	Politics, government and service	Should politicians who are caught lying be banned from public office?	27
16	Arts and architecture	What are the advantages of the arts to society?	21

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1. Question analysis of Task 2

Based on the question analysis of Task 2, 5 question types and 22 themes were identified. The 5 question types are presented in Table 2:

Table 2: Question types and example questions of Task 2

Question type	Example Question
Opinion (agree or disagree)	Family-friendly measures (e.g. flexible working hours) should be adopted by companies to ensure the work-life balance of their employees. To what extent do you agree or disagree with this opinion? (T2-06)
Discuss views	Some people argue that heredity exerts a greater influence on an individual's development than a person's later experiences. Discuss the view and give your opinion. (T2-16)
Two-part question	Women's status has improved dramatically both in the society and in the family as a result of the development of the society. However, they are still faced with inequalities. What are some of the inequalities? What measures should be adopted to solve the problems? (T1-21)
Advantages and disadvantages	Some people favor the use of private cars as they bring people much convenience. However, some people think that private cars create air pollution which is harmful to the environment. Do the advantages of using private cars outweigh the disadvantages? (T2-30)
Problem and solutions	It seems that traffic congestion is becoming more serious than ever. Some people think that the problem can be solved by raising the petrol price to discourage people from using private cars. Others believe that government should provide more public transportation to ease the situation. Are the above suggestions feasible in solving the traffic jam? What are other possible measures to solve the problem? (T2-34)

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Table 3: Question themes, example topics, and number of instances of Task 2 questions[1]

	Question theme	Example Topic	Number of instances
1	Education	universities should accept equal numbers of male and female students	36
2	Work	an appropriate retirement age	25
3	Food and health	junk food advertising contributes to the problem of obesity	23
4	Social-cultural and global issues	raising animals for human consumption is cruel	23
5	Age, generation and gender	insufficient respect shown to older people	21
6	Science, technology and innovation	modern technology has made it easier to download copyrighted music and books without charge	18
7	Media and communication	mass media have great influence on shaping people's ideas	15
8	Government, politics and diplomacy	many governments think that economic progress is their most important goal	14
9	Environment	recycle household waste	12
10	Lifestyle	modern lifestyle makes parents spend little time with their children	11
11	Traffic	the use of private motor vehicles	11
12	Economy, money and trade	money spent on space research	10
13	Crime, punishment and law	capital punishment is necessary	9
14	Leisure, sports and hobbies	popular events like the football Word Cup are essential	9
15	Language	learn foreign languages in order to travel or work	8
16	Travelling and tourism	eco-tourism is expanding	7
17	Population	population living in cities has increased substantially	4
18	Art and	creative artists should be given the freedom to	2

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	museum	express their ideas	
19	City development	migration from rural areas to cities	2
20	Climate	the government's responsibility to deal with climate change	2
21	Ethics	testing drugs and new products on animals	2
22	Animals	many people keep dogs and cats as companions	1

Reference

Chong, S. W., & Ye, X. (Forthcoming). *IELTS writing skills: A research-based approach*. London: Routledge.

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Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad.

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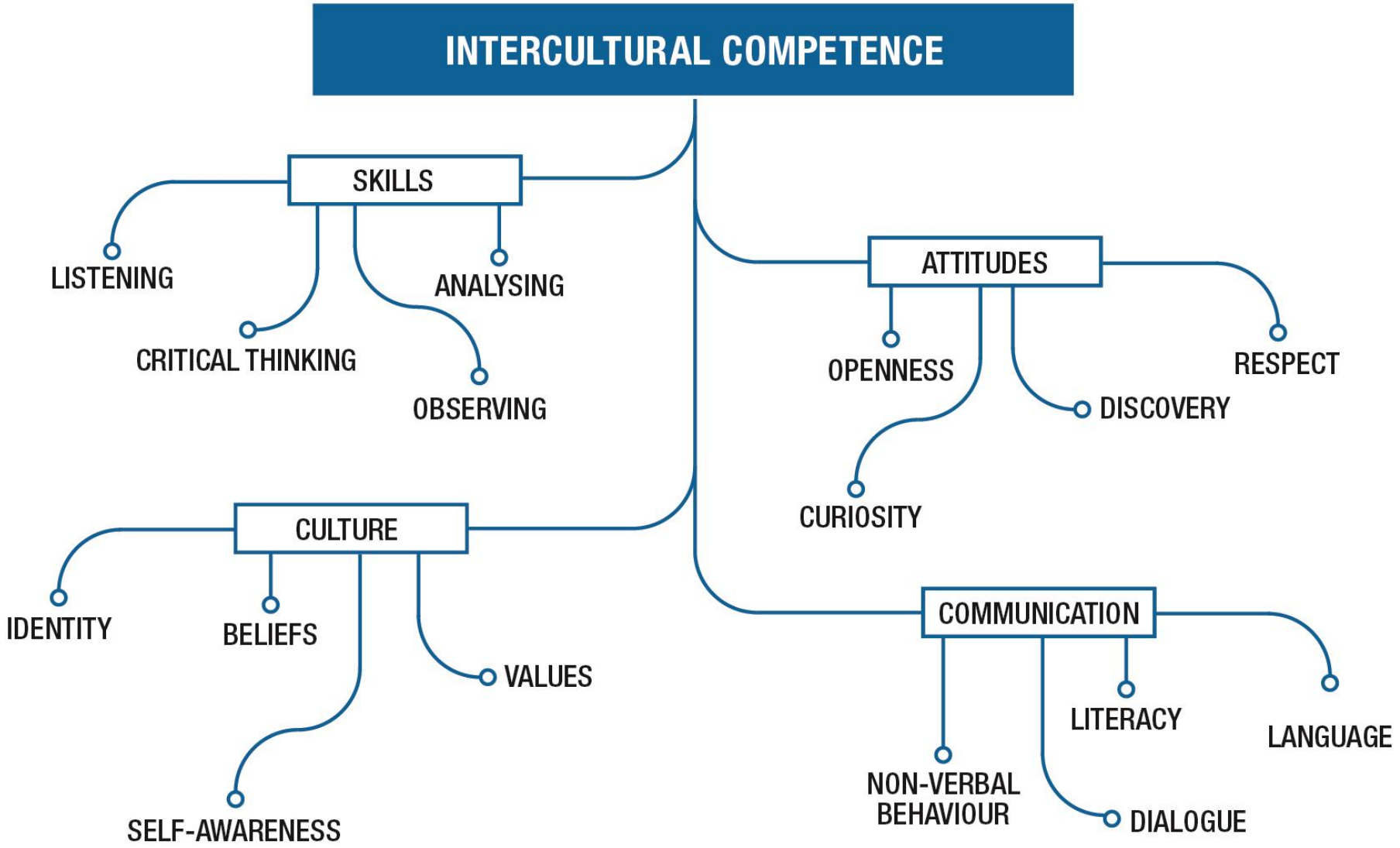

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monash.edu/monash-intercultural-lab
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Source: McKinnon,'What is intercultural competence?', Glasgow Caledonian University, accessed 10/06/18 and the UNESCO 'Intercultural Competences. Conceptual and Operational Framework', 2013

Connecting the Team

twitter hayoreinders

LINE drhayoreinders

hayoreinders

TALK hayoreinders

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