State Pedagogical University “Ion Creangă”

New Paradigms of English Language Teaching

Guide for Teachers of the English Language

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MULTIDISCIPLINARITY, INTERDISCIPLINARITY AND TRANSDISCIPLINARITY. TRANSDISCIPLINARY LEARNING

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Foreword

Technical-scientific progress, the integration of information technology, the alignment of educational policies of the Republic of Moldova with European and global ones generate an amalgam of crucial societal challenges. The integration of the transdisciplinary approach for educational purposes becomes essential for obtaining knowledge, skills and competences for integration in the field of work. Educational strategies in the transdisciplinary approach can radically contribute to improving the efficiency and learning results, so that they become absolutely necessary to respond to the new demands imposed by society.

In order to capitalize on the student's integration opportunities in society, changes are needed in the educational system with reference to the change of the teaching paradigm in the context of transdisciplinarity - integrated teaching. Transdisciplinary learning involves exploring a contemporary concept, phenomenon, or trend that integrates the perspectives of multiple disciplines to connect new knowledge and deeper understanding to real-life experiences.

Within this guidebook, emphasis was placed on the conceptualization of mono-, inter- and transdisciplinarity, the methodological aspects of organizing and implementing transdisciplinary activities, as well as the development of tasks, transdisciplinary products, which will facilitate the application of students' knowledge and skills in order to solve current problems.

The transdisciplinary approach is when the teacher involves the students in exploring environmental alternatives, looking for solutions, making decisions, researching additional materials based on various resources, contents and strategies, stimulates the student's motivation and creativity, by creating new integrative action schemes.

Within this support, emphasis was also placed on the conceptualization of culture and to promote contact between cultures, the existence of a dialogue between them and, last but not the least, the interaction and influence they receive from each other. Studying a culture is a part of learning a language since it is a process of discovery, modification, construction, and configuration that shapes linguistic structures, knowledge, meanings, discourses, beliefs, traditions, and societal systems. Interculturality is a modern concept that encourages cultural diversity and encourages educational actors to open their minds to other cultures, it refers to a process of exchange between different cultures or between people or groups with different cultural origins

The purpose of this guide aims at the formation and development of intercultural skills based on the crossing of cultural barriers, based on the principle of learning by action, learning by discovery, learning by solving problems, based on a constructivist and global vision with real purpose and by cultivating cooperation and collaboration.

The guide emphasizes one of the main conditions for improving the relational aspects of the inhabitants belonging to different cultures and, in general, interpersonal relations. Intercultural communication must mean both the right to equality and the affirmation of one's own identity. Intercultural education refers to the possibility of educating different ethnic, religious, cultural and traditional groups to work together in the spirit of mutual respect and mutual understanding

About the Guidebook

The Curricular guidebook is addressed to teaching staff in the field of Education, the curricular area of languages, sciences, arts that can be used in the continuous training of the teaching staff, in in- service teacher training programs, in order to make the educational process more effective through the transdisciplinary approach.

The purpose of this guidebook is to produce methodological guidelines on teaching strategies within the context of the transdisciplinary and intercultural approaches, of curricular design and evaluation activities, which must be carried out as a team both at the level of the curricular areas and at the level of the entire school teaching staff, which reflect the trends of current educational policies of the Republic of Moldova. At the same time, this support is meant to train and capitalize on the creative potential of teaching staff so that they adopt a creative attitude in the process of developing and organizing the didactic activity.

The guidebook offers theoretical material, tasks and application exercises that lead to the organization of the learning contents and education phenomena, to the application of the accumulated knowledge, but also to the guidance in the creative process regarding the design, development and implementation of transdisciplinary activities based on the crossing of cultural barriers. It also gives the students the opportunity to transpose the educational contents through the transdisciplinary prism in the context of globalization based on a constructivist and global vision with real purpose and by cultivating intercultural cooperation and collaboration.

Objectives:

- correct use of specialized terminology;
- critical and creative understanding of the current practices of implementing concepts in the course of teaching a discipline through the transdisciplinary and intercultural approaches;
- critical and creative understanding of current design, organization and implementation practices of a didactic activity;
- identification of useful educational resources in accordance with the design and development of the educational process in the vision of integrative and intercutlural approaches;

- the integration of innovative technologies in effective group communication activities through reflective self-evaluation, task-based learning, in the context of the transdisciplinary and intercultural approaches;
- developing transdisciplinary didactic projects, using educational technologies and resources and integrating them into the classroom teaching focusing on the values of respect and appreciation of cultural difference, empathy, solidarity, active tolerance;
- promoting the teaching-learning-evaluation paradigm through the transdisciplinary and intercultural approaches, which facilitates the formation of the student's personality and establishes value-based appreciation;
- training and development of students' reflexive skills, capitalize on the transfer and reorganization of knowledge in contexts supported by transdisciplinary technology.

Contents

The thematic vocabulary, application exercises, communication tasks are intended for the teacher to facilitate his teaching-learning-evaluation activity and provide him with educational resources necessary for the formation of subject-specific skills.

This guidebook includes the thematic contents, which were selected according to the recommendations of the Curriculum in the curricular area Language and communication, Arts, Mathematics and Sciences, Socio-humanistic Education, Counseling and Personal Development and Technologies, offering the possibility of a motivating, individual and interactive teaching path.

The didactic strategies in the transdisciplinary and intercultural approaches identified in the support are: I know/I want to know/I learned, S.I.N.E.L.G. (Interactive Grading System for Reading and Thinking Efficiency), clustering, the double journal, the graphic organizers, the cube, the snow ball, mental imagery, brainsketching, cooperative and collaborative learning methods etc.

Rezults/products

In the framework of the New Paradigms of the English Language Teaching, the main product will be the elaboration of the didactic scenarios capitalizing on the personal and professional development of teachers, promoting the idea that students should be given greater control over learning by taking responsibility for their own learning process.

Didactic strategies used: heuristic conversation; direct observation; exploration and investigation; the application exercise; problematization; didactic game, task- based learning.

The Guidebook contains the sections: Foreword, About the Guide, three general modules structured in content units (themes), Appendices, Glossary of Specific Terms and Bibliography.

I. STUDENT-CENTERED LEARNING AND TRANSDISCIPLINARITY

I.1. Transdisciplinary Approach and Shaping of Transferable Skills

Transdisciplinary Approach to learning
Transdisciplinary Competencies
Transferable skills

Theme 1. Monodisciplinarity, multidisciplinarity, interdisciplinarity andi transdisciplinarity

Task 1. Examine the collage carefully.What is represented on it? What are you thinking about? What connection do you see between the images and and your didactic activity? (Appendix 1)

Disciplinarity, monodisciplinarity, pluridisciplinarity, interdisciplinarity and transdisciplinarity are complementary, representing the four components of the same construct – unified knowledge, referring to the idea of scientific integration, when each component segment of the unity is a responsible part for the whole layout.

Disciplinarity refers to expertise in a particular discipline, which is a specific field of knowledge, includes understanding of basic concepts, methodology, and the ability to obtain, analyze, and apply specialized knowledge to various situations and experiences.

Monodisciplinarity focuses on separate disciplines and refers to the study of two or more interdependent cognitive structures in the same field. In this respect, the cognitive domain is exploited. Monodisciplinary research studies are primarily made up of hypotheses from the context of the same discipline, which have certain differences in terms of their environment of origin, status, technical environment, etc.

Multidisciplinarity means researching a concept from the perspective of several disciplines, which do not necessarily need to be related, but which establish links between some topics, problems. In other words, multidisciplinarity requires two or more disciplines to combine their expertise to jointly develop and deliver learning and teaching outcomes appropriate for a content.

Interdisciplinarity refers to the process of approaching a concept or problems from the perspective of different disciplines, sciences or fields, supporting the need for the cooperation of the problem from the perspective of two or more disciplines with the intersection of curricular areas. Interdisciplinarity emphasizes transversal skills training with greater longevity. For example, teaching probability in mathematics in coordination with scientific work on DNA and

genetics – so that students better understand both probability as a mathematical concept and its application in biology.

Transdisciplinarity ("trans"- beyond) refers to the confrontation between fields and contents bringing new results and new bridges between them, offering a new vision of nature and reality in the study of contents from complex, integrative perspectives. In this respect, the metacognitive domain is exploited.

For example, the Renaissance painting can be studied from the perspective of art history, the history of architecture and urbanism, linear drawing, from the point of view of physics, chemistry, the history of religions, the history of Europe and geometry.

TASK 2. If we were to express graphically the concepts of *"monodisciplinarity", "multidisciplinarity", "interdisciplinarity"* and *"transdisciplinarity"* how would you represent them? (See Appendix 2)

Monodisciplinarity	Pluridisciplinarity
Interdisciplinarity	Transdisciplinarity

Traits of transdisciplinarity:

- learning is no longer a result of the teacher
- forms transferable communication skills, mutual knowledge, self-knowledge
- helps in social integration
- integrated study consisting of: intuitive-reflexive identification of the component parts, synthesis and integration into hierarchical structures
- learning is a process of inter- and intrapersonal communication
- it doesn't just take place in the classroom
- the development of metacognitive skills
- differentiated training and integrated approach.

Application Exercise 1

Using a **monodisciplinary** approach, a science teacher might ask students to examine soil properties and have students study how tomato seeds germinate in each type of soil. In this case, the teacher identifies an isolated concept (fact, idea or practice) that is aligned with only one discipline - science.



Source: https://www.iamcountryside.com/growing/important-factors-that-affect-growing-tomatoes-from-seed/

Using a **multidisciplinary** approach, a math teacher might ask students who have learned about soil properties and the most common mistakes in germinating tomato seeds in science class to calculate in math class the cost of buying:

3 kilograms of soil,
20 packets of tomato seeds,
10 packets of pepper seeds.
The concept now involves several disciplines independently addressing different aspects of the same concept.

Using an **interdisciplinary** approach, several teachers of: Personal Development, Technological Education, Science, Math—could work together to have students plant a variety of seeds in different types of soil to grow vegetables on the school grounds. Each teacher would ask students to contribute to the *collective problem*:

- studying soil properties and seed germination in their science class;
- calculating the cost of materials in their math class;
- making salads from vegetables grown in technology education
- drawing a map of the local school to help decide where to place the garden based on geographic direction.

In this case, students and teachers from all disciplines work together in an integrated way that makes the concept more authentic and real.
Finally, using a **transdisciplinary** approach, you would walk into any classroom and not be able to tell what subject(s) are being taught because they have "blended". For example, students may

be asked to come up with an entrepreneurial project to raise funds for those in need in their local community. They decide to design and build a garden for an orphanage so they can make and give for free food while helping children who are food insecure in their community. In this case, students identify a complex real-world problem and work together to create a common approach to identifying the phenomenon or solving the problem.

There are six basic themes to start with when working in transdisciplinary lense:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

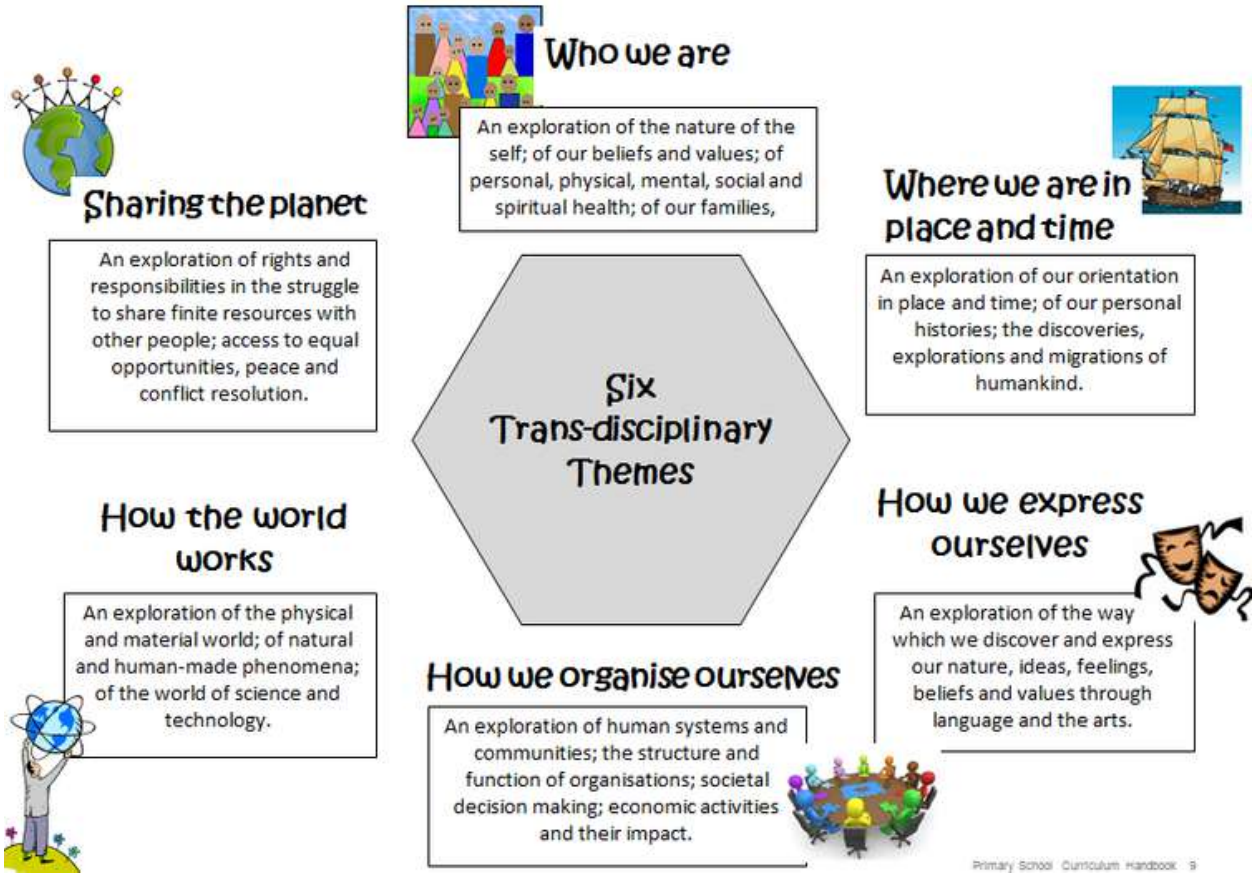


Fig. 1. Transdisciplinary Themes. Source: https://mckinnon-primary.vic.edu.au/pyp-news/transdisciplinary-themes/

The main stages of applying the knowledge in *complex* learning structures can be implemented starting with the 5th grade, over a period of 6 months, and are as follows:

Stage 1. Establishing the topic of research.
For example: *Air and air composition*.

Stage 2. Identification of problems.
For example:
• Problem 1: Why is air such an important gas in human existence?
• Problem 2: What are the components of air?
• Problem 3: Why does the composition of air change and how does technology affect climate change and how can this effect be solved?
• Problem 4: What can be the alternative methods to improve the air quality?

Stage 3. Collecting the information needed to solve problems based on school subjects (physics, geography, chemistry, history, literature, music etc).

Stage 4: Development of the project for the integrated lesson. Basic elements include:
a) Generalizing information generated by the teacher (cognitive contents, relationships, connections between them: between phenomena, facts, events, processes, actions, etc.; links with life);
b) Identifying the skills to be trained;
c) Selection of research projects by students to find answers to the given problems;
d) Division into work teams;
e) Clarification, explanation sessions.

Stage 5: Training program: Student research/learning activities.

Stage 6: Presentation of the results.

The organization of collaborative work is a crucial aspect. A teacher must keep the following in mind in order to work effectively together:
1. Develop specific, achievable and measurable goals
2. Set ground rules
3. Communicate effectively
4. Build consensus
5. Define roles
6. Clarify the responsibilities of each member
7. Keep good records
8. Monitor every step.

TASK 3. Review the notions of *"monodisciplinarity", "multidisciplinarity", "interdisciplinarity"* and *"transdisciplinarity"*. Generate/ create contents (assignments or learning units), with concrete examples, that would address transdisciplinary, interdisciplinary approaches.

Student roles in the group may vary from assignment to assignment. The most common established roles can be the following:

THE LEADER: ensures that the team has clear goals and members are engaged in the activity
THE FACILITATOR: questions effectiveness and verifies results
THE EXPERIMENTER: is actively involved in putting the activities into practice
IDEA GENERATOR: produces ideas and reflects on those proposed by others
THE COUNSELOR: relieves tension and promotes harmony
THE RESEARCHER: studies the theory and finds a way to put it into practice.

Nota bene! Learning from a transdisciplinary perspective is an active process with the interplay of kinesthetic, visual and auditory styles:
90% of learning consists of training others,
75% - putting ideas into practice,
50% - in discussions,
30% - demonstrating the point of view,
20% - listening and watching,
10%- reading,
5%- taking notes.

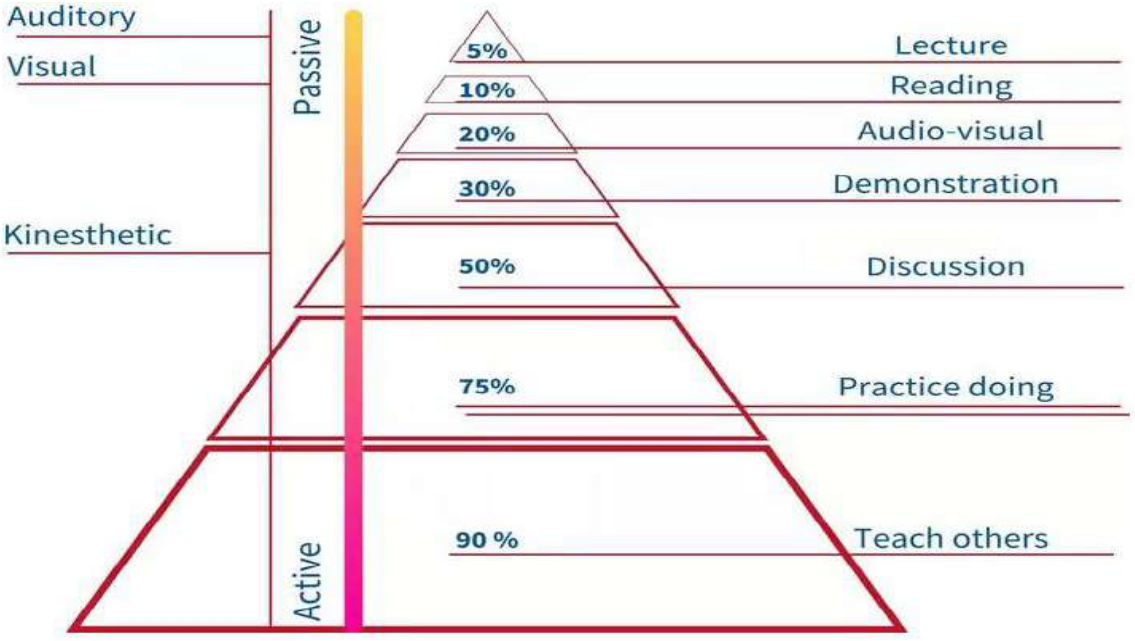


Fig. 2. Learning styles. Source: https://www.internationalschoolparent.com/articles/education-of-the-21st-century-transdisciplinary-learning-and-its-advantages/

TASK 4. Read Application Exercise 2 and describe how can you transfer the students's knowledge to the English language context. Explain how will you divide the students into the groups, elaborate and assign the tasks for each member of the group. Determine with teachers which concepts/ideas/theories, in relation to other disciplines, students should focus on.

Application Exercise 2. Plan to organize visits to hospital(s) in the home town/village (or specialist departments in the local hospital (s)) and generate a list of topics to be researched by your students. Formulate certain issues that you will ask your students to focus on while being active observers. Make a review of Kolb's learning cycle.

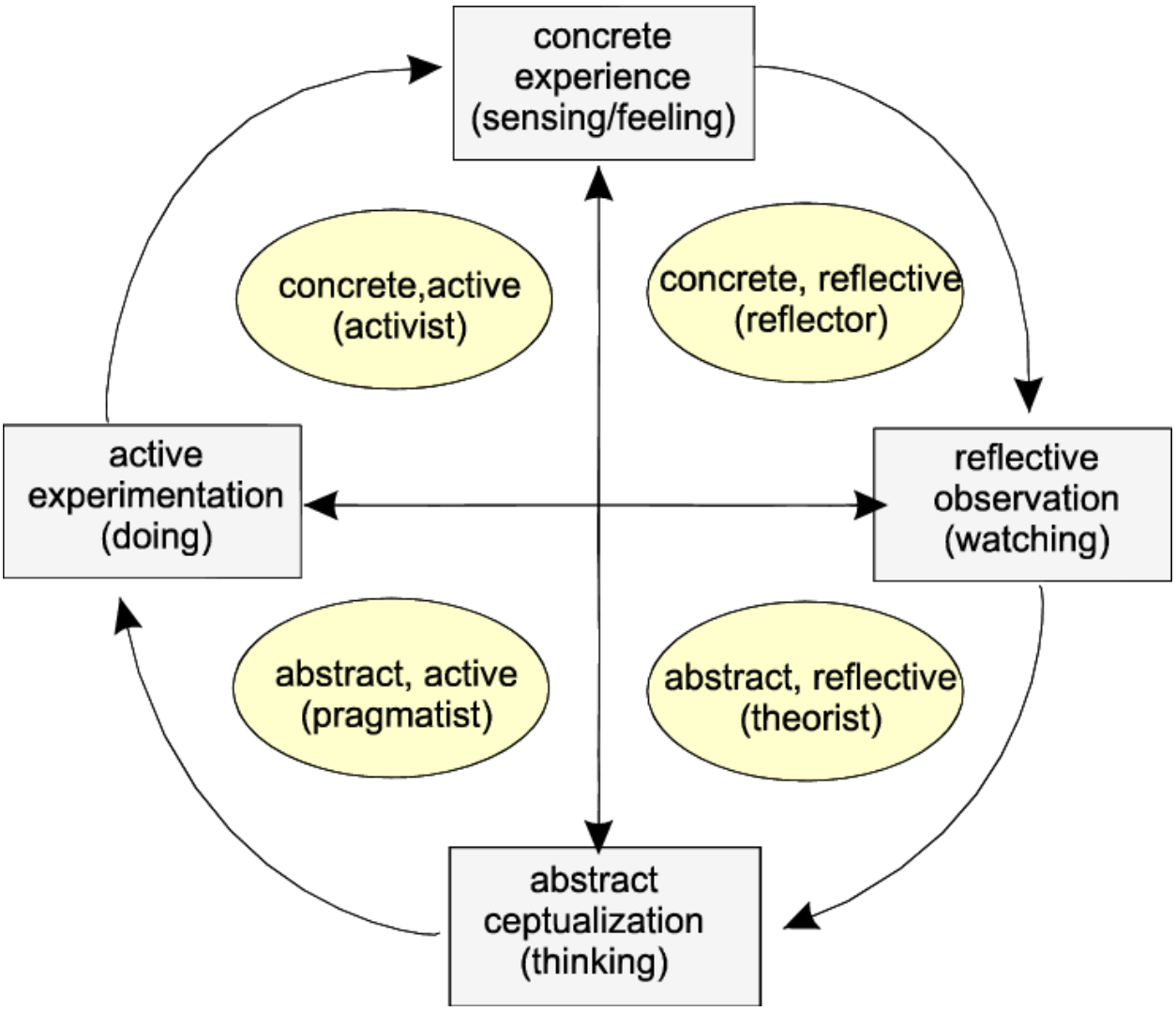


Fig. 3. Kolb's learning style model. Source: https://www.researchgate.net/figure/Kolbs-learning-style-model-Theorist-or-Assimilator-Their-characteristic-question-is_fig4_239926934

Reflection topic: Analyze the need to develop transdisciplinarity. Identify the components of transdisciplinary competences that can be used in teaching your own discipline. List the areas in your school subject that can be addressed with the help of cross-disciplinary technology.

Individual work: Exchange views with other colleagues in the school after experiencing transdisciplinary projects in your school. Highlight both the successful aspects of the application and its shortcomings. Analyzing failures can provide you with the improvement solution.

Theme 2. Interdisciplinary and transdisciplinary competencies

The development of the transdisciplinary approach means:

1. Finding the common denominator

The common denominator means to have common assumptions, to think like a historian, a biologist, a mathematician, a linguist. Having a flexible, open mind means developing an extraordinary ability to dig deep within multiple disciplines, find mutual points between them, and develop understanding and critical thinking through the lens of a disciplinary thinker.

2. Stimulating collaboration

Collaboration within schools should take place across subjects and through shared teaching arrangements where more than one teacher co- teaches a course. Ideally, teachers of different disciplines will promote innovation, novelty and design to stimulate dialogue between generations. Once comfort levels are created, there is an opportunity for faculty to begin branching out beyond departments into interdisciplinary teams and curriculum design.

3. Learning as a component part of an integral schemata

Schools can switch to transdisciplinary units, courses under the umbrella of several disciplines, which explore a theme in depth.

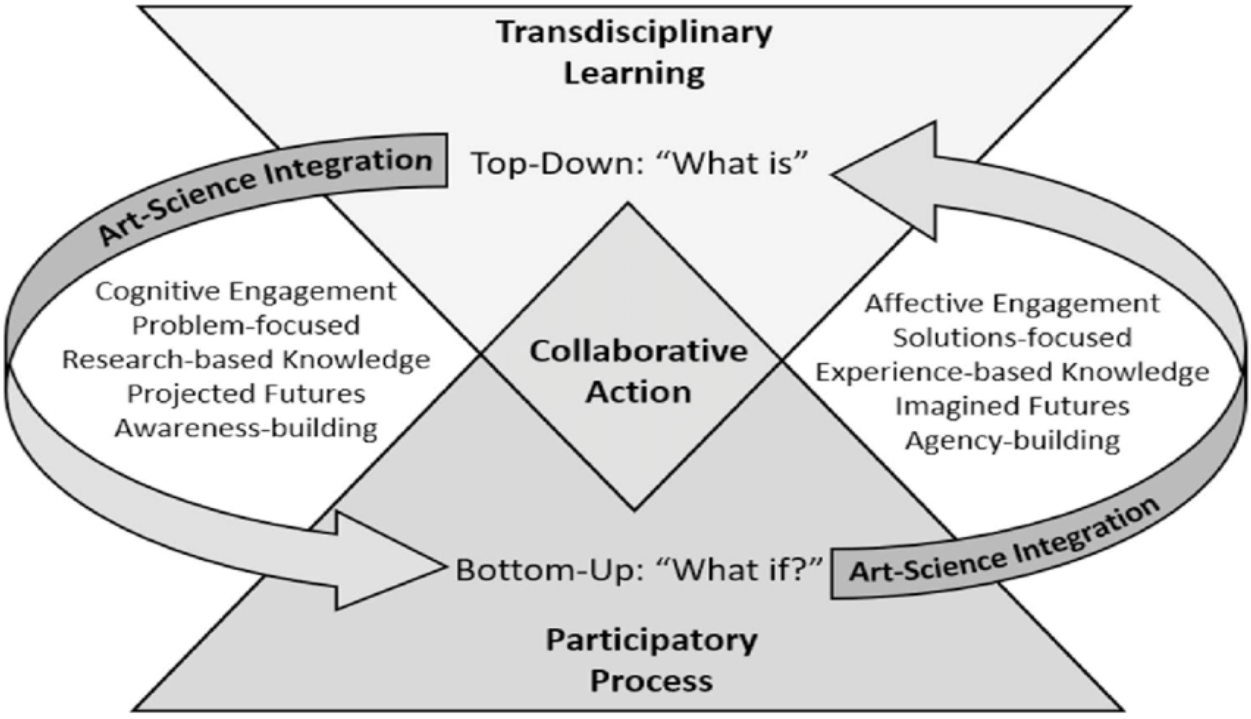


Fig. 4. Transdisciplinary Learning. Source: https://www.researchgate.net/figure/Methodological-framework-for-transdisciplinary-learning-and-collaborative-sustainability_fig1_340387489

4. Taking on global challenges

At the most advanced and developed level, schools can extend transdisciplinary design into an exploration of some of the global grand challenges to incite cross-cutting topics in the course of development. Within these transdisciplinary courses, key skills will be developed.

Competence is a potentiality of a person to perform an application, learning, professional or social task - at a performance level predetermined by a standard, in a given context.

Disciplinary skills, which are general and specific, they are formed through a specific educational discipline; key competences, which have a transdisciplinary/ transversal character, so they must be formed through all educational disciplines.

The key competences represent a transferable and multifunctional package of knowledge, skills and attitudes that all individuals need for fulfillment and personal development, for social inclusion and professional insertion. These take the form of inter-/transdisciplinary learning products and materialize in project, research or portfolio-type school products. The focus is, in each case, on critical thinking, creativity, initiative, problem solving, decision making and constructive management of ideas. Key competences must be developed until the completion of compulsory education.

Transversal key competences

1. Skills to learn to learn;
2. Communication skills in the mother tongue;
3. Communication skills in a foreign language;
4. Action-strategic skills;
5. Self-knowledge and self-realization skills;
6. Interpersonal, civic, moral skills;
7. Basic skills in mathematics, science, technology;
8. Digital skills, in the field of information and communication technologies;
9. Cultural, intercultural skills;
10. Entrepreneurial skills.

Table 1. Mono-, Transdisciplinary Competencies

Interdisciplinary competency	**Transdisciplinary competency**
Independent, flexible ability Integration of resources Interpersonal skill	Pragmatic ability – initiative, concentration, orientation, work skills General - methodological skills: observation, experimentation, representation graphics, data interpretation Metacognitive skills Positive attitude, motivation

Monodisciplinary competency	**Transdisciplinary competency**
The student will be able to: -0 to memorize -1 to mechanically reproduce knowledge -2 to write after dictation -3 to make summaries -4 to highlight main ideas -5 to do specialized studies on o topic from a certain field	The student is able to: -0 to interpret -1 to analyze -2 to formulate -3 to express personal opinions -4 to use the information in scpul solving a given problem -5 to identify and solve problems

The objectives have an essential role in organizing the development of the instructional process, they specify the direction in which the educational process will take place, in order to satisfy the training requirements with impact on: selected contents, teaching strategies, evaluation procedures.

Table 2. Formulating Objectives

Cognitive objectives	**Affective Objectives**	**Psycho- motor objectives**
Taxonomy of Bloom, Guilford, Gagne-Marille	***Taxonomy of Krathwohl, Landsheere***	***Taxonomy of Simpson, Harrow***
Knowledge: arrange, define, name, list Reception: ask, choose, describe, identify, answer, select, use Comprehension: classify, describe, discuss, indicate, locate, recognize, select Reaction: conform, help, present, read, write Application: apply, demonstrate, illustrate, interpret, outline Values: explains, justifies, initiates, proposes Analysis: analyze, estimate, calculate, examine, experiment Organize: modify, combine, organize Synthesis: assemble, compose	attention, interest, aesthetic appreciation, conformity with the rules, attitudes, opinions, feelings, values	coordination and control of body movements, general mobility and physical endurance, motor skills and handling skills motor and physical, sensory perception

The strategy of the integrative approach is realized in a learning community, which focuses on organizational learning. Organizational learning represents a collective or individual way of thinking, consisting of: mental models, own vision, systemic thinking.

The teacher-guided learning process in the transdisciplinary context goes through the following stages:

1. Reception:

• finding terms, relationships and procedures;
• observing different events and processes;
• perceiving connections and relationships;
• naming some concepts;
• collecting data from several sources;
• Definition of concepts

2. Primary processing:

• comparing data and creating relationships;
• Investigation;
• discovery and exploitation;
• classification and representation;
• partial conclusions;
• experimentation.

3. Algorithmization:

• reduction to a plan;
• anticipating the results;
• finding elements that are not invariable;
• Modeling and algorithmization are used to solve problems.

4. Communication:

• description of phenomena, states, systems, processes and states;
• presentation of ideas, concepts and solutions;
• presenting arguments in a discussion;
• supporting an idea, opinions.

5. Secondary processing:

• comparing some results, conclusions;
• evaluation of some results;
• interpretation of the results;
• critical reporting to a context;
• developing strategies;
• relationships between different types of strategies.
• appropriateness to the context.

6. Transfer:

• application and integration;
• generalization and specialization;
• verification; optimization; transposition;
• negotiation;
• making connections;

Nota bene! The curriculum area serves as a platform for teachers, who can collaborate to develop key competencies. In an interdisciplinary perspective of designing and organizing the educational process, disciplinary connection and teacher-student dialogue are essential. These connections can be established by identifying common goals and methodologies, as well as by designing lesson plans as a team. Learning and assessing any key competence cannot be done by a single pedagogue. Collaborative pedagogy is the solution.

Application Exercise 3. Project sea level

For the "Sea Level Project", students researched how sea level rise would impact coastal states in Europe. From their research, they created a presentation and shared their knowledge with their class in a think-pair-share model. They also shared their research and learning with community members inside and outside the school.

Students created a map and a model of the States of Europe to visually represent the land affected by sea level rise. Based on their research, students chose an animal or insect that sea level rise would negatively affect.

TASK 5. Read Application Exercise 3 and formulate the transdisciplinary objectives and competencies. Determine the outputs, describe the essential condition under which the observable behavior must occur.

TASK 6. Express your own vision of the possibilities of training the key competencies through inter-, or transdisciplinary approach to learning. Follow the model: „As the teacher of ... (state the discipline) I can develop the following competencies...". Develop a list of topics that can be approached through inter-, transdisciplinarity.

Individual work: Make a list of topics that can be transformed into subjects/themes to be studied in the transdisciplinary approach. Choose a topic and design a transdisciplinary teaching approach with your students. Apply the transdisciplinary project in the classroom. Note the students' reactions and various aspects that seem relevant to you. Go back over the project and make corrections based on what you see happening in the classroom.

Reflection topic: Correlate, in a common table, the list of key competences and the list of disciplinary competences established for language subjects as necessary in the training of students. What observations can you make? Discuss with colleagues and determine which of the key competences do not have disciplinary coverage and what you think should be done to ensure transdisciplinary training of all key competences.

I.2. The Didactic Strategy in the Transdisciplinary Vision in Relation to the Expected Results

Didactic Strategy Didactic Method Didactic Procedure

Theme 1. Methods and techniques for the transdisciplinary knowledge integration

The didactic method ((metha – towards, odos – way, road) is an action plan designed for the initiation and development of learning situations.

The didactic strategy means approaches to teaching, learning and evaluation through an optimal combination of methods, techniques, as well as the forms of organization, through which the objectives, and goals can be achieved.

Designing the learning activities by referring to the obtained result is a cyclical process with a regulatory function. This process can be represented as follows:



Fig. 5. Learning activities

The strategies to stimulate the learning process are:

- Graphical organization of information with the help of conceptual maps,
- Presentation of anticipatory organizers with the help of presentations
- Comparisons rich in images
- Repetitions.

Strategies used in the transdisciplinary research are:

THE DIFFICULTY STRATEGY *is based on solving an existential problem by challenging discussions, formulating opinions, generating ideas, presenting original thoughts that solve the identified problem.*

- the information is identified based on the knowledge from different disciplines,
- then the obstacles with the anticipation of certain consequences,
- alternative solutions to the problems.

The Difficulty Strategy is combined with the Maneuver technique. The Maneuver technique consists of a set of operations for ordering, guiding students' actions to achieve the proposed objectives.

The Maneuver technique consists of:

Cause --- Generation--- Adjacency--- Breakdown into components--- Collection--- Analysis--- Solutions--- Choosing the optimal solution--- Argument--- Reporting.

THE CHALLENGE STRATEGY *reveals the formulation of some answers to some educational challenges after studying the contents, which caused some emotions or controversial opinions.* The key word is - The challenge that will lead to the search for answers, the exposition of visions. The challenge strategy can be represented by the Stimulate technique.

The Stimulate technique consists of: Presentation--- Prioritization--- Getting positive--- Broadening of perspectives--- Reference Data--- Analysis--- Finding--- Argument.

THE EVENT STRATEGY *focuses on solving a life situation so that this problem solving leads to the development of a personal attitude and a verbal exposure made up of external, social factors that have an impact on the student or the people in his entourage*. The teaching staff creates situations related to the daily life of the students and challenges the student to look for solutions. The Event strategy is highlighted by the Circumstances technique.

The Circumstances Technique consists of: Intention--- Circumstance--- Analysis of the case by students--- Distribution--- Database--- Motivation--- Analysis--- Optimal solution--- Argumentation.

Seven steps to solving the transdisciplinary problem

Step 1. Identify, establish and clarify the problem: It includes a clear definition of the problem, determining the factors involved, establishing the difficulties, deciding on the most important aspects of the problem by answering the questions: - What is the problem? - Why is it a problem,

what is the cause of its occurrence? - Why does it need to be solved? - Whose problem is it? (also used to identify stakeholders) - What would happen if the problem was not solved?

Step 2. Analyze the problem: It involves collecting the information necessary to work on the problem, knowing all the possible causes and failure to overcome the difficulties through interviews, questionnaires, document analysis, direct observation, etc. SWOT analysis (strengths, weaknesses, opportunities, fears or difficulties) can be used to study the problem, asking for answers to the following questions: What are the strengths of the actions you propose? What are the weak points? What opportunities that can be taken advantage of in achieving the objectives exist or will exist? What are the current and potential fears, barriers in achieving the objectives?

Step 3. Develop alternative solutions: Includes listing and examining all ways to solve the problem, analyzing the positive/negative impact of each alternative solution.

Step 4. Select the best solution: This step consists of a process of selecting alternative possible solutions to determine the best one. At a certain moment, the ideal alternative may be the best solution taking into account other factors such as: impact, time, economic situation, etc. At this stage it is important to delimit needs from desires.

Step 5. Outline an action plan: Includes goal setting; outlining specific objectives, tasks, time, budget, responsibilities, etc.

Step 6. Implement the solution: Put the solution into action and monitor its progress while following the designed plan.

Step 7. Evaluate: This step includes evaluating how the objectives were achieved; determining the effect of the solution, the positive and negative implications of the process/each step.

Integrated learning can be achieved through the following **methods**, such as:

- **the project** - puts the students in a position to make decisions, to communicate and negotiate, to work and learn in cooperation, to carry out activities independently, to share with others what they have achieved/learned

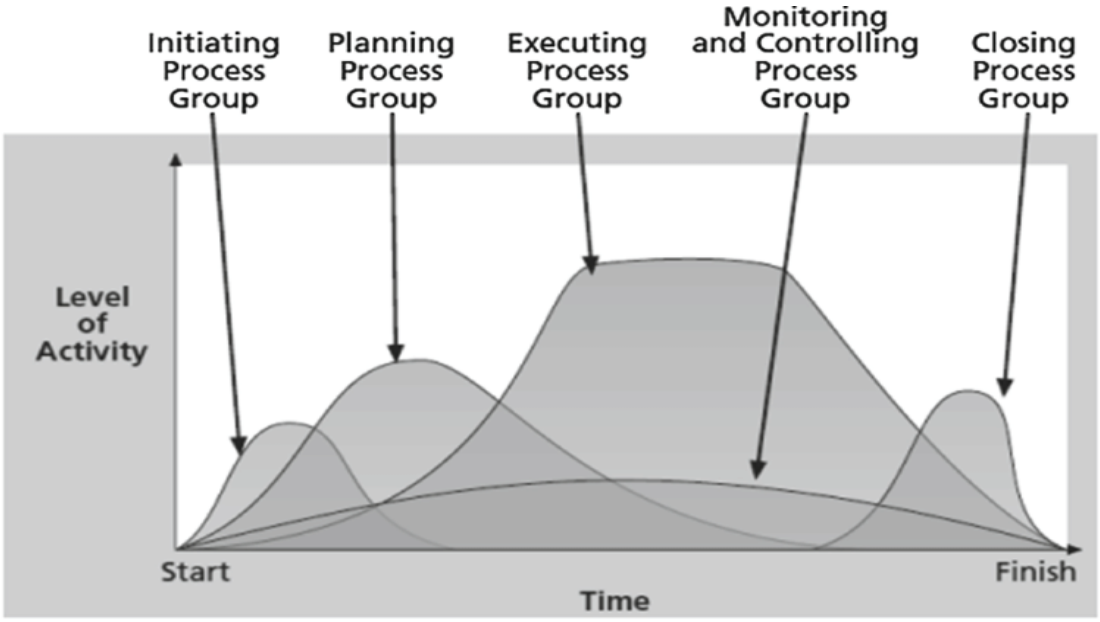


Fig. 6. Project management. Source: https://www.researchgate.net/figure/Project-management-processes-in-the-project-life-cycle-Source-6-7_fig1_322158442

- **Communicative language teaching** method - The emphasis is on communication, the development of pronunciation, the ability to receive the oral message, the ability to receive the written message

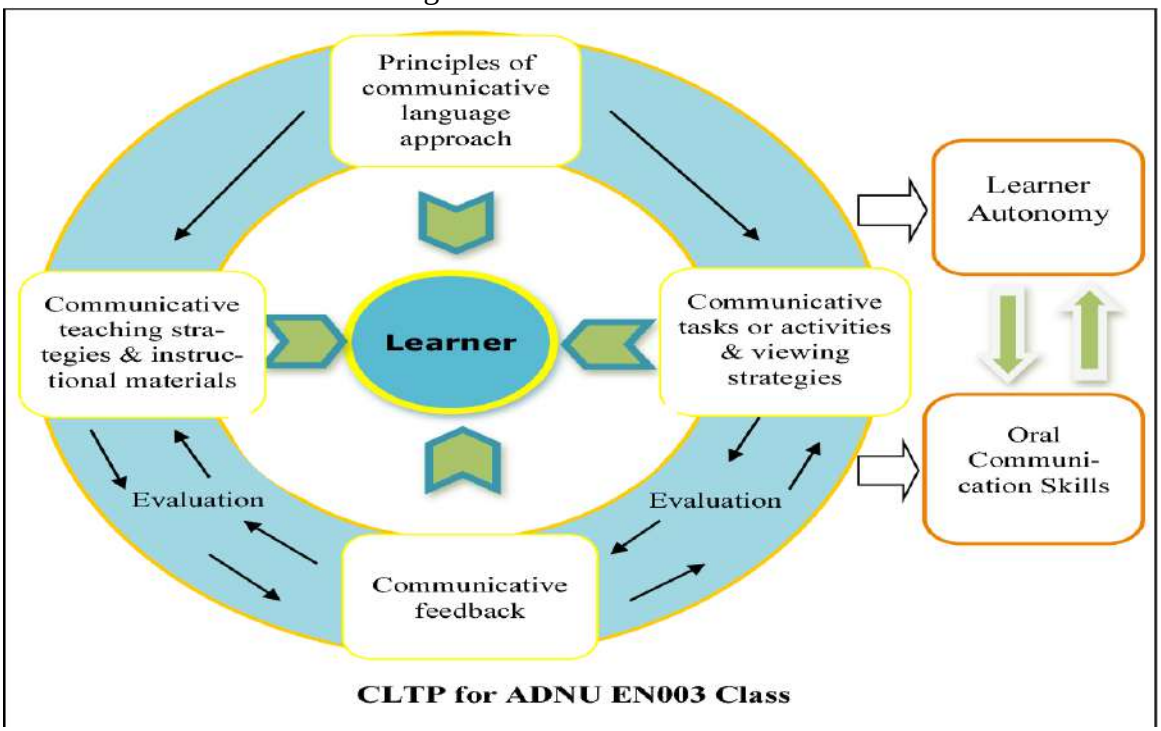


Fig. 7. Communicative Language Teaching. Source: https://www.semanticscholar.org/paper/Development-and-Validation-of-a-Communicative-for-Rojo-Sevilla/f022c7356ae168414077f340abc49751d97002b2

- **The Philips 6 – 6** method involves dividing the class into groups of 6 people who work together for 6 minutes. The groups are formed with the designation of the leader; the theme is announced and debated; the conclusions of the group are presented by each leader; it is discussed in plenary; the optimal solution is formulated, the justification for the exclusion of the other options.

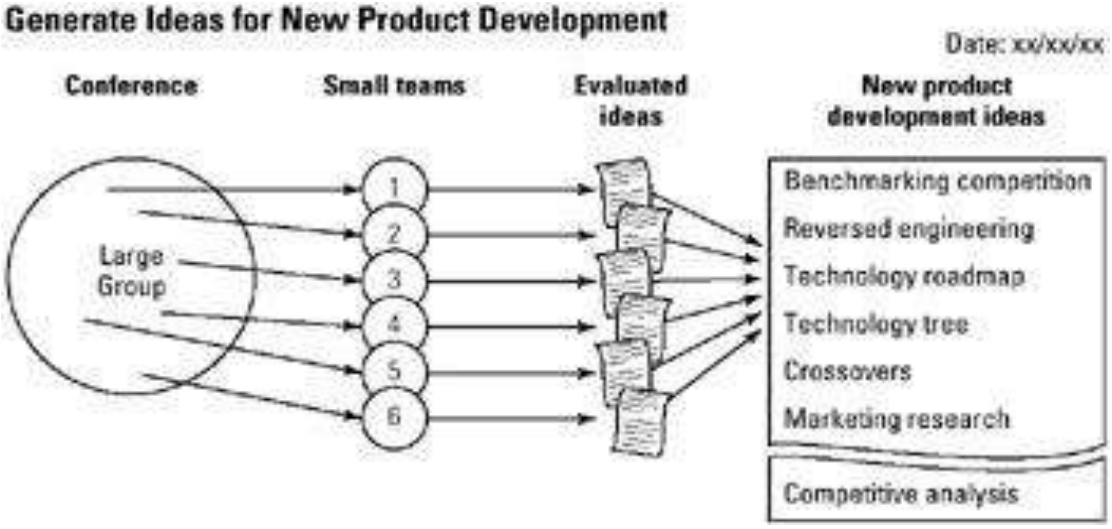


Fig. 8. The Philips 6 – 6 method. Source: https://flylib.com/books/en/2.890.1.217/1/

- The snowball method – Development phases: 1. Introductory phase- Exposure of the problem. 2. Individual work phase-Students work individually for 5 minutes. 3. Phase of working in pairs-Discussion of the results reached by each. Answers to individual questions from colleagues are requested. 4. Phase of meeting in larger groups - Smaller groups are formed and the situation reached is discussed. 5. The collective solution - reporting phase.



Fig. 9. Snowball method. Source: https://novapublishers.com/the-snowball-strategy-for-real-and-virtual-active-learning-classrooms/

- **The method of dramatization** - is based on the use of means and procedures dramatic art, when students are asked to evoke states, feelings, feelings, roles of authentic characters or from everyday life.

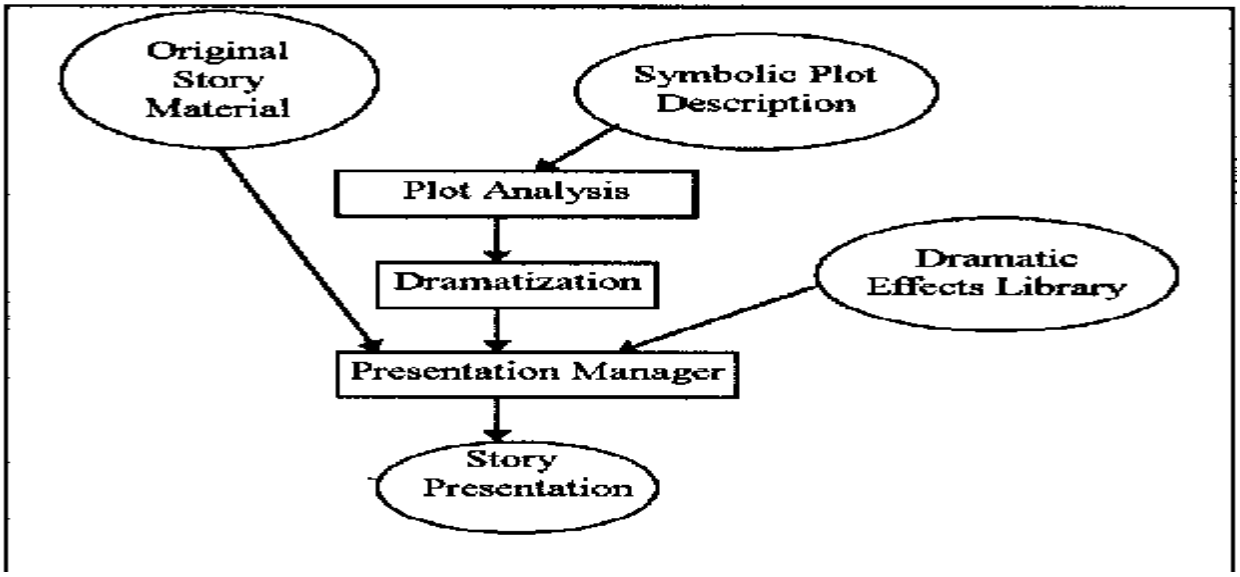


Fig.10. Dramatization. Source: https://www.semanticscholar.org/paper/Dynamic-dramatization-of-multimedia-story-Sgouros-Papakonstantinou/5e2f42668a9f74dfe508d831312903845c884acB

- **Cooperative learning** - students are grouped into teams, they are asked a question to which they must give a fair, complex answer. Helping questions can be asked, after the expiration of the debate time, the students present the results of the group discussions in plenary.

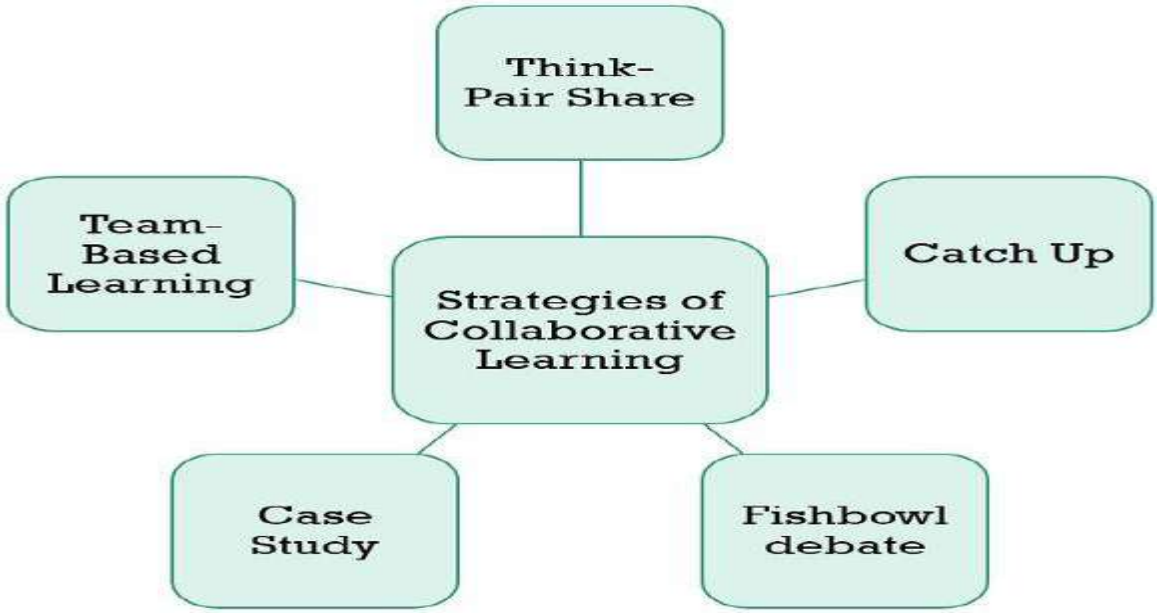


Fig. 11. Cooperative learning. Source: https://keydifferences.com/difference-between-collaborative-learning-and-cooperative-learning.html

- **Brainstorming**- issuing several ideas, in a motivating atmosphere; the idea is promoted that any person can give solutions to solve some problems.
- **Brainsketching** sketches how to solve the problem.

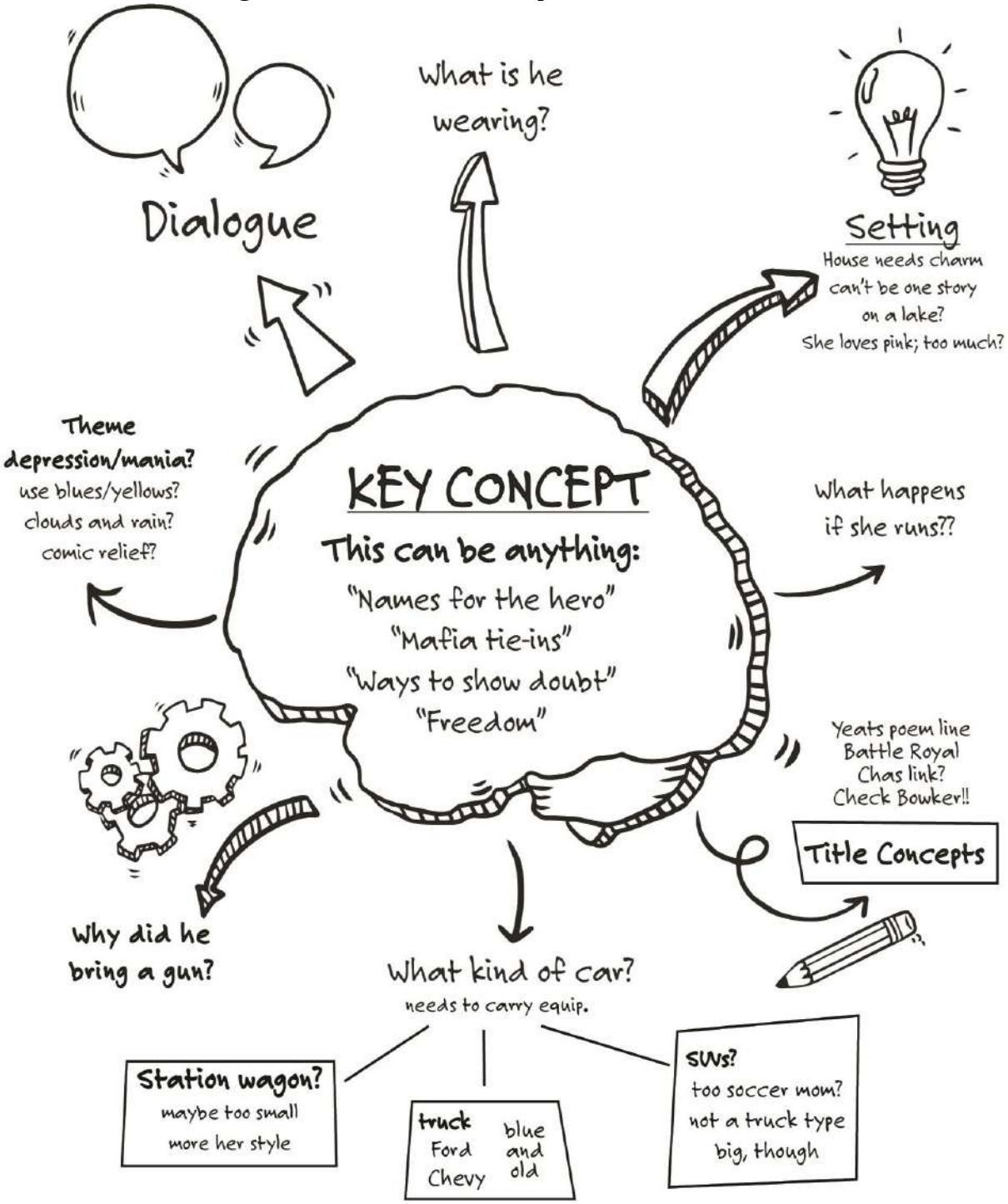


Fig. 12. Brainstorming. Source: https://vitalflux.com/different-types-brainstorming-techniques-great-ideas/

- **Brainwriting** the writing of ideas on paper that complements the ideas of colleagues

- **Clustering** the graphic organization resulting from the generation of ideas from brainstorming highlighting the connections between ideas, based on finding other meanings.

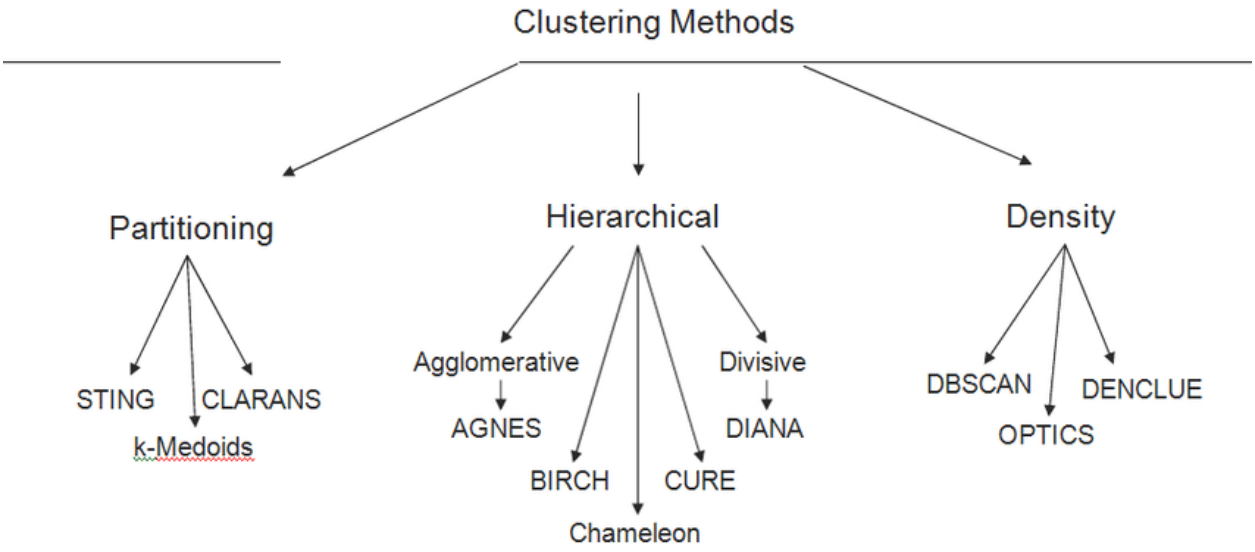


Fig. 13. Clustering. Source: https://www.researchgate.net/figure/Types-of-Clustering-Techniques_fig1_264886652

- **Mental imagery** – stimulates the imagination, with an emphasis on paying attention to one's own desires and aspirations.

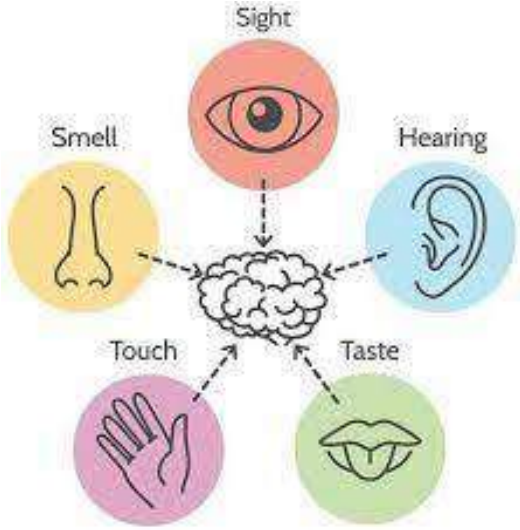


Fig. 14. Mental Imagery. Source: https://nursing.ubc.ca/sites/nursing.ubc.ca/files/documents/Visualization%20and%20Mental%20Imagery%20Presentation.pdf

- **Collaborative learning** corners by conducting adversarial debates. It is in the same way as constructive controversy, academic controversy: dealing with a problem, acquiring some theoretical content, detaching it from a field, developing the ability to notice/feel the problem and solve it.



Fig. 15. Collaborative learning. Source: https://lorelladerrico.home.blog/2019/01/28/collaborative-learning/

- **Role playing** - simulation of different life experiences, daily routine



Fig.16. Role play Strengths. Source: https://roleplayasaninstructionalmethodforadultlearners.weebly.com/key-features-of-role-play.html

- **Debate** - deals with controversial content, bringing solid arguments and justifications in support of one's opinions.

Speech	Time	Responsibility of Debater
1st Proposition	8 min	Introduce motion, define key terms, set burdens, establish mechanism or model if needed, offer substantive arguments
1st Opposition	8 min	Deal with proposed framework by proposition, clash with proposition arguments, offer own substantive arguments
2nd Proposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points
2nd Opposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points
3rd Proposition	8 min	Clash and Summarize Key Issues
3rd Opposition	8 min	Clash and Summarize Key Issues
Opposition Reply	4 min	Crystallize the round
Proposition Reply	4 min	Crystallize the round

Fig. 17. Structure of a Debate. Source: https://www.speechanddebate.org/how-to-judge-world-schools-debate/

- **Expository methods: conversation, exposition, demonstration** - emphasize direct verbal contact between educational actors.
- **I know/I want to know/I learned**. It is a method by which the student, with the support of the colleagues and under the guidance of the teacher, learns how to become a responsible learner. In small groups, students recall what they already know about a given topic and then formulate questions.

I know	I want to know	I learned

- **The gallery walk**. It is a method that stimulates group learning: teams that work on controversial problem. Students come up with ideas and these are written down on several large sheets of flipchart paper. When the lists of each group are ready they are displayed (hung or stuck in some way on the walls of the classroom) similar to the way the paintings are displayed in an exhibition/art gallery. One of the students from each team remains in the position of "guide" waiting for the "visitors" (students from the other teams). They come, ask questions, write down comments, ideas, criticisms and solutions at the bottom of each sheet. At the end of the "tour", each team re-examines their results by comparing them with the solutions seen in other flipcharts.

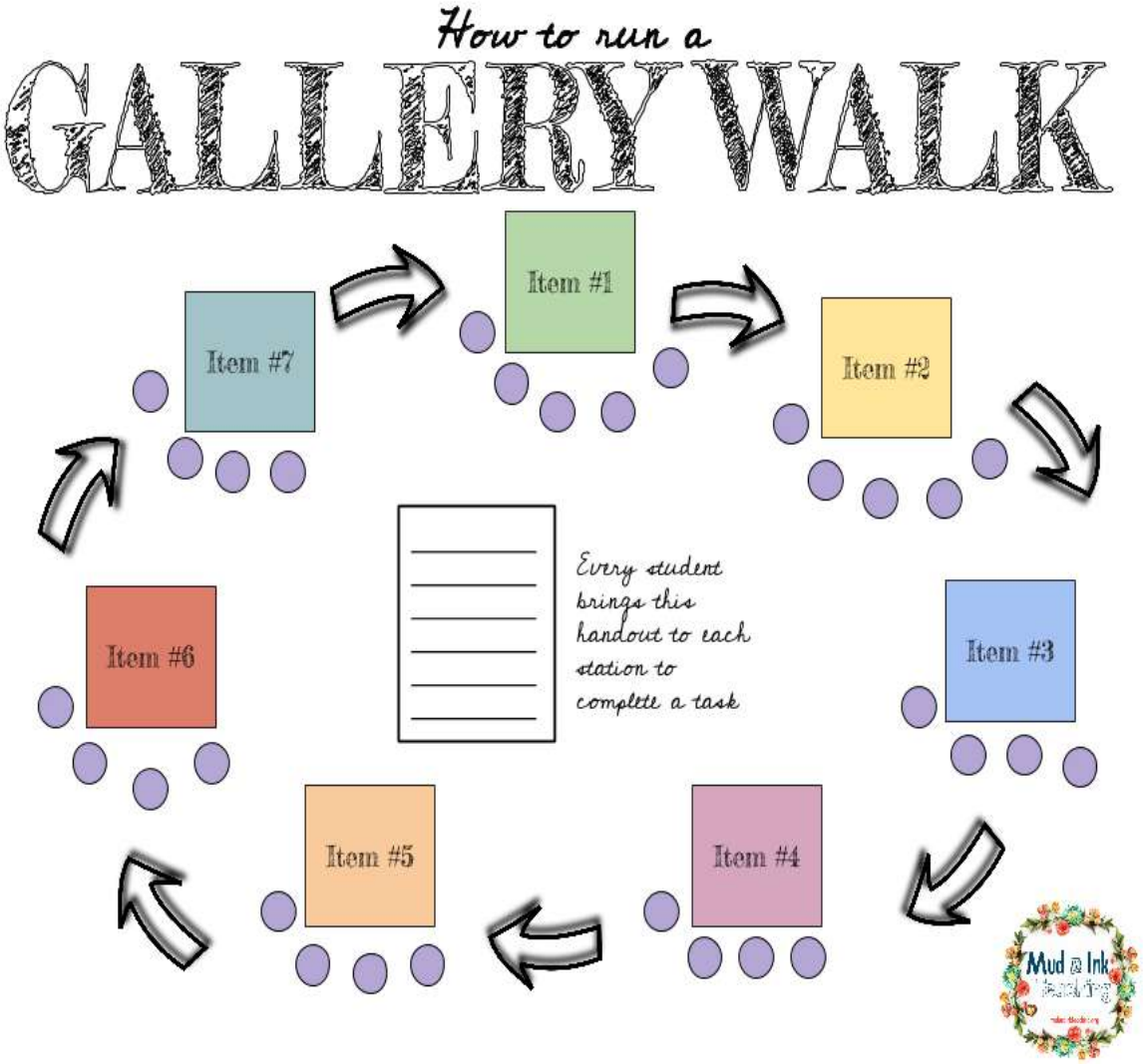


Fig. 18. Gallery Walk. Source: https://www.mudandinkteaching.org/new-blog/2016/8/18/best-practices-the-gallery-walk

- **The cube** represents a teaching-learning method that capitalizes on the students' resources for conscious participation in the discovery of knowledge devoted to the development of critical thinking. Structuring learning based on solving the six tasks (corresponding to the six faces of the cube) challenges students in principle along the entire route of the cognitive levels proposed by Bloom, within his taxonomy. The teacher prepares a cardboard cube on whose six faces he writes six tasks: describe, compare, associate, analyze, apply, argue. If he designs his lesson based on this technique, he has the opportunity to use it either frontally (present a face of the cube, read the task and discuss; with the whole class) or individually (turning one face of the cube and proposing the task to the students as an activity independent) or can group the students in pairs or teams of 4-5 each receiving one of the six tasks to solve.

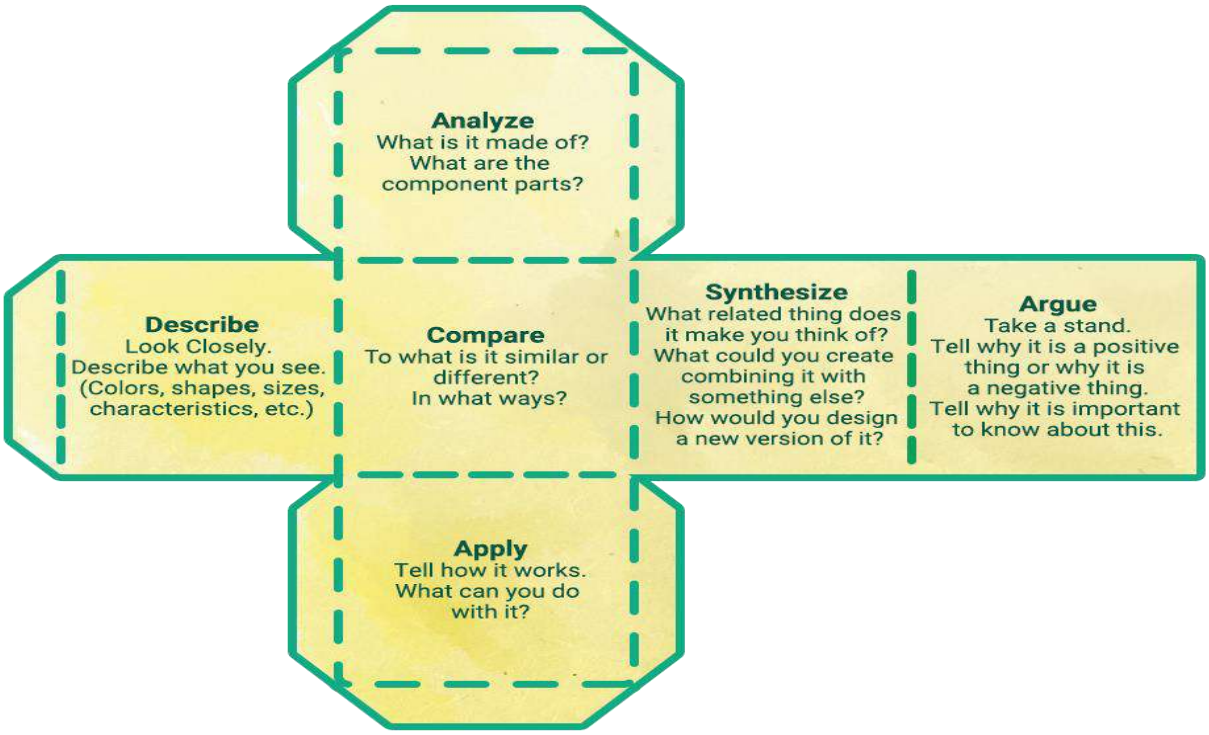


Fig. 19. The Cube Method. Source: https://learn.k20center.ou.edu/strategy/1583

- **The double diary**

Concept/phenomenon	Analysis of the Concept/phenomenon

- **The triple dialry**

The title of the texts	Conclusions obtained as a result of debates	Questions, comments, suggestions

- **Four- step argument**

Statement	Explanation	Proof	Conclusion

TASK 7. From the list of transdisciplinary topics you have developed in TASK 6 choose one and formulate the transdisciplinary competencies. Identify one strategy from the following: **The Event Strategy, The Difficulty Strategy, The Challenge Strategy** and determine your strategic position regarding methods and procedures you are going to use.

II. DESIGNING TRANSDISCIPLINARY ACTIVITIES

Theme 1. Designing Long- term Transdisciplinary Strategies

Transdisciplinary activities do not constitute an independent discipline, therefore for the days with actual transdisciplinary activities, entries are made in the long-term projects for the separate disciplines included in the certain day's schedule on the certain date.

Table 3. Long- term Planning

Units of competence	Contents	Nr./hours	Data	Resources	Evaluation	Observation

When designing the long-term plan,and if the timetable is still not finalized, it is possible to create an appendix to the long-term didactic project, in which the generic contents and the chosen thematic topics can be fixed and the approximate period of completion of each transdisciplinary day can be noted. When the transdisciplinary activities during the year will be implemented the identical entries will be made in the class register for all the disciplines.

Table 4. Building Transdisciplinary Activities

№	Contents	Topics	Period
1. Geography 2. Physics 3. Math 4. English 5. Art			

Table 5. The Interconnection between Concepts- Units of Competence- Activities and Products (National Curriculum)

Concepts	**Units of competence**	**Activities and products of learning**
		Geografia
Noţiuni: reţea de grade, latitudine geografică, longitudine geografică, coordonate geografice •Latitudinea geografică •Longitudinea geografică. •Coordonatele geografice	1.1. Expunerea, în cuvinte proprii, a sensului termenilor geografici în caracterizarea realităţii geografice 1.2. Clasificarea elementelor, proceselor și fenomenelor geografice după criterii prestabilite 1.3. Interpretarea informațiilor despre	1.1. Recunoașterea sensului termenilor geografici în diferite surse de informare; Asocierea mesajului verbal transmis cu imaginea / harta tematică adecvată; Explicarea realității geografice utilizând termeni specifici; Descrierea proceselor/fenomenelor observate direct și indirect în termeni geografici. 1.2. Completarea / elaborarea organizatorilor grafici de clasificare a elementelor, proceselor și fenomenelor geografice; Asocierea imaginilor / hărților / textelor tematice după criterii prestabilite; Gruparea pe diferite criterii a elementelor și fenomenelor geografice studiate. 1.3. Descrierea realității geografice cu aprecieri proprii; Formularea concluziilor despre importanța

•Rețeaua de grade aplicată în determinarea coordonatelor geografice •Muson •reţea hidrografică, estuar. Obiective geografice: Extremităţi: Irlanda	realitatea geografică regională, utilizând termeni specifici 2.1. Localizarea elementelor realității geografice pe reprezentări cartografice conform coordonatelor geografice 2.2. Rezolvarea exercițiilor geografice pe baza suporturilor statistice, grafice şi cartografice 2.3. Caracterizarea realității geografice regionale pe baza suporturilor statistice, grafice şi cartografice 3.1. Recunoaşterea situațiilor problemă ale mediului la nivel regional 3.2. Compararea situațiilor problemă ale mediului la nivel regional în baza unui algoritm 4.1. Caracterizarea ghidată a spaţiului geografic regional cu ajutorul TIC în baza unui algoritm 4.2. Realizarea studiilor de caz cu referire la spaţiul geografic regional, utilizând conexiuni interdisciplinare; 5.1. Distingerea rolului diversității naturale și culturale în mediul geografic regional	cunoașterii realității geografice studiate; Aplicarea algoritmizării în caracterizarea unor elemente, procese şi fenomene cu caracter regional, utilizând termeni specifici. 2.1. Poziționarea pe hartă a elementelor realității geografice conform latitudinii și longitudinii geografice; Citirea şi interpretarea hărţilor tematice aplicând coordonatele geografice. 2.2. Exerciții de determinare a coordonatelor geografice prin aplicarea rețelei de grade; Exerciții de identificare a obiectelor geografice conform coordonatelor geografice indicate; Aplicarea rețelei de grade în calcularea distanțelor pe hartă în grade şi în kilometric 2.3. Explicarea proceselor și fenomenelor geografice, utilizând reprezentări statistice, grafice și cartografice; Analizarea climogramelor, a altor materiale grafice, a profilurilor și hărților tematice și deducerea concluziilor; Elaborarea unui rezumat în baza interpretării suportului statistic/grafic/cartografic oferit; Transferarea informației geografice pe suporturi grafice și cartografice. 3.1. Identificarea situațiilor-problemă în baza analizei textelor/ imaginilor/hărților tematice; Formularea de idei/judecăți cu referire la rezolvarea situațiilor-problemă identificate; Stabilirea cauzelor ce determină situații de problemă în mediul geografic; Elaborarea unor proiecte individuale și de grup cu referire la anumite situații-problemă ale mediului la nivel regional. 3.2. Analizarea comparativă a hărților tematice în stabilirea legăturilor dintre elementele/procesele/fenomenele geografice; Compararea elementelor, proceselor şi fenomenelor studiate în baza algoritmului/textelor/imaginilor/hărților tematice; Expunerea soluțiilor de rezolvare a situațiilor-problemă; Aplicarea tehnicilor interactive de lucru cu privire la situațiile-problemă studiate; 4.1. Aplicarea algoritmizării în caracterizarea spațiului geografic regional; Descrierea unor caracteristici ale elementelor, fenomenelor și proceselor geografice studiate utilizând diferite instrumente TIC (filme documentare, animații, prezentări PPT ș.a.);
Matematica		

Noțiuni geometrice fundamentale (punct, dreaptă, plan, distanța dintre două puncte, măsura unghiului) •Dreaptă. Puncte coliniare. Semidreaptă. Segment •Unghi. Definiție, notații, elemente. Clasificarea unghiurilor: unghiuri ascuțite, drepte, obtuze, unghiuri opuse la vârf, unghi exterior, linii importante în triunghi, mediana triunghiului, bisectoarea triunghiului, mediatoarea triunghiului, înălțimea triunghiului, linia mijlocie în triunghi	5.2. Clasificarea figurilor geometrice studiate în baza a diverse criterii. 5.3. Reprezentarea în plan a figurilor geometrice studiate, utilizând instrumentele de desen și aplicarea reprezentărilor respective în rezolvarea problemelor. 5.4. Aplicarea proprietăților figurilor geometrice studiate în diverse domenii. 5.5. Transpunerea unei probleme, a unei situații-problemă în limbajul geometric, rezolvarea problemei obținute și interpretarea rezultatului. 5.6. Alegerea reprezentărilor geometrice adecvate în vederea optimizării calculelor cu măsuri de unghiuri 6.4. Elaborarea planului de rezolvare a problemei referitoare la utilizarea metodei triunghiurilor congruente, a proprietăților triunghiurilor în contexte variate și rezolvarea problemei în conformitate cu planul. 6.5. Aplicarea cazurilor de congruență a triunghiurilor în rezolvarea problemelor	• Cercetarea cazurilor concrete din situații reale și/sau modelate referitoare la figurile geometrice studiate și soluționarea problemei identificate. • Realizarea lucrărilor practice, inclusiv pe teren, privind aplicarea figurilor geometrice studiate în practică. • Realizarea investigațiilor privind utilizarea figurilor geometrice studiate în diverse domenii. • Realizarea proiectelor de grup/individuale, privind aplicarea figurilor geometrice studiate în situații reale și/sau modelate. • Aplicarea jocurilor didactice în predarea – învățarea – evaluarea figurilor geometrice studiate. - stabilire a relației de congruență dintre două triunghiuri, utilizând criteriile de congruență; - aplicare a criteriilor de congruență a triunghiurilor, a metodei triunghiurilor congruente în rezolvarea problemelor diverse; - justificare a unui demers/rezultat obținut sau indicat în contextul congruenței triunghiurilor, recurgând la argumentări, demonstrații, exemple, contra exemple; - rezolvare a problemelor simple de demonstrație, de construire a unor secvențe simple de raționament deductiv;
Fizica		
• Interacțiunea. Efectele interacțiunii (static, dinamic). Forța – măsură a interacțiunii. Măsurarea	2.1. Observarea și descrierea efectelor fenomenelor fizice (efect static, efect dinamic). 2.2. Recunoașterea și caracterizarea mărimilor fizice scalare și vectoriale. 2.3. Definirea	Activități de învățare: – măsurarea distanței, a timpului, a vitezei; – reprezentarea grafică a mișcării; – clasificarea mișcărilor în funcție de tipul traiectoriei și de valoarea vitezei (rectilinie, curbilinie, uniformă, variată etc.). Activități de învățare: – observarea efectelor static și dinamic; – măsurarea forței cu dinamometrul; – realizarea unui experiment conform etapelor

forțelor. Aplicații • Forța – mărime vectorială. Compunerea forțelor coliniare • Echilibru mecanic. Condiția de echilibru • Tipuri de forțe: forța de greutate, forța de apăsare normală (ponderea), forța elastică (forța de tensiune din fir/bară, forța de reacțiune normală), forța de frecare	mărimilor fizice: forță, forță de greutate, pondere, forță elastică, forță de frecare. 2.4. Reprezentarea grafică a forțelor. 2.11. Transformarea unităților de măsură în SI pe baza relațiilor dintre multipli și submultipli. 2.12. Utilizarea condiției de echilibru (starea de repaus, mișcarea rectilinie uniformă) la rezolvarea problemelor. 2.13.*Aplicarea algoritmilor de rezolvare a unor probleme cu mai multe operații referitoare la: compunerea forțelor, acțiunea și reacțiunea, aplicarea condiției de echilibru.	stabilite; – înregistrarea datelor în tabel; – calculul erorii absolute. Produse școlare: – instrument de măsură descris, valoarea unei diviziuni determinată; – mărime fizică măsurată; – surse de erori identificate; – tabelul măsurărilor completat; – experiment realizat; – raportul prezentat pentru experiment/lucrare de laborator; – probleme rezolvate; – comunicare prezentată
Limba engleză		
• A identifica locuri, obiecte, persoane • A localiza în spațiu și timp • A exprima satisfacție, nemulțumire, mirare, indiferență, gratitudine, recunoștință • A evalua și a aprecia • A exprima momentul și frecvența realizării unei acțiuni	1.2.Distingerea prin audiere a sensului cuvintelor și expresiilor în situații cotidiene. 1.6.Utilizarea cuvintelor și expresiilor uzuale și stabilirea relațiilor interlexicale corespunzătoare în situații previzibile 2.6. Adaptarea resurselor lingvistice la situația comunicativă. 3.3. Organizarea logică a structurilor lingvistice pentru a produce mesaje orale și scrise referitoare la activități cotidiene. 4.2.Determinarea aspectelor culturale	Reproducerea unui text/dialog cu voce tare cu respectarea tempoului, intonației și expresivității specific limbii străine. • Recitarea poeziilor/fabulelor. • Interpretarea cântecelor individual și în grup. • Selectarea răspunsurilor potrivite unor situații concrete/ imagini. • Reconstituirea frazelor. • Formarea enunțurilor după model • Traducerea structurilor lingvistice specifice comunicării spontane și autentice. • Exerciții de ordonare a evenimentelor conform logicii expunerii. • Prezentarea unui subiect cunoscut din viața cotidiană. • Improvizarea unui dialog cu o persoană. • Exerciții de simulare a unei conversații în magazin/restaurant/hotel etc. • Asocierea legendelor/descrierilor simple cu numele/pozele personalităților alofone. • Clasificarea tipurilor de transport din țara alofonă/țara de origine și completarea tabelului, în baza de text/suport digital.

	semnificative ale țării alofone.	
Educație plastică		
legități compoziționale: statică, dinamică, stilizare, echilibru; motiv ornamental Contrastul cromatic: cald - rece, de calitate, de cantitate, de ton (clarobscur – închis - deschis), complementar.	2.1. Evidențierea efectelor artistice ale limbajului vizual-plastic în lucrări realizate cu materiale şi tehnici mixte 2.3. Folosirea contrastelor cromatice în creații proprii pentru transmiterea ideilor, emoțiilor, sentimentelor. 3.3. Transformarea formelor naturale în artistice pe baza simetriei şi asimetriei. 5.1. Proiectarea unor expoziții, vernisaje de creații vizual-plastice.	Activități de explorare/investigare a expresivității elementelor de limbaj vizual-plastic (puncte, linii, culoare, forme, contraste) în comunicarea mesajelor artistice: - observarea; descrierea proprietăților; - expresivități ale punctelor (grafice/ cromatice); - modularea/ modelarea liniilor; - distingerea proceselor de obținere a formelor; - identificarea contrastelor în opere de artă şi mediul înconjurător; - cercetarea contrastelor: interrelaţii, armonie, echilibru în spaţiul plastic şi natură. Aplicații practice cu imagini plastice/ video/ foto/ sculpturale: - aplicarea tehnicilor și materialelor de reprezentare a elementelor de limbaj vizualplastic: puncte, linii, culoare, forme; - exersarea procedeelor de reprezentare a contrastelor de forme; - crearea imaginilor plastice: contrast cald-rece (reprezentarea efectului termodinamic

The transdisciplinary activities within a day/several days are carried out according to an integrative approach presented in a unitary didactic project (one for the whole period) which will include:

1) the title page;

2) outline of the transdisciplinary activities

The didactic project through the transdisciplinary lens must reflect the integrated nature of the acquisition of knowledge and the connections/interactions between subjects without highlighting these disciplines as instructional stages/sequences. The sequence of instructional sequences is determined at the discretion of the teaching staff:

- in a narrative form, concisely describing the chained activities;
- according to the Evocation – Realization of meaning – Reflection – Extension (ERRE) model;
- based on the stages of realization of the joint product of the activity;
- according to the stages/phases specific to the chosen learning strategy (project, investigation, excursion, experiential learning, etc.).

APPLICATION EXERCISE 4. Analyze the following Lesson plan

DIDACTIC PROJECT
DAY OF TRANSDISCIPLINARY ACTIVITIES
"Ireland – geographical background and cultural profile"
• Grade: 7th
• Date: 12.02.
• Schedule of the day:
1) Mathematics;
2) Geography;
3) Plastic education
4) English language
5) Physics
• General content: Geography of the continents
• Thematic topic: "Ireland – geographical background and cultural profile"
• The product of the activities: Exhibition of geographical maps
• Competence units (see Tab.5):
- Math:
- Geography:
- Art
- English language
- Physics

Objectives of the transdisciplinary activities

At the end of the activity, the student will be able to:

For Art:
• distinguish the specific features of the natural and artificial environment;
• explore the artistic means of creating visual-plastic images/compositions in own and group creations;
• appreciate in the specific language to the discipline the values of national and universal fine arts.
For Math:
• use the method of congruent triangles in solving problems;
• use the studied properties of triangles, including the right triangle, in solving problems in various fields;
• represent on the drawing, using drawing tools and ICT tools, the studied geometric figures;
• determine the perimeter of the triangle, the length of the middle line, using the learned properties/formulas;

• use geometric tools to construct parallel lines, perpendicular lines, angles, the bisector of an angle, the median of a segment;
• recognize in the environment symmetrical figures with respect to a point, with respect to a straight line.

For Geography:

• characterize the island, using specific geographical terms;
• apply the grid of degrees in determining geographic coordinates;
• identify problem situations of the regional environment, based on the algorithm;
• compare some features of the regional natural and cultural heritage.

For Physics:

• recognize scalar, vector physical quantities;
• measure physical quantities (force, speed, pressure, etc.);
• identify and select the measuring instruments;
• explain how to calculate the absolute error;
• identify the causes and effects of interactions or the behavior of physical systems in various operating conditions;
• express and compare the results of some measurements, using measurement units in the International System and their transformations;
• propose the own plan for developing strategies and tactics for applying simple mechanisms to solving various everyday situations.

For English:

• use stable combinations of words and short phrases based on intonation models specific to the foreign language in everyday situations;
• correctly use syntactic structures and grammatical forms specific to the foreign language, in short and coherent messages;
• write legibly, neatly, respecting spelling and grammar rules, words, word combinations, statements and texts;
• read texts correctly and fluently according to the appropriate metalinguistic norms;
• model simple daily oral and written communication situations;
• appreciate in simple terms, some aspects of the literary/non-literary text studied on subjects of personal interest;
• succinctly present a personal experience of getting to know the target country, with lexical, iconic, digital support.

Teaching strategies:

- Types: frontal, individual, in pairs; in teams;
- Didactic methods, techniques and procedures: snow ball; cube, brainstorming, guided discussion; indirect observation; exploration and investigation; the exercise; mathematical dictation; problematization; didactic game; practical work;

- Resources: badges; worksheets in pairs; worksheets in teams; drawing sheets; crayons.

Assessment strategies: interactive formative assessment; self-assessment.
Total duration of the activity: 08:00 – 15:00 (2 days in the beginning of the month and 2 days in the end of the month)
Duration of the didactic activity: 6 × 45 min.

OUTLINE OF THE TRANSDISCIPLINARY ACTIVITIES:

1. Choosing the theme
2. Setting the goal. Announcement of objectives
3. Planning the activity. Formation of groups. Presentation of work tasks. Activity product announcement
4. Realization of the project
5. Project evaluation

Geography Activities:

Project method

Student groups have the task of analyzing
• Physical-geographical position of Ireland.
• The geographical background. Useful mineral resources.
• Climate. Climate formation factors. Climatic zones. Surface waters.
• Climatic zones described according to the algorithm (practical work).
• Natural areas.
• The population. Population distribution and density. Racial structure. Peoples, traditions and customs. Political map of Eurasia: general aspects.
• Geographic risk processes and phenomena: earthquakes, volcanic eruptions, droughts, floods, severe frosts
• Map location of the 8th wonder of the world Giant's Causeway, which consists of ca. 40,000 interconnected basalt columns, being the result of a volcanic eruption that took place now ca. 60 million years.

Physics Activities

The Cube Method

Because most columns are hexagonal, but 4, 5, 7 or eight-sided columns can also be found, The tallest column being ca. 12 meters, and the solidified lava being up to 28 meters thick, students must explain:
Why the columns are hexagonal and the causes of this phenomenon.

• Interaction. Interaction effects (static, dynamic). Force – measure of interaction. Measurement of forces
•Types of forces: gravity force, normal compressive force (weight), elastic force (string/bar tension force, normal reaction force), frictional force

Math Activities

The Snowball Method

Students must study the properties of the triangle through the prism of the hexagon as a regular convex polygon with six equal sides, with congruent internal angles, each measuring 120° (the sum of the measures of its angles being 720°.
• Basic geometric notions: point, line, plane, distance between two points, angle measure
• Angle. Definition, notations, elements. Classification of angles: acute, right, obtuse angles, opposite angles, adjacent angles, complementary angles, supplementary angles. Angle measure. Calculations with angle measures (degrees, minutes, seconds)

Art Activities

Indirect Observation Method and Sketching

• Students sit and observe plastic language elements
• The students make the plan and the topographic map of the island

English Language Activities

Project Method

Natural environment of Ireland: Climate and climate change (elements). The natural setting: landforms (mountain, hill, plain). Habitat of living things (elements). Natural reserves (elements). Environmental protection.

Cultural environment of Ireland: Regions of Ireland: location, capital, brief history, traditions, important cities.

The education system of Ireland: Scoring system. Traditional (extension) and national holidays. Famous Authors and Literature for teenagers.

The 8th wonder of the world Giant's Causeway: Ireland's first World Heritage site, the unusual rock formations as the direct result of a volcanic eruption which took place 60 million years ago

Personalities from Ireland (sport, music, literature, etc.). The culture of the Ireland: specific attitudes and behaviors.

EVALUATION CRITERIA OF THE TRANSDISCIPLINARY ACTIVITIES:

The initial evaluation is carried out in the first week of the project to establish the level of students' knowledge related to the topic by using tests, questionnaires, tests to identify study needs. The formative evaluation is carried out throughout the course of the project, with the role of monitoring the students' progress and fixing the identified gaps.

The summative evaluation is carried out in the last week using the following methods:
• Power point presentation of the projects carried out by each group
• Map "I know-I want to know-I learned" (K-W-L)
• Brainstorming
• Questioning
• Project checklist
• Group survey tool
• Journal of reflection
• Self-assessment sheet and assessment of collaboration within the group
• Final evaluation sheet.

Evaluation rubric (for the English Language):

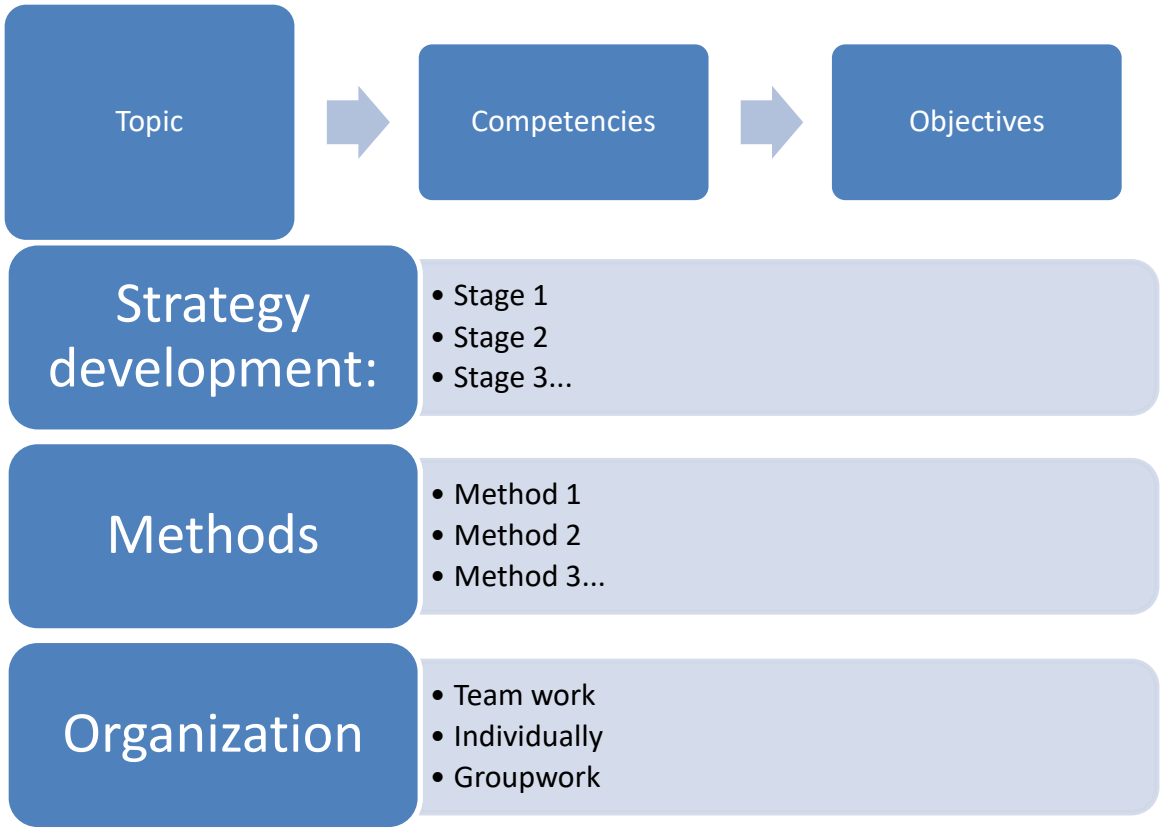
1. Content and Organization: originality of the sources; clarity of content; explicit presentation of the concepts included; correct choice of words.
2. Grammar and Vocabulary: spelling; morphological accuracy.
3. Unity and Coherence: logical presentation, visibility of the main idea, the compositional form; presentation of elements in action; originality of creation; interesting coloring of ideas; the accuracy of the presentation of concepts.
5. The Format and presentation: titles and characters unified by height, color, font style and alignment in the slide; explaining the basic content of the presentation based on brief text, images, tables and diagrams; the use of the video multimedia component, identifying a suitable resource for the topic explained; using the transition between slides; moderate use of animation in presentation content.

Table 6. Evaluation rubric

	Content & Organization		Unity & Coherence		Grammar & Vocabulary		Format & Presentation
10 9	Well-developed writing with main idea clearly stated in a topic sentence and supported with specific details including examples, explanations,	10 9	Arranged in some logical order (time order, spatial order, or order of importance). Supporting sentences are all directly connected	10 9	Correct spelling and punctuation. Good use of higher level grammatical forms and a variety of sentence patterns, including	5 4	Margins, indentation, and spacing are all correct; paper is in correct paragraph form. Inclusion of all particulars (name, student number,

8	reasons, etc. Content is informative and/or persuasive.	8	to the main idea. Good use of transition words to link ideas together.	8	compound and complex sentences. Good use of higher level, descriptive vocabulary.		class number, and title). Very neat and clean presentation.
7 6 5 4	Moderately well developed writing that generally revolves around a main idea. Reasonable support is provided, but may not always be specific. Adequate content that conveys meaningful ideas.	7 6 5 4	Arranged around a reasonably discernible central idea. Supporting sentences are provided that are generally clear and relevant. Some attempt at using transition words to link ideas together.	7 6 5 4	Spelling and punctuation are generally correct, but areas of weakness may be evident. Acceptable grammar with some errors but generally comprehensible. Vocabulary is appropriate to task	3 2	Writing generally conforms to formatting guidelines although not perfectly. Most particulars are included but some may be missing or incorrectly placed. Overall acceptable presentation.
3 2 1	Poorly-developed writing with little attempt at paragraph organization. Support is often superuous, repetitious, or irrelevant. Content is careless, uninteresting, or hurried.	3 2 1	Writing is largely incoherent and rambling. Support, where evident, generally makes use of random, unconnected sentences. Little to no attempt to link ideas semantically	3 2 1	Careless spelling and punctuation errors. Over-reliance on simple grammar and sentence patterns which are often incorrect in execution. Simple, everyday vocabulary that lacks precision and variety	1	Writing disregards many paragraph formatting guidelines. Particulars are either missing or incorrectly placed. Sloppy or careless presentation. May include handwriting, tears, etc
	Content & Organization / _____10		Unity & Coherence / _____10		Grammar & Vocabulary / _____10		Format & Presentation _____/ 5
Student Name:				TOTAL SCORE _____/ 35			

Task 8. Build the outline of your transdisciplinary activity (from Task 7) according to the following format


Topic
Competencies
Objectives
Strategy development:
• Stage 1
• Stage 2
• Stage 3...
Methods
• Method 1
• Method 2
• Method 3...
Organization
• Team work
• Individually
• Groupwork

DICTIONARY OF SPECIFIC TERMS

Comic book (bandă desenată) means of graphic communication, composed with the help of images, words, in order to illustrate a narrative thread

Collage (colaj) composition on paper involving the process of gluing and assembling a variety of materials such as magazine clippings, fabrics, ribbons, small objects, etc., accompanied by words, phrases, sentences or descriptive texts.

Concept map (hartă conceptuală) logical organization, graphic and visual representation of information, highlighting the relationships between various concepts and ideas that can be created by hand or using a software application.

Infographic (infografic) organized collection of images, graphics, symbols and text that provides a concise, clear and quick description of a concept or theme.

Competency (competență) – comprises the set of knowledge, skills, attitudes, including strategies and values, required to use technology and digital media in performing tasks, solving problems, communicating, managing information, collaborating, creating and sharing content and knowledge formation effectively, appropriately, critically, creatively, autonomously, flexibly, ethically, reflexively for work, leisure, participation, learning and socializing.

Mediation (mediere) – activity that allows through translation or interpretation, summary or synthesis an accessible (re)formulation of a primary text.

Reading journal (jurnal de lectură) personal collection of notes, thoughts and impressions caused by reading a text or book.

Learning journal (jurnal de învățare) collection of notes, observations, thoughts and other relevant material collected during a study period with the aim of enhancing learning through the process of writing and reflecting on what has been studied.

Task (sarcină) – the action of one or more subjects who strategically mobilize their skills to achieve a certain result.

Case study (studiu de caz) the result of the student's direct confrontation with a real-life situation, authentic, representative of a set of problematic situations and events that allow testing the degree of operationality of the knowledge acquired and the skills formed in the teaching-learning-evaluation process.

Deliberate portfolio (portofoliu deliberat) illustrating the extent to which a student has achieved a set of specific outcomes and reflecting their achievement, performance, theoretical, practical skills and scholastic/academic progress.

Digital product (produs digital) – can be considered any work created by the student and/or teacher using modern information technology, such as a Word or Power Point document, an audio recording, a video, a blog page, a wiki page, a digital portfolio etc.

Project (proiect) work carried out as a result of an action or a series of individual or group actions in order to achieve a didactic objective, which involves the transfer of knowledge and abilities.

Online educational resources (resurse educaționale online) – are digital learning content, materials and/or tools available in an online educational environment. These may be documents such as course or chapter objectives, lecture notes, assignments or answers to chapter questions, audio or video lessons, interactive exercises, exam topics, or documents that provide links to other Web sites.

Disciplinarity refers to expertise in a particular discipline, which is a specific field of knowledge, includes understanding of basic concepts, methodology, and the ability to obtain, analyze, and apply specialized knowledge to various situations and experiences.

Monodisciplinarity focuses on separate disciplines and refers to the study of two or more interdependent cognitive structures in the same field.

Multidisciplinarity means researching a concept from the perspective of several disciplines, which do not necessarily need to be related, but which establish links between some topics, problems.

Interdisciplinarity refers to the process of approaching a concept or problems from the perspective of different disciplines, sciences or fields, supporting the need for the cooperation of the problem from the perspective of two or more disciplines with the intersection of curricular areas.

Transdisciplinarity ("trans"- beyond) refers to the confrontation between fields and contents bringing new results and new bridges between them, offering a new vision of nature and reality in the study of contents from complex, integrative perspectives.

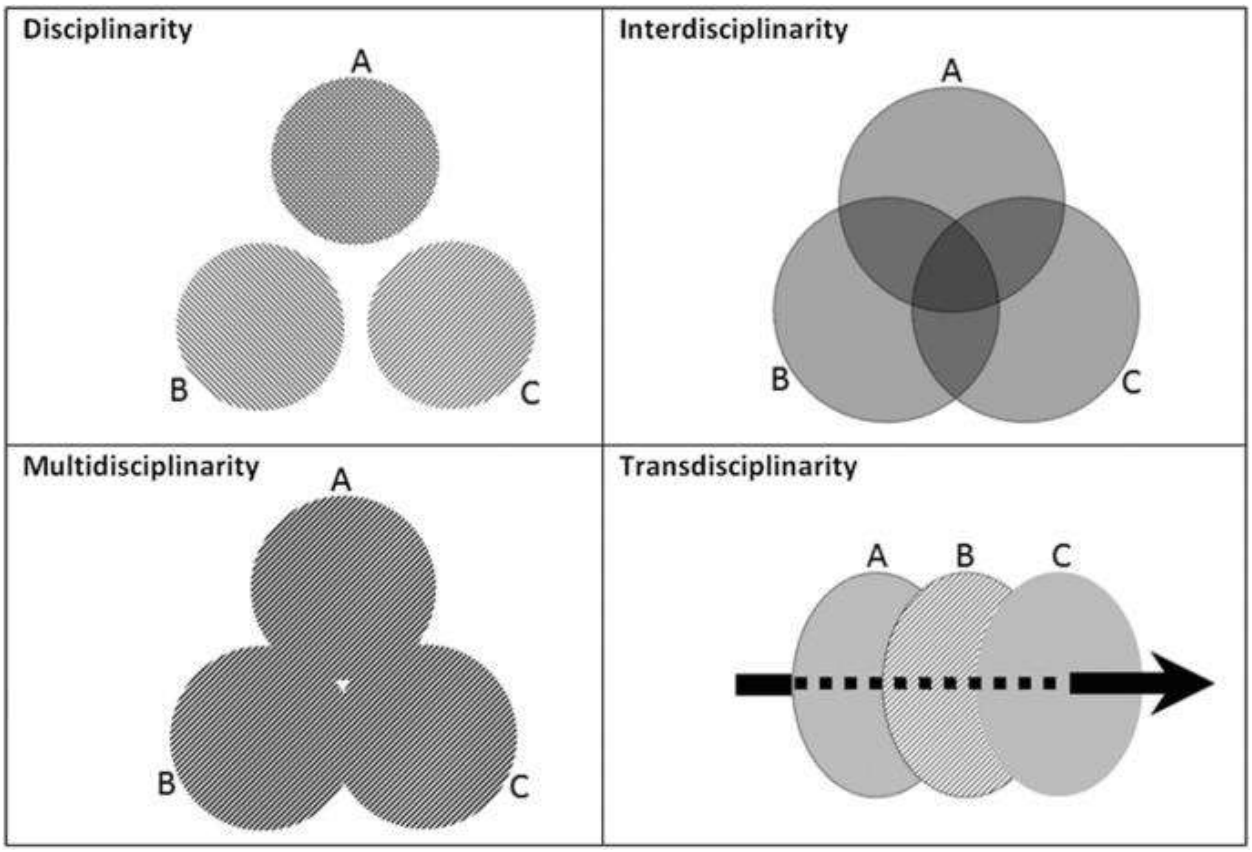
APPENDICES

Appendix 1. Ice- breaker



1. Explain the role of women in Nazi society?
2. Describe the problems being confronted by the Weimar Republic?
3. Discuss why Nazism became popular in Germany by 1930?
4. What are the particular characteristics of Nazi thought?
5. Explain why Nazi propaganda was effective in creating hatred of Jews?
6. In what ways did the Nazi state seek to establish total control over its people?

Appendix 2. The relationship between the concepts of *"monodisciplinarity", "multidisciplinarity", "interdisciplinarity"* and *"transdisciplinarity"*. Source: https://link.springer.com/referenceworkentry/10.1007/978-3-319-69902-8_33-1



Appendix 3. The List of transdisciplinary products:

P1. Determining the value of a sentence;
P2. Fill-in-the blank text;
P3. Argumentativ essay;
P4. Completeing tables/ maps;
P5. Personal dictionary;
P6. Project;
P7. Digital product;
P8. Group Project;
P9. Group collaboration;
P10. Infographic;
P11. Scrapbook;
P12. Puzzle;
P13. Lapbook;
P14. Information panel board;
P15. Poster, flyer; leaflet;
P16. booklet;
P17. Graphic organizer, clusters, Venn diagram, mind map etc.;
P18. Blog, posting etc.;
P19. Portfolio.

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INTERCULTURAL COMMUNICATION IN THE CONTEXT OF GLOBALIZATION

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III. CULTURE AS THE CONSTITUENT PART OF THE INTERCULTURALITY

Theme 1. Defining Culture, Identity and Intercultural Encounter

Task 1. In groups tell the story behind your name. Try to connect your name to your family history, to your emotions and your teaching experience. Does your name represent who you are? In addition, to give a full representation of yourself identify one "place" the most relevant to your status in society and one "object" representing your societal belonging. Each group will select the most representative story and make it public.

Studying a culture is a part of learning a language since it is a process of discovery, modification, construction, and configuration that shapes linguistic structures, knowledge, meanings, discourses, beliefs, traditions, and societal systems. In the process of learning a language, meaning is produced rather than acquired or absorbed; hence, the teaching approach should reformulate its functions via the lens of culture, emphasizing the capacity for generalizable communication rather than focusing on a particular culture.

Teaching English as a foreign language encourages the idea that culture and cultural issues can be researched not just through data collection (learning about holidays, historical dates, political, economic, and cultural facts, for example), but also through discourse creation and building by dispelling or maintaining stereotypes and stereotypical knowledge. Williams maintains that culture is "an attribute of all the members of society... and can create consciousness" capable of "social construction and personal experience" in "Culture and Society" (1958)" (cited in Bassnett, 2003, p.8).

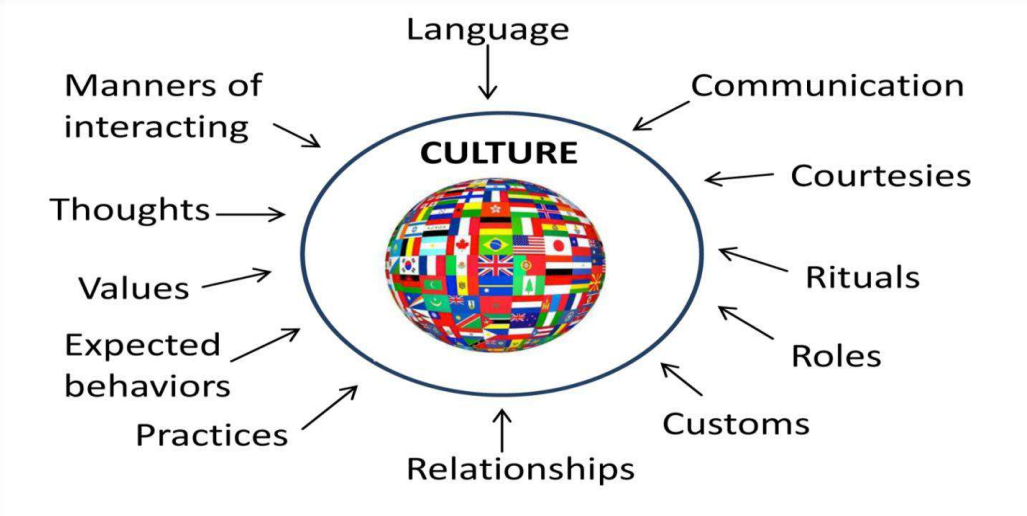


Fig. 1. Defining culture. Source: https://www.continued.com/early-childhood-education/ask-the-experts/what-is-culture-23709

Culture may be defined as:

- **what people do** (cultural behavior), **what people know** (cultural knowledge), and what things **people make and use** (cultural artifacts) (Spradley, 1980, p. 6).
- "**multi- faceted, plurivocal, a shifting mass of signs**" which incorporates the products of various social, ethnic groups (cited in Bassnett, 2003, p. xiv);
- **"a whole way of life**... not a privilege of any particular class or intellectual elite" (Williams, Hoggart, and Thompson)
- **a sophisticated network of signs** is used to indoctrinate culture while learning the target language, thus students who are approaching a culture must create their own schemata of knowledge. (Kramer, 1993).

According to Byram, the language learners must be seen from the perspective of both the "insider" or native speaker and the "outsider" or agent who is learning about the culture through the language (quoted in Bassnett, 2003, p. xviii). Due of this, two objectives should be kept in mind when approaching intercultural issues in English language classes:

1. *to set the boundaries for intercultural domain* i.e. the learner is establishing the borders between the native language and target language in reference to the meaning transfer;
2. *to disseminate the cultural identities* through the notion of gender, origin, nationality and social status. It should be emphasized that teaching and learning a culture does not necessarily mean to behave in accordance to proscriptive or prescriptive norms but to recognize the foreign cross-cultural encounters and display comprehension and sensitivity (Kramsch, 1993). E.g. see Fig. 2.

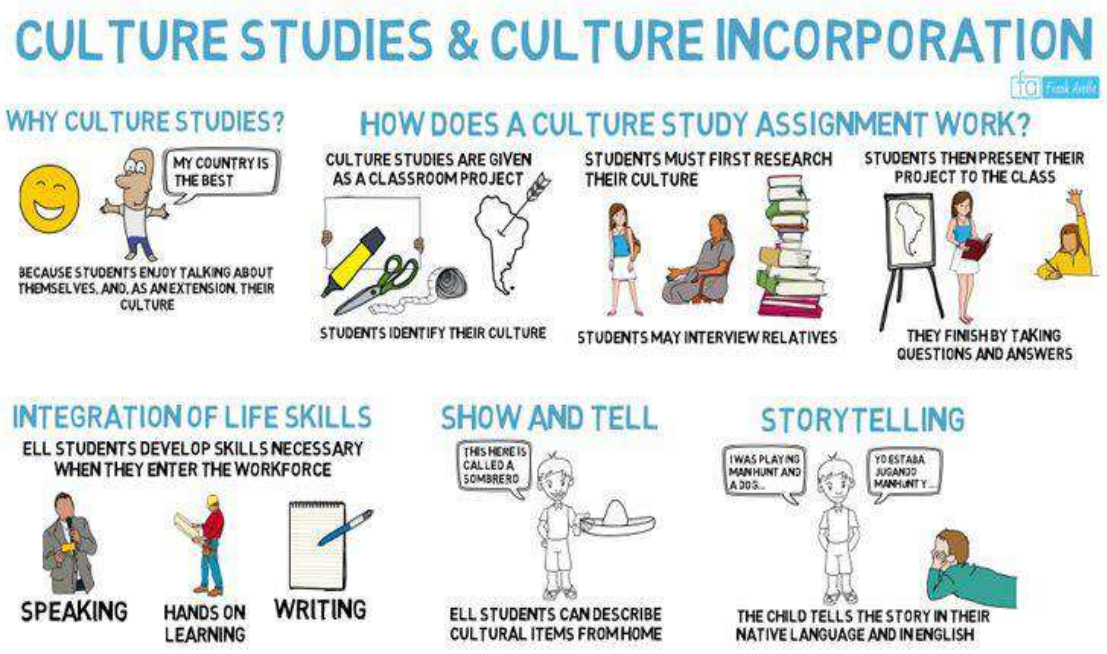


Fig.2. Approaching culture. Source: https://www.pinterest.ca/pin/culture-studies--668503138408547627/

Another aspect to take into consideration in language acquisition is to identify the **four dimensions of culture**:

1. "the aesthetic sense" where are discovered the scenery of films, literature and art;
2. "the sociological sense" that examines the customs and traditions;
3. "the semantic sense" that discovers the conceptual system of a language;
4. "pragmatic sense" that examines the cultural norms and social and cultural contexts and their relationship (Adaskou, Britten, Fahsi,1990).

Task 2. Name one to three places you have worked, and offer one regret, concern or hope that you have for that cultural awareness learning and teaching experience. *Think in the prism of these four dimensions of culture.*

The language learner must be conscious of the fact that the realia is a double faceted unit: on the surface it seems to be the same for all the cultural agents, but deeply inside is completely different; cultural behavior, cultural knowledge, the philosophy of love, death, friendship, enemy, existence etc. in different cultures have different meanings (McKay, 2002, p. 82-83).
Culture as an Iceberg (made up of subjective and objective components) illustrates 3 levels of culture: **Cultural Makeup That Is Visible**, **Cultural Makeup We Are Aware Of**, and **Cultural Makeup We are Unaware Of** (a Theory developed by Edward T. Hall in 1970).

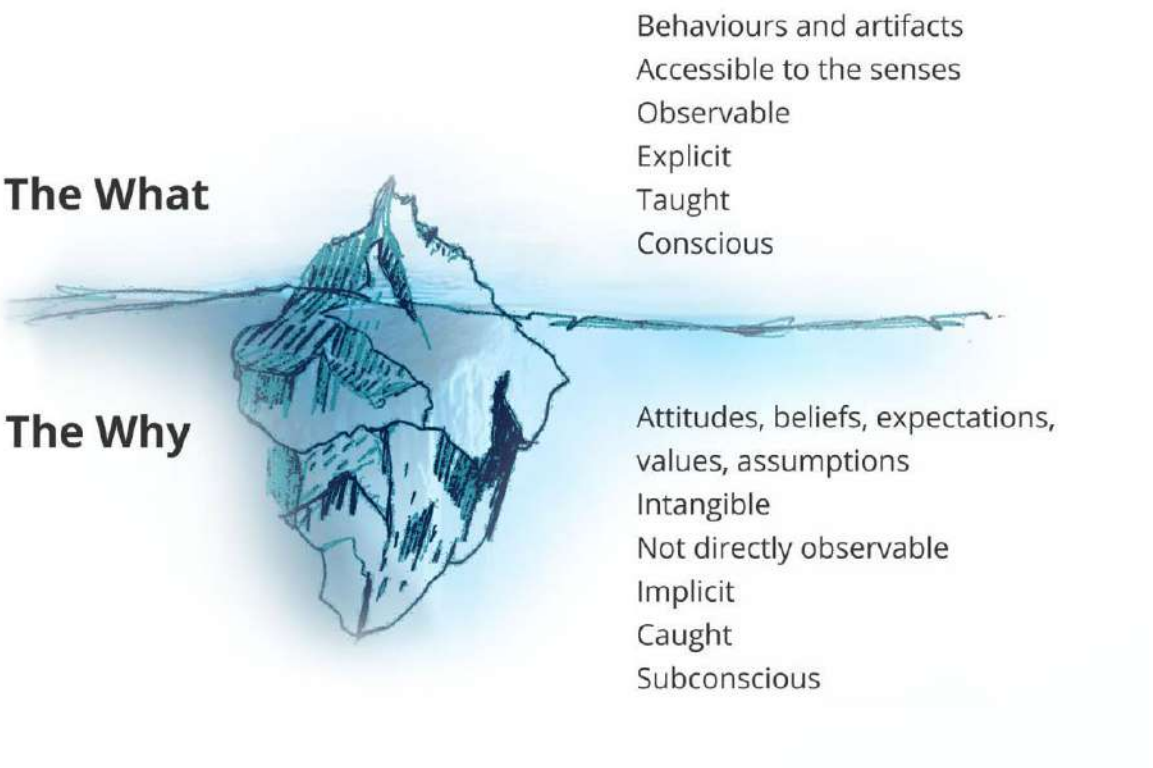


Fig.3. The Cultural Iceberg: Source: https://emiworld.org/emi-tech/cultural-iceberg-communication

Task 3. Analyse the following statements and raise your hand if you agree with each of these statements. Explain your choice by commenting on these intercultural issues.
Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion? Is it possible to reach agreement when it comes to relations between different cultural groups? What is important to consider when developing your opinion on a relationship between different cultural groups? How can relations between different cultural groups improve?
Examples of statements.

Some students don't want to integrate in the school life.
For school to survive, the rules students live by come first, individual freedom comes second.
School culture influences every decision and behavior in a school.
In the school, minorities must adapt to the majority.
Students of different nationalities cannot really integrate into the school community.
Some students decide to isolate themselves from school communities.
The teachers must express disagreement with his students in a manner that is respectful of student's dignity
Love for children can solve any problem.

The distinctive identities of individuals or groups within cultural and social groups are known as cultural identities. Cultural identities can be categorized by sexual orientation, gender, religion, ethnicity, social status, or geography. Cultural characteristics such as race, gender, sexual orientation, and ability have an impact on how we communicate and interact with others.



Fig. 4. Culture Identity. Source: https://www.researchgate.net/figure/Model-of-Cultural-Identity_fig2_315497041

Task 3. Respond to the following questions and List Your **Teaching Cultural Identity Elements.** Create a pie chart with these elements.
How do you use culture in teaching? (e.g. Express interest in the ethnic background of your students)
What is cultural sensitivity in teaching? (e.g. be supportive of people in cross-cultural settings.)
What are the characteristics of culturally responsive teaching?(e.g. empathetic and caring)
How does culture affect communication?(e.g. in aspects such as phrases, words, gestures)
How can you make your classroom more culturally responsive?(e.g. Get to know your students and families)

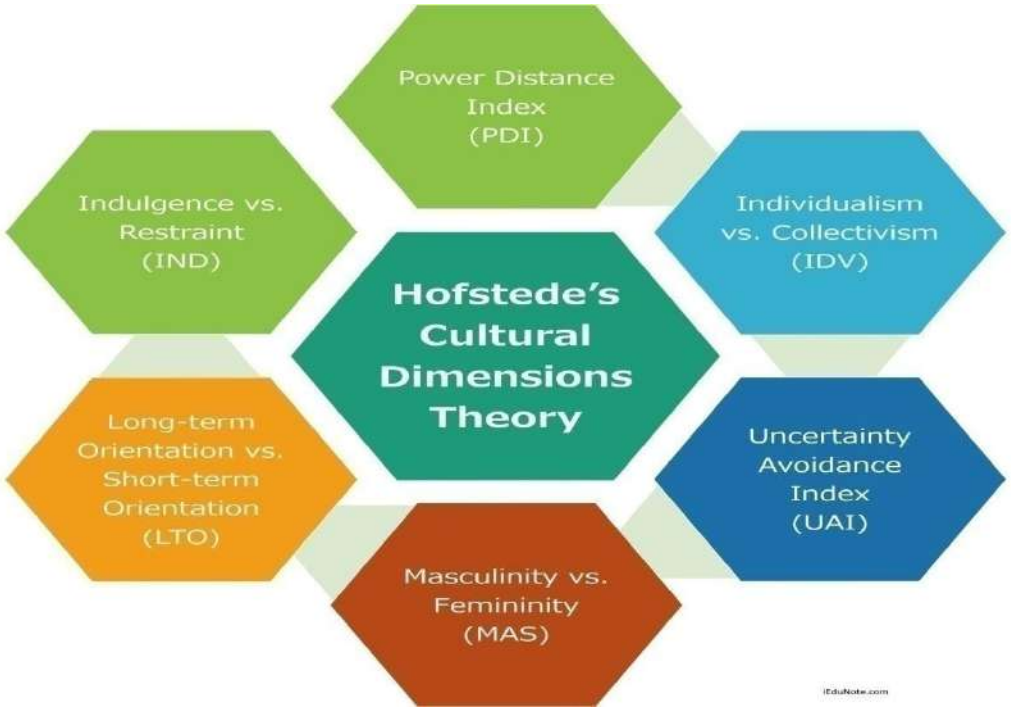


Fig. 5. Cultural Dimensions Theory. Source: https://www.iedunote.com/hofstedes-cultural-dimensions-theory

Hofstede's cultural dimensions theory shows the impact of a society's culture on the values of its members, and how these values affect behavior. The components of Hofstede's cultural dimensions theory are:

PDI, or Power Distance Index

According to its definition, the Power Distance Index refers to the degree of inequality that exists – and is accepted – between people with and without power.

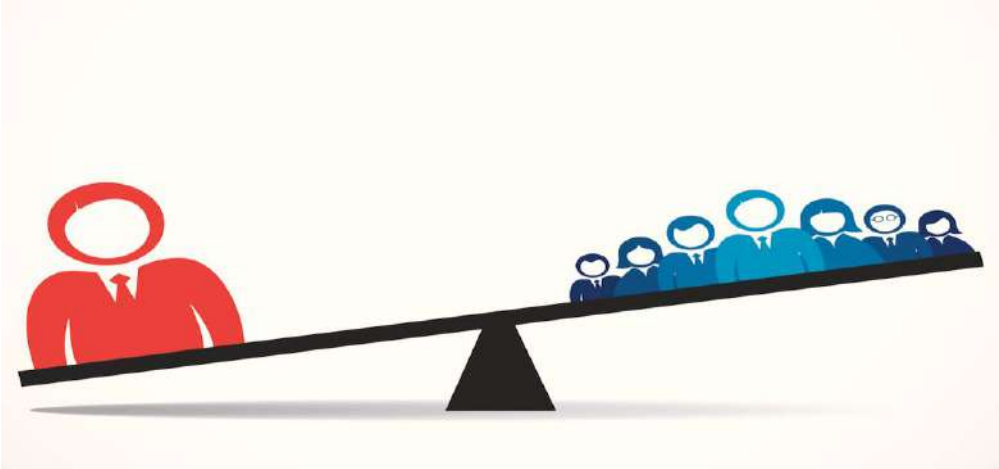


Fig. 6. PDI at work. Source: https://cultureboleh.com/power-distance-how-does-it-affect-you-at-work

Collectivism vs. Individualism (IDV)

The degree to which people in a society are integrated into groups. Individualism (high IDV score) is the extent to which people prefer to live with a strong sense of personal identity, while collectivism (low IDV score) refers to the preference of a group identity.

Index of Avoiding Uncertainty (UAI)

The Uncertainty Avoidance Index describes how well people can cope with anxiety. In societies that score highly for Uncertainty Avoidance, people attempt to make life as predictable and controllable as possible.



Fig. 7. Avoiding uncertainty. Source: https://migranciwielkopolska.caritas.pl/en/17-08-2020-cultural-differences-avoiding-uncertainty/

Femininity vs. Masculinity (MAS)

Masculinity describes the degree to which society focus on assertiveness and achievement. When in contrary, femininity describes the focus of society to quality-of-life issues, such as caring for others, group solidarity and helping the less fortunate are valued.

Comparison of long-term and short-term orientations (LTO)

Long term orientation (LTO) refers to the extent to which a culture values long-term goals, perseverance, thrift, and adaptation to changing circumstances. Short term orientation (STO) refers to the extent to which a culture values immediate results, tradition, stability, and respect for social obligations.

IND: Indulgence vs. Restraint

Indulgence cultures allow relatively free gratification of basic and natural human desires related to enjoying life and having fun while restraint cultures control gratification of needs and regulate people's gratification of human needs by means of strict social norms. Human desires related to enjoying life and having fun" is what is meant by indulgence.

Individual work. Each participant needs to choose one of the six cultural dimensions in the theory. The dimensions are: a. Power Distance Index (PDI) b. Individualism vs. Collectivism (IDV) c. Masculinity vs. Femininity (MAS) d. Uncertainty Avoidance Index (UAI) e. Long-Term Orientation vs. Short-Term Orientation (LTO) f. Indulgence vs. Restraint (IND). Each teacher should create a presentation that explains his dimension. The presentation should include:

a. Definition: Clear explanation of the dimension's meaning and what it measures.

b. Characteristics: Describe the typical Moldovan behaviors and values associated with high and low scores on the dimension.

c. Examples: Provide examples that are high and low on the dimension and explain how these differences manifest in Moldova.

d. Cultural Implications: Discuss how understanding this dimension can help in cross-cultural communication and collaboration.

An intercultural encounter can be an experience someone had with someone from a different country, but it can also be an experience with someone from another cultural background. Intercultural situations arise when an individual perceives another person (or group of people) as being culturally different from themselves.

Task 4. Reflect on your intercultural encounters, from perception to feelings, from language to actions. Think about someone who was different from your stereotyped culture in some way; for example, he was from another country or region, from a minority, had a different skin colour or religion, or spoke a different language. Follow the model:

1. About the encounter – When did it happen, what were you doing when it happened?

2. The person you met – Who was it? What did you notice about this person? How was the person dressed? What did the person do?

3. Communication – How did you communicate? How was it? Was it easy to make yourself understood? Was it easy for them to understand you? Did you have to change the way you communicate usually?

4. Feelings and thoughts – How did you find this encounter? How did you feel at the time? How did you feel about the other person? Would you like to see the other person again? Why or why not? How do you think the other person felt at the time? Do you think you and the other person felt the same way when you met?

5. Learning – What do you think you have learned or discovered from meeting this person? Would you like to meet them again and spend some time together? If you met them again, would you do anything different from last time? If you met them again, is there anything you would like to ask them? Do you think meeting this person has changed you in any way?

Adapted from the "Autobiography of intercultural encounters", available at: www.coe.int/t/DG4/AUTOBIOGRAPHY/AutobiographyTool_en.asp

Reflection Topic: Stereotypes

In what way does this activity help you think about how stereotypes function? about their own behaviour in an intercultural situation? Did the encounters presented by the others stimulate further reflection on their own intercultural encounters? How? What competences people need in

intercultural encounters?

Theme 2. Setting the Cultural Parameters: intercultural competence

Learning of culture in the process of the language learning consists of:

1. Construction of the meanings by active involvement and critical thinking,
2. Integration of the new meanings in the schemata of conceived cultural paradigms that forms the cycle of knowledge and experience.
3. Complexity of access to the target culture.

Understanding, tolerance, empathy, and acceptance are all notions that must be taught and learned as a part of the intercultural communication process since they all assume that a learner is psychologically ready to become immersed in the culture of a language.

The term "intercultural speaker" refers to a person who is learning a foreign language as a social actor whose interactions are influenced by the social identities he brings to conversation and how other speakers perceive those identities.Both indigenous and foreigners" (Bassnett, 2003, p. 59).
The four characteristics of sociocultural competence in EFL framework are:

1. Savoire-être (establishing the relationship between ethnocentric attitudes, otherness, cognitive ability),
2. Savoire-apprendre (construction of an interpretative system to promote the system of meanings of a target culture),
3. Savoirs (the sets of cultural and linguistic data structured around implicit and explicit knowledge with the stress on native-speaker's awareness and not disciplinary knowledge),
4. Savoir-faire (integration of savoir-être, savoir-apprendre, savoirs) (Bassnett, 2003, p. 59-60).
The intercultural speaker is the constant mediator of the cultural phenomena to which he continually is adding the new meanings of otherness.



Fig.8.Byram's Model (1997) of Intercultural Speaker. Source:
https://www.researchgate.net/figure/Byrams-1997-intercultural-speaker-model_fig3_369095994

The pragmatic competence, which varies cross-culturally and is made up of the ability to construct meaning and enclose a set of purposes, is another parameter that should be taken into account in an EFL setting (McKay, 2002). It also "involves the ability to understand the illocutionary force of an utterance," whose form of the expression is most appropriate for certain socio-cultural contexts (p.73). **Cross-cultural pragmatics**, which deals with understanding cultural differences and how texts can be used differently in socio-cultural contexts to achieve different meanings, and interlanguage pragmatics, which deals with the transfer of meaning from the speaker's native language into the target language, are two aspects of pragmatics that should be discussed within the EFL framework of culture.

Understanding the learner's own conversational paradigm, communication patterns, and sociopragmatic characteristics of the studied language that contradict with the learner's values and culture is made possible by *pragmatic competence*. On these criteria, the students should be seen as the identities of their culture, not only as ordinary participants in it. The natural speaker model, which is a sort of friendly relationship between the two languages, is explained by pragmatic competence.

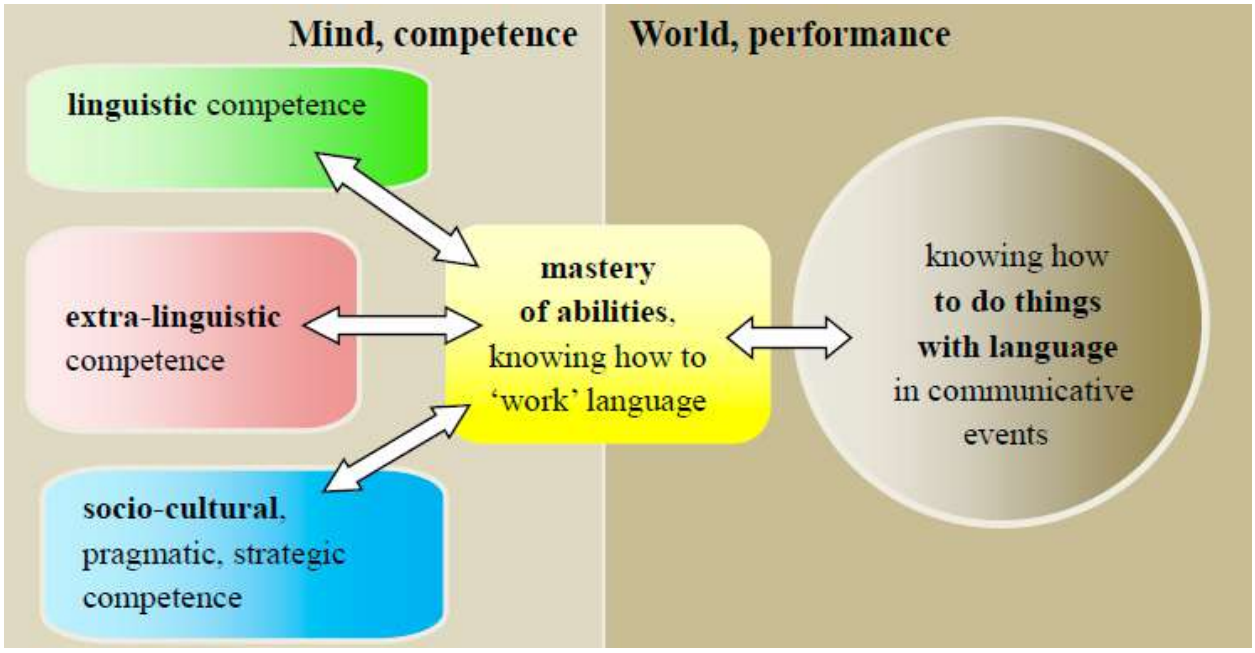


Fig. 9. A Performance Oriented Structure of Intercultural Communication. Source: https://immi.se/oldwebsite/nr35/balboni.html

The main challenge in teaching and learning about culture during the process of learning a language is to include the appropriate terminology, tools, and resources. In the study of culture, emphasis is being placed on curriculum innovation and restructuring, not so much on subject matter as on content, such as "range of subject areas, the generally accepted knowledge, the hierarchy of prestigious areas for social advance" (Bassnett, 2003, p.46). Certain instrumental

abilities will be incorporated into the cultural agenda of EFL, including social usage, stylistic creativity, embedding discourse in social contexts, and idiomatic diffusion.

Cultural competence represents the awareness of one's own cultural identity and the diversity of the world that surrounds us. Therefore, having formed the cultural competence, the student will be able to affirm his identity and cultural belonging; and intercultural competence will allow him to accept the cultural identity of the other without despising or discriminating against him.

Intercultural competence is the ability to communicate effectively and adequately with representatives of other cultures. Intercultural competence involves:

- adaptation to cultural differences, by increasing intercultural sensitivity;
- capitalizing on multiple perspectives;
- the ability to behave appropriately in a foreign cultural context.

Intercultural competence refers to the interaction between individuals, not systems, such as national cultures. However, each interpersonal contact takes place within a framework defined by the predispositions and norms present in the given system. In order to properly interact with people of different cultures, it is necessary to know and understand their cultures and peculiarities. Because of this, there cannot be separated intercultural competence from cultural competence.

The key components of the Intercultural Competence are:

Cultural Awareness: Being aware of one's own cultural values, biases, and assumptions, and recognizing that others may have different perspectives and ways of doing things.

Knowledge of Different Cultures: Having a solid understanding of the customs, beliefs, traditions, and communication styles of different cultures.

Empathy and Respect: Demonstrating empathy and respect for individuals from diverse backgrounds, valuing their viewpoints, and avoiding ethnocentrism.

Open-mindedness: Having an open and flexible mindset when encountering cultural differences, being willing to learn from others, and challenging stereotypes.

Communication Skills: Being skilled in cross-cultural communication, including active listening, asking clarifying questions, and adjusting one's language and nonverbal cues to be more culturally appropriate.

Conflict Resolution: Knowing how to navigate conflicts that may arise due to cultural differences and finding constructive and respectful ways to resolve them.

Adaptability: Being able to adapt one's behavior, communication style, and decision-making approach to fit within different cultural contexts.

Tolerance for Ambiguity: Being comfortable with ambiguity and uncertainty that may arise in intercultural interactions.

Cultural Sensitivity: Being sensitive to potential cultural taboos, norms, and customs to avoid causing unintentional offense or misunderstanding.

Task 5. Create an associogram (see Fig.7) with all the meanings/links/associations you make with the expression ”INTERCULTURAL COMPETENCE OF A TEACHER”. Think about the meaning of this concept. What can we say about language and intercultural communication? See below the model of an associogram.

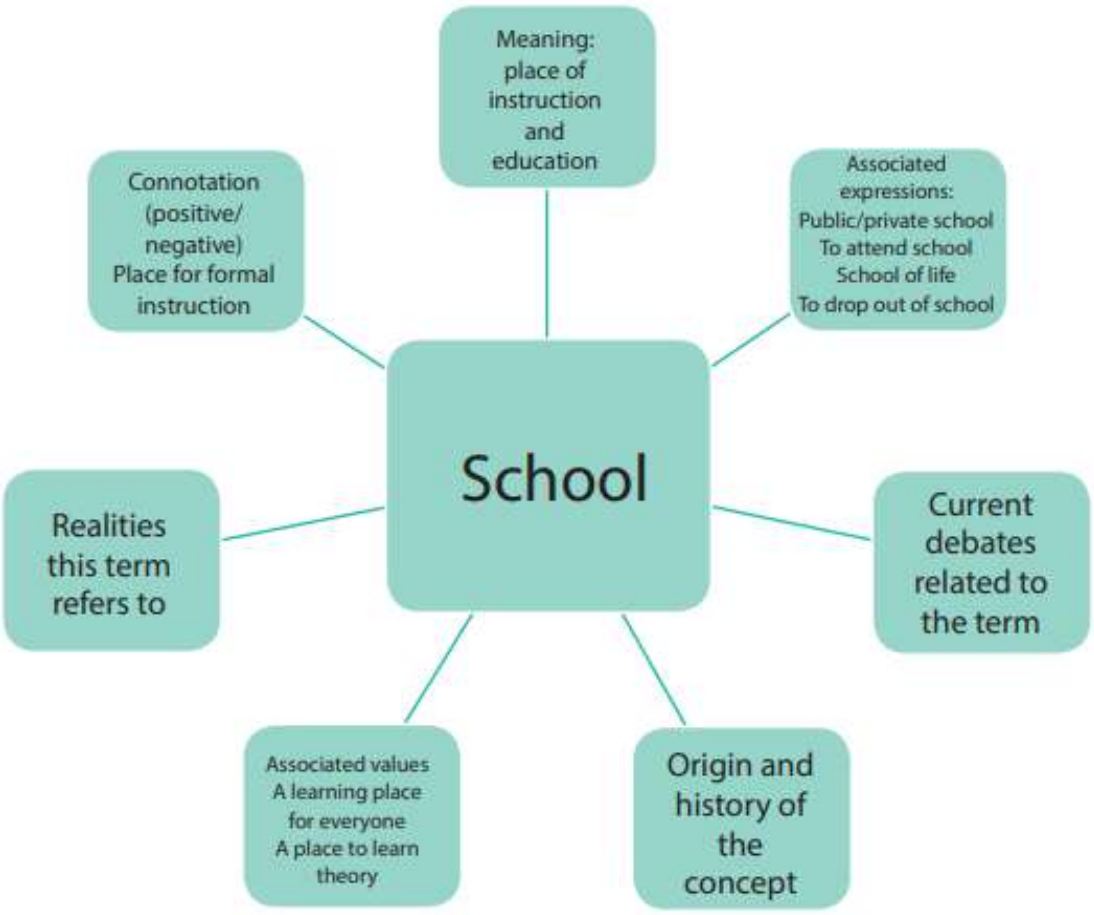


Fig. 10. Model Associogram. Source: https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000

Task 6. Try to evaluate your Intercultural Competence. Identify your own variables. Check the model below.

Intercultural Competence	What I am good at?	What I want to improve
1. Respect for oneself and others 2. A sense of social justice and social responsibility 3. Openness and curiosity towards diversity 4. Tolerance of ambiguity 5. Knowledge of culture, politics and history 6. Knowledge of human rights 7. Knowledge of stereotypes, prejudices and discrimination 8. Knowledge of cultural differences in communication 9. Empathy 10. Solidarity 11. Critical thinking 12. Active listening 13. Dealing constructively with conflicts		

Brainstorm ways to bridge cultural gaps and foster intercultural understanding and appreciation within the community or organization

This activity is adapted from "Inventaire de méthodes pour l'apprentissage interculturel", Euro-Institut, NovaTris.

Theme 3. Cultural content and culture materials

Crystal (1997) maintains that a language achieves a global status when it is approached as a language that plays "a special role that is recognized in every country"(p. 2); there are approximately 70 countries on the globe that give a special place to English demanding to study it as a foreign language.

Crystal (1997) illustrates the Concentric Circles of the English Speaking Countries (Figure 1.1.) and gives an approximate number of English speakers:

1. The Inner Circle (English is the primary language),
2. The Outer Circle (English is a second language in a multilingual country),
3. The Expanding circle (English is studied as a foreign language and has no special administrative status).

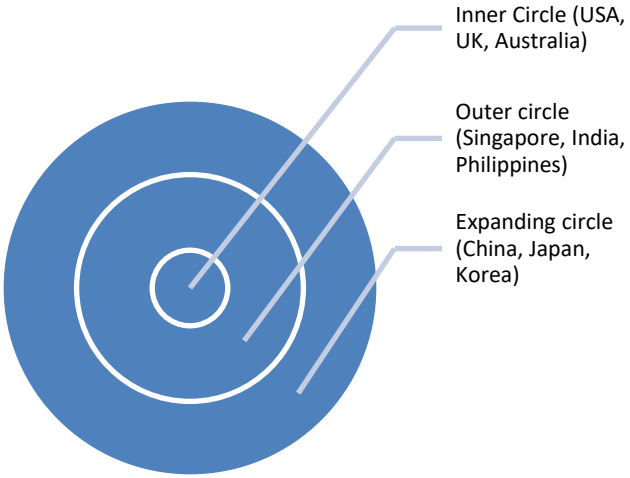


Fig. 11. The Concentric Circles of the English Speaking Countries

The labels "inner", "outer", and "expanding circles" help understand the patterns of acquisition and the functional distribution of the English language in diverse cultural contexts.

English as the lingua franca (ELF) "an additionally acquired language system which serves as a common means of communication for speakers of different first languages" sets the rule of using the language to be spoken with non- native speakers, to be taught free of any context (Wiki).

Atkinson (1999) introduced a new concept of "**received view of culture**…all-encompassing systems of rules or norms that substantially determine personal behavior" [1, p. 626]. According to the author, the teacher must be aware of that there are no two different individuals who would share the same experiences and knowledge or generally saying the same culture [1, p. 625-654]. Though Gonzales considers that teaching English is nothing but teaching English for specific purposes.

On the process of teaching and learning culture it must be approached as two major issues: the **cultural content and culture materials**. Cortazzi and Jin (1999) state that there are three types of cultural information that can be used in language curriculum:

1. "source culture materials" oriented towards the native culture;
2. "target culture materials" oriented towards the target culture;
3. "international target culture materials" oriented towards a large range of cultures. As it was mentioned, the culture teaching is not just a gathering of data but must supply reflections on the cross-cultural encounters.

McKay illustrates two types of contexts in which target culture content can be introduced:
1. When the teacher and the student belong to the same cultural framework, but the materials display the contents from target culture.

2. When the students are from the source culture and the teacher is from the target culture [7, p.88-89].

Exploring culture in foreign language studies requires students to engage in authentic contexts in order to develop their ability to live in a variety of cultures. This intercultural ability can be resolved through the means of learning English as an international language.

Learning English as an international language opens the gates towards globalization, communication and mobility that promote infinite perspectives of experiences. It also gives answers to the questions like network society and communication/information society on geographical frameworks through cultural comprehension.

When choosing the curriculum and teaching resources for EFL students, the teachers should take into account the **three levels of culture**:

1. When teaching English, teachers can rely on the *source culture* of their students that is learners' own culture.
2. When teaching English, teachers can rely on the *target culture*, the culture of countries where English is spoken as a native language.
3. When teaching English, teachers can rely on the (**international target culture**), including the materials of several global cultures.

Task 7. *Talk about different ways to celebrate birthdays all over the world.* Which level of culture does your activity address? (**Level of culture:** Source culture, target culture, international target culture).

Reflection Topic. Examine your course materials (textbooks, handouts, and other literature like novels) you use to teach culture and respond to the following questions: How is culture depicted in the textbook and/or your other teaching resources? What cultural levels do they play? Give a few instances.

Individual work. Formulate a task for students on cultural customs and traditions. Specify the objectives, set the cultural boundaries to be studied.

IV. INTERCULTURAL BEHAVIOURS

Theme 1. Teaching Intercultural Competence. Active Listening

To promote comprehension, empathy, and efficient communication among students from different cultural origins, intercultural competence education is crucial in schools. Educators can utilize the following **strategies to encourage intercultural competence** in the classroom:

Creating a respectful and welcoming environment by fostering a climate that recognizes the contributions of all students, regardless of their cultural backgrounds, and celebrates diversity.

Including Diverse Perspectives in the Curriculum by exposing pupils to a variety of cultural experiences, incorporate diverse cultural perspectives, history, and literature into the curriculum.

Encouraging conversation and dialogue by facilitating frank discussions of cultural contrasts and commonalities. Encouraging kids to share their insights and experiences while fostering empathy and active listening.

Teaching Good Communication Techniques by practicing active listening, and interpreting nonverbal signs as well as other aspects of good communication stressing the value of being clear and sensitive in cross-cultural communication.

Encouraging pupils to reflect on their own cultural identities and biases in order to promote cultural awareness and self-reflection.

Experiential Learning through educational excursions or exchange programs to introduce pupils to various cultures. These encounters can deepen one's appreciation for and knowledge of variety.

Utilizing Multimedia and Technology by displaying diverse cultural aspects and improving students' knowledge, make use of multimedia resources including movies, documentaries, and online platforms.

Promoting group projects that bring together students from various backgrounds to foster collaborative learning,working together to complete tasks promotes collaboration and understanding.

Addressing Stereotypes and Prejudices by having open talks about stereotypes and prejudices and how they can contribute to misconceptions in the classroom.

Engaging in the Local Community by inviting individuals of the local community from various backgrounds to participate in class projects or guest speaker events.

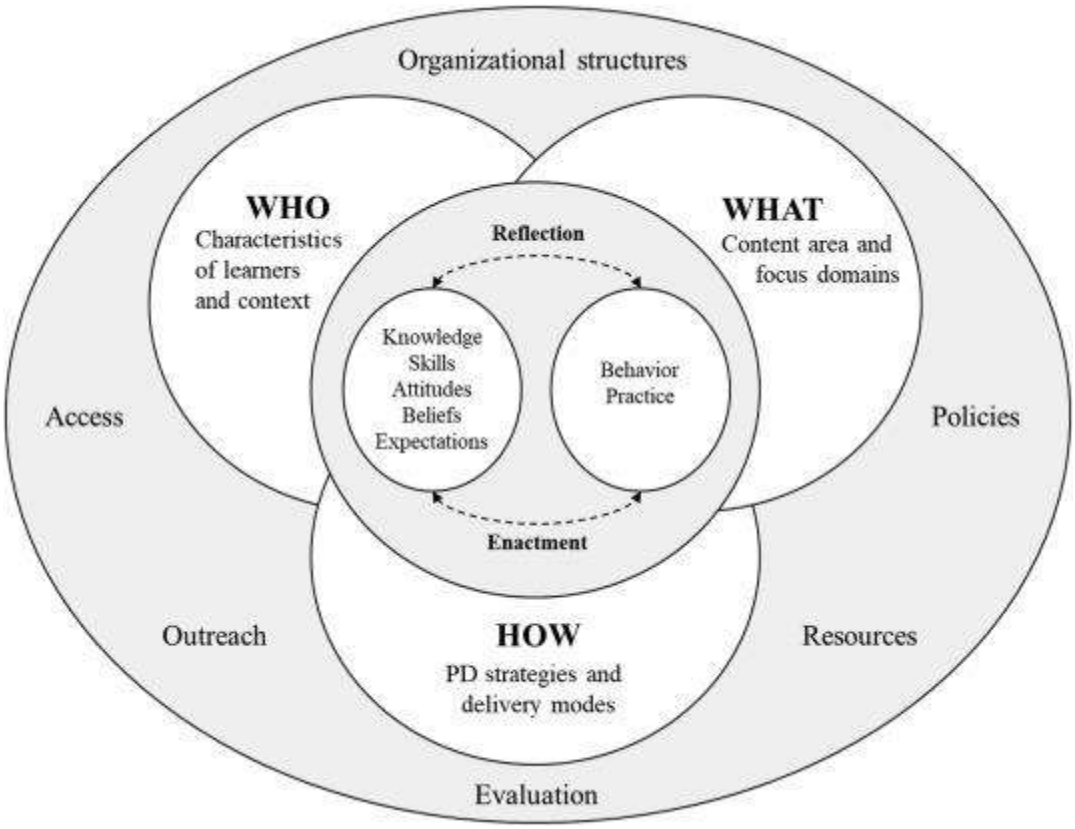


Fig. 12. Teachers intercultural competence. Source: https://www.sciencedirect.com/science/article/pii/S0742051X2031427X

Active listening is a pivotal element of intercultural communication. Active listening is paying close attention to, comprehending, reacting to, and remembering what the other person is saying. It demands more than just hearing what is said; it also calls for complete engagement in the conversation and undivided attention to the speaker.

The characteristics of active listening are:

1. **Paying attention**: making eye contact, and staying focused on the speaker, speaker's verbal and nonverbal cues.

2. **Withholding judgment**: Putting your own opinions on wait, refraining from interjecting, allowing interlocutors to express themselves without being judgmental or disrespectful.

3. **Introspection and clarification**: ensuring fully understanding of the speaker's message, paraphrasing or summarizing what they said to demonstrate understanding.

4. **Empathizing**: Making an effort to imagine yourself in the speaker's position and comprehend their viewpoint, feelings, and worries. Empathy is a valuable tool for establishing rapport and trust.

5. **Giving feedback**: React to the speaker's comments in a polite form.

6. **Posing open-ended inquiries:** Asking questions that need more information than a simple "yes" will encourage the speaker to elaborate on their ideas and sentiments.

There can be improved the communication abilities, relationships, and awareness of the needs and viewpoints of others by engaging in active listening. Active listening consists of the following:

1. Reflective Listening: You respond to the speaker's thoughts or feelings by paraphrasing what they said to ensure that you understand them. "It sounds like you're feeling frustrated about the project deadline," for instance.

2. Asking clarifying questions: When the speaker says anything that isn't clear, you do so to get more information. For example, "Can you tell me more about how that situation made you feel?"

3. Empathetic Reactions: When the speaker exhibits emotions, you react with empathy to demonstrate that you share and understand their sentiments. To give one example, "I can imagine that you must have felt really proud when you achieved that goal."

4. Nodding and Nonverbal Cues: You can demonstrate your interest in and attention to what the speaker is saying by nodding, maintaining eye contact, and leaning in.

5. Summarizing: To verify that you have accurately transcribed the speaker's message, you should periodically recap the main points they have stated. So, for instance, "So, what I gather is that you're looking for more opportunities for professional growth."

6. Refraining from Interrupting: You refrain from speaking up and wait patiently for the speaker to complete before responding. This respects them and gives them the freedom to freely express themselves.

7. Offering encouragement: You compliment the speaker or offer words of encouragement to show your appreciation for what they had to say. For example, "I admire your will to overcome that obstacle."

8. Avoiding Distractions: To give the speaker your full attention, put away any distractions, such as your phone or other devices.

9. Asking Follow-Up Questions: To learn more about the speaker's viewpoint, you thoughtfully ask the speaker follow-up questions. How, for instance, do you believe this move will affect the dynamics of the team?

10. Affirmations in Reaction: You respond by praising them and offering your appreciation to demonstrate that you value their opinions and sentiments.

Examples of active listening methods: classroom discussions, peer support, group projects, study groups, conflict resolutions, extracurricular activities.

Theme 2. Intercultural Sensitivity, Ethnocentrism and Cultural Relativism

Cultural competence represents the awareness of one's own cultural identity and the diversity of the world that surrounds him through affirming his identity and cultural belonging.

Intercultural competence is the ability to communicate effectively and adequately with representatives of different cultures. Intercultural competence allows the student to accept the cultural identity of the other individual without any prejudices.

Intercultural education differs from multicultural or pluricultural education, which statically describe the phenomenon of cultural diversity, especially through the juxtaposition of cultures. Intercultural education develops a dynamic vision, based on the analysis of the interaction of cultures, in different social contexts.

As a principle of education policy intercultural education proposes a new normative framework that reorients the pedagogical activity "from ethnocentrism to alterity", from monodisciplinarity to inter and transdisciplinarity.

Ethnocentrism is evaluation of other cultures according to preconceptions originating in the standards and customs of one's own culture. Ethnocentrism means to apply one's own culture or ethnicity as a frame of reference to judge other cultures, practices, behaviors, beliefs, and people, instead of using the standards of the particular culture involved (See Fig. 12).

Ethnocentrism is opposed to **Cultural relativism** that is the idea that a person's beliefs and practices should be understood based on that person's own culture.

Table 1. Ethnocentrism and Cultural relativism. Source: https://www.simplypsychology.org/ethnocentrism.html

Ethnocentrism	Cultural Relativism
The belief that one's own cultural or ethnic group is superior to others.	The principle that all cultures should be understood and evaluated on their own terms, rather than judged by the standards of another culture.
Views other cultures as inferior or less important.	Respects and appreciates the diversity of other cultures.

Ethnocentrism	Cultural Relativism
Uses the standards and values of one's own culture to judge others.	Recognizes that each culture has its own unique standards and values that should be understood and respected.
Unwilling to learn about other cultures because they are perceived as inferior.	Open to learning about and understanding other cultures.
Can lead to prejudice, discrimination, and conflict between different cultural groups.	Promotes understanding and appreciation of different cultures, and can reduce conflict between them.

Sometimes called the "Bennett Scale," **The Developmental Model of Intercultural Sensitivity** describes the standard ways in which people experience, interpret, and interact across cultural differences, and it proposes a developmental continuum along which people can progress toward a deeper understanding and appreciation of cultural variance.



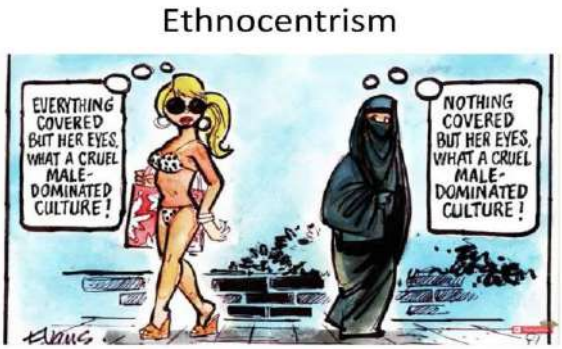
Fig.13. Developmental Model of Intercultural Sensitivity, Miltin Bennett, 1986
Source: https://organizingengagement.org/models/developmental-model-of-intercultural-sensitivity/

Individual Work. Write down judgments or opinions of cultural behaviors or beliefs that are practiced by other people. For example: I think Jehovah Witnesses are crazy to refuse blood

transfusions when they are in an accident. Reflect on these statements. How they should be interpreted by you.

Task 7. Look at the following pictures and state the examples of ethnocentrism. Are there any dangers to ethnocentric attitudes in a classroom setting that is becoming more diverse? If yes, what are the dangers?
How can ethnocentric beliefs and attitudes of your students become more culturally relative?









Reflection topic. The definition of ethnocentrism is the natural tendency for people to feel their culture, religion, race or nation is superior, and to judge others by one's own frame of reference. Describe your classroom cultural setting responding to the following questions:
How does ethnocentrism develop in your classroom setting? Do you recognize your students' ethnocentric beliefs and attitudes? Do students within the same culture always share the same attitudes and beliefs? If yes, why? If no why not? Is anyone culture really better than another?
What are things you can do as a teacher today to become more culturally relative?
Do you think your family and colleagues might resist your becoming more culturally relative, if yes, why? If no, why not?

Theme 3. Stereotypes, Prejudices, Discrimination

Stereotypes are overgeneralized, oversimplified or exaggerated beliefs about a category or group of people (Kottak &Kozaitis, 2002). A stereotype is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true.

Prejudice is the act of rejecting someone before you even meet them. It differs from misconceptions in that it involves emotions and is very resistant to evidence that would demonstrate its untruth. An attitude known as prejudice is an antipathy based on rigid and incorrect generalization that causes the rejection of members of another group toward which unfavorable feelings are expressed. Prejudice would thus essentially be the act of judging a group's members based on the stereotypes associated with that group.

If prejudices are considered attitudes or social judgments, stereotypes are cognitive structures, then discrimination is action. When someone acts unfairly toward a member of a group that has 10 unfavorable stereotypes about them, that person is engaging in **discrimination**. Similar to the connection between preconceptions and prejudice, there is more to the relationship between prejudice and discrimination than a straightforward linear causal connection. Therefore, even while prejudice often serves as the root of discrimination, this association is not universally true. External factors as well as one's own beliefs might affect behavior. A person might, for instance, harbor strong prejudices against a certain ethnic group but understand that they cannot act on these views because discriminatory actions are either not socially acceptable or illegal.

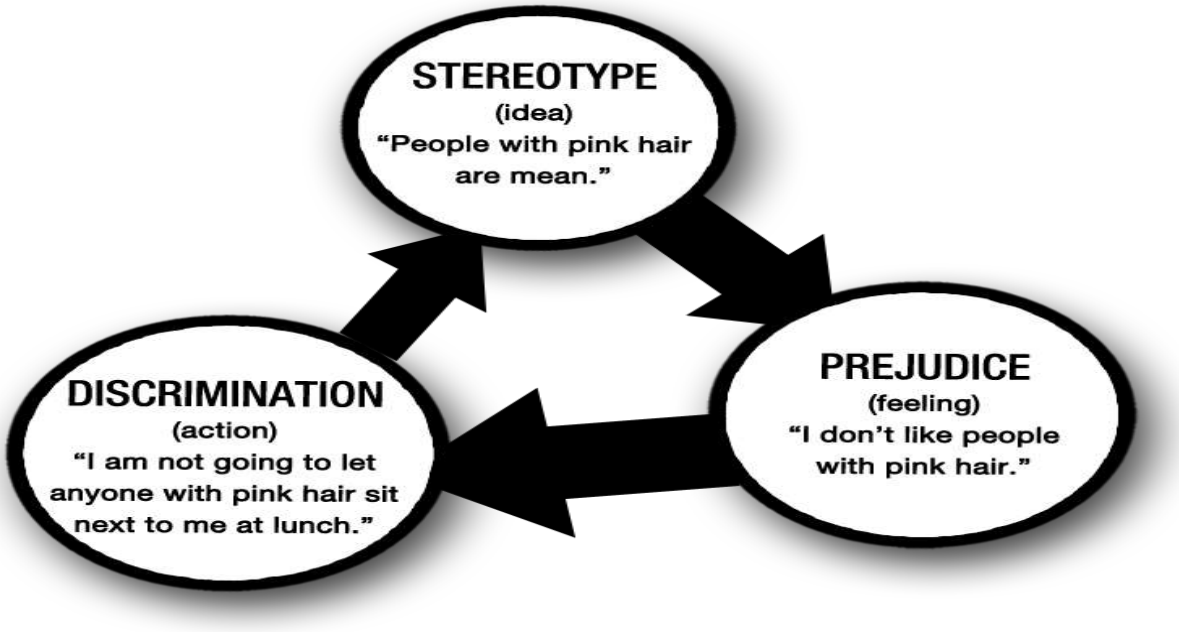


Fig. 14. Respecting and accepting diversity. Source: https://starsnashville.org/tips-to-help-kids-respect-and-accept-diversity/

Discrimination stems from deeply ingrained notions that there is a hierarchy of civilizations, that certain individuals should be treated with less respect or have less opportunities, and that some cultures are inferior to others. The targeted cultural group is treated worse and worse, and the behavior toward them becomes more and more aggressive, as a result of acting on these ideas. The "pyramid of hate" serves as a very effective illustration of this progression of prejudice. This model demonstrates how "minor" behaviors—like stereotyping, making demeaning jokes, using language that excludes people, or name-calling—are at the heart of prejudice, violence, and even genocide. This proves that no prejudice is trivial or unimportant.



Fig. 15. Pyramid of hate. Source: https://www.queensu.ca/hreo/resources/antisemitism/pyramid-hate

Task 8. Some volunteers are to act out one of the scenarios presented below. They will need to play the scene several times in the same way. After the first scene has been acted out in its entirety, the other participants can stop it at any time to intervene and change the situation in order to address the discrimination and redress the injustice.

Discrimination Role play Scenario: Two friends are sitting in a café discussing ordinary subjects. At one point a Roma woman enters the café and the waiter tells her she should leave because she is not welcome there. The Roma woman says she only wants to have a coffee and is supposed to meet a friend and she does not want to cause any trouble. The waiter insists she should leave. One of the two friends sitting at the table tells the other that maybe they should do or say something since it is not right that the Roma woman be thrown out of the café. The other one says it is none of their business, that they do not care anyway and that probably the Roma woman is there to steal. The other friend says that this is not fair and that they would like to do something, but eventually gives up and the waiter succeeds in making the Roma woman leave the café.

Acculturation

Acculturation is defined as an exchange process between people belonging to different cultural groups, which leads to cultural, linguistic, religious and psychological changes.

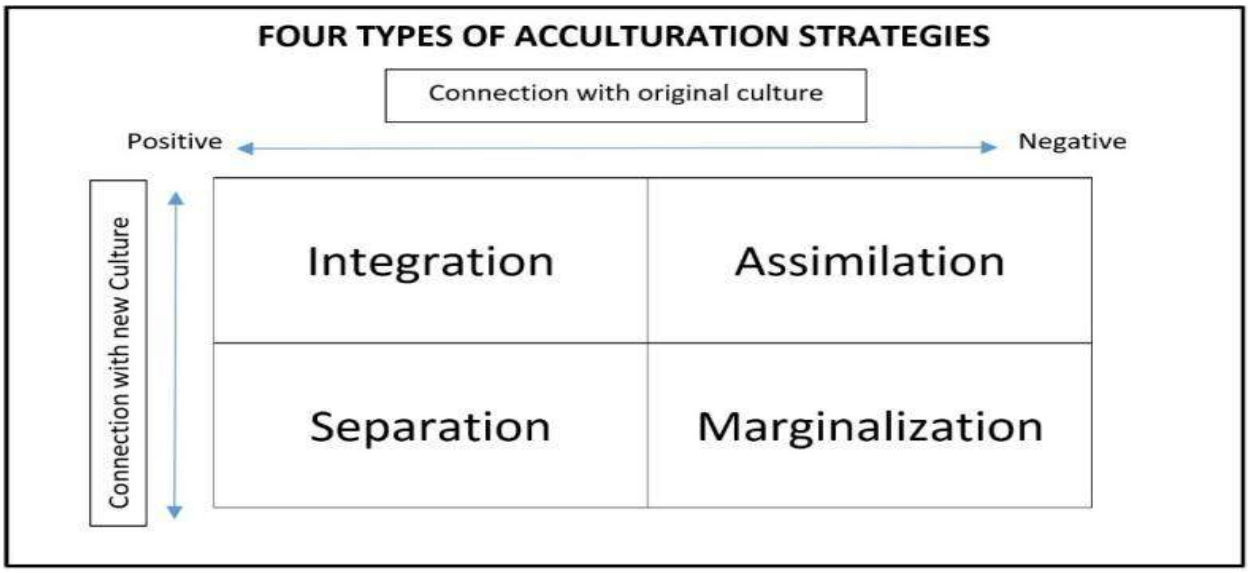


Fig. 16. Acculturation strategies. Source: https://www.themantic-education.com/ibpsych/2017/11/29/what-is-acculturation/

Acculturation strategies are:

- Assimilationism – Policies and attitudes that promote assimilation more or less explicitly, requiring immigrants to give up their language, religion, traditions and behaviours and

embrace the traditions of the majority culture in order to be accepted as full members of society.

- Segregationism – Situations in which national minorities or immigrants are kept in separate neighbourhoods. There are some cases in Europe where the authorities build walls to separate the neighbourhoods. Situations in which minorities attend separate schools, enjoy separate festivities, go to separate stores and restaurants.
- Exclusionism – Situations in which politicians or other people explicitly claim that minorities and immigrants should leave the country/city or, even worse, should be murdered or sterilised.
- Marginalisation – Situations in which a person does not feel they belong to any group anymore. They are not accepted as a full member either of the majority or any of the minorities. For example, a Roma girl who comes from a traditional community in which girls do not attend school beyond the fourth grade, but who goes to high school. She might not identify with her co-pupils from the high school, nor with her childhood friends from the neighbourhood.
- Integrationism – Situations in which people with different cultural backgrounds live together, interact with each other, learn from each other, have equal rights and are not afraid that these interactions will make them or their culture less authentic.

Individual Work. Read the acculturation orientations of majority groups. Reflect on the following concepts: Assimilationism, Exclusionism, Marginalization, Segregationism, Integrationism. Make the analysis from a social, political, economic and **EDUCATIONAL** perspective, based on your own knowledge, and illustrate your view as an educator.

Reflection topic: What is the acculturation orientation of the students' minority groups towards the majority. Think of aspects such as:
– where the students minority group lives;
– how members of thestudents minority group view their presence in society, specifically in the public and cultural life of the community;
– how and where the students minority interacts with the majority.
f Once you have identified the specific students acculturation orientations, discuss what is, in your opinion, the long-term impact of their relations as it stands. Are positive relations promoted between the students' groups? What and how can be improved in the relations between the majority and minority group within your classroom? Acculturation orientations of majority groups.

The failure or inefficiency of communication that happens when people from different cultural backgrounds have trouble understanding one another is referred to as intercultural communication breakdown. It occurs when individuals from other cultures interact with one

another and encounter communication styles, conventions, values, and assumptions that are dissimilar, resulting in misunderstandings and misinterpretations.

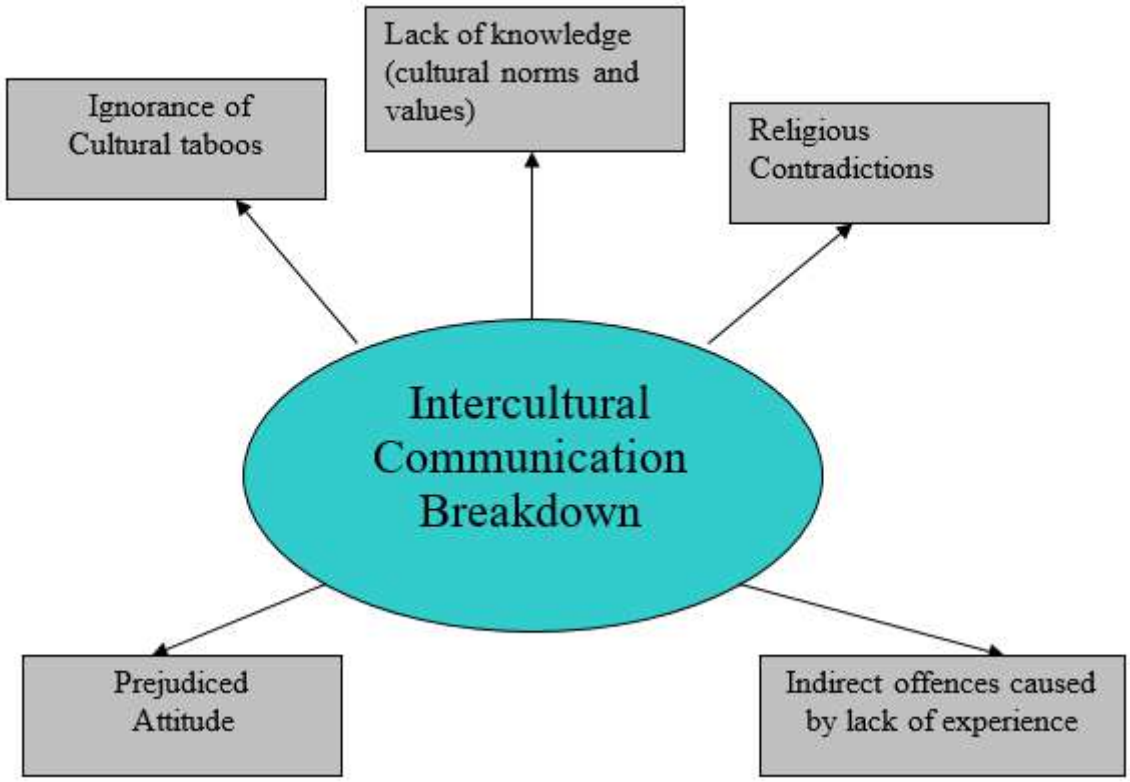


Fig.17. Intercultural Communication Breakdown. Source: https://edufixers.com/intercultural-communication-breakdown/

Individual Work: Cultural Customs and Traditions Project

Objective: The objective of this task is to have teachers and their students research and present on customs and traditions from different cultures, allowing them to gain a deeper understanding and appreciation of diverse cultural practices.

Instructions:

Culture Selection: Divide the class into small groups and assign each group a specific culture or country. Make sure that the assigned cultures represent a variety of regions and traditions.

Research: Each group should conduct thorough research on the assigned culture's customs and traditions. They should focus on significant events, festivals, social norms, greetings, holidays, and any unique cultural practices.

Visuals and Artifacts: Encourage students to collect visual aids and artifacts to enhance their presentations. These can include photographs, videos, traditional clothing, musical instruments, or objects related to the customs they are presenting.

Presentation Structure: Instruct the students to structure their presentations with the following elements:

a. Introduction: Provide an overview of the culture and its significance.
b. Major Customs and Traditions: Highlight and explain the most important customs and traditions in the culture.
c. Cultural Significance: Discuss the meaning and significance of the customs within the cultural context.
d. Visuals and Artifacts: Share the collected visuals and artifacts to make the presentation more engaging.
e. Comparison: Encourage students to compare the customs they are presenting with similar or different customs from other cultures they have learned about in previous lessons.
Respectful Approach: Emphasize the importance of approaching the topic with respect and cultural sensitivity. Remind students to avoid stereotypes or judgments about the customs they are presenting.

Presentation Day: Schedule a presentation day for each group to present their findings to the rest of the class. Allocate enough time for questions and discussions after each presentation.

Classroom Discussion: After all groups have presented, facilitate a class discussion to compare and contrast the customs and traditions from different cultures. Encourage students to share their insights, thoughts, and any cultural aspects they find particularly interesting or surprising.

Assessment: Evaluate the students' presentations based on the following criteria:

Thoroughness of research and accuracy of information presented.
Clear and organized presentation structure.
Use of visual aids and artifacts to enhance the presentation.

Dictionary of Specific Terms

Acculturation: A mechanism of cultural change that occurs when a person, or groups of people adapt the cultural patterns of another group.

Assimilationism: Merging of groups and their traditions within a society that endorses a single common culture. This reflects the willingness of minority groups to give up most aspects of their own culture for the sake of adopting the cultural practices of the majority. People with this orientation believe they can only become full members of society if they think, speak and act like the majority.

Behavior: Any observable response given by a person.

Bias: The tendency to move towards what is similar to oneself and away from what is different. Looking for what confirms one's belief and ignoring the importance of what contradicts one's beliefs.

Communication: The process of delivering and receiving messages.

Cultural Ally: A person who shares diversity-supporting values and actions with others, whether they are present of not.

Cultural Relativism: The view that behavior in one culture should not be judged by the standards of another.

Cultural trait: An individual item in a culture, such as a particular belief, tool, or practice.
Discrimination: Refers to policies and practices that harm a group and its members.

Culture Shock: Disturbed feeling that often arise when one has contact with an unfamiliar culture

Culture: A way of life, traditions and customs, products, perspectives and practices.

Diversity: The condition of being or having differences.

Dominant Culture: Values and customs of a group that strive to set the standards for cultural correctness.

Enculturation: The social process by which culture is learned and transmitted across the generations.

Ethnocentrism: The tendency to use one's own cultural standards and values to judge the behavior and beliefs of people with different cultures.

Exclusionism – No tolerance for other cultural groups and a belief that certain groups can never assimilate within the majority community. There is an attitude of total rejection of the presence

of other groups in society. Certain exclusionists create the conditions to incite minorities to leave the country/ neighbourhood.

Gender: Refers to whether a person is male or female. It is preferable to the term "sex", which can have other meanings.

Integrationism – This reflects a desire to maintain key features of one's own culture, while also valuing the adoption of key elements of the majority culture. People with this orientation view their identity as fluid; they manifest their cultural specificities openly, while also engaging in relationships with people belonging to different cultural groups and valuing pluralism.

Marginalisation – This characterises individuals who feel ambivalent and somewhat alienated from both their own and the majority culture, thereby feeling excluded from both their heritage culture and the culture of the majority. A certain level of openness towards other cultures, as well as certain beliefs, practices or world views, might lead people to experience a situation in which they do not have a feeling of "belonging" to any group.

Minority: Those having inferior power and less secure access to resources than do majority groups, which are dominant or controlling.

Myth: A story or saying whose function is to bind together the thoughts of a group.

Pop Culture: Culture that embraces the way we entertain ourselves, the products we consume, contemporary behaviors and beliefs.

Prejudice: Devaluing or looking down on a group because of its assumed behaviors, values, capabilities, or attributes.

Segregationism – The presence of other groups in society is tolerated as long as they live separately, in specific neighbourhoods or regions (including ghettos). Segregationists avoid contact with minorities as they believe this would dilute or weaken the integrity and authenticity of their culture/identity.

Separatism – This is characterized by the desire to maintain all the features of one's own culture, while rejecting the culture of and relations with members of the majority culture or other cultural groups. People with this orientation live in closed communities, attend schools in their own language and, according to their own traditions, do not socialise with members of the majority population and are afraid that doing so will lead to a loss of identity.

Status: A broad term that speaks to where someone fits in society. People always occupy multiple statuses. **Ascribed status** is one that people have little or no choice about, such as age, race and ethnicity. **Achieved status** is one that isn't automatic but come through traits, talents, actions, efforts, activities, and accomplishment.

Stereotype: Fixed ideas, often unfavorable, about what members of a group are like.

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