

מודל מעשי ליישום תקשורת בין תרבותית למורים בהתמחות אנגלית

A practical model for implementing intercultural communication
for teachers in English specialization

רקע:

תקשורת בין-תרבותית: פירושה תקשורת בין גבולות תרבותיים שונים. משמעות הדבר היא, שכאשר שני אנשים או יותר בעלי רקע תרבותי שונה מתקשרים ביניהם ומתקשרים זה עם זה, התקשורת הבין-תרבותית אמורה להתרחש (אבא אואלו ואחרים, 2016).

מבוא:

מדינת ישראל היא מדינה הטרוגנית בה יש קבוצות אתניות מגוונות, קבוצות לאומיות שונות, קבוצות הנבדקות על בסיס אמונה דתית ועוד. המציאות הישראלית מציעה את האפשרות לחיות בחברה עשירה מאוד, המורכבת מתרבויות שונות, תרבויות שיכולות לעצב תהליכי דיאלוג, העשרה הדדית, למידה מהאחר והפתיחות אליה - מתוך הבנה שאין לתרבות מונופולין על האמת (גלדי, 2009). תקשורת בין-תרבותית הופכת לאוכלוסיית העולם, והיוזמה באה מתוך המודעות של החוקר, שיש צורך עצום לפתח את יכולת התקשורת הבין-תרבותית בקרב המורים העתידיים, שכן היא מאמינה שהם יביאו את השינוי בחברה.

A Background:

Intercultural Communication: means communication across different cultural boundaries. This means that, when two or more people with different cultural backgrounds interact and communicate with each other or one another, intercultural communication is said to have taken place (Abba Auwalu and others, 2016).

Introduction:

The State of Israel is a heterogeneous country in which there are diverse ethnic groups, different national groups, groups that are examined on the basis of religious belief, and more. The Israeli reality offers the possibility of living in a very rich society composed of different cultures, cultures that can shape processes of dialogue, mutual enrichment, of learning from the other and of openness towards it - with the understanding that culture does not have a monopoly on truth (Gladi, 2009).

Intercultural communication is becoming in the population of the world, and the initiative came from the awareness of the researcher that there is a huge need to develop the competence of the Intercultural communication among the future teachers since she believes that they are the ones who will bring the change in the society.

The course description:

I will develop a course that will be an extra course, and it will be given to students of a college that trains future teachers of English in Baqa – Israel.

The project / initiative will be implemented for one semester with one group of students in Al-Qasemi Academy, who will become the potential future teachers of English as a foreign language.

There were different initiatives in Israel dealing with multiculturalism, but most of them focus on the Arab-Israeli relations, and do not discuss the importance of learning English as a tool to communicate better with the rest of the world or I would call it, the east meets the west.

My model will focus on how to develop the Intercultural communication competence among EFL future teacher, and in order to measure the level of the competence of the Intercultural communication, the researcher plans to check the situation before and after the course, and it will include several goals and contents in the multi-cultural field:

Course Objectives / Model:

- The student will be familiar with the definition of "multiculturalism" and the historical background of multiculturalism in Israel.
- The student will recognize the unique characteristics of children growing up in a multicultural society.

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- The student will be familiar with the educational dilemmas related to work in a multicultural environment and will acquire tools for building a supportive educational environment.
- The student will be asked to read research material and applying it to the ongoing work.
- The student will implement the principles of multicultural education in planning a design unit.

The content in the model:

- Multiculturalism in Education in Israel and in the world (defining the concept of "culture", multicultural education, multiculturalism as educational philosophy, social complexity in education in Israel and in the world, the educational programs represent the ideological change).
- The student's personal and emotional coping (the intercultural conflict, stereotypes, personal, and emotional coping, issues religious issues).
- theories emphasizing the role of the society and the culture in teacher preparing, theories explaining the creation of cultural groups, language as an expression of identity and tradition.
- Unique challenges in working in a multicultural classroom (educational dilemmas related to religion and nationality, adapted work plan, teaching-learning tactics, organization of the educational environment, working with colleagues).
- Exposing students to important concepts (Tolerance, acceptance of the other, knowledge of other civilizations, Gender and multiculturalism ...).

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I will develop / build criteria that will divide the intercultural competence to levels, basic, intermediate and advanced, and I will break up the competence into skills.

I suppose that the students will be in the basic level before the course starts, and the will become more advanced.

I will use a matrix that will show the levels and the components of the concept (basic rules of communication), an interview will be the tool.

Bibliography:

1. Abba Auwalu, I. and others (2016). **The Meaning and Theories of Intercultural.**
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3. Abbott, S. (2013). **professional development.**
4. Gladi, Bina (2009). **Education for Multiculturalism in the State of Israel - Reality or Vision ?**, “Iet Hasadeh”.