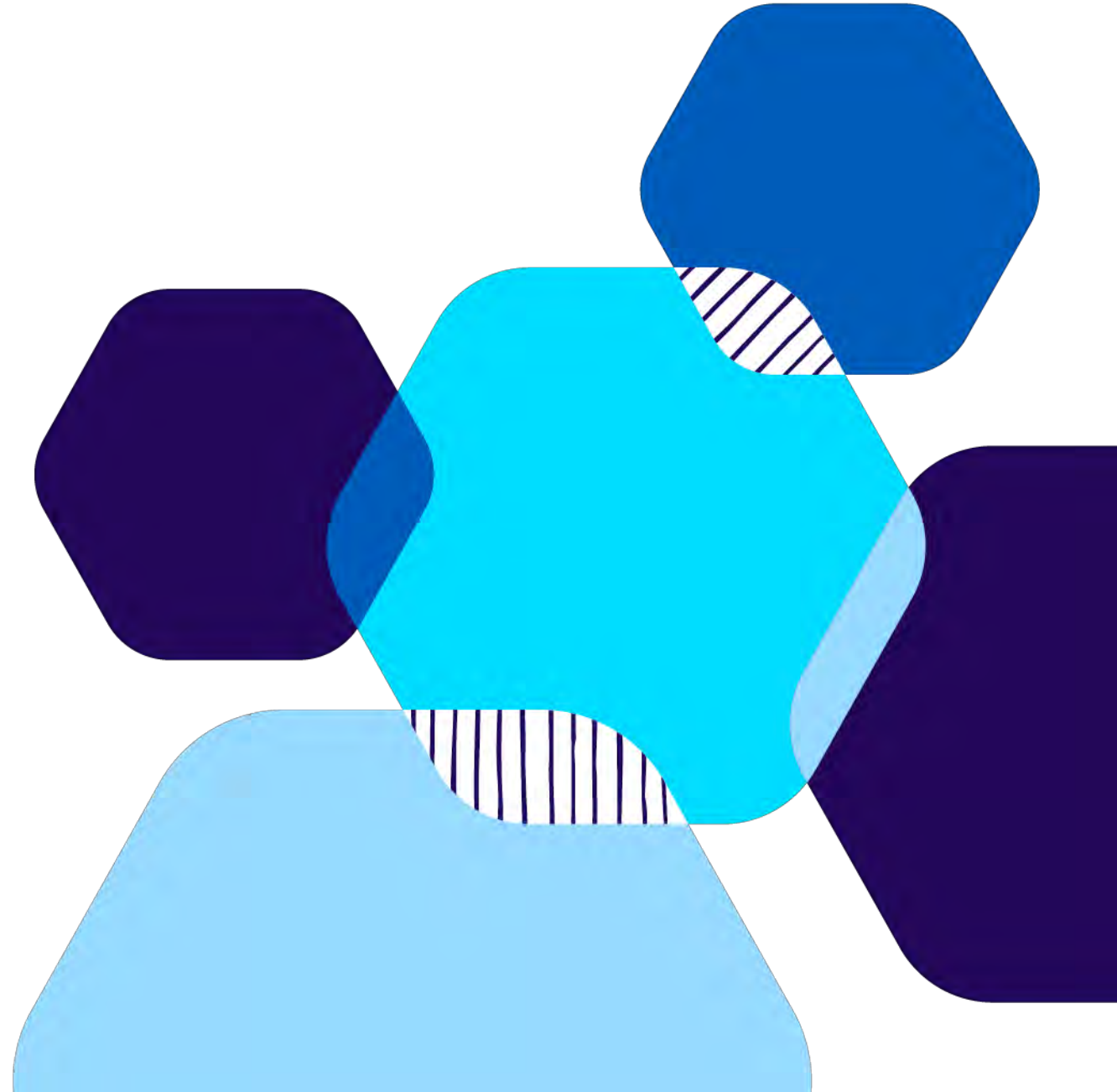


Teaching English Africa webinar

Promoting Intercultural Understanding

Rasheedat Sadiq

Saturday 17 February 2024



Meet Your Presenter



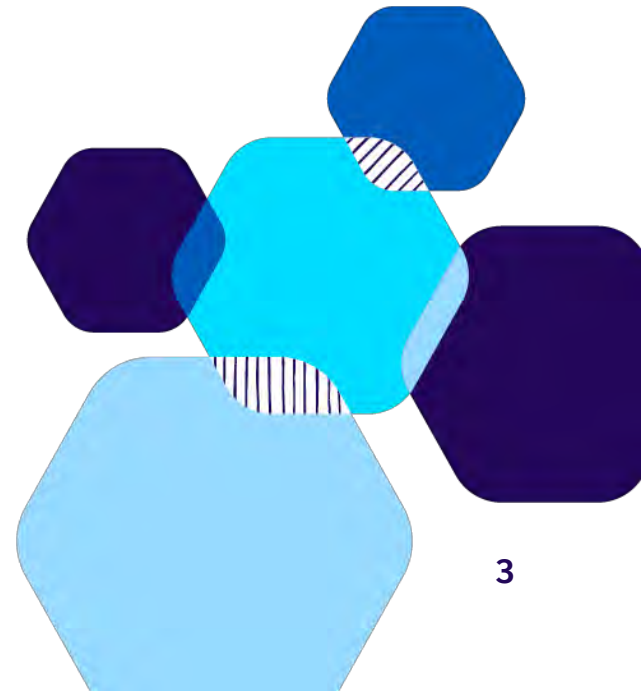
- ❖ **Rasheedat Sadiq**
- ❖ **Teacher, Teacher-trainer, Storyteller, Author, Researcher.**
- ❖ **Lives and works in Abuja, Nigeria.**
- ❖ **Passionate about literacy, runs a mobile library.**
- ❖ **Keen interest in the positive impact of increased intercultural understanding**



Session aims

By the end of this session you'll have:

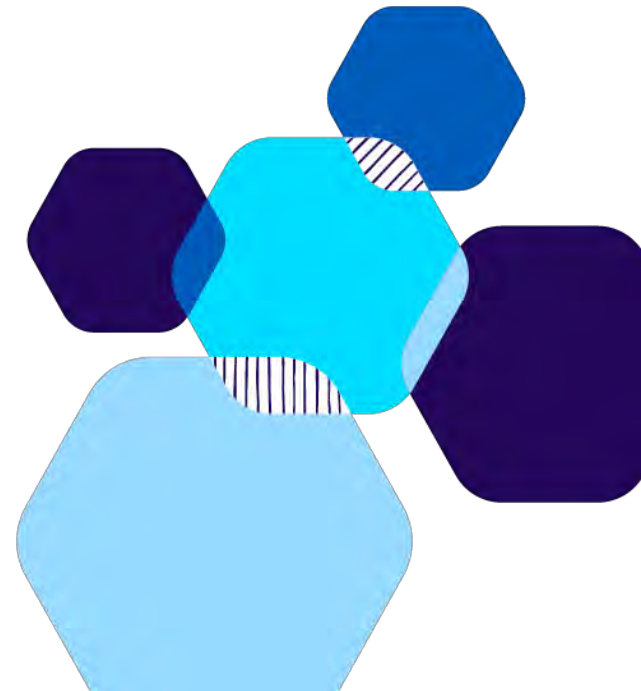
- A good grasp of the concept of intercultural understanding.
- Knowledge of the importance and benefits of intercultural understanding in the classroom.
- Strategies to integrate intercultural understanding in the classroom
- Practical Activities that can be used in the English Language Classroom.



What is Intercultural Awareness?

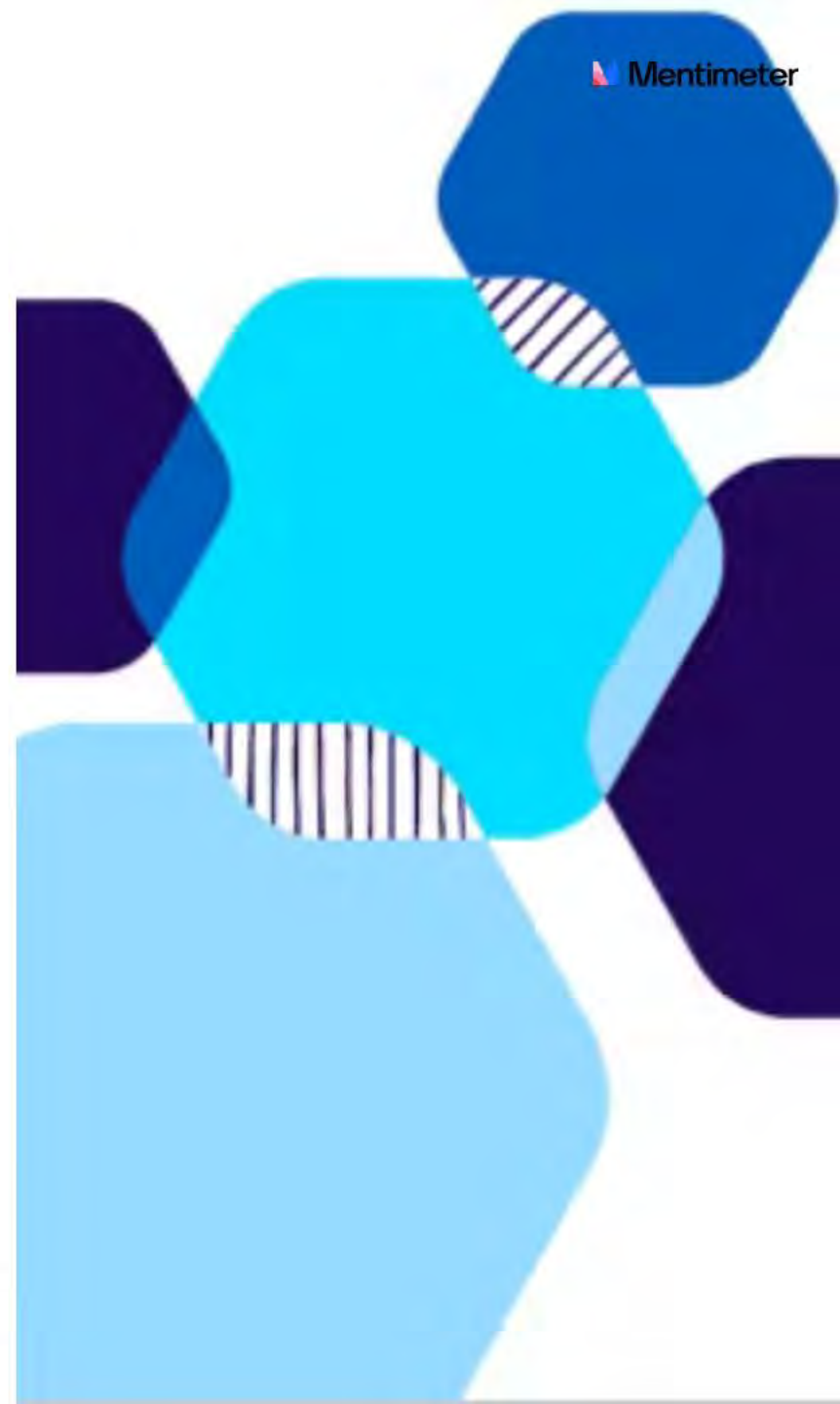
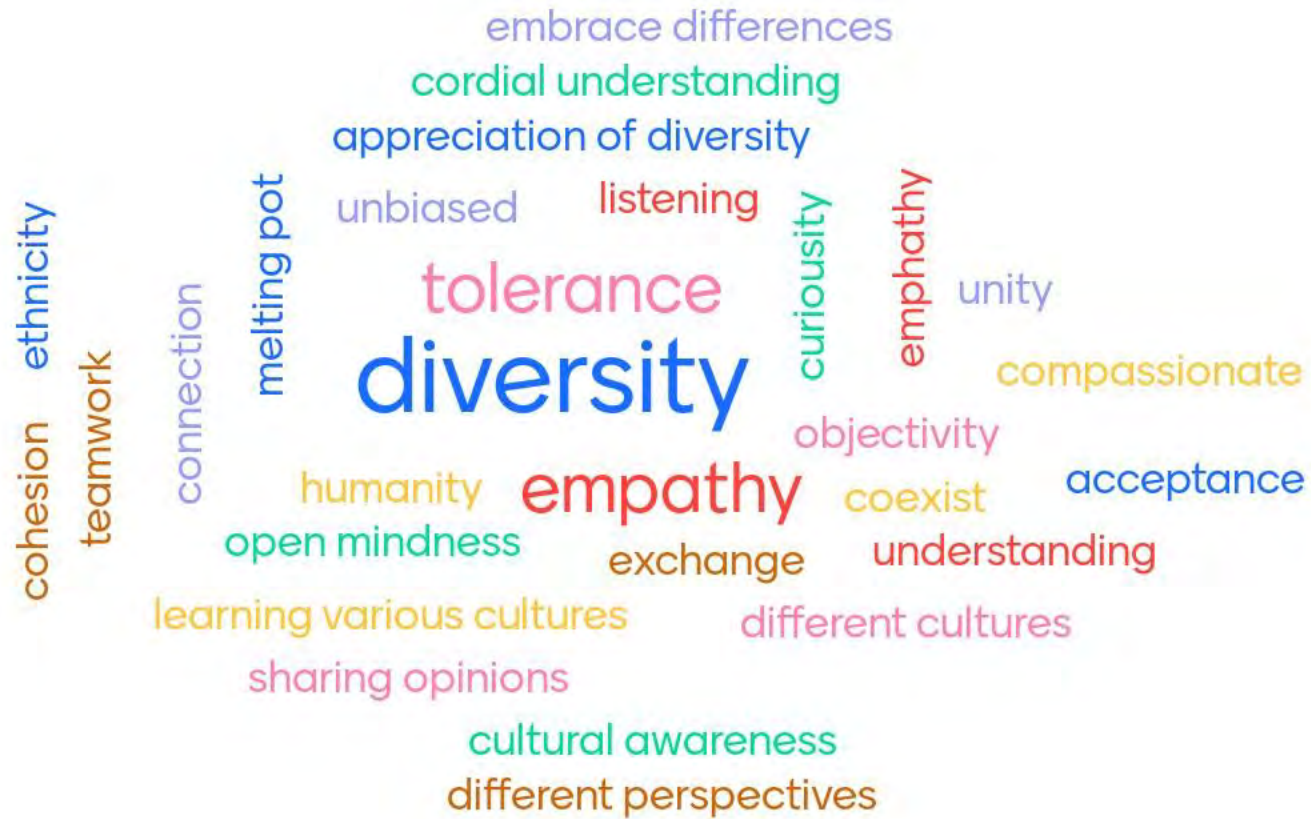
When you hear the term ‘Intercultural Understanding’,
what word comes to your mind?

Go to [menti.com](https://www.menti.com) and enter the code 7121 2633 to share
your ideas.



When you hear the term 'Intercultural Understanding', what word comes to your mind?

34 responses



Which of these best defines Intercultural Understanding?

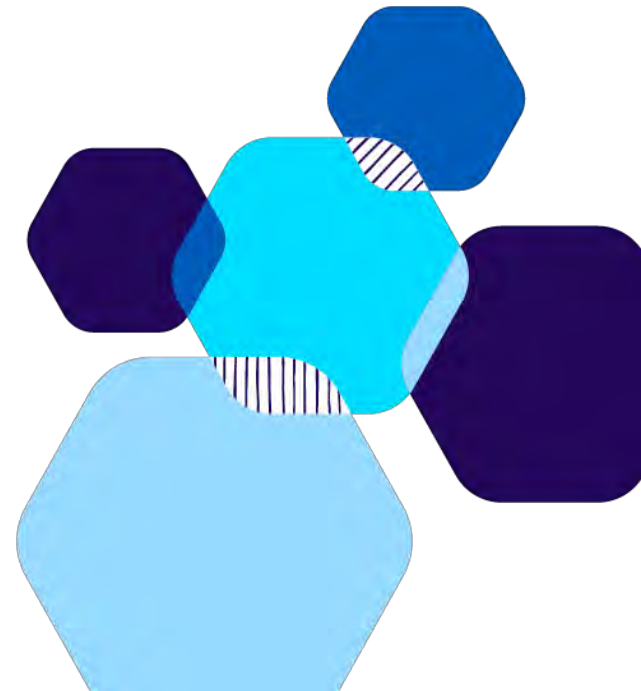
Put your answer in the chat, please.

A- A combination of knowledge about other cultures at a cognitive level, combined with a set of attitudes at the affective level.

B- Informed problem solving and social action activities that necessitate an appreciation of the full range of issues, including the values and beliefs of everyone involved.

C- A developmental, experiential process that involves both engagement with other cultures, and engagement with an understanding of self.

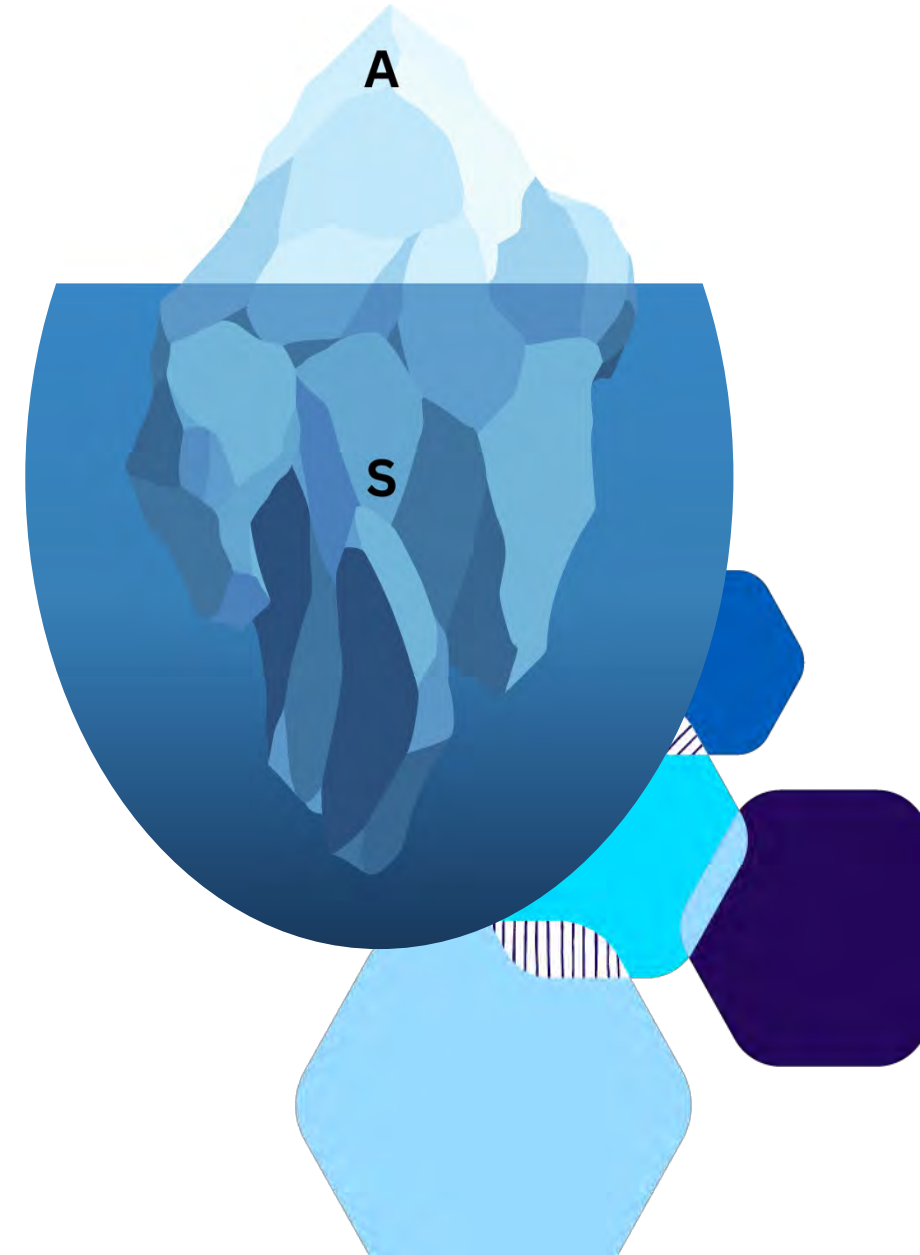
D- A deep exploration of our personal and cultural values, and the experiential development of respect and compassion for the rights of others, translated into positive action.



What does culture entail? Which of these are apparent (A) and which are submerged? (S)

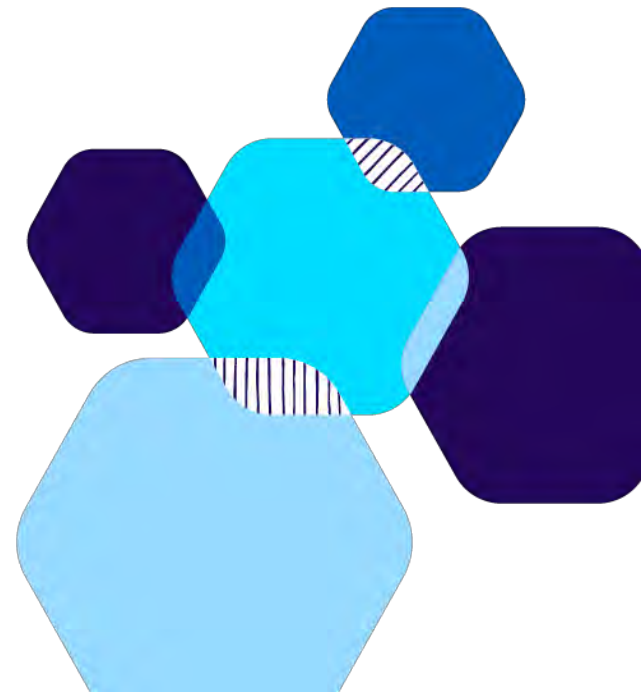
Put your answers in the chat, please.

- physical – cultural practices and what people do
- intellectual – traditional knowledge and diverse ways of knowing
- emotional – diverse ways of expressing emotions (e.g. grief)
- spiritual or religious – beliefs, practices.
- aesthetic – art, music, dance, concept of beauty, etc.
- linguistic – languages spoken
- social – social issues faced by diverse cultures, equity/inequity, human rights, disadvantage, discrimination, etc.
- political – diverse political systems
- historical – the history of cultures, migration, colonization, marginalization, conflict and peaceful co-existence
- power relations - disadvantage, injustice, minorities, marginalisation
- moral/ethical – differences and similarities in values across cultures



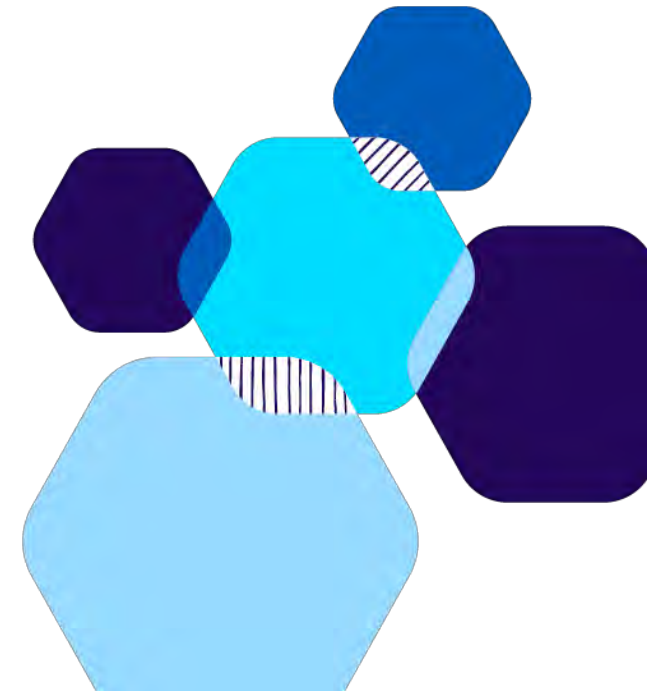


Apparent (Visible)	Submerged (Invisible)
Physical	Intellectual
Spiritual	Spiritual
Aesthetic	Emotional
Linguistic	Social
Political	Historical
Ethical/Mora;	Ethical/Moral



Why do you think Intercultural Understanding is important?

Please put your thoughts in the chat.



Importance of Intercultural Understanding

- Creates an inclusive and welcome class environment.
- Enables better social (workplace) interactions such as communication, collaboration, and negotiation.
- Enables mutual respect and Peaceful co-existence (moving beyond tolerance)
- Eases conflict resolution
- Creates responsible global citizens
- Engenders Empathy
- Facilitates interconnectedness and worldwide cooperation.



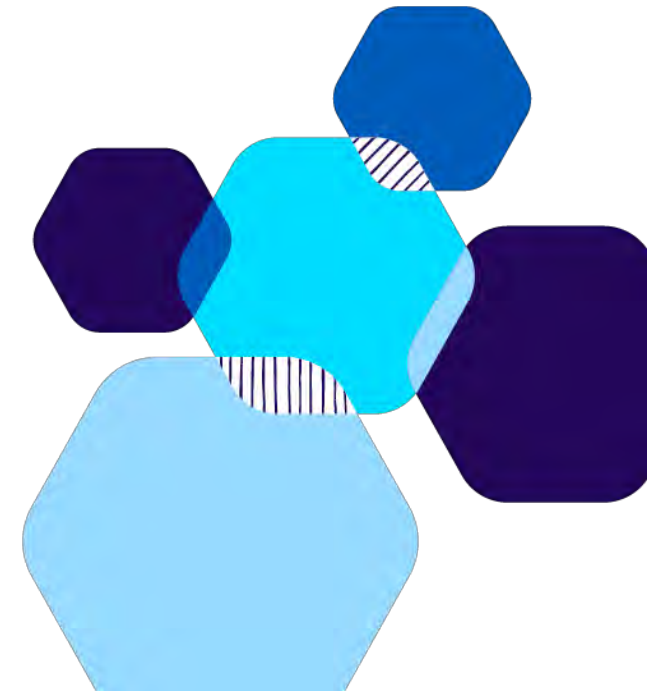
Photo by Clem Onojeghuo on Unsplash

Benefits of Intercultural Understanding in the English Classroom

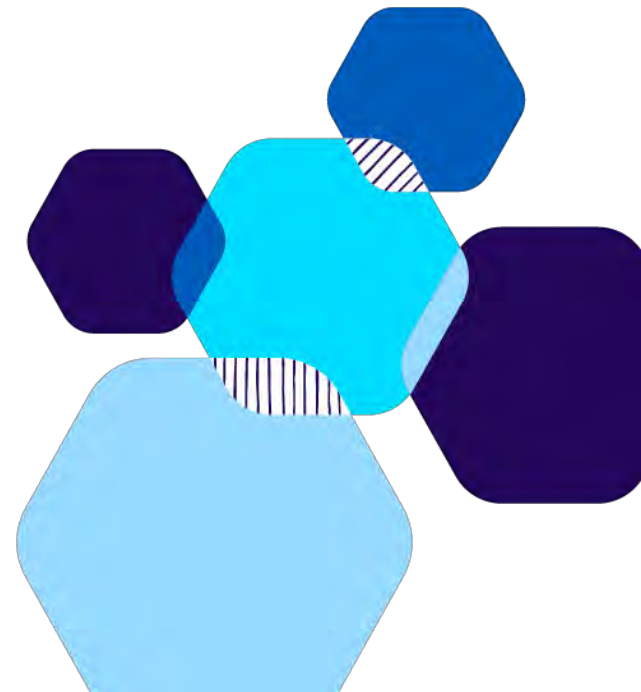
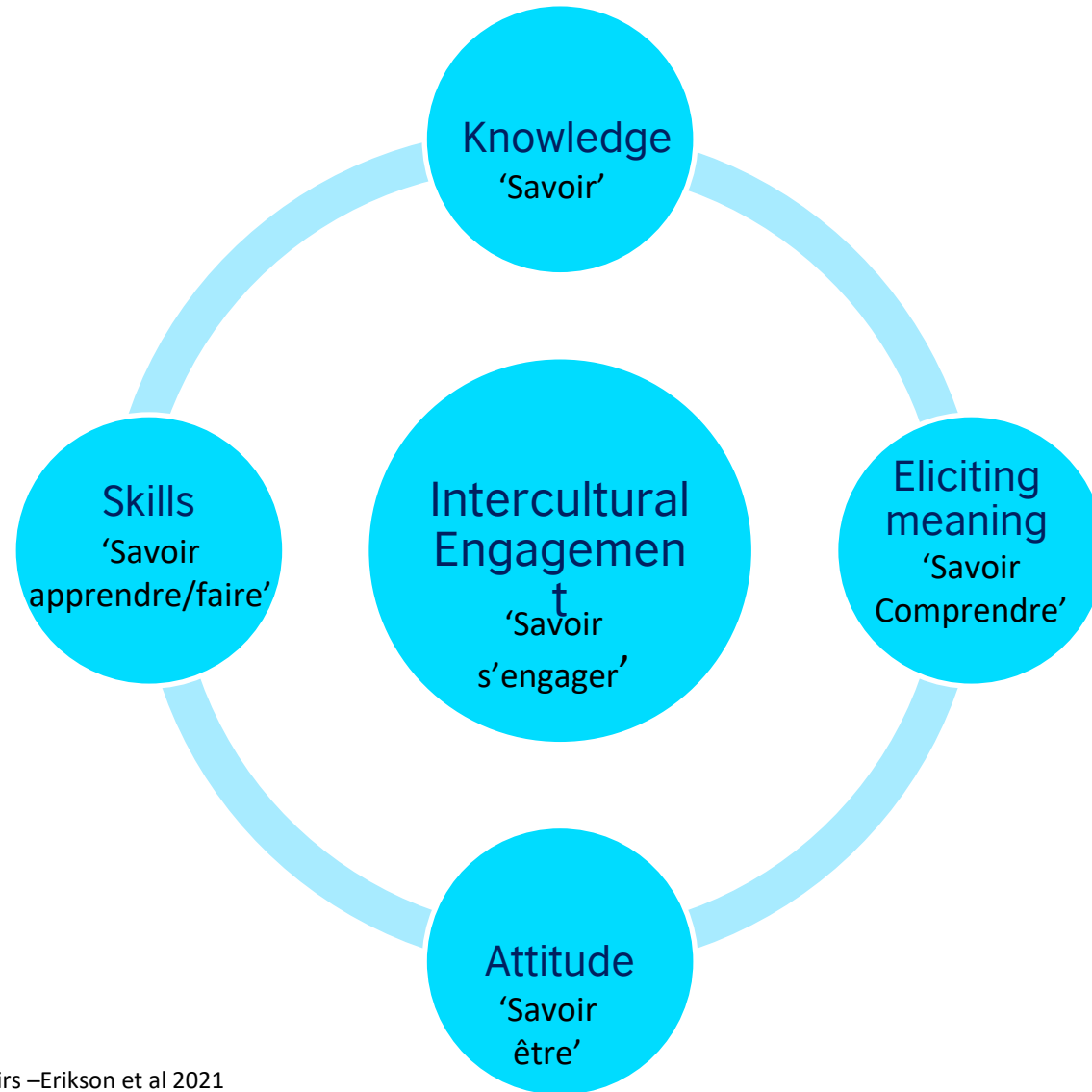
- Improved communication skills – comprehending various nuances and contexts
- Enhanced metacognition
- Reflective Practice
- Open-mindedness and Critical thinking
- Awareness of implication of non-verbal communication



Image from canva.com



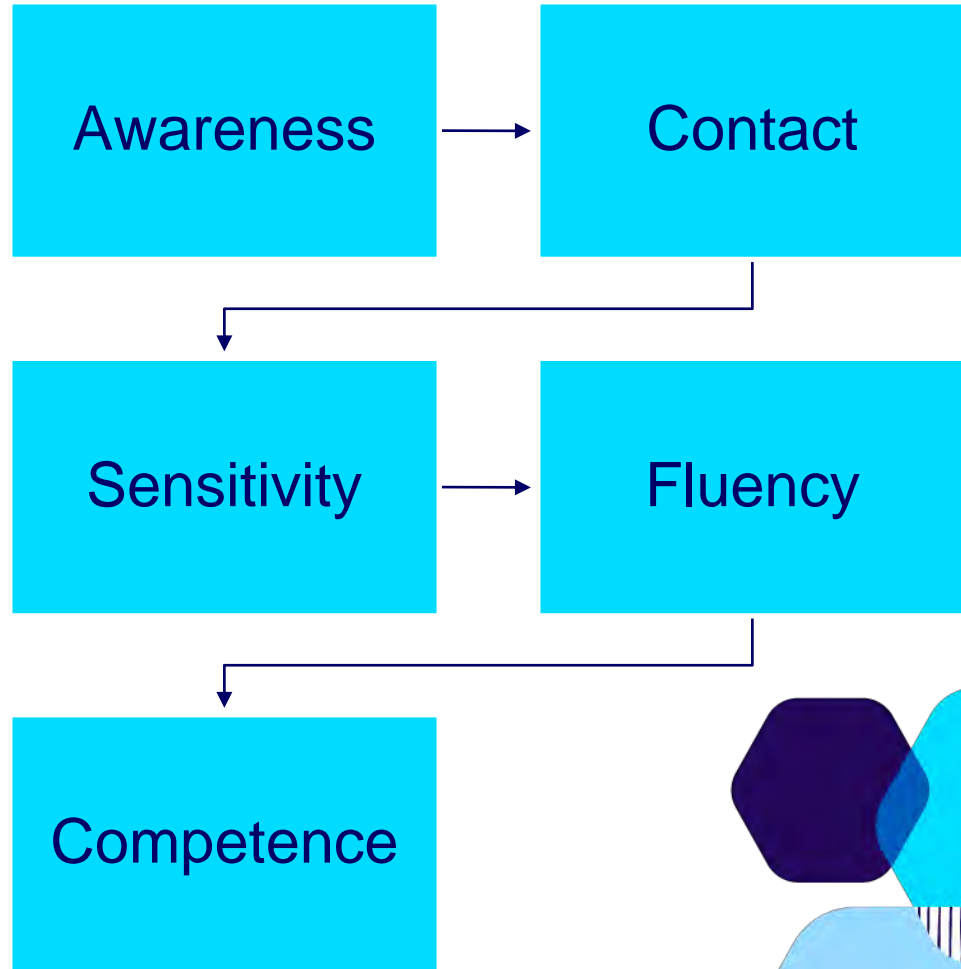
Components of Intercultural Understanding



Stages of Intercultural Understanding

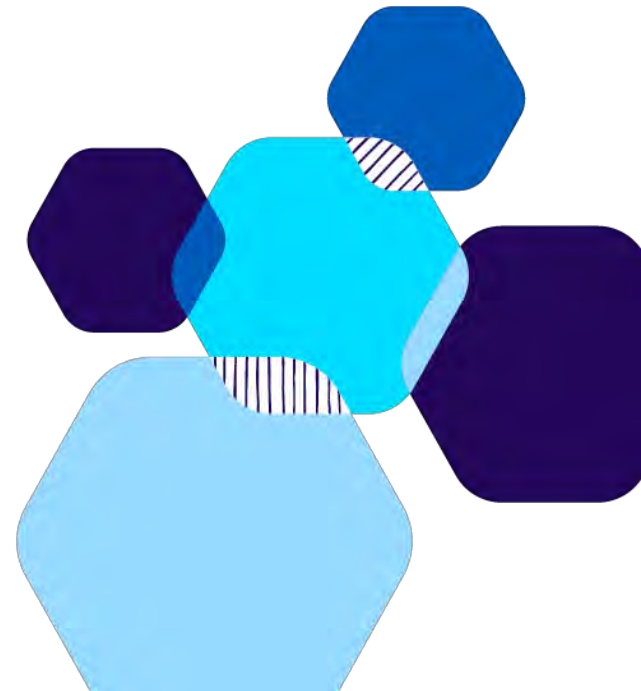
Can you put these stages in the correct order?

Intercultural Fluency, Intercultural Awareness, Intercultural Competence, Cross-cultural contact, Intercultural Sensitivity



Stages of Intercultural Understanding

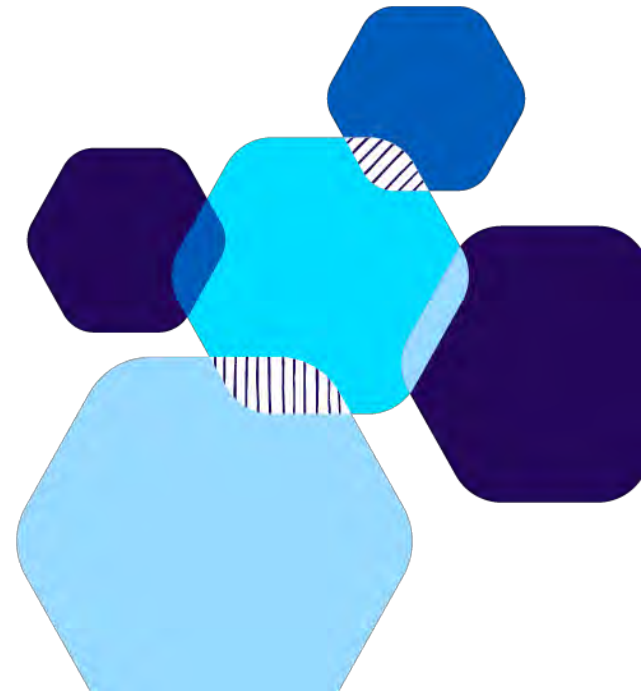
- **Intercultural Awareness:** “Awareness of our own cultural identity, values and beliefs and the knowledge and acceptance of other’s cultures.” (UCD)
- **Cross-cultural Contact:** “Interaction between people with different cultures.” (Britannica)
- **Intercultural Sensitivity:** “Developing a positive emotion towards appreciating cultural differences that promotes an appropriate behaviour.” (M. Marino)
- **Intercultural Fluency:** “The ability to successfully operate and communicate within different cultural contexts.” (British Council)
- **Intercultural Competence:** “A measure of one’s efficacy at communicating and interacting with people from a variety of backgrounds, cultures and identities.” (L. Soto)



How do we Promote Intercultural Understanding?

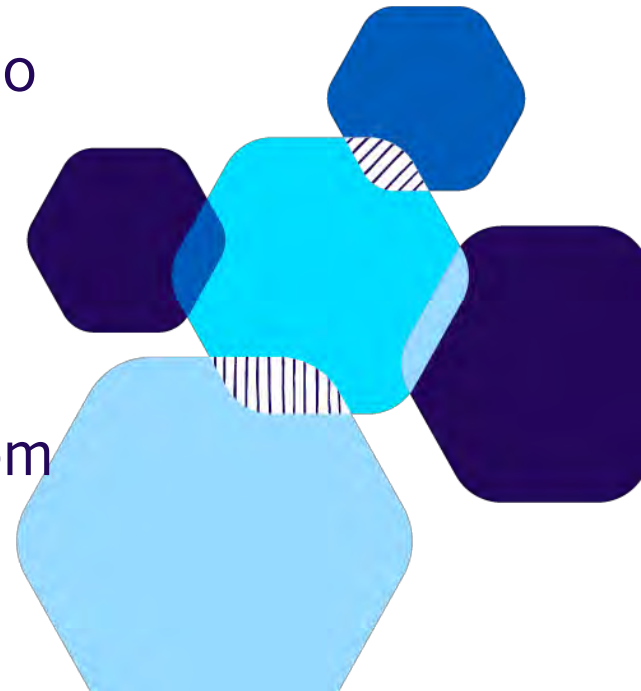


Please type your suggestions in the chats.



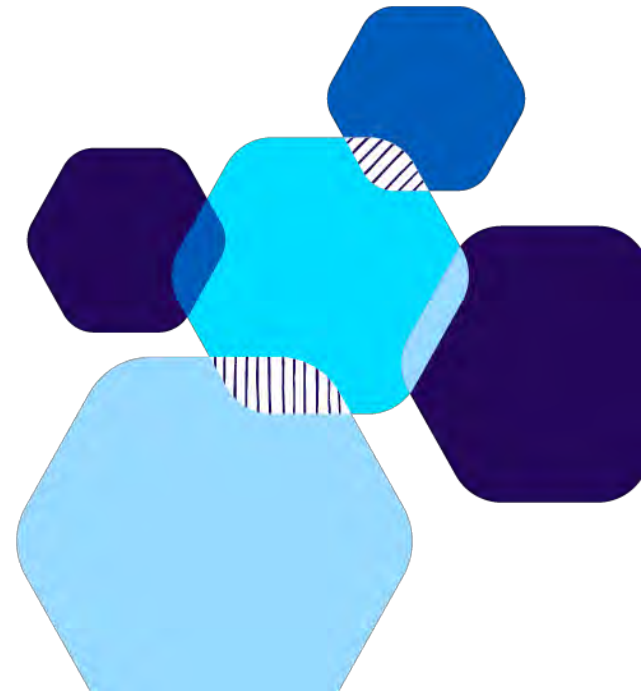
Strategies for Promoting Intercultural Understanding

- Model respect for other cultures and diversify your curriculum to include multicultural elements.
- Celebrate diversity and encourage learners to express their cultures through food or clothing by creating a safe and judgement-free environment. co-create guidelines with learners to promote inclusion and acceptance irrespective of differences.
- Invite people from varying cultures to the classroom to talk on a variety of topics such as professions or any other current issues so learners can see the human face of all people.
- Organise cultural days for show and tell from different cultures. In mono-cultural settings, assign different cultures to groups of learners to encourage research and exploration.
- Introduce diverse literature. Include books, articles, blogs etc. from different parts of the world as reading and study materials.



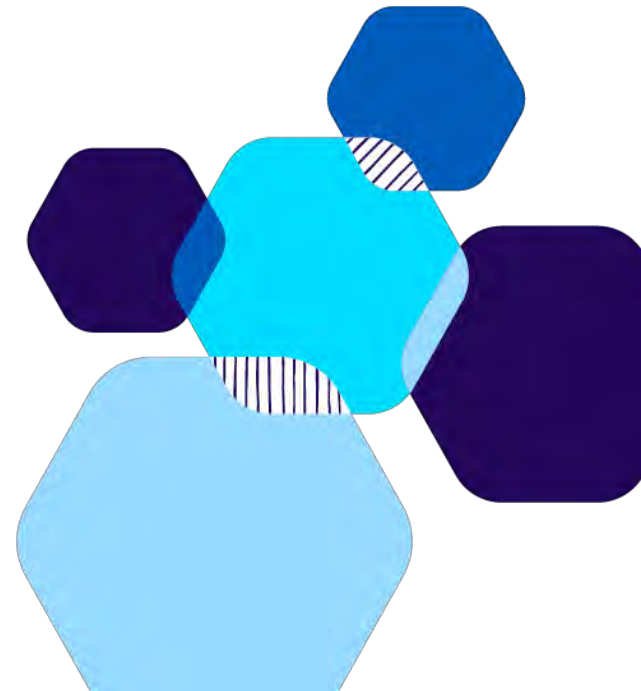
Strategies for Promoting Intercultural Understanding Continued

- Adopt instructional materials from various cultures. This should be considered when using images or realia.
- Organise class trips to cultural centres or other places (embassies, restaurants, shops) where students can learn about different cultures.
- Liaise with teachers from other countries to start a pen-pal/email exchange program or online interclass visits.
- Explore stereotypes and encourage learners to question these and overcome biases through respectful, empathetic discussions.



Challenges to Intercultural Understanding in the Classroom

- Time Constraints
- Materials and resources
- Assessment
- Teacher knowledge
- Continuity

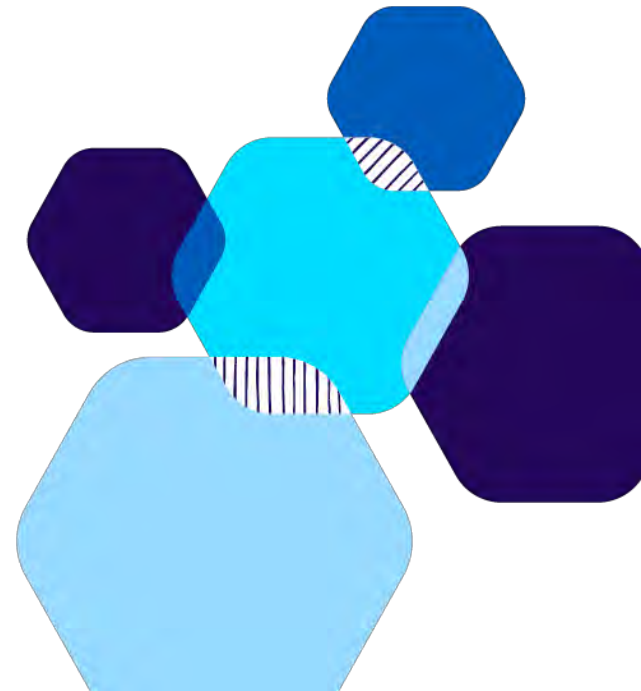


Activities for Promoting Intercultural Understanding



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Activity 1- Exchange Student

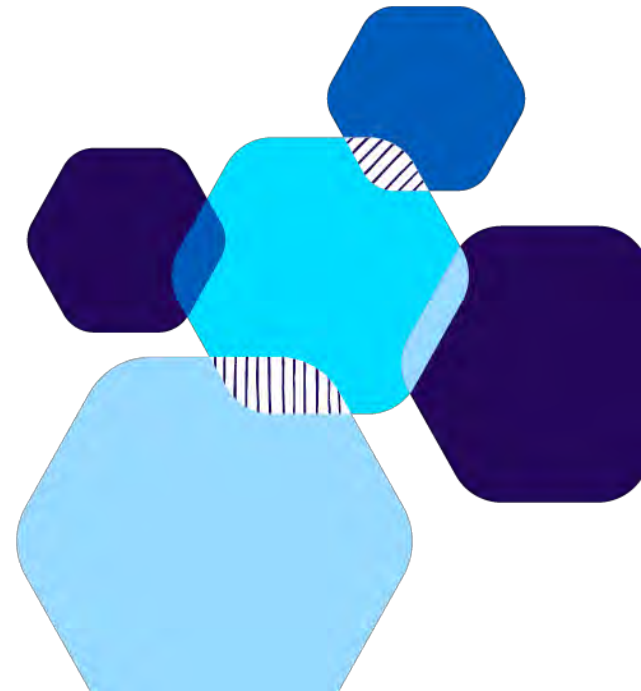
Lesson Aims- Build empathy, practice asking and responding to open-ended questions.

- Stage 1: Preparation

Before the class, get images of people in different cultural/traditional clothing. If the class is relatively homogenous, ask the learners to research a culture or tribe that is different to theirs, and give them key information to look for, such as traditional food, customs, clothes, etc.

- Stage 2: Warm-Up

Show pictures of people in their traditional attire and ask learners to guess the tribe or country shown in each picture. NB If using cultures that are not well known, have a matching activity to match the tribe to the correct name. Create two sets of flash cards, one with images and the other with tribe names. Distribute these randomly and ask learners to find the person with the matching tribe card. At the end of the activity stage, check matched pairs and correct where necessary.



Activity 1- Exchange Stud

Match each image to the correct country. Put your answers in the chat, please.

- i. Colombian
- ii. Indian
- iii. Indonesian
- iv. Kenyan
- v. Peru



Photo by [Taufiq SunValley](#) on [Unsplash](#)

B Photo by [Federico Scarionati](#) on [Unsplash](#)



Photo by [Talmiz Ahmad](#) on [Unsplash](#)



Photo by [Tatiana Zanon](#) on [Unsplash](#)



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Activity 1- Exchange Student

- Stage 3: Group work- Crafting Questions

Imagine one of these people is an exchange student to your country. In groups, craft open-ended questions to ask the exchange student.

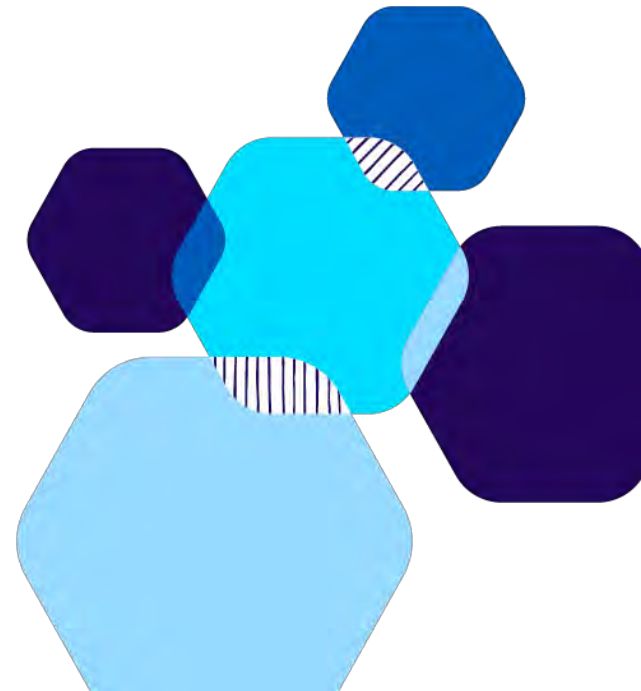
Sample questions: What is your national dish? What do you do during weddings? - The objective here is just to craft the questions not to answer them.

- Stage 4: Review and Model

Choose one group to ask you (the teacher) their questions and model the responses based on your (the teacher's) culture.

- Stage 5: Listening and Speaking

Pair learners to ask and respond to the questions crafted. Learners can answer the questions based on their culture or the culture they researched in stage 1.



Activity 2- Story Swap

- **Lesson Aims: Promote intercultural understanding, explore narrative tense and story structure.**

Stage 1: Warm Up (Pre-teach)

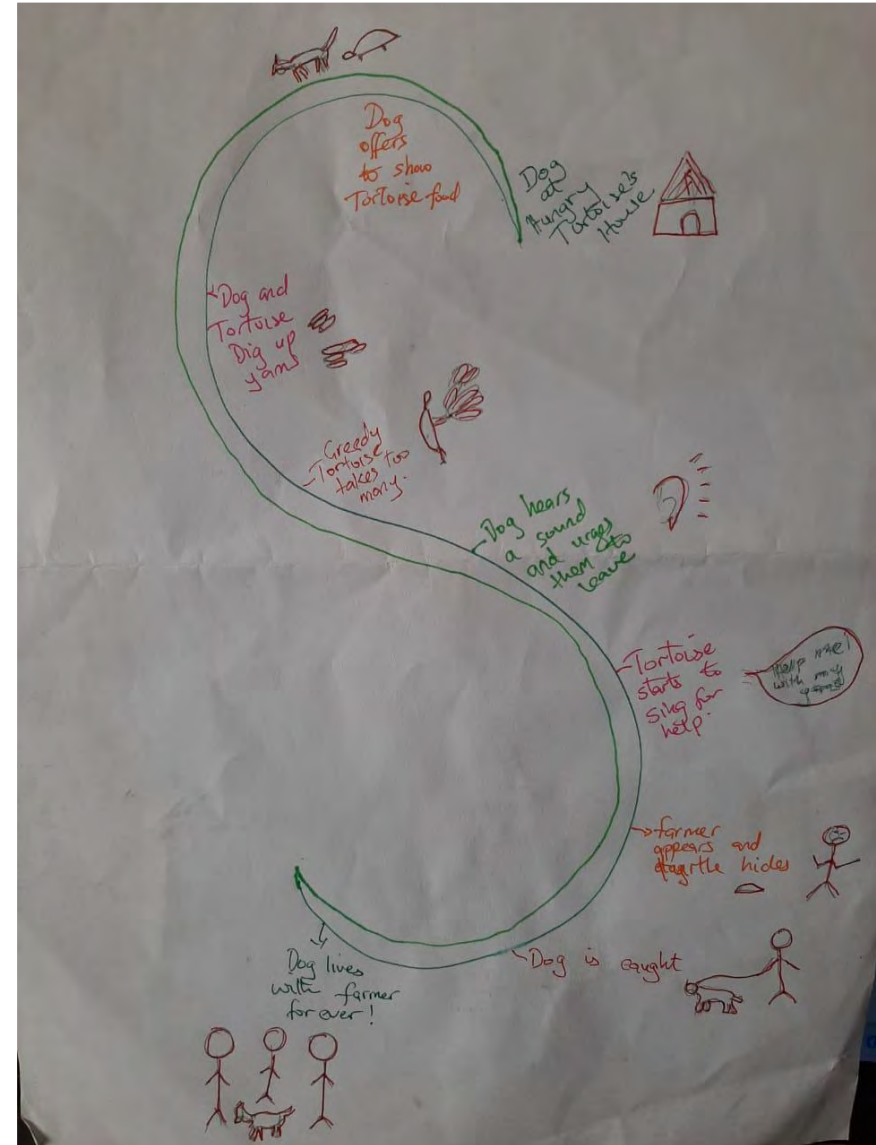
Informs learners that they will be listening to and retelling a story. Before listening to the story, pre-teach any vocabulary by creating a bank of key or new words that are essential for comprehension.

Stage 2: Listening

Tell a popular folk tale from your culture. While listening to the story, learners take down notes on the key parts of the story. Alternative: while you tell the story ask learners questions to check understanding.

Stage 3: Retelling

In pairs or groups, learners retell or reconstruct the story. When they finish elicit the features of folktales from the learners. Some of these include; normally passed orally from generation to generation; has a simple plot; highlights moral values; may or may not include magic and mythical creatures etc.



Activity 2- Story Swap

Stage 4: Exploring story structure

Give a brief overview of a story structure (Exposition/Beginning, Rising Action, Climax, Falling Action, Resolution). Learners identify the structure in a written version of the folktale.

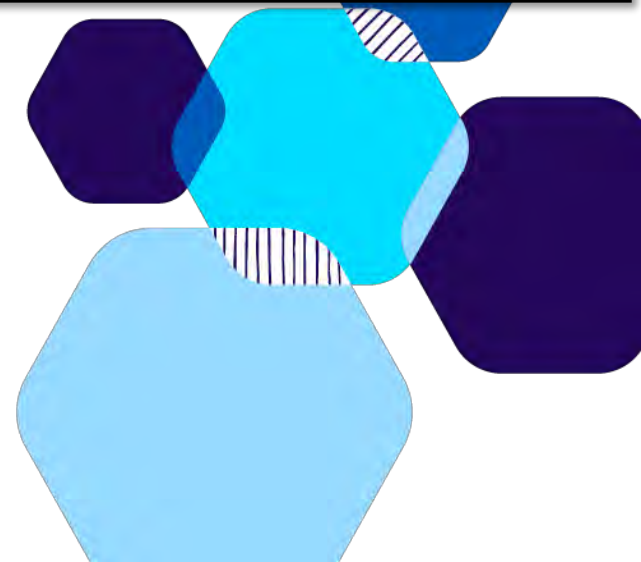
Stage 5: Grammar in context (Language features)

Ask the learners to identify what tense is used in the story. Learners, in their groups, are then given a written text of the folktale to find and underline examples of words/verbs in the past tense.

Stage 6: Listening/Speaking Activity

Learners take notes on a fairy tale from their culture and share it with a partner. The partner listens and then retells the folktale told by their partners. Students are paired and exchange folktales from their cultures. NB: Listeners first take notes while listening to their partner using the structure outlined in stage 4. Then, while retelling the story, they take notes on each other's using the same structure.

Story Structure
Beginning/Exposition
Rising Action
Climax
Falling Action
End/Resolution



Activity 2- Story Swap

Stage 7: Retelling Exercise (optional)

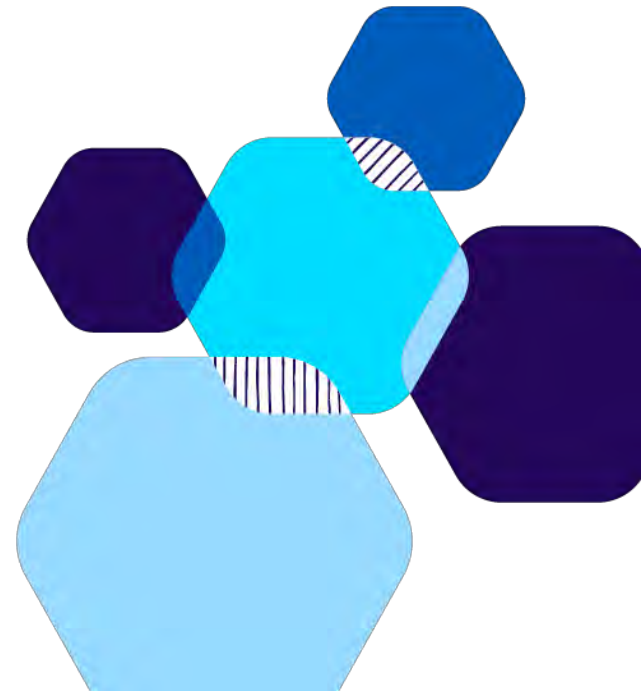
Each pair retells the story told by their partner to the whole class. Alternative: retell to another pair to reduce performance anxiety

Stage 8: Discussion

Learners identify, and mention lessons learned from the various folktales.

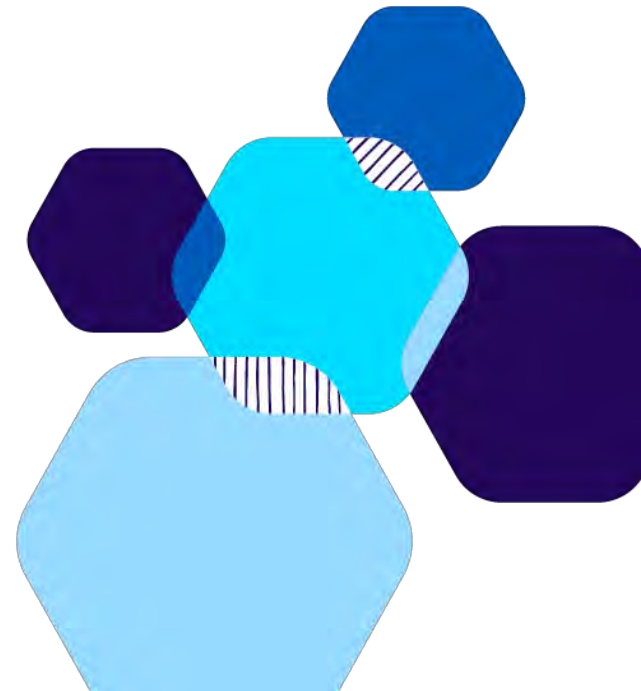
Stage 9: Writing

Classes write out three cultures and new information learned about the cultures from listening to the folktales. Alternative: write their favourite story for homework.

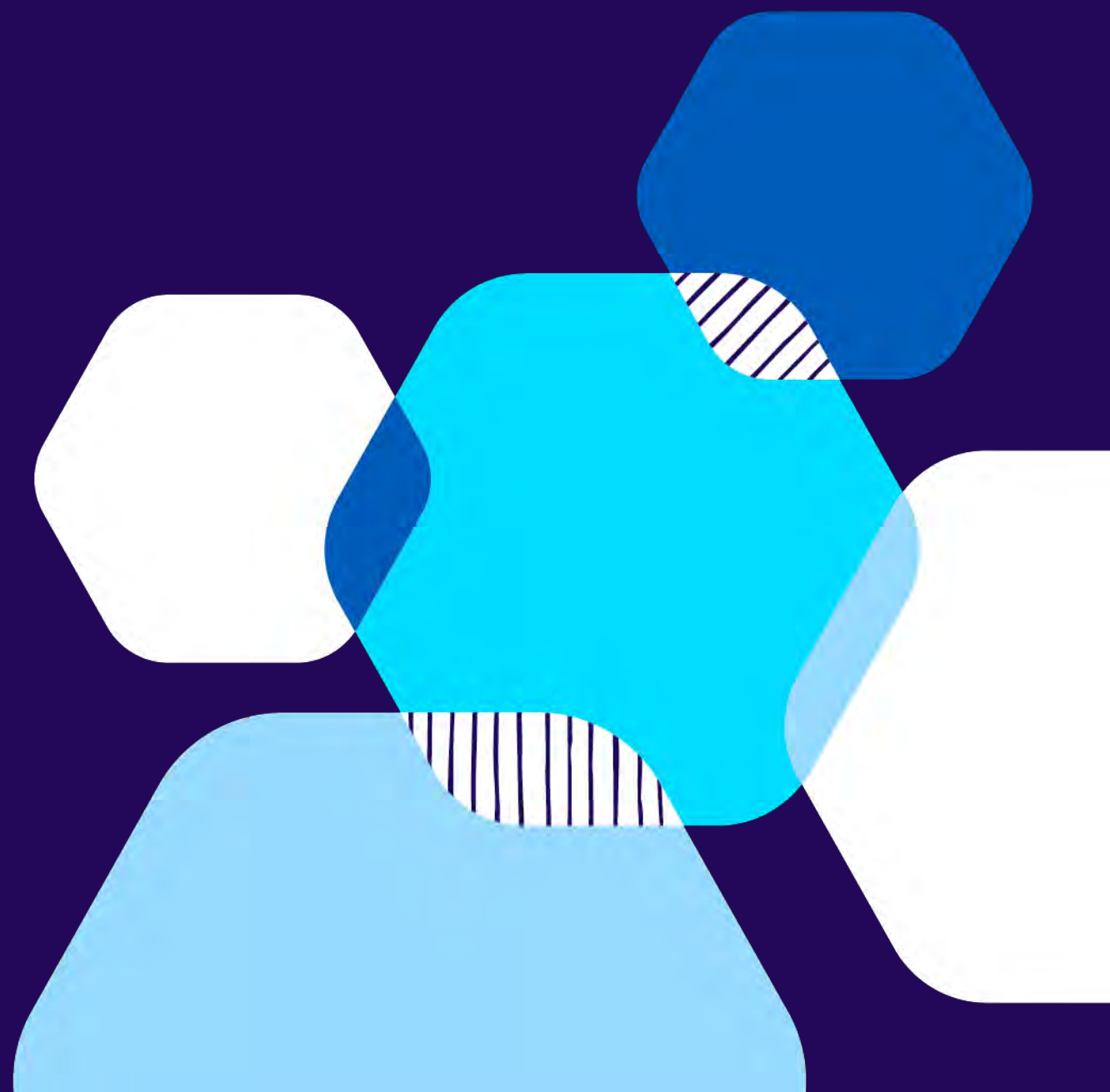


Activity 3: Roleplay scenarios Cards (Word Wall)

- Activity Aim: Problem solving and Discussion



Any questions?



References

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- <https://africa.teachingenglish.org.uk/classroom/activities/exchange-student>
- <https://africa.teachingenglish.org.uk/classroom/activities/story-swap>



Thank You.

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