BUILDING GLOBAL CITIZENSHIP THROUGH INTERCULTURAL LANGUAGE TEACHING

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Webinar Goals

To discuss the role of culture in English language teaching

To explain the concept of intercultural communicative competence

To share practical teaching ideas to help students develop intercultural communicative competence at the personal, community, and global level
HOW WOULD YOU DESCRIBE A GLOBAL CITIZEN?
What is culture?

Clothing?

Food?

Festivals?

Music?

Food?
Country does not always mean Culture

Within one country, culture can vary by:

– Ethnic or religious group
– Generation

Cultures are shared across countries through:

– Regional ties
– Migration
– International media & social media
Cultural Iceberg

Surface Culture: The visible aspects of culture (dress, art, music)

Deep Culture: The less visible aspects of culture (humor, communication patterns, respect for authority)

(Hall & Hall, 1990)
What are Culture Bumps?

Culture Bump Experiences are moments when inadequate cultural knowledge interferes with communication.
Examples of “Culture Bumps”

Guest Behavior:
Refusing and offering food

Table Manners:
Belching and showing appreciation for food

Conversation:
“How are you” and appropriate discussion topics

Examples adapted from Chlopek, (2008)
Let’s Think about Culture Bumps

• Have you ever had a “culture bump” experience?

• Can we teach our students about Polish, German, Taiwanese, British, AND American culture?

• Should we teach about all these cultures?
English as an International Language

- English is not only for speaking to native speakers – it is also used between non-native speakers!

- English is:
  - The native language of 400 million people
  - An additional language for 700 million people
  - An official language in 60 countries
  - An official language for many organizations (UN, EU, ASEAN, African Union, etc.)
Intercultural Language Teaching

• The focus is NOT factual knowledge about countries
• Teachers help students develop cultural awareness and adaptive skills
• Students develop the ability to continue learning on their own
• Students develop skills necessary to become global citizens
I’ll share 5 elements of Intercultural Communicative Competence (Byram, 1997).

As you listen, think about which of these 5 elements are most important in your teaching context.
Intercultural Communicative Competence:

1. An open and curious attitude toward other cultures
   • Willing to engage with other cultures
   • Willing to learn more about differences

(Byram, 1997)
Intercultural Communicative Competence:

2. Knowledge about various cultures’ social practices and products
   • Students understand that products, practices, and interaction styles are different across cultures

Example: The importance of being “on time”

(Byram, 1997)
Intercultural Communicative Competence:

3. Interpretive and relational skills
   • Understanding the meaning of texts and interactions
   • Explaining texts and interactions to members of your own culture

(Byram, 1997)
Intercultural Communicative Competence:

4. Responsive and interactional skills
   • Continually acquiring new cultural information
   • Using this cultural knowledge to adapt in the moment

(Byram, 1997)
5. Critical cultural awareness

- Ability to critically evaluate cultural products and practices
- Ability and willingness to consider the reasons behind cultural similarities and differences

(Byram, 1997)
Levels of Cultural Awareness

- Global
- Community
- Personal
Personal Cultural Awareness

Understanding your own culture and how it has influenced you!
Activity Idea 1:  
Personal Cultural Awareness

CULTURE Brainstorm

• Write “CULTURE” on the board and ask students to brainstorm related words.
• Record all responses on the board.
• In groups, have students discuss, organize, and categorize the responses on the board.
• Share and discuss as a class.

Adapted from Chlopek (2008) – Available on the Ning
Activity Idea 2: Personal Cultural Awareness

Personal Cultural Iceberg

- Give students a blank iceberg template.
- In small groups, have students list elements of culture at each level.

Level 1: Surface culture
Level 2: Just below the surface
Level 3: Deep culture

Adapted from Frank (2013) – Available on the Ning
Activity Idea 3: Personal Cultural Awareness

The Question Game

• Students tell stories to a partner.
• The partner can only respond using questions.
Activity Idea 4: Personal Cultural Awareness

What’s Weird?

- Students read guidebooks about how to navigate their own culture.
- Possible source: wikitravel.org
- Follow-up: Ask students to create a brochure to help new visitors adjust to life in their community.
Community Cultural Awareness

Remember:
“Culture” does not always mean “Country”
Activity Idea 1: Community Cultural Awareness

Barnga

- Students play the game in small groups.
- Each group has different rules.
- After each round, students switch groups and must play by rules they don’t know.
- Find rules on the Ning or by googling “barnga.”
Activity Idea 2: Community Cultural Awareness

Changing Rules

• Ask students to invent alternatives for every day actions.
• Students present skits showing the new actions.
• The class guesses the meaning of the new actions.

Adapted from Chlopek (2008)
Activity Idea 3: Community Cultural Awareness

Ethnographic Observations

- Students go to a public place
- They write down descriptions of what they see.
- They try to avoid making cultural judgments in their descriptions.
Example: Ethnographic Observations

• Write a sentence describing what the people in this picture are doing.

  • Avoid making inferences – only write descriptive information.
  • Example:
    – NOT: “The boy’s team just scored a goal.”
    – BETTER: “The boy is raising his arms in a V-shape.”
Global Cultural Awareness

Most

All

Many

Some
Activity Idea 1: Global Cultural Awareness

Same Story, New Culture

- Read a text from another culture.
- Discuss how the story would be different if it had been set in your community.
Activity Idea 2: Global Cultural Awareness

Reading an Item

• Show students an authentic cultural item.
• Make a list of all the information you can learn from this item:
  – What is its purpose?
  – Who uses it?
  – When do they use it?
  – Etc....
Activity Idea 3: Global Cultural Awareness

Webquests

• Give students a list of cultural topics.
• Students investigate online and report to the class.
• Extension: Research different cities, regions, or countries.

Adapted from Frank (2013)
Activity Idea 4: Global Cultural Awareness

Student Exchanges
- Find another EFL teacher
- Start an E-mail exchange program

Connect on the Ning!
Activity Idea 5: Global Cultural Awareness

Questioning a Photo

• Show students a complex photo from another culture
• Generate a list of questions about the photo
• Use these questions to start discussion or do research
Write one to two questions about this photo.
Thanks, everyone!
See you on the Ning!

References


