

INTERCULTURAL LEARNING CHOOSING YOUR AIMS



OUTLINE

- Some types of intercultural learning and their aims
- The aims of intercultural learning – curriculum and materials
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- Clarifying the aims of intercultural learning activities

SOME TYPES OF INTERCULTURAL LEARNING AND THEIR AIMS

from Alliance Française website



Deutsch-israelisches Buchprojekt: Einzelschicksale,
die Geschichte erzählen

from Goethe Institut website



CULTURAL PATTERNS

- Greetings, body language, food, festivals
- Perceptions, beliefs, values
- From knowledge to awareness and skills

TEACHING CULTURE - ISSUES

- Stereotypes and essentialism

<http://www.geert-hofstede.com>

- Knowledge, skills and autonomous learning
- Deciding on your aims

INTERCULTURAL COMPETENCE – ONE MODEL

SKILLS/RUBEN

Display of respect

the individual indicates a deep respect for the worth of others as persons of high potential and worth

Empathy

the ability to 'put oneself in another's shoes'

Orientation to knowledge

the ability to view one's own knowledge and perceptions as personal and not universally valid

Tolerance for ambiguity

the ability to react to unexpected or ambiguous situations without excessive discomfort

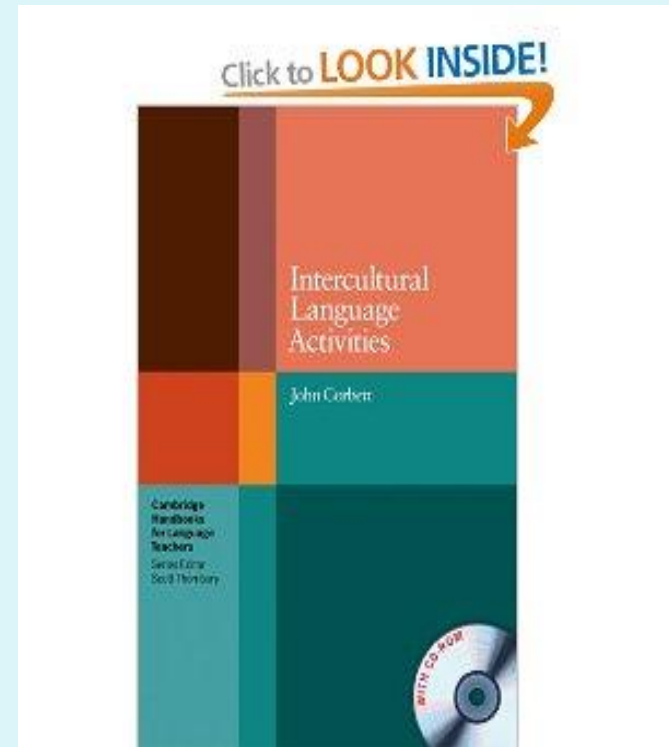
INTERCULTURAL COMPETENCE – ANOTHER MODEL – BENNETT/ATTITUDE

- Denial
- Defence
- Minimisation
- Acceptance
- Adaptation
- Integration

TEACHING INTERCULTURAL COMPETENCE - ISSUES

- Are models evolving sufficiently?
- Choosing/tailoring appropriate model – skills, personal transformation, humanistic
- Explicit and implicit intercultural learning

THE AIMS OF INTERCULTURAL LEARNING – CURRICULUM AND MATERIALS



NATIONAL CURRICULUM – KEY STAGE 3

Diversity: Many languages are spoken in more than one country and there may be significant cultural differences between these countries.

Other cultures: This could include different aspects of other cultures, such as everyday life, social customs, school life, festivals and events of national importance.

NATIONAL CURRICULUM – KEY STAGE 3

Intercultural understanding: Learning a new language provides unique opportunities for pupils to explore national identities and become aware of both similarities and contrasts between the cultures of different countries, including their own.

Different ways of seeing the world: These include religious beliefs, social customs, traditions, values, attitudes towards other countries and reactions to world events.

INTERCULTURAL ACTIVITIES – A TEACHER’S RESOURCE BOOK

Corbett, John (2010) Intercultural Language
Activities CUP

[http://www.amazon.co.uk/reader/0521741882?
encoding=UTF8&page=28#reader_0521741882](http://www.amazon.co.uk/reader/0521741882?encoding=UTF8&page=28#reader_0521741882)

Childhood – ‘Describing, contrasting, comparing
and evaluating physical space’

USING CORBETT - ISSUES

- Precision of aims/learning outcomes?
- Implicit or explicit intercultural learning - awareness raising or focused learning?
- Showing Intercultural Competence when comparing and evaluating?

CONCLUSIONS



CLARIFYING THE AIMS OF INTERCULTURAL LEARNING

- Implicit or explicit intercultural learning?
- What form/model of Intercultural Competence suits my context?
- What aims will maximise intercultural learning in this context?

GOING FURTHER ...

- 10 minute guide to intercultural learning and understanding in the classroom
<http://www.linksintolanguages.ac.uk/resources/1777>
- Developing the Intercultural Dimension in Language Teaching
http://www.coe.int/t/dg4/linguistic/source/guide_dimintercult_en.pdf
- Intercultural Communication Competence – the State of Knowledge
<http://data.cilt.org.uk/standards/donnareport.pdf>

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