

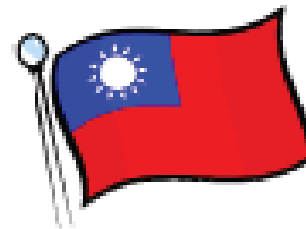
**bem-vindo**  
Portuguese

**benvenuto**  
Italian

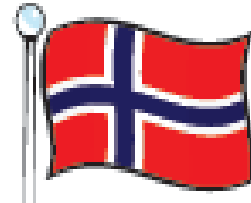
**добро пожаловать**  
Russian

**أهلا وسهلا**  
Arabic

**ကျေးဇူးတင်**  
Burmese



**WELCOME**



**willkommen**  
German

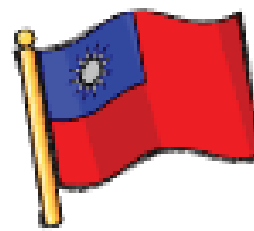
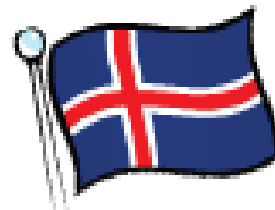
**欢迎**  
Chinese

**καλώς ορίσατε**  
Greek

**bienvenido**  
Spanish

**witaj**  
Polish

**hoş geldiniz**  
Turkish



**DEVELOPING AN  
AWARENESS OF CULTURE  
AND INTERCULTURAL  
UNDERSTANDING**

# ICE BREAKER



**TELL US WHICH SCHOOL YOU' RE FROM,  
YOUR NAME AND SOMETHING ABOUT YOUR  
NAME.**

# **Aims of the session**

- **to enable participants to reflect on their own views of culture**
- **to explore a definition of culture and introduce models of culture**
- **to reflect on cultural and social identities**
- **to explore intercultural understanding and the KS3 Languages Framework**

# Culture

Write a phrase or sentence to describe your understanding or definition of 'culture'.

# Culture

- A definition:

“The system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning”

Bates, DG., Plog, F., Cultural Anthropology. New York, McGraw-Hill, (1990)

# Culture

- A simple way of defining culture is:

“Culture is a system for differentiating between in-group and out group people”

# QUESTIONS TO ASK ABOUT /OF OUR LEARNERS

- What beliefs might pupils have about a country and nations where another language is spoken?
- Where do these beliefs come from?

**Learners do hold stereotypes about life and people.  
Some are negative stereotypes and caricatures -  
other may be positive (yet still caricatures)**

Teachers need to:

- have an awareness of how stereotypes arise
- have an awareness of how the process of categorizing of people functions in order to address stereotyping
- promote understanding of our own identities and how others see us and appreciate how they relate to each other
- → intercultural communicative competence

# Some implications for Social Identity Theory and Foreign Language Teaching

What are the aims of foreign language teaching and what is the task of the language teacher?

# There are a number of *aims* to FL teaching and learning:

- communication in a different language
- interaction with people who:
  - speak a different language
  - are from a different country
  - have a different culture
  - have different social identities
- how their values, beliefs and behaviour might be conditioned by certain social groups
- how they see themselves as citizens of a country

## **The *task* of the language teacher may include:**

- helping learners understand themselves and how they see others
- enabling learners to see how their perceptions are influenced by categorisation, simplifications and stereotyping
- helping learners to understand how they conform to other people's expectations and representations of themselves
- how they gain membership of certain social groups

# The KS2/3 Framework

The Key Stage 2 Framework for Languages

Ref: 1721-2005DCD-EN



# The KS2/3 Framework - Contents

	Foreword
1	Introduction
2	Using the Learning Objectives
3	Year Three
4	Year Four
5	Year Five
6	Year Six
7	Progression by strand

# The Strands of the KS2 Framework

- **3 Core Strands**
  - Oracy
  - Literacy
- **Intercultural Understanding**
  - **2 Cross-cutting strands**
  - Knowledge about language
- Language Learning Strategies

# The Strands of the KS3 Framework

- Listening and speaking
- Reading and writing
- Intercultural understanding
- Knowledge about language
- Language learning strategies

# Intercultural understanding

- Renewed Framework

- 3.1 Appreciating cultural diversity

- Y7: Investigating an aspect of everyday life and compare with their own, noting similarities and differences

- 3.2 Recognising different ways of seeing the world

- Y9: Explain predominant beliefs and values, showing awareness of perspectives that may differ from their own

# Accessing the Renewed Framework for Languages

[www.standards.dcsf.gov.uk/nationalstrategies/mfl](http://www.standards.dcsf.gov.uk/nationalstrategies/mfl)

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>

# Every day French school

<http://www.youtube.com/watch?v=1bDTG8Wc46M>