

Bringing intercultural awareness into the classroom

Daniel Tse (IH Milan and San Donato)

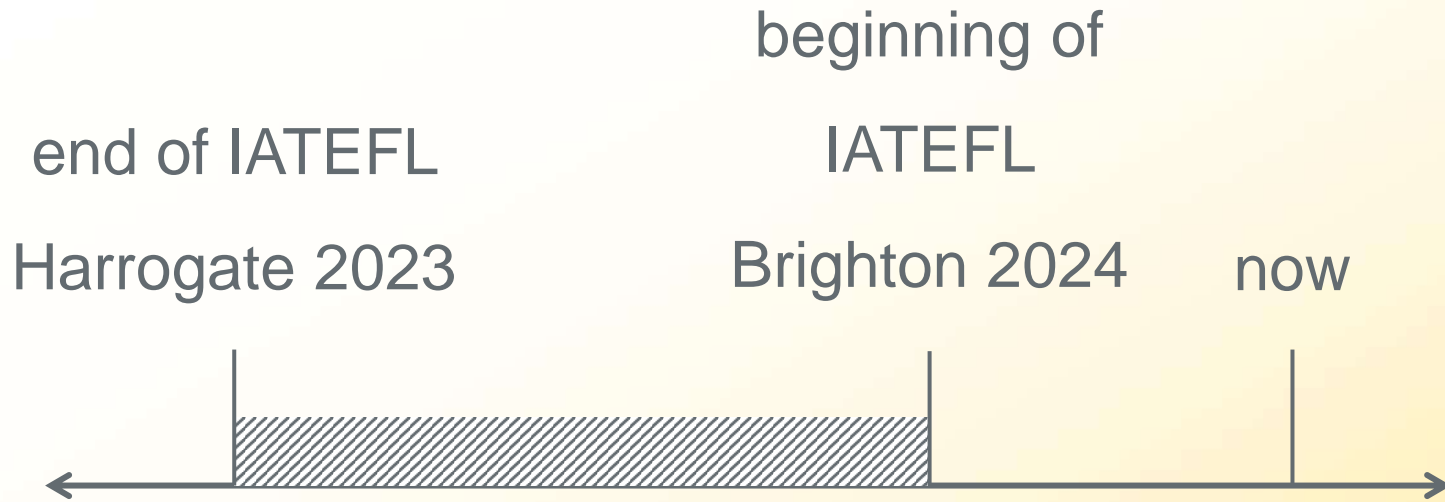
IATEFL Conference | Brighton 2024

16 April 2024



**International
House**
World Organisation

www.ihworld.com



Did you have conversations with people whose first language is **different** to yours?





› Intercultural awareness

- understanding how different cultures express meanings and values – Hofstede (2005: 1-37)
- applying appropriate value systems in real time communication – Baker (2011: 202)
- choosing informed communicative strategies



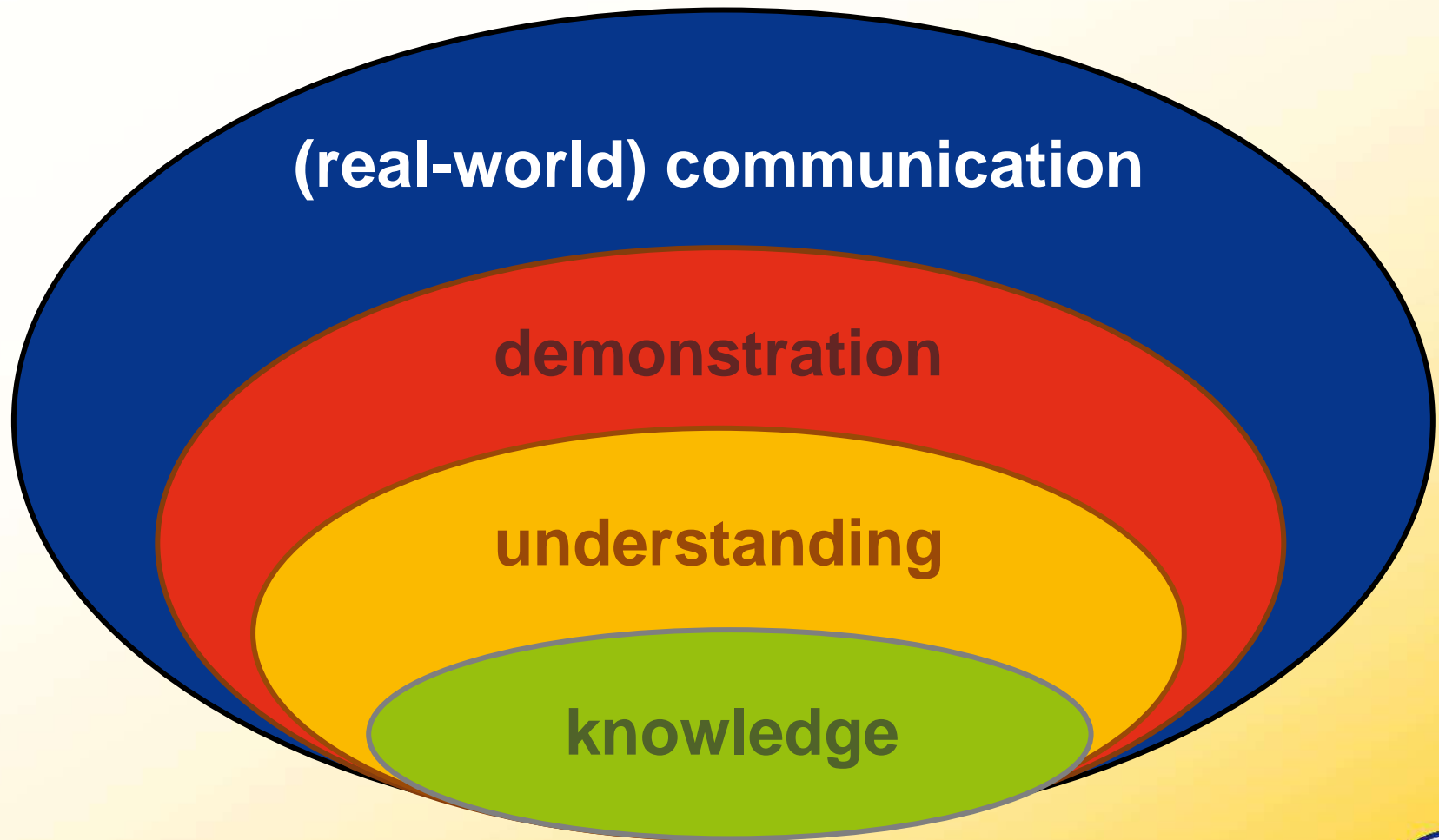


› Intercultural awareness

- more effective intercultural communication
 - increasingly connected world
- exposure to new ideas – beyond own culture
- comprehensive thinking skills



› Model for lesson aims/objectives



> #1 An A-Z of countries

brainstorming
countries (A2)

8 Wild world

READING

Power up

1 Match the continents (1-7) with the places on the map (A-G).

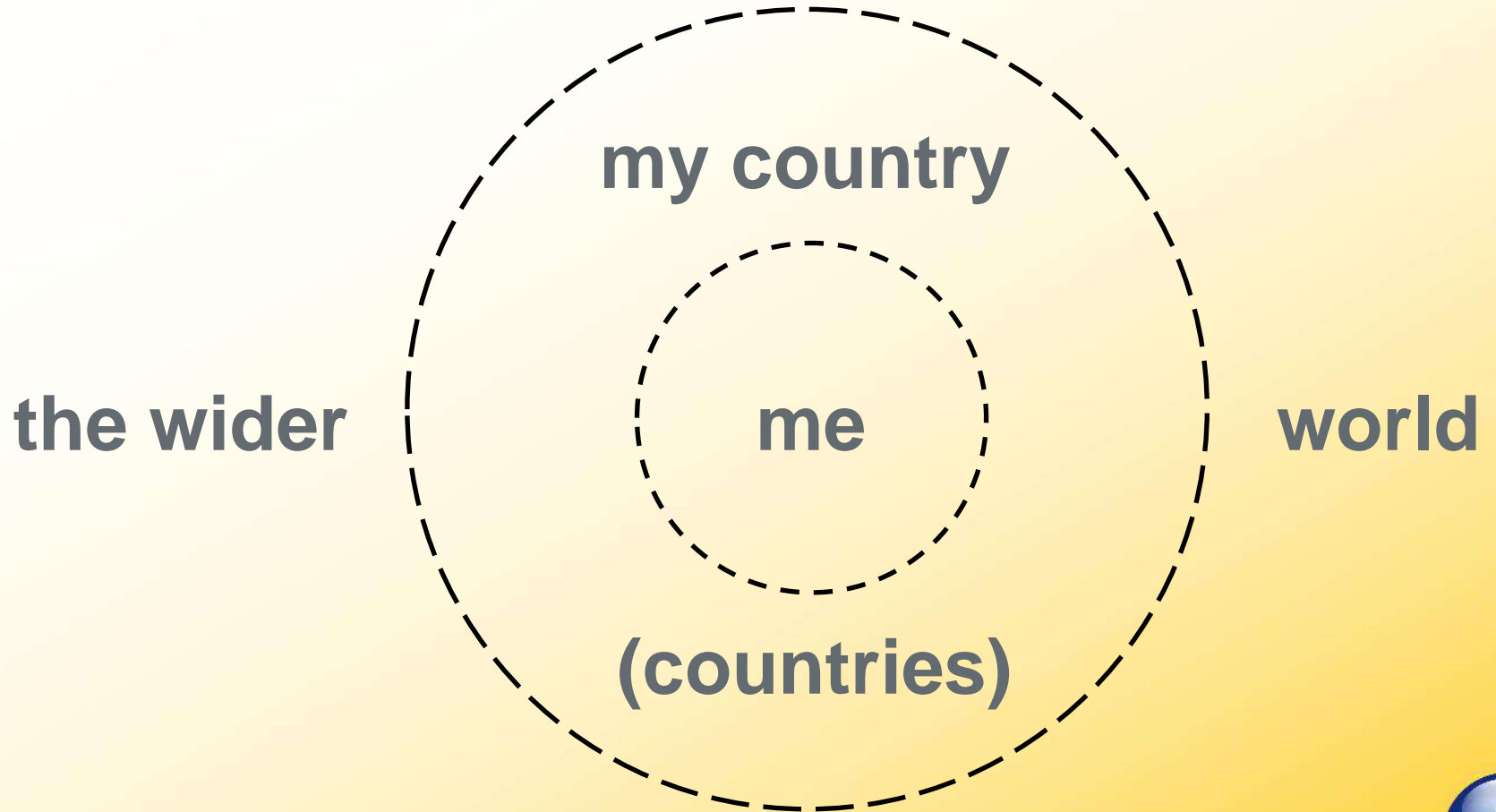
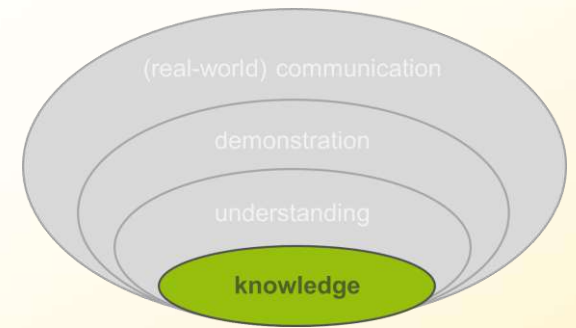
- 1 Africa
- 2 Antarctica
- 3 Asia
- 4 Australasia
- 5 Europe
- 6 North America
- 7 South America



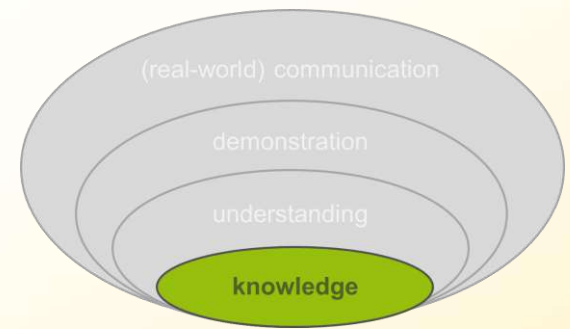
2 Work in groups. How many countries can you name that begin with letters of the alphabet? You get one point for each country!

A – Argentina, B – Belgium, C – ...

> #1 An A-Z of countries



> #1 An A-Z of countries



- extending grammar practice (e.g. Find someone who)
- exchanging authentic information

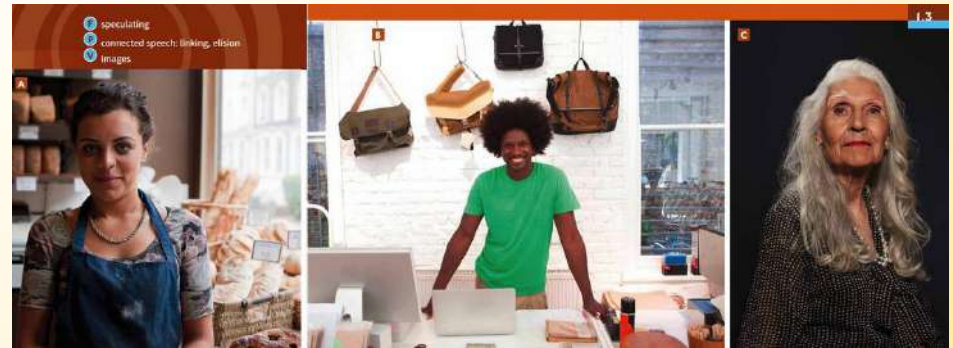
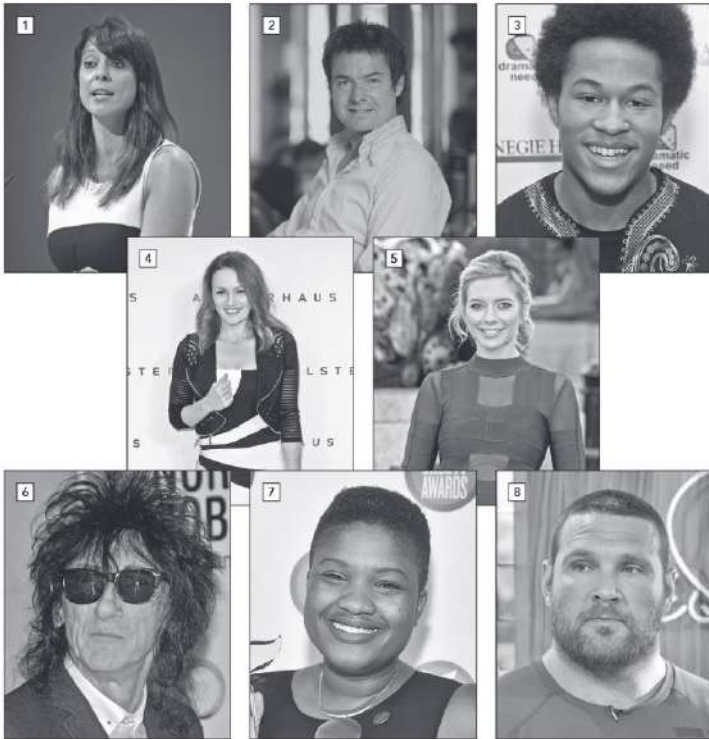
*Have you been to **Canada**?*

*In (this part of) **Italy**, we usually **eat** ...
most people **celebrate** ...*

> #2 Guess ...

modals of deduction (B1-B2) / speculating (B1 +)

6B COMMUNICATIVE Who do you think they might be?



↑ *Speakout (Advanced)*, 2nd ed. (Pearson, 2016)

← *English File (Intermediate)*, 4th ed.
(OUP, 2019)

> #2 Guess ...

- their occupation
- their nationality
- what they were/are famous for



A



B



C



D





› #2 **Guess ...**



Kalpana Chawla, astronaut
US American (United States)

first female American
of Indian descent to go to space





> #2 **Guess ...**



Sir Charles Kao, engineer

British (United Kingdom / Hong Kong)

pioneer of fibre optics

for high-speed broadband Internet





› #2 **Guess ...**



Sarah Masuch, actress
German (Germany)

‘Dr Iris Brooks’ in *Lindenstraße*,
German TV series (1985-2020)

> #2 Guess ...



Guy Scott, politician

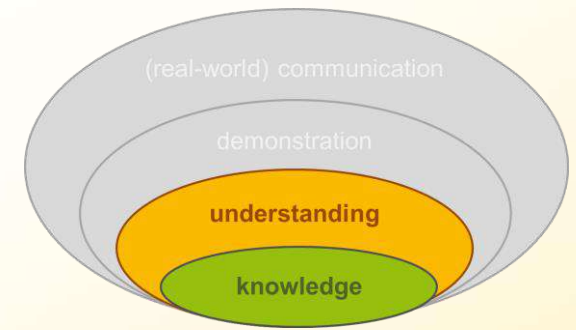
Zambian (Zambia)

Vice-President (2011-14)

Acting President (2014-15)



> #2 Guess ...



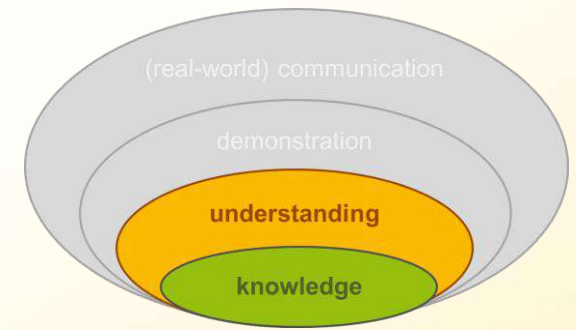
“Don't judge a book by its cover.”

> #3 Compare ...

Comparatives and superlatives

- 1 Look at the sentences and answer the questions.
 - 1 They make **quicker** decisions.
 - 2 They tend to see the **bigger** picture.
 - 3 You feel **happier** being behind the scenes.
 - 4 They feel **more comfortable** out of the spotlight.
 - 5 It's **better** to have a mix of people.
 - 6 The **loudest** students tend to dominate.
 - 7 Some of the **most creative** people in history have been introverts.
 - 8 They often work **more slowly** and **deliberately**.
 - 9 They tend to work **faster**.

> #3 Compare ...



- raising awareness in monocultural contexts
- **regional differences – research and report**
(post-task – **identify** one learning point)
- consider teacher and learner knowledge of target countries



› #4 Speaking: turn-taking

turn – ‘the basic unit of talk’ in a conversation

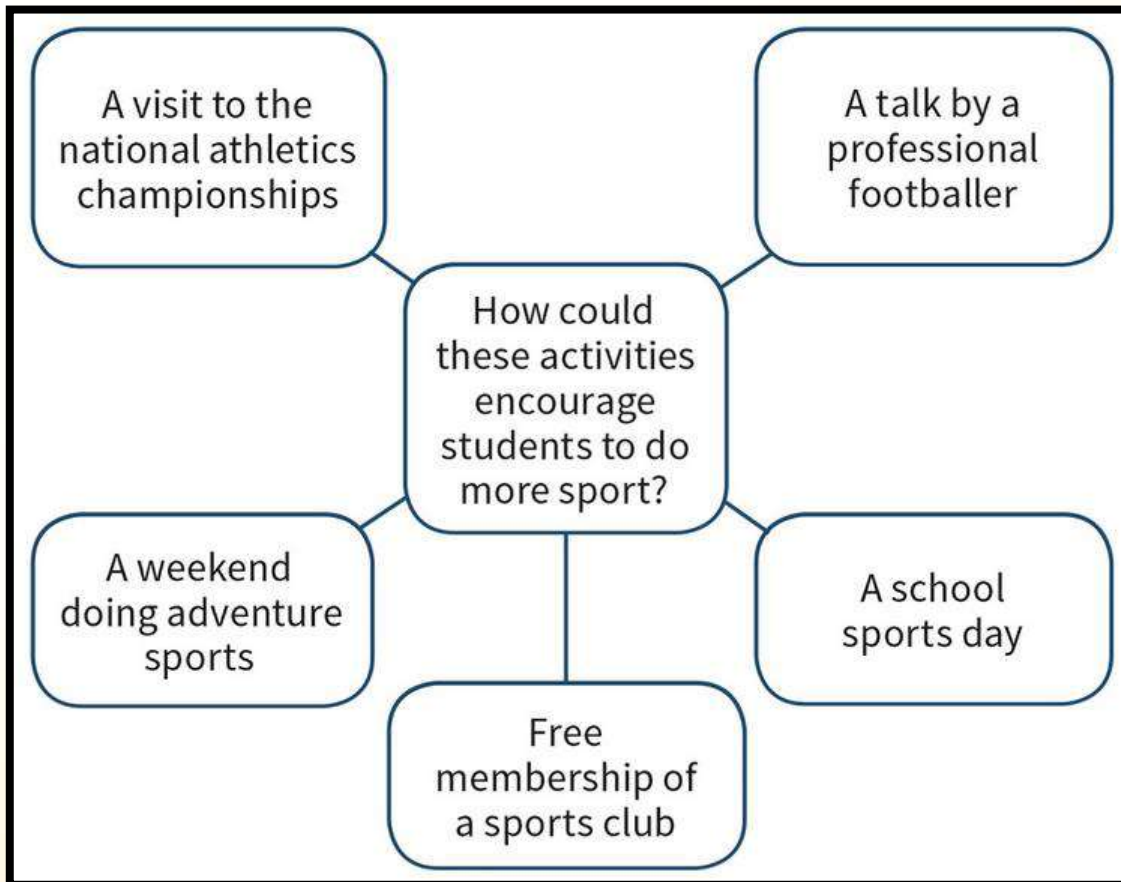
turn-taking – management of our turns

Thornbury (2017: 65)

- variations across cultures
- variations **within** the same (macro-)culture



#4 Speaking: turn-taking



Speaking Part 3
Page 117 Speaking task

When you discuss the first part of the task, you need to talk about all of the options, but you should make suggestions, ask your partner's opinion and respond to your partner's ideas.
When you discuss the second part of the task, it's not necessary to reach agreement, but you should discuss which option(s) to choose and give reasons for your choice(s).
Listen and respond to what your partner says. Don't be afraid to disagree politely. This can lead to a good discussion.

Now listen

1 Before you start this section, look at the work you did on Speaking Part 3 on pages 11-18. Work in pairs. Read the examiner's instructions and the speaking task below. Then take about two minutes to do the task in pairs.

Examiner: It'd like you to imagine that the head of your school is interested in getting students to do more sport. Here are some ideas. Talk to each other about how each of them might encourage students to do more sport.

yes	no

1 How listen to Miguel and Irene doing the speaking task from Exercise 1. Which of the things on the checklist in Exercise 2 did they do?

2 Listen to Miguel and Irene again, and then put the phrases in the box in the correct column in the table.

How do you think...? Well, perhaps...
Yes, and...
I imagine students would see...
Maybe, but... What about...?
I suppose that might be...
I suppose so, but...
Yes, I see what you mean.
That's a good point, and...
Do you really think...? That's true.
Yes, good idea. You're right. Yes, but...

suggesting ideas	asking your partner's opinion	agreeing	disagreeing



> #4 Speaking: turn-taking

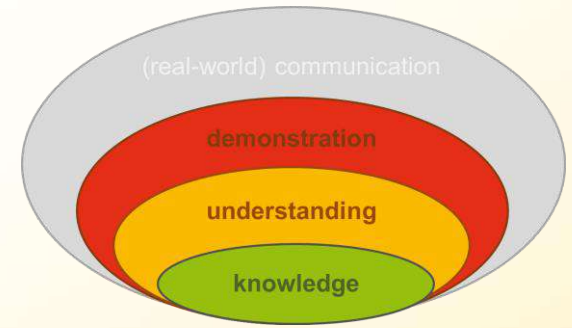
- 2 Look at this checklist. Which things did you do in your discussion?

		yes	no
1	Talk about all of the activities.		
2	Listen to each other and respond to what the other person says.		

4	Interrupt each other.		
5	One student tried to speak much more than the other.		

reflect and
compare
(‘notice the gap’)

#4 Speaking: turn-taking



understanding

demonstration



› #5 Writing: genres

- ‘a staged, [...], purposeful activity in which speakers engage as members of their culture’

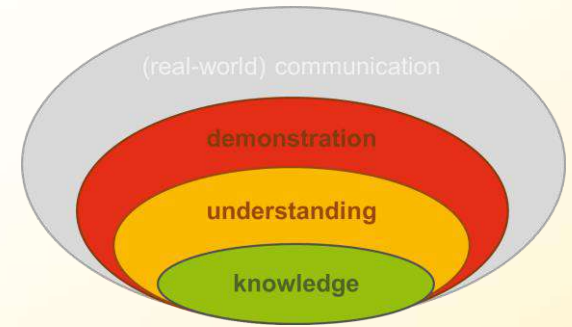
Martin (1984: 25)

- ‘communicative events, the members of which share communicative purposes recognised by [...] the parent discourse community’

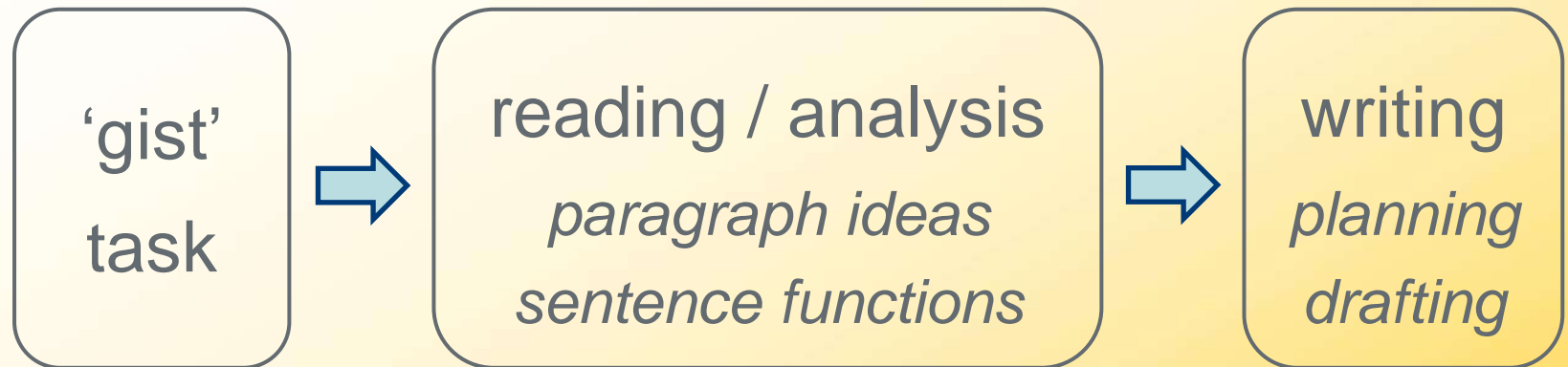
Swales (1990: 58)



#5 Writing: genres



- cultural conventions – how writers stage essays
- genre approach



understanding

demonstration



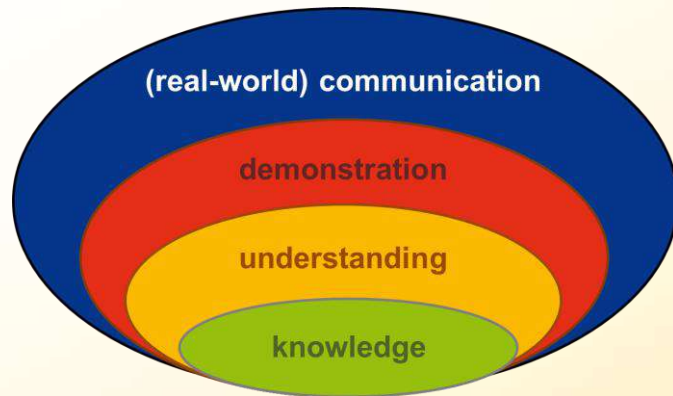
› Integrative approach

- grammar practice
(e.g. present perfect simple – past experiences,
modals of deduction – speculating,
comparative structures, etc.)
- skills practice
(e.g. Speaking skills – speculating, Writing skills, etc.)
- exam preparation tasks
(e.g. Speaking skills – turn taking)



> From awareness to communication

- **implicit** teaching – developing awareness
- awareness – underlies successful communication



- English language as a common currency
– connecting world cultures



› Bibliography

Baker, W. 'Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca' in *Language and Intercultural Communication, Vol. 11/3* (London: Taylor and Francis, 2011). 197-214.

Byram, M. *Teaching and Assessing Intercultural Communicative Competence*, 1st ed. (Philadelphia: Multilingual Matters, 1997). 31-55.

Hofstede, G. and Hofstede, G.J. *Cultures and Organisations: Software for the Mind* (New York: McGraw-Hill, 2005). 1-37.

Paltridge, B. 'Genre, text type, and the language learning classroom; in *ELT Journal, Vol. 50/3* (Oxford: Oxford University Press, 1996). 238.

– Martin J.R. 'Language, register and genre' in *Children writing: reader* (Geelong, Vic.: Deakin University Press, 1984). 25.

– Swales, J. *Genre Analysis*. (Cambridge: Cambridge University Press, 1990). 58.

Thornbury, S. *The New A to Z of ELT*. (London: Macmillan, 2017). 65.



Teaching
the world

to talk.



Daniel Tse (IH Milan and San Donato)



daniel.tse@ihmilano.it



Daniel Man-Hon Tse

www.ihworld.com