The intercultural speaker

Understanding Interculturality

The Nature of Language

1. Language:
- Official/national entity (e.g., English, French)
- Structural system (sounds, words, grammar)
- Social practice for meaning-making, identity, social goals
2. Usage varies among individuals, groups, contexts
3. Language represents self and relationships

The Nature of Culture

- Traditional view: Culture through literature, area studies
- Modern view: Culture is fluid, symbolic, created by social groups
- Culture helps interpret communication and is performed in context

Understanding Interculturality

- Interculturality is active engagement, not just knowledge
- Recognising our active role in diversity
- Acknowledging our enculturation
- Understanding personal reactions and implications for future interactions.

Active and Reflective Interculturality

- Critical approach to interpret language and culture
- Embrace multiple perspectives
- Central role of reflection: actions, responses, meanings
- Reflection helps understand consequences of new discoveries

Core Aspects of Intercultural Teaching

- Focus on the variety of human experiences across different languages and cultures

- Incorporation of language and culture in classroom communication activities.

Intercultural Teaching in Classroom

- Know and develop your assumptions about language, culture, learning
- Recognise culture as participative, not fixed/static
- Embrace language as social practice
- Every classroom is an opportunity for creating/learning about cultures

The Language Learner - Roles and Challenges

The Language Learner - Roles and Challenges

1- Learner's Role:
- Central in intercultural capabilities development
- Personal experiences influence engagement with others

2- Challenges:
- Encountering new language/culture
- Need to analyse experiences to foster understanding

1- Learner as an individual in education:
- Identified by abilities and progress towards a native speaker goal

2- Learner as language user:
- Uses language repertoire for communication
- Rights to self-expression
- Interacts interculturally, not as a native speaker

3- Learner as a person:
- Unique personality, identity, relationship with languages, and cultures

Meaning-making	Interpretation
- Understand how language and culture shape it - Communication is negotiation of meanings - Use of resources from language and culture for creating meanings	- Process of understanding others' different thoughts, ideas - Based on 'foreunderstandings' from previous experiences - Creates shared understanding from individual starting points

The Language Experience - Interaction and Learning
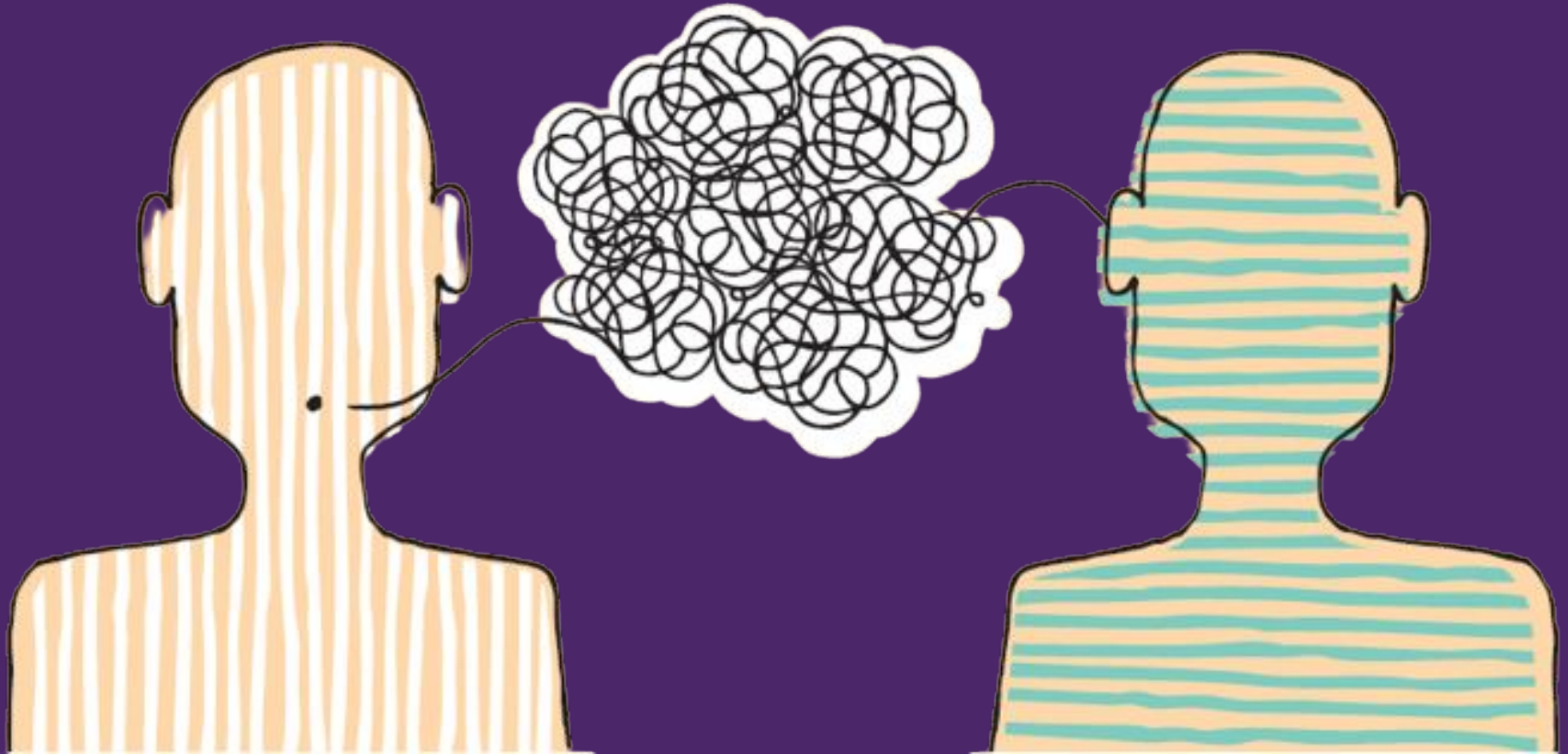
The Language Experience – Interaction and Learning

- Using language as experience/interaction: Influences self-presentation, perception, and ideas Focus on meaning-making and interpretation

- Features of language learning experiences: Personal, reflective, and interactive dimensions Objective is to form coherent understandings

Development of Experiences and Use of Collections

- Developing interactions and experiences: Consider purpose, context, process, product, and reflection

- Using collections to create experiences: Various texts (writing, video, music, image, etc.) aid language experiences Enables discovery of cultural phenomena and variation in cultural practices

Resources for Learning and their adaptation

Selection and Adaptation of Resources:

- Authentic instances within target cultural framing

- Consider recency, relevance, accessibility, and diversity

- Potential adaptation for classroom use (additional language support, information, scaffolding)

Evaluating resources and using them critically:

- Consider possibilities for interaction, reflection, and responsibility
- Awareness of underlying values and theories in resources
- Avoid cultural reductionism and relativism in language learning materials

Contextual Planning

- Importance of planning language programmes
- as a response to the teaching context.
- Factors such as teacher, school, students, community, language and culture, and their relationship to language and culture are significant.
- Emphasising the learner's perspective in intercultural learning.

Traditional vs Intercultural Planning

- Outlining traditional planning approach - episodic, code-driven, activity-based, and focus on accuracy/fluency.
- Understanding intercultural planning - longitudinal, concept-driven, focused on learners' takeaways, progress in concept development, and complexity in language.

Conceptual Teaching and Planning

Conceptual Teaching and Planning

- Highlighting conceptual teaching, focusing on personal meaning making.
- Illustrating how conceptually driven planning includes cultural content, topic, experiences & interactions, grammar, vocabulary, and resources.
- Detailing how concepts can be ideas or questions addressed through language learning.

Comparison of Conceptually-Based and Traditional Planning

- Transitioning from description to conception, highlighting the shift in teaching methods.
- Outlining the qualities of concepts – abstract, unbounded, connected, and transferable.
- An example of conceptual language learning (i.e., food – moving from simple description to the concept of nutrition).

Implementing Conceptual Planning

- Demonstrating how to integrate other elements into conceptually-based planning.
- Discussing the significance of topics and experiences & interactions in conceptually based planning.
- Highlighting the importance of language dimensions and cultural content in planning.
- Suggesting considerations for choosing texts and resources, and the importance of making connections at global, local, and personal levels.

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Thank you!

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