Exploring intercultural language teaching and learning
This module has three main sections:

- **Section 1**: an overview of principles for intercultural language teaching and learning. This section is designed for all participants.
- **Section 2**: development of understanding of intercultural language teaching and learning. This section includes two versions, which ideally should run in parallel.
  - **Section 2A** is designed for teachers who are new to intercultural language teaching and learning.
  - **Section 2B** is designed for teachers with experience in intercultural language teaching and learning.
- **Section 3**: investigating interaction in the classroom. This section is designed for all participants. The two groups from Section 2 come together as one group.

**Section 1**
The session focuses on five overarching principles of intercultural language learning:

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

(See Liddicoat, Papademetre, Scarino, & Kohler, 2003)

**Session objectives**

*In this session you will:
- explore principles for intercultural language teaching and learning;
- explore key ideas in intercultural language teaching and learning;
- consider your practice in the light of intercultural language teaching and learning principles (experienced teachers).*
Module 2: Exploring intercultural language teaching and learning

Overview
This module moves from understanding ‘interculturality’ to looking at applications in the classroom.

The module begins by examining some overarching principles for intercultural language teaching and learning that were developed by Liddicoat, Papademetre, Scarino, and Kohler in 2003:

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

The module then provides teachers with different activities for those who are new to intercultural language teaching and learning and for those who are familiar with intercultural language teaching and learning.

The activities for teachers who are new to intercultural language teaching and learning involve a facilitator presentation of some key ideas, followed by a group discussion about these ideas.

The activities for teachers with experience in intercultural language teaching and learning involve reflecting on experiences in their teaching and exploring these experiences in the light of the principles discussed in the earlier activity.

Objectives
In this module you will:

- explore principles for intercultural language teaching and learning;
- explore key ideas in intercultural language teaching and learning;
- consider own practice in the light of intercultural language teaching and learning principles (experienced teachers).
Section 1

Small-group Task 1

Form at least five groups.
Assign each group a principle for discussion.

Small-group Task 2

Arrange the groups into new groups of at least five people, so that each new group has at least one person who has worked with each principle.

The presenter’s notes on the following pages highlight suggested issues for presenters to draw on in these two tasks.
# Section 1

**Key Ideas/Learning**

*Understanding intercultural language teaching and learning*

<table>
<thead>
<tr>
<th>Interaction tasks/questions</th>
<th>Supporting Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small-group Task 1</strong></td>
<td></td>
</tr>
<tr>
<td>Read the principles in groups (five groups if possible, e.g. one group per principle).</td>
<td>PowerPoint slide 2.3, Principles (on following pages)</td>
</tr>
<tr>
<td>Read the principle for your group. Examine what it means to you and the implications for languages (teachers and students).</td>
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</tr>
<tr>
<td>Write a summary or explanation of your understanding of the principle and its implications.</td>
<td>Anticipated time: 15 minutes</td>
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</table>

| **Small-group Task 2**      |                      |
| Move into new groups of at least five people, so that each group contains at least one person for each of the principles, and consider the set of five principles overall. | PowerPoint slide 2.4 |
| What do these mean for your own orientation towards language teaching and learning and what we are trying to achieve with students? (You may wish to consider, for example, how your language with students may change.) | |
| How does an intercultural perspective influence the goals of language learning? | Anticipated time: 15 minutes |

| **Whole-group discussion of the five principles** | (45 mins) |
| Anticipated time: 15 minutes | |
PRESENTER’S NOTES

Active construction
Some key elements relating to this principle that can be highlighted through discussion:

• Teachers do not transmit information about the culture directly, but provide opportunities for students to see the culture through meaningful language in context.
• Learners construct knowledge for themselves by engaging with language.
• Teachers support students learning by providing diverse experiences of language and culture and by asking questions that encourage learners to seek their own answers.
• Learning is personal.
**Principles of intercultural language learning**

*(Adapted from Liddicoat, Papademetre, Scarino, & Kohler, 2003)*

**Active construction**

Active construction involves learners using language purposefully in a range of tasks in which they discover and create meaning. In intercultural learning this is especially important as when we are socialised into our first language and culture, we do not do this by learning rules, but rather from creating our own understanding of how people see and communicate about the physical and social world. In learning a new culture, we also need to develop ways of coming to understand and work with linguistic and cultural diversity. It is not possible to learn to be intercultural by absorbing a body of knowledge, because being intercultural is a way of thinking, acting, and responding to people and situations. To be intercultural, language learners have to be able to create meaning and understanding for themselves. In languages learning, teachers facilitate this by providing opportunities for learners to find their own solutions to issues of communicating with people from different cultural backgrounds and using texts produced by them. They also provide opportunities for learners to work towards understanding the significance and meaning of others’ communication in another language. Through being involved in the active construction of their own knowledge of the world, learners develop personal ways of responding to linguistic and cultural difference.

Active construction also involves learners in exploring the culturally conditioned nature of human behaviour. It seeks to develop an awareness and understanding of the ways in which our own language and culture shape our actions, thoughts, and perceptions, and recognising that when we communicate we bring to every interaction our existing assumptions, expectations, values, personalities, and histories, and that the same is true for those with whom we communicate. In communicating with others, what we bring to the interaction is often changed, challenged, or reinforced as a result of our engagement with what others bring, and they too are changed by us. When we come to recognise the ways in which we are affected by our own experiences of language(s) and culture(s), we can more readily come to understand how others’ experiences of different languages and cultures affect them.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning involves the purposeful and active construction of knowledge within a sociocultural context of use.</td>
<td>Exploring language and culture through active engagement. Developing a personal, multi-perspective intercultural space.</td>
</tr>
<tr>
<td>Learners:</td>
<td>• use language purposefully in a range of tasks in which they discover and impose meaning in interaction with people, texts, and technologies.</td>
</tr>
<tr>
<td>Teachers:</td>
<td>• develop personal ways of responding to linguistic and cultural difference.</td>
</tr>
<tr>
<td></td>
<td>• explore the culturally conditioned nature of human behaviour.</td>
</tr>
<tr>
<td></td>
<td>• support students in making connections in their learning.</td>
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<tr>
<td></td>
<td>• encourage interaction with peers and others.</td>
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<tr>
<td></td>
<td>• encourage ‘noticing’.</td>
</tr>
<tr>
<td></td>
<td>• give time for formulating questions, observing, discovering, discussing, experimenting.</td>
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<tr>
<td></td>
<td>• select/design tasks that stimulate student interest and extend their thinking about language and culture.</td>
</tr>
</tbody>
</table>
Making connections
Some key elements relating to this principle that can be highlighted through discussion:

• Learning does not happen in a vacuum.
• It is important to create links between existing knowledge and new knowledge.
• There is a role for, and a need to focus on, both the learners’ own culture(s) and the culture(s) being learnt.
• Learning is not learning about others, but learning about oneself in relation to others.
• Teachers can support this by providing language experiences with which students can connect and by using questions to encourage learners to create their own connections.
Principles (cont’d)

Making connections

Learning about another culture does not happen in a vacuum. Every time people encounter something new, they begin by trying to associate it with what they already know. When we encounter a new culture it may not fit with what we already know, and it challenges our way of seeing the world. If an experience does not fit with our existing knowledge and understanding of the world, we may reject the experience or we may try to make sense of it by comparing it to what we already know and by developing new insights into the world. Every learner comes to the classroom knowing how to function within one language and culture (and often more than one) and this shapes their perceptions, values, and attitudes towards others, but also provides a starting-point to come to understand and value another language and culture. This learning is strongest when it takes the form of establishing relationships between one’s own language and culture and the new language and culture one encounters. Learners therefore need opportunities to explore similarities and differences and to come to understand how these relate to people’s lives. Once learners have begun to experience another culture, they need to build on their prior learning by making new connections between what they have already learnt and what they encounter for the first time. Such connections build ways of deepening and enriching understanding of a new language and culture as well as of one’s own and create new opportunities for learning.

Making connections also involves understanding that it is not only others who are culturally variable or different, but that we each also have a variable linguistic and cultural identity that we draw on and display in interaction. Our own sense of being a member of a culture is an engagement with the diversity that exists within our own cultural groups, whether that is our family, our community, our country, or any other grouping. Coming to recognise one’s place in a culturally diverse world means recognising and understanding that diversity is fundamental to human experience and that people from diverse societies need to be seen and understood as individuals.

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<thead>
<tr>
<th>Application to languages</th>
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</thead>
<tbody>
<tr>
<td>Learning is based on previous knowledge and requires challenges to initial conceptions that learners bring; the challenges lead to new insights that require learners to make connections, reorganise, and extend their existing framework of knowledge in an ongoing manner.</td>
<td>Comparing languages and cultures and drawing connections and building the relevant bridges between home and the target language and culture. Comparing existing knowledge of language and culture against new input.</td>
</tr>
<tr>
<td>Learners: • develop ways to re-think their initial conceptions, to transform themselves (identity) and their knowledge. • combine learning of language and culture with learning across the curriculum. • develop a growing understanding of language, culture, and values and their interdependence. Teachers: • begin tasks with understanding that learners bring from home or their local community; draw upon the diversity of their learners. • provide scaffolding through interactive questioning, instruction, resources, technologies. • offer alternative explanations. • encourage learners to observe, predict, compare, explain, integrate, enquire. • encourage interaction and connections across texts and contexts. • show how bridges are made.</td>
<td></td>
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</table>
Social interaction
Some key elements relating to this principle that can be highlighted through discussion:

• Interacting with others is an important part of learning.
• Learning involves knowing how to express ideas and interpretations and how to understand and respond to those of others.
• Collective knowledge can be used to develop interpretations and discussions.
• Interaction allows opportunities for learners to bring their own perspectives and observations to the task of learning.
• Interaction allows opportunities for learners to act on and think about their learning in communicating with others.
**Principles (cont’d)**

**Social interaction**

Social interaction is fundamental to human life. Language is used primarily to communicate with others: to create and communicate our own personal meanings and to discover and negotiate new meanings with one’s interlocutor. Social interaction takes many forms. Most commonly it is thought of as spoken communication; however, written and technologically mediated communication are also interactive. Reading is an exchange of meanings between a reader and writer, both of whom bring to their communication personal, cultural, and linguistic values, goals, and preferences. Whether communication is written or spoken, it involves a social act of discovering, negotiating, and creating meaning through language in its unique social context. When we communicate with people from other cultures who also speak other languages, we interact in a context in which we are constantly exposed to the possibility of encountering the new and unexpected. Our understanding of others is not something that is given in advance, but has to be created in every exchange of meaningful language. In engaging in intercultural social interaction, we need to engage with meanings created in contexts that are not our own, within a linguistic and cultural framework that is not our own. This involves us in the interactive process of interpretation in which we seek to discover the meanings that lie behind the words and to express meanings of our own in a different conceptual and linguistic system.

Learning is social and interpersonal, not just individual and interpersonal. We learn through engagement with others and with their ideas and attitudes. Social interaction gives us a resource for developing our learning as we collaboratively construct meanings based on different experiences or understandings of similar events. Engagement in interactions involving diversity allows learners to participate in diversity and to construct more complex understandings of the nature of diversity.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
</tr>
</thead>
</table>
| **Learning is social and interactive** | **Learners:**  
Communicating across linguistic and cultural boundaries and recognising them as boundaries and why they are constructed. 
Communicating about linguistic and cultural difference and similarity.  
Engaging with new conceptual systems through language. 
Expressing culturally contexted meanings.  

**Teachers:**  
- promote social involvement of all learners.  
- value and promote discussion, thinking, inquiry, experimentation.  
- listen to and build upon student responses.  
- guide conversation to include learners’ views, judgments, rationales.  
- draw upon multiple ideas, knowledge, beliefs, values, behaviours. |
PRESENTER’S NOTES

Reflection
Some key elements relating to this principle that can be highlighted through discussion:

- Reflection in intercultural language learning needs to go beyond questions of ‘what’ (What did I see? What did I think? What did I feel?, etc.) and explore questions of ‘why’ and ‘how’ (How did I interpret the writer’s/speaker’s meaning? Why did I interpret this event/text in this way? How was the meaning different from what I expected? How did I respond and why? etc.).
- Intercultural learning is personal — it involves a need to work out one’s own perspectives, ideas, and responses.
- Learning is not simply knowing — it involves analysing, thinking, and interpreting.
## Principles (cont'd)

### Reflection

The intercultural individual reflects on experiences of diversity in positive ways, seeking to understand what meanings are being created and what possible alternative meanings could be available. Learning to be intercultural involves learning how to reflect on experiences of linguistic and cultural diversity in communication in order to understand how they transpire. This involves recognising that only by understanding and monitoring our own linguistic and cultural identities and practices can we engage with different ways of knowing, and reflect sensitively and critically on successes, failures, uncertainties, and future developments in interacting with others. To be interculturally aware, we need to come to see ourselves from both within our own linguistic and cultural identity and also to have insight into how what we see as familiar can become strange when viewed from a different perspective and that both views have value. We also need to reflect on how we respond to differences and how we engage with the linguistic/cultural practices of others and the consequences our ways of engagement have for us socially and interpersonally.

<table>
<thead>
<tr>
<th>Application to languages</th>
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<tbody>
<tr>
<td>Learning involves becoming aware of the processes underlying thinking, knowing, and learning through conscious awareness and reflection.</td>
<td>Reflecting on linguistic and cultural differences and similarities, and questioning the dichotomy. Reflecting on own intercultural behaviour. Articulating the multiple dimensions of own intercultural space.</td>
</tr>
<tr>
<td>Learners:</td>
<td>• reflect critically on language, culture, knowing, and learning. • develop the capability to reflect upon and engage with difference, developing ways of modifying behaviour. • monitor own production and the effects of own production on others. • question stereotypes. • develop a metalanguage for discussing the relationship between language and culture. • understand the need for that development. Teachers:</td>
</tr>
</tbody>
</table>
PRESENTER’S NOTES

Responsibility
Some key elements relating to this principle that can be highlighted through discussion:

• Taking responsibility for one’s own actions, attitudes, and responses.
• Recognising one’s own role in communication and the importance and effect that one’s own language and behaviour have and acting accordingly.
• Recognising the validity of other perspectives and acting accordingly.
• Recognising one’s own learning needs.
Principles (cont’d)

Responsibility

Communicating interculturally involves developing an ethical stance that recognises we and others have identities which are linguistically and culturally variable, and that this implies a responsibility to respect and seek to develop sensitivity towards multiple perspectives and needs. In communicating we need to accept the responsibility to contribute to the success of our interactions, in whichever language we use, and to do this in a way that accepts the diversity that we encounter. We need to take responsibility for being intercultural individuals who have the capacity to engage with diversity and actively seek to discover the ways in which our communication is shaped and constructed by our cultural backgrounds, and how the cultural backgrounds of others shape and construct their communication.

<table>
<thead>
<tr>
<th>Application to languages</th>
<th>Elaboration</th>
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<tbody>
<tr>
<td>Learning depends on learners’ attitudes and disposition towards learning.</td>
<td>Accepting responsibility for contributing to successful communication across languages and cultures. Accepting responsibility for developing an intercultural perspective.</td>
</tr>
<tr>
<td>Learners:</td>
<td>• seek and respond to feedback on their own learning. • take responsibility for their own learning. • show willingness to interact with people from other languages and cultures. • develop awareness of the validity of other value and conceptual systems. • recognise the need to decentre from own cultural perspective. • understand the naturalness of multiple perspectives.</td>
</tr>
<tr>
<td>Teachers:</td>
<td>• support the setting of personal goals. • foster engagement with difference. • foster awareness of reductionism. • foster cooperative learning. • develop awareness of the ethical uses of knowledge. • encourage self-monitoring and self-assessment. • demonstrate understanding through personal attitudes and behaviours.</td>
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Section 2A

This session is designed for teachers who are new to intercultural language teaching and learning. It consists of a presentation and a small-group discussion.

Key Ideas/Learning

**Teaching and learning for intercultural language learning**

<table>
<thead>
<tr>
<th>Facilitator presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator talks through some key issues around the practice of teaching and learning languages from an intercultural perspective. The presentation introduces some key ideas to which teachers need to respond in developing their own practice.</td>
</tr>
<tr>
<td>The presentation will examine some commonly used practices for intercultural language teaching and learning:</td>
</tr>
<tr>
<td>• Noticing</td>
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<tr>
<td>• Comparing</td>
</tr>
<tr>
<td>• Reflecting</td>
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<tr>
<td>• Interacting.</td>
</tr>
<tr>
<td>The presentation will also look at how teaching and learning practice in intercultural classrooms differs from other ways of undertaking language teaching and learning.</td>
</tr>
</tbody>
</table>

Anticipated time: 30 minutes

PowerPoint slides

2.5 & 2.6

PowerPoint slides

2.7 to 2.14

(30 mins)
This presentation introduces some of the main elements of an intercultural stance on teaching and learning languages.

The principles from the previous session are general principles that work as a starting-point for an intercultural perspective in language teaching and learning.

These principles need to be translated into classroom practices which support intercultural learning. This session is designed to explore some possible practices.

One way of approaching teaching and learning is as a cycle of noticing, comparing, reflecting, and interacting. These don’t ensure an intercultural approach: that depends on what is being noticed, compared, etc. However, these processes themselves are important to learning how to learn about language and culture. This isn’t a linear process, but rather one that intercultural learners experience continuously as they develop greater complexity of understanding.

Noticing aspects of linguistic and cultural similarity and difference is an important first step in developing learning. When experiencing something new, learners need to examine the new information in their own terms and seek to understand what it is they are experiencing. This noticing is not a single perspective but has multiple entry points. Teachers’ questions are important in helping students to develop the sophistication of their noticing.
Comparing similarities and differences to one's own language and culture or to earlier aspects of learning about the new language and culture is central to developing intercultural understanding. When teaching interculturally, we are talking about the context in which language is used. Context is variable and this means that a simple language task set in a particular context can be enriched by comparison with further contexts.

Reflecting is important for intercultural learning and needs to be deep and sustained. Reflection is not simply a question of thinking through how an activity went. It is important to understand why and how ideas, reactions, etc. were shaped and understood. It is also important for reflection to encourage learners to see language and culture from multiple perspectives and to find personal solutions to questions that arise.

Interaction involves moving from being an analyst of diversity to being a participant in diversity. Being intercultural is not simply a case of knowing about diversity, it involves engaging with it in communication and in social relationships. This means that learners need to communicate using their linguistic and cultural knowledge and about their linguistic and cultural knowledge, shaping new messages for new audiences in new contexts. Learning additional languages involves experiencing different ways of making meaning — of naming experience, constituting ‘truths’, creating relationships; and the goal is how to make this ‘experiencing’ actually ‘doing’ as opposed to ‘noticing’.
Praxis is a term to include both practice and theory, and implies the application of theory in practice. Because intercultural language teaching and learning is a personal, principled stance, it is important for teachers to be engaged with theory as well as practice, as theory informs personal principles and approaches to teaching. Using theory is not a simple application of others’ ideas, but an adaptation of ideas to specific contexts with specific characteristics.

Some of the differences in intercultural language teaching and learning include a shift from concern with ‘covering’ a body of content to a stronger focus on learning how to learn in and beyond the classroom. It also requires a more active role for learners as makers of knowledge rather than being recipients of knowledge from the teacher. Teachers’ expertise lies not so much in what they know about the language and culture, but how they construct opportunities for learners to learn about language and culture for themselves. Some time needs to be provided in less structured and personal ways for individual learners to reflect on their experiences.

To be an intercultural teacher involves self-awareness. Each teacher brings to the class his/her whole person values, beliefs, experiences, and knowledge. Moreover, the teacher plays an important role in constructing ideas and attitudes about other languages and cultures for his/her learners. Intercultural learning also involves dealing with both knowledge in the form of facts, information, etc., and also more subjective ways of knowing, including attitudes, emotions, and values. Much time is spent in learning to be intercultural in investigating who we are as learners and how our understanding of who we are influences what we do and say.
Small-group Task

**Group reflection**

This task is designed to allow teachers to develop a more personal understanding of the material covered in the lecture.

Key points that may come up in discussion include:

- The importance of having a particular view of why culture teaching and learning is important in language teaching and learning.
- The need to develop new insights into oneself as a teacher and intercultural actor.
- Changing people’s worldview is important in language teaching and learning.
- The need to think differently about language and culture is necessary not just to do different things.
- The goals of language teaching and change.
- What we do is influenced fundamentally by who we are and who we are teaching.
**Small-group task: group reflection**

Participants develop their understanding of intercultural language teaching and learning practice by reflecting on the following two quotes.

*Intercultural language teaching and learning:*
- *is about BEING a different language teacher (Claire Kramsch)*
- *is a highly personal, social and political act (Chantal Crozet).*

In groups, participants discuss the following question:

_In light of the discussion so far of intercultural language teaching and learning, what do you understand these two ideas to mean?_

Anticipated time: 10 minutes

At the end of the task the facilitator collects ideas and notes them on the whiteboard.

Anticipated time: 10 minutes

**Individual reflection**

Use the reflection sheet to record your own observations.

Anticipated time: 10 minutes

(30 mins)
Section 2B
This session is intended for teachers who have had a significant experience of intercultural language teaching and learning.

Key Ideas/Learning
Understanding intercultural language teaching and learning

Small-group Task 1
The aim of the session is to give teachers an opportunity to share and reflect on their own experiences as a way of developing and reinforcing their work in intercultural language teaching and learning.

The discussion here will vary greatly according to individual experiences. The following are some possible dimensions:

- classroom interaction
- the role of the teacher
- the role of the students
- the types of materials used
- the types of tasks used
- the sequencing of lessons
- the types of support needed/given
- the types of learning that occurred
- use of English and the target language.

The important things to focus on in discussion are how people’s practices have changed in coming to teach from an intercultural perspective. In group discussion these are the things to note on the whiteboard and to draw on in the second group task.

Other things to note are perceptions of changes among students, especially in terms of attitudes, engagement, the types of things students did and/or said, the types of learning that were observed, etc.
## Section 2B

**Key Ideas/Learning**  
*Understanding intercultural language teaching and learning*

<table>
<thead>
<tr>
<th>Small-group Task 1</th>
<th>Anticipated time: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share with others your experiences of using intercultural language teaching and learning in your classroom. Discuss how the implementation of intercultural language teaching and learning has changed your practice. How did your students change as a result of your changes? Compile a list in each group of the types of changes you noticed in your practice.</td>
<td>PowerPoint slide 2.16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole-group discussion</th>
<th>Anticipated time: 10 minutes</th>
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</thead>
<tbody>
<tr>
<td>Share lists of changes in practice: facilitator groups ideas.</td>
<td>Whiteboard</td>
</tr>
</tbody>
</table>
PRESENTER’S NOTES

Section 2B
This session is intended for teachers who have had a significant experience of intercultural language teaching and learning.

Key Ideas/Learning

Understanding intercultural language teaching and learning (cont’d)

Small-group Task 2
The aim of the session is to focus more on teaching and learning and bring experiences in practice into relationship with theory and principles.

Small-group task

Examine the list of practices compiled in the whole-group discussion in the light of the principle allocated to them.
How do these practices reflect the principle you are working with?

The discussion here is designed to focus on reflection on intercultural language teaching and learning from a teacher’s perspective, and to articulate how classroom practice has changed to reflect the principles.

Whole-group discussion
In the whole-group discussion, group elements of practice on the whiteboard according to the principles:

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

An additional category ‘Other’ may be needed to fully capture all comments.
### Key Ideas/Learning

*Understanding intercultural language teaching and learning (cont'd)*

<table>
<thead>
<tr>
<th>Small-group Task 2</th>
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</thead>
<tbody>
<tr>
<td>Form at least five groups: one per principle.</td>
</tr>
<tr>
<td>Each group/pair examines the lists compiled in the whole-group discussion in the light of the principles and how these practices reflect the principle you are working with.</td>
</tr>
<tr>
<td>Anticipated time: 15 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole-group discussion</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the reflection sheet to record your own observations.</td>
</tr>
<tr>
<td>Anticipated time: 10 minutes</td>
</tr>
</tbody>
</table>

*PowerPoint slide 2.17, Principles (as used earlier in the module)*

*Whiteboard (60 mins)*
The aim of this session is to examine the ways in which language is used in intercultural language teaching and learning to develop students’ learning.

Interaction is a central part of intercultural language teaching and learning as it allows language learners to be language users. Language users are involved in creating, discovering, and exchanging meanings through language use, whether the interaction is a spoken event, an exchange of email, reading a text, etc. It is through creating, discovering, and negotiating meaning with and for others that interculturality becomes a practice.

In interacting interculturally, the learner needs to recognise what is present in the interaction. This includes his/her own beliefs, values, attitudes, history, experiences, etc. It also includes those of the other. Making meaning across cultures involves recognising and responding to what each brings to the interaction.

Interaction has consequences. The ways in which people present themselves (friendly, interested, bored, rude, etc.) and their ideas, thoughts, and values have an effect on the interpersonal interaction they have with others. The interpretations he/she draws of an interlocutor have consequences for future interaction. All communication is social, not simply an exchange of information, and the act of communicating has consequences for how we are perceived as social beings.

In intercultural teaching, teachers’ talk is important as it provides a basis for learning and interacting that enables students to engage with the intercultural.

In explaining and instructing, a teacher working from an intercultural perspective is more interested in students’ understanding and interpretations of the language they are learning than in accuracy for its own sake. He/she involves the learner more in developing views and reasoning through questions that emerge, rather than providing answers. The classroom is less directed by the needs of the teacher to cover the curriculum than by the needs of the students to learn and deal with questions that arise for them as the result of their learning.

In supporting learners, it is important that the teacher uses the target language as much as possible. Learning about culture is not independent of language learning, and students need to engage with as much language as possible. At the same time, the student needs to be given more time for thinking, questioning, and reflecting.

The teacher needs to help learners to connect instances and events into more coherent wholes, through questioning practices and constructing learning, so that learners’ knowledge is connected and new learning reinforces prior learning.
Section 3

Key Ideas/Learning

*Understanding interaction in intercultural teaching and learning*

<table>
<thead>
<tr>
<th>Facilitator presentation</th>
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</thead>
<tbody>
<tr>
<td>The facilitator presents an overview of language practices for intercultural language teaching and learning.</td>
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Teachers' talk needs to encourage students to reflect on questions that emerge from their exposure to language and provide them with support in finding their own solutions. The language practices used in class should include opportunities for learners to notice cultural and linguistic differences and to view differences from multiple perspectives, reflecting on their own language and culture and not just on that of the other.

The teacher plays a role in structuring and managing discussion, by providing different ways of approaching the material, through a range of question types, by eliciting multiple and varied responses and by enabling learners to deal with complex or confronting issues in their talk.

Students need to be encouraged to develop their own perspectives and not seek to conform to a notion of a particular 'right' answer to understand their experiences of language, culture, and learning.

Students need to learn to talk about issues of language, culture, and diversity. Such talk is not something that learners may be aware of when they begin to learn a new language.

Students should be encouraged and given the resources to use all of their language abilities in interacting and dealing with questions.

Teachers can learn to develop complex talk through support given by the teacher and provide questioning that structures the processes of intercultural learning.

Dialogue is important for intercultural learning. It means that classroom interactions must be genuine interactions between participants. It is not just about what teachers say and what students say, but how teachers and students, students and students use language to communicate with each other and how they engage with language (texts). Such dialogue allows meanings and perspectives to be developed, negotiated, redesigned, and rethought. Dialogue allows the individual to work through his/her own ideas and interpretations with others, getting feedback, challenges, and reinforcement.
References/Readings


Further reading


Suggestions for school-based investigations

• How do you ask your students to notice language(s) and culture(s)?
• Design a task for your students that develops intercultural interaction. Observe how you set it up and how students engage with it. What do you notice?
• Audio or video record a lesson in which you focus on developing intercultural interaction. Select and transcribe segments and comment on how you and your students interact. What evidence do you see of intercultural interaction?
• Audio or video record 3 to 4 consecutive lessons in which you focus on intercultural language learning. Document the questions/explanations you use to promote students’ thinking/understanding. What do you notice?

(See Module 5, Attachment 3.)
Module 2
Exploring intercultural language teaching and learning

Session objectives
In this session you will:
- explore principles for intercultural language teaching and learning;
- explore key ideas in intercultural language teaching and learning;
- consider own practice in the light of intercultural language teaching and learning principles (experienced teachers).

Small-group task
- Form at least five groups.
- Read the principle for your group. Examine what it means to you and the implications for languages (teachers and students).
- Write a brief summary or explanation of your understanding of the principle and its implications.

Small-group task
- Move into new groups of five so that each person has read one of the principles and consider the set of five principles overall.
- Each person briefly presents a principle to the rest of the group.
- Consider the following questions:
  - What do these mean for our own orientation towards language teaching and learning and what we are trying to achieve with students? (You may wish to consider, for example, how our language with students may change.)
  - How does an intercultural perspective influence the goals of language learning?
Some considerations
- Intercultural language teaching and learning is not a recipe or a formula for teaching and learning.
- It is a personal orientation based on principles of teaching and learning.
- It is a way of thinking about and understanding language and culture and their relationship.

Principles
- The last session investigated some principles that underly intercultural learning:
  - Active construction
  - Making connections
  - Social Interaction
  - Reflection
  - Responsibility
- These are general principles of learning and need to be turned into classroom practices that promote intercultural learning.

Approaching learning
- Four flexible, overlapping activities
  - Noticing
  - Comparing
  - Interacting
  - Reflecting

Noticing
- Noticing linguistic and cultural practices in context is a starting-point for further learning.
- Noticing can involve different modes: visual, auditory, cognitive, affective ...
  - What do you see?
  - What do you think?
  - What do you feel?
  - What do you understand about yourself?
  - What do you understand about others?
ILTLP Professional Learning Programme

PowerPoint slides (Section 2A cont’d)

Comparing

- Comparing languages and cultures allows for beginning to make connections.
- Comparison is not only of observations, but of interpretations and reactions to observations.
- Students bring multiple cultural and linguistic repertoires to the classroom with which to make comparisons.
- Multiple languages and cultures are found in the learners’ world:
  - in 2030
  - in the community
  - in the media
  - on the Internet.

2.9

Reflecting

- Reflecting involves cognitive and affective responses to and developing understanding of:
  - Linguistic and cultural differences;
  - Consequences of choices and practices;
  - One’s self as a language user;
  - Negotiating between self and other;
  - Questions of identity;
  - Pre-existing assumptions;
  - Learning;
  - Resolving linguistic and cultural conflicts.

2.10

Interacting

- Interacting involves creating and communicating personal meanings between people, e.g. student-student, student-teacher, student-native speaker.
- It involves considering how meaning is made in interaction and how the individual is both a performer of his/her own language and behaviours and an audience for this, monitoring and adjusting his/her contributions.
- It involves mindfulness of what people bring to interaction and insights into how to manage and experience diversity in interaction.

2.11

Praxis

- Theory and practice in language teaching support and nurture each other.
- There is a dialogic relationship between the two and each needs to engage with and reinforce the other.

2.12

64
**PowerPoint slides (Section 2A cont’d)**

**Praxis**

- Intercultural language teaching and learning involves:
  - moving away from a concern with 'coverage' to a focus on learning how to learn;
  - providing more opportunities for students' voices to be heard;
  - providing more space for students' reflection;
  - being mindful of class dynamics and of how to engage learners centrally in the learning process.

**Praxis**

- Intercultural language teaching and learning involves:
  - learning to deal with one's own identity, ego, prejudices, and stereotypes, as well as those of the students;
  - valuing subjective and objective knowledge;
  - dealing with values;
  - questioning identities;
  - being sensitive.

**Group reflection**

- Intercultural language teaching and learning:
  - is about *being a different language teacher* (Claire Kramsch);
  - is a highly personal, social, and political act (Chantal Creese);

  In the light of the discussion so far of intercultural language teaching and learning, what do you understand these two ideas to mean?
Small-group task

- Share with others your experiences of using intercultural language teaching and learning in your classroom.
- Discuss how the implementation of intercultural language teaching and learning changed your practice.
- How did your students change as a result of your changes?
- Compile a list in each group of the types of changes you noticed in your practice.

2.16 ____________________________________________________________

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2.17 ____________________________________________________________

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Module 2

PowerPoint slides: Section 3

Interaction in the intercultural class

- Interaction allows an opportunity to make and exchange personal meaning (including affective responses).
- In interaction, students use language to express and to comprehend personal, collective, institutional, and cultural meanings.
- Meaning is discovered in the encounter and participants in interaction are "interpreters" of potential meanings.
- Interaction includes learning that incorporates movement towards the other and the other towards you.

Teacher talk

Teacher's talk, consider:
- Explanation and instruction, e.g., reduced emphasis on accuracy, more on students' interpretation, reasoning/giving views, less teacher-directed;
- the nature of support, e.g., more targeted language, time to explore/resolve/open/reflect, more silence;
- the need to highlight variability and connect idiosyncratic experiences and ideas to a framework for considering language and culture, e.g., contextualized perspectives and experiences, e.g., when I was in ... it was my experience that ... the family.
- I met someone in that area ...

Teacher talk

Developing a language with students:
- Encourage noticing and determining — challenge "naturalness" of culture;
- Structure/management discussions, e.g., controversial issues, varied perspectives;
- Encourage student self-talk, self-referenced voice, e.g., Why do I think that? What does my idea mean? When in fact did I first hear that way? How am I using language?
- Use a wide range of open-ended question forms, e.g.,
  - about communication/language use, e.g., What might have happened? Why did this happen?...?
  - about linguistic and cultural knowledge, e.g., How does this text show how the language might be changing? What about your own?
  - about process, e.g., How might we group these ideas?
  - about reflections, e.g., Tell me about that... Why did you think ...? How does this compare?...? What about your own culture?...?
PowerPoint slides (Section 3 cont’d)

Student Talk

- Developing a framework for thinking and talking about language and culture (ways to talk about intercultural learning and being).
- Encouraging target language use, e.g. combining languages in answers/explanations, using target language to emphasise/explain/demonstrate...
- Developing (target) language repertoire for interaction, e.g. I think that... because... compared to... why?... different from/similar to... agreed/disagree...

2.22

Student Talk

- Scaffolding students' responses, e.g.
  - Providing cues, facts, options, e.g. best answer, prior knowledge/knowledge.
  - Encourage deeper thinking and connecting to students' own views and cultural perspective, e.g. Why was the actor concerned about the exercise? How would you react to this situation?
  - Notice deeper layers of meaning, e.g. Why is the word sabu used thromently in this text? What effect does it have? Why is it used and why? How might it relate to a worldview?

2.23

Dialogue

- Dialogue occurs between teacher and students, students and students, teachers and students and texts.
- It is in the play of dialogue that meanings are constantly in the process of negotiation and re-negotiation towards understanding in communication and in learning.
- Dialogue is central to understanding self, the world, and others.

2.24