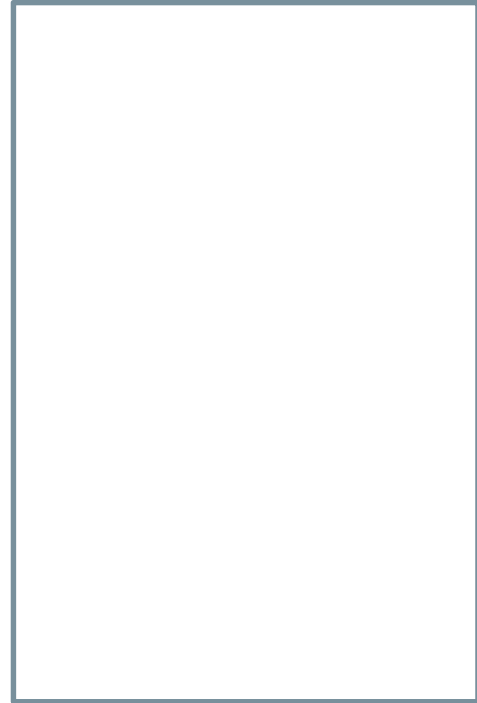


Intercultural Awareness through Young Adult Literature

Lysbeth Bakker &
Jasmijn Bloemert

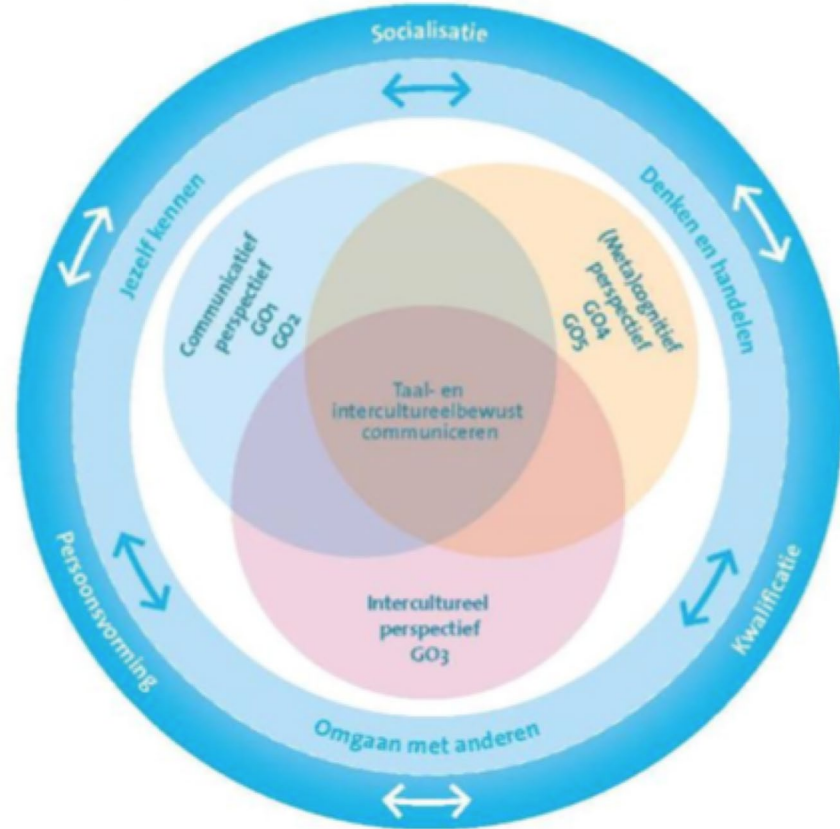
lysbeth.bakker@nhl.nl

j.bloemert@rug.nl



Uit curriculum.nu

Talen zijn hét middel om Europese en wereldburgers met elkaar in contact te brengen en te verbinden. De beheersing van andere talen naast de eigen eerste taal is belangrijk voor volwaardige deelname aan de meertalige en multiculturele samenleving. Het leergebied Engels/Moderne vreemde talen (MVT) vervult deze maatschappelijke functie door leerlingen taal- en **intercultureel bewust** te leren communiceren. Dat gebeurt door invulling te geven aan het talenonderwijs vanuit een communicatief, **intercultureel** en (meta)cognitief perspectief.



Figuur 1: Visualisatie relatie visie-grote opdrachten leergebied Engels/MVT.

Intercultural awareness

Which elements are suitable for Havo 4? Why?

There is another world, but it is in this one
(W.B. Yeats)

The Cultural Iceberg

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:
courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:
self time past and future
fairness and justice
roles related to age, sex, class, family, etc.

Attitudes toward:
elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approaches to:
religion courtship marriage raising children
decision-making problem-solving

From cultural awareness to intercultural awareness: culture in ELT. Baker, W. (2012). *ELT Journal*, 66(1), 62-70. doi:10.1093/elt/ccr017

Level:

Students have an awareness of:

1. Basic

1. culture as a set of shared behaviours/ beliefs/ values
2. the role culture and context play in any interpretation of meaning
3. our own culturally induced behaviours/ beliefs/ values and the ability to articulate this
4. others' culturally induced behaviours/ beliefs/ values and the ability to compare this with our own

2. Advanced

5. the relative nature of cultural norms
6. cultural understanding as provisional and open to revision
7. multiple voices or perspectives within any cultural grouping
8. individuals as members of many social groupings including cultural ones
9. common ground as well as an awareness of possibilities for miscommunication between specific cultures

3. Intercultural

10. communication as being related both to specific cultures and also as emergent and hybrid in intercultural communication
11. an ability to move beyond initial interaction in intercultural communication based on cultural stereotypes through:
12. a capacity to mediate between different sociocultural communicative situations

SINGH SONG!

By Daljit Nagra

1. Listen to the poem, read along and underline as many examples as possible that could be part of level 1.
2. Do you think this poem allows for a level 2 or 3 discussion with your students? If so, what would be the topic you would like to discuss with them?

- Work in groups of four
- Study page 1 of the handout
- Connect the lesson ideas with Baker's levels and discuss how you would approach these ideas in your lessons.

