INTERCULTURAL EDUCATION

Catedra de limba engleza

Colegiul National Matei Basarab

Intercultural Education

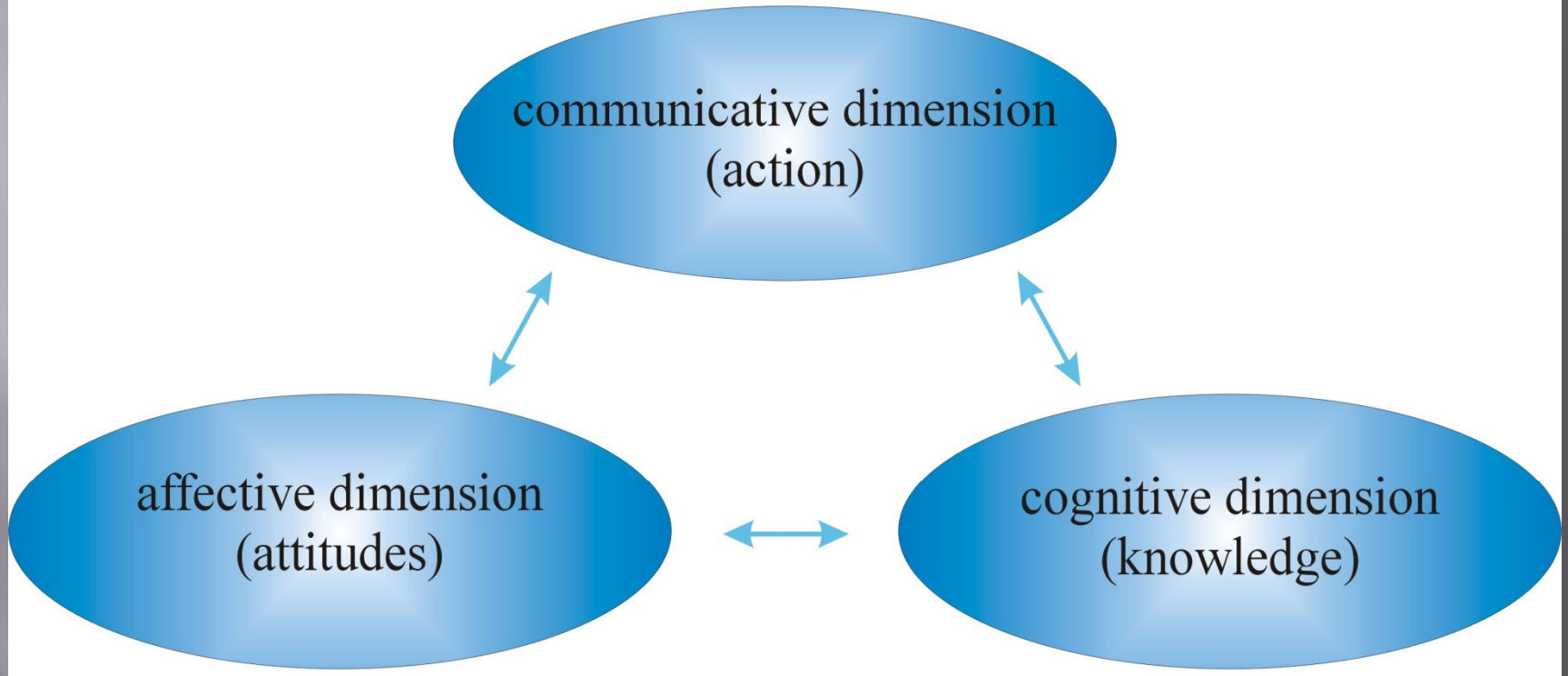
- *Cardoso* (1998: 13-14) defines 'intercultural education'-a series of attempts to engage with diverse cultures and lifestyles showing respect.
- **Intercultural education:**
  - should promote understanding and respect for other people and cultures
  - should fight racism and xenophobia
  - should promote equal opportunities for all

- *Multiculturality* – the existence of different cultures
- *Pluriculturality* – the most characteristic feature of modern cultures, given that our present culture have been compiled throughout centuries of contact with different cultures, and have become a whole, shared by a society
- *Interculturality* – interaction among different cultures on the basis of equality and respect

Intercultural Competence

- *To communicate* - to interact culturally, to be able to see one's own culture in relation to the culture of the countries of which one studies the languages, and implies the ability to go beyond stereotyped modalities of relating.
- The components of intercultural competence are **knowledge**, **skills** and **attitudes**, complemented by the **values** one holds because of one's belonging to a number of social groups.

INTERCULTURAL COMPETENCE



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- ***Intercultural attitudes***: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own
- ***Knowledge*** has two major components: knowledge of social processes, and knowledge of illustration of those processes and products
- ***Skills of interpreting and relating***: ability to interpret a document or event from another culture to explain it and relate it to documents or events from one's own

- ***Skills of discovery and interaction***: ability to acquire new knowledge, attitudes and skills under the constraints of real-time communication and interaction.
- ***Critical cultural awareness***: an ability to evaluate, critically and on the basis of explicit criteria , perspectives, practices and products in one's own and other cultures and countries.

intercultural competence
meaning
participated
intercultural
tourism
Deardorff
course
program
perspective
developed
development
project
global
abroad
Understanding
Kenya
competence
students
tourism development
instrument
research
viewed
service learning
study

Developing the Intercultural Dimension in Language Teaching

- Developing the intercultural dimension in language teaching involves recognising that the aims are:
- 1. to give learners intercultural competence as well as linguistic competence
- 2. to prepare them for interaction with people of other cultures
- 3. to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours
- 4. to help them to see that such interaction is an enriching experience

- When developing intercultural skills, teachers can make use of:

- 1. **Themes** treated in text-books can lead themselves to development in an intercultural and critical perspective.
- 2. **Grammatical exercises** which can reinforce prejudice and stereotypes or challenge them.
- 3. **The inclusion of vocabulary** that helps learners talk about cultural diversity

Culture as a Fifth Skill

- *Culture* – a set of abilities:
- 1. the ability to perceive and recognize cultural differences
- 2. the ability to accept cultural differences
- 3. the ability to appreciate and value cultural differences

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