



TEMLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING



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ACTIVITY DEVELOPED BY IN-SERVICE TEACHERS

Title of activity: Raising awareness to cultural differences

COUNTRY OF IMPLEMENTATION

Belgium



<p>TITLE OF THE ACTIVITY</p> <p>Introducing critical incidents</p>
<p>LEVEL</p> <p>B2</p>
<p>LANGUAGES INVOLVED</p> <p>English</p>
<p>TECHNOLOGY INVOLVED</p> <p>YouTube video</p>
<p>TOPIC</p> <p>Discovering cultural differences</p>
<p>OBJECTIVE OF THE ACTIVITY</p> <p>Developing the intercultural competence.</p> <p>More specifically, and in line with the Intercultural Knowledge and Competence VALUE Rubric¹:</p> <ul style="list-style-type: none"> - Developing learners' knowledge about "the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices."
<p>CONTEXT DESCRIPTION</p> <p>Learners: 20 pre-service teachers of English in their first year of college. Their level ranges from B1 to B2.</p> <p>Material: The material consists of a YouTube video which highlights culture-specific critical incidents. The video is particularly interesting because it humorously presents various situations that raise awareness to cultural differences, without any judgment involved. These situations will most likely mark the learners and make them realize that certain behaviors that have a specific meaning to them (for instance, finishing their plate because it's polite) could have a</p>

¹ Association Of American Colleges And Universities. (2017). Intercultural Knowledge And Competence Value Rubric. Retrieved 10 October 2023 From: https://www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/intercultural_knowledge_and_competence_value_rubric.pdf

different signification elsewhere (for example, finishing your plate to challenge your host's generosity).

DESCRIPTION OF THE ACTIVITY

The learners watch the video and answer the teacher's questions.

Examples of questions:

"Where are they?

Who is there?

What are they doing?

What happens?

..."

The teacher guides the learners with his/her questions so that they guess that the instructional sequence will revolve around cultural differences. The teacher should keep in mind that the focus of the activity is awareness raising, and in this case noticing that critical incidents can occur when people from different cultures meet.

As an introductory activity, the aim is also to activate prior knowledge about the topic and assess the learners diagnostically. The teacher writes down vocabulary related to the topic on the board.

After describing what happens in the video, the teacher asks the learners whether they were already aware of these cultural differences, and whether they know of other examples of differences with other cultures. They can share incidents that happened to them, their friends or members of their family.

They write down their answers on a sheet of paper individually. After that, they first compare their answers with their neighbours, then share them with the group.

TIMING

The activity takes around ten minutes.

EVALUATION

EXPECTED LEARNING OUTCOMES

The learners will be more aware of cultural differences in various environments..

Appendix 1 – Video

<https://www.youtube.com/watch?v=GOHvMz7dl2A>

