

Teacher Takeaway Series Season 2

Webinar 5

Using digital resources to develop intercultural communication and global citizenship in English classroom

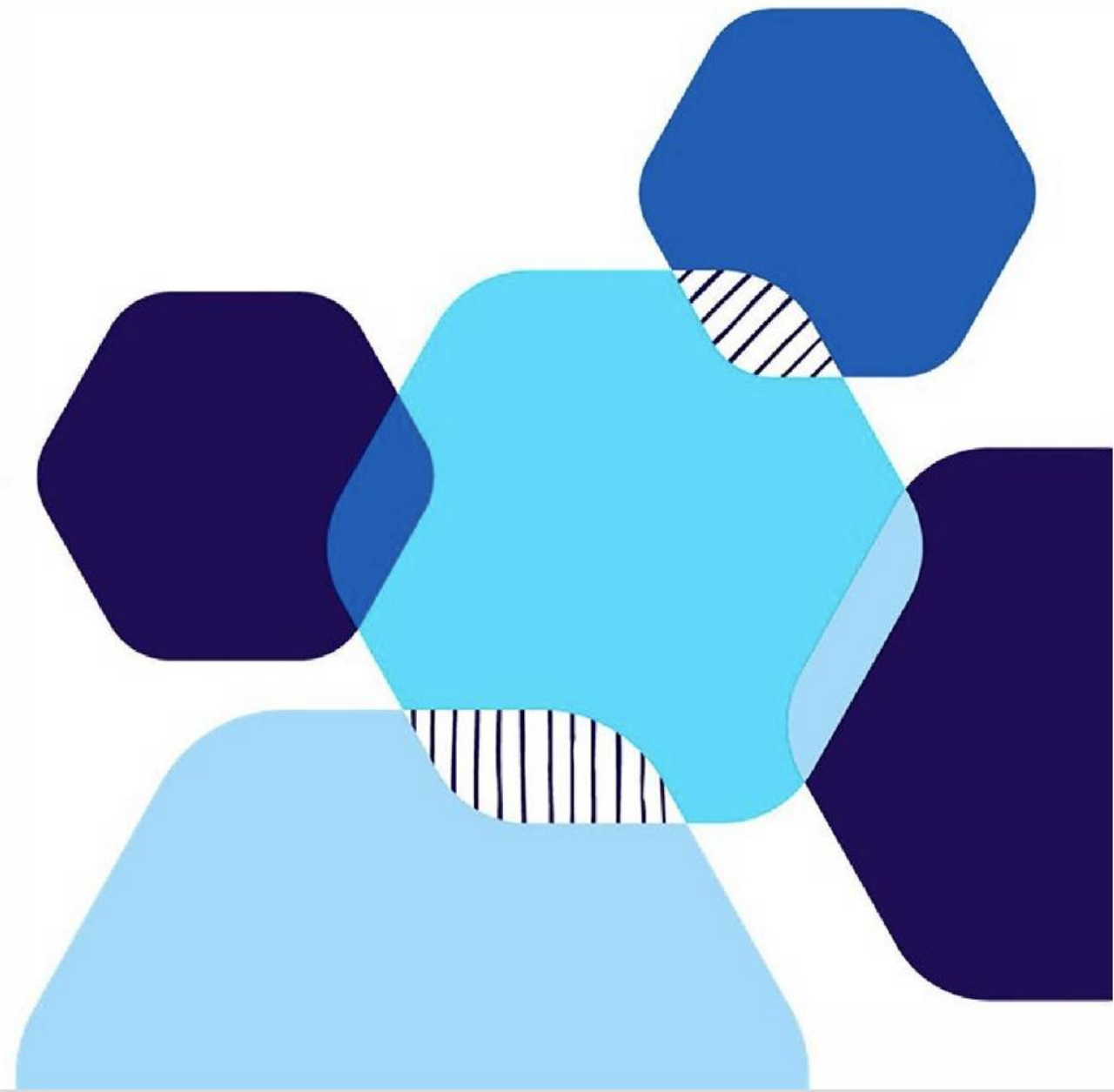
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8th December 2023

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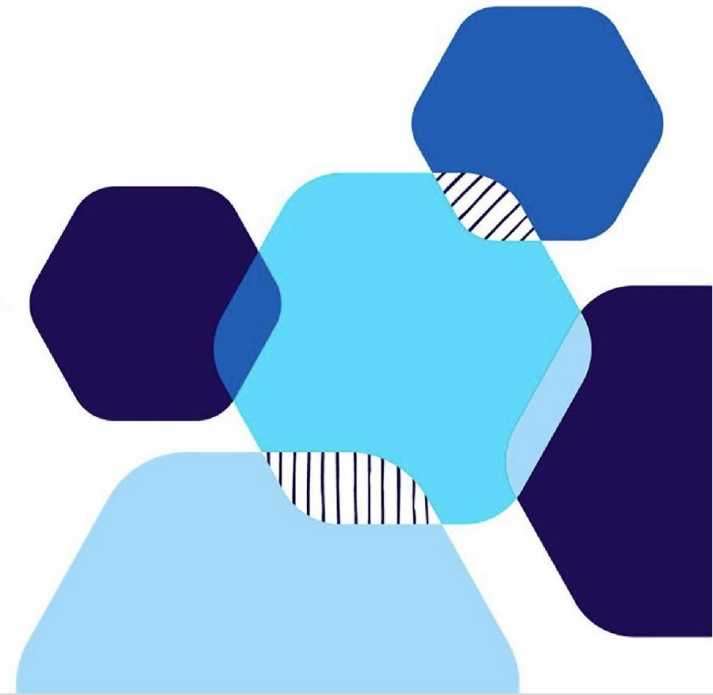


What is intercultural communication?

Intercultural communication refers to the communication between people from two different cultures. (Chen & Starosta, 1998:28)

Intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings. (Lustig & Koester, 2007:46)

Intercultural communication refers to the effects on communication behavior, when different cultures interact together. Hence, one way of viewing intercultural communication is as communication that unfolds in symbolic intercultural spaces. (Arasaratnam, 2013:48)



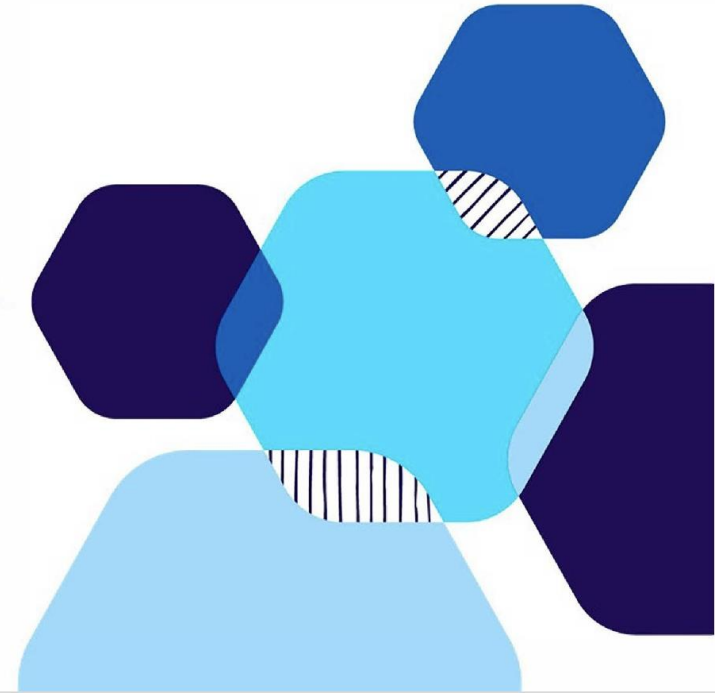
What is global citizenship?

A global citizen is someone who is aware of and understands the wider world – and their place in it.

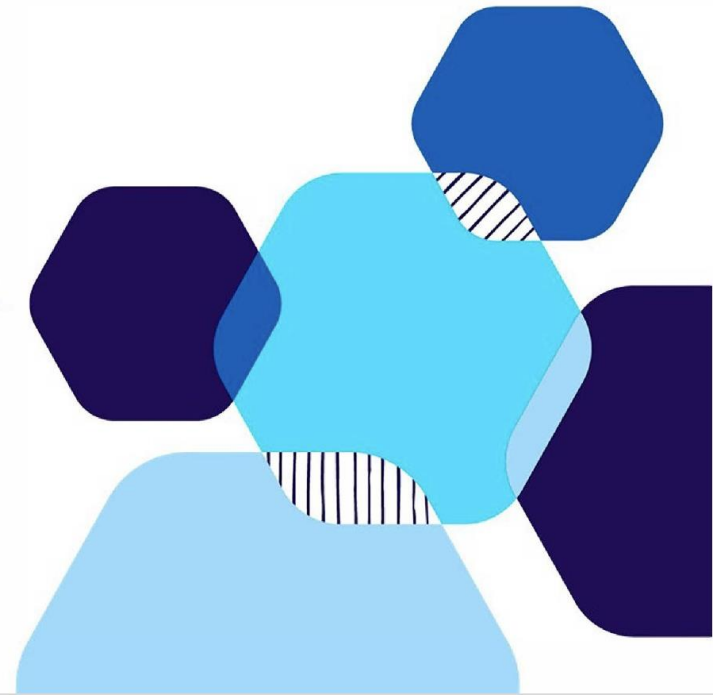
They are a citizen of the world.

They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

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Are these important for our students?

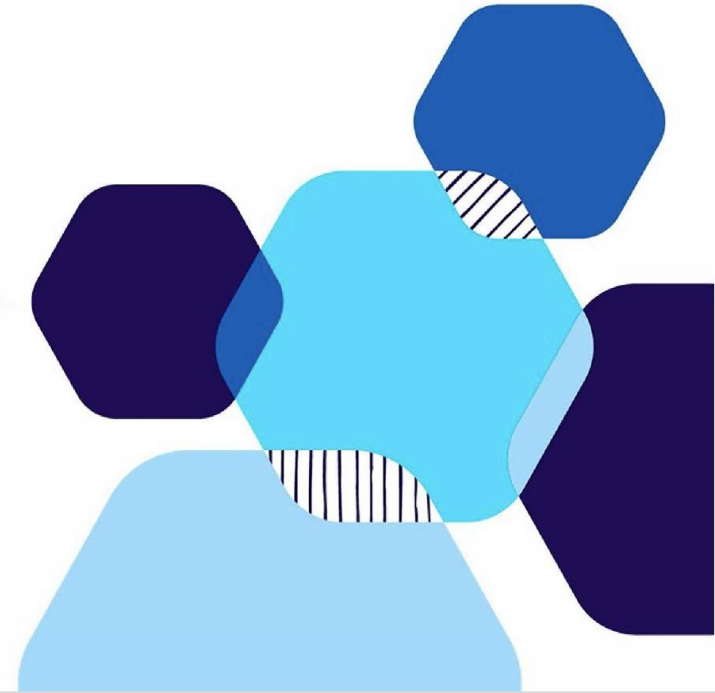


Is the English classroom the best place to develop these skills in our students?

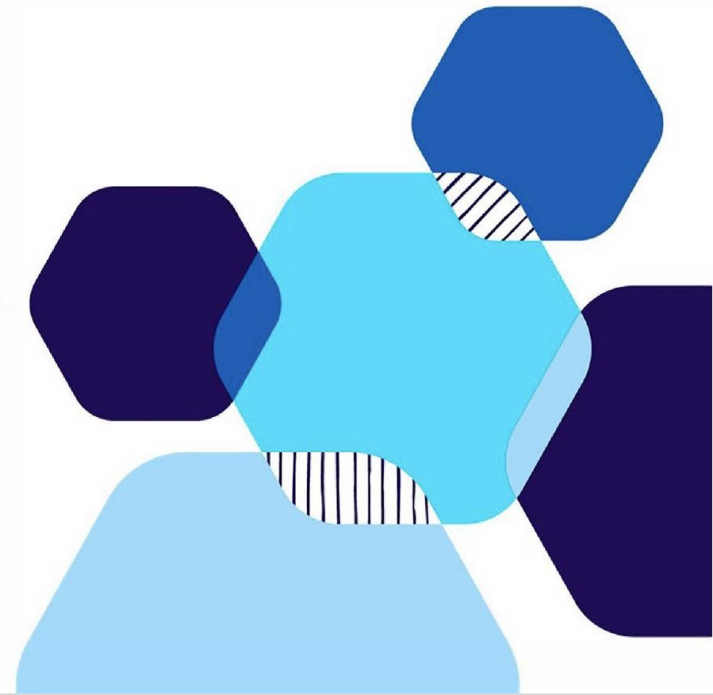
Language and culture are inherently intertwined so it's a natural environment for issues to organically arise.

It's important in any lesson in any subject that we respond to what our students offer up into the classroom environment.

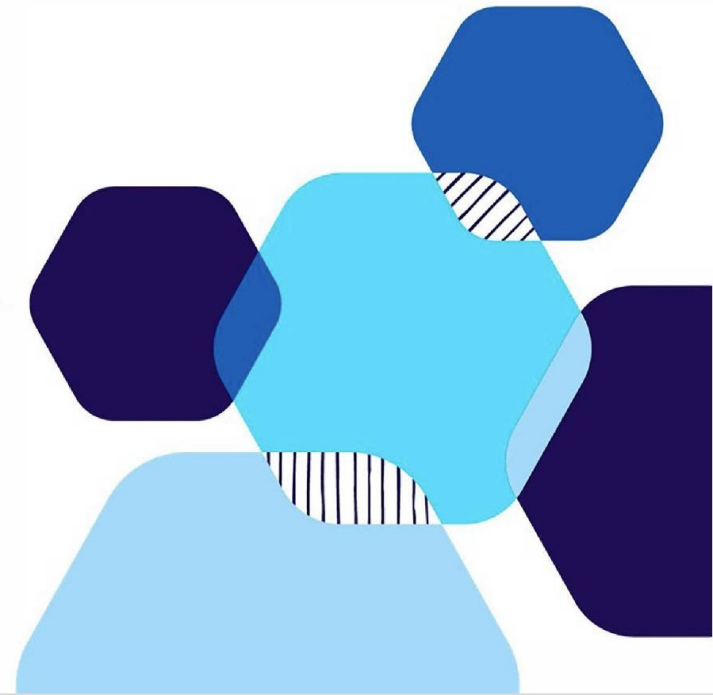
Learning a language is about communication and these are issues our students (hopefully) want to talk about.



How do we develop these skills?



How can digital resources help us?



Intercultural Communication

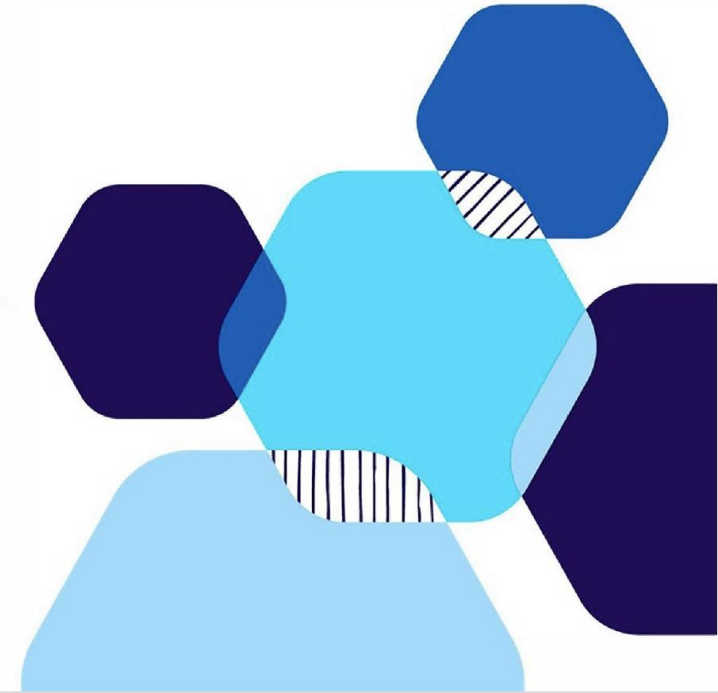
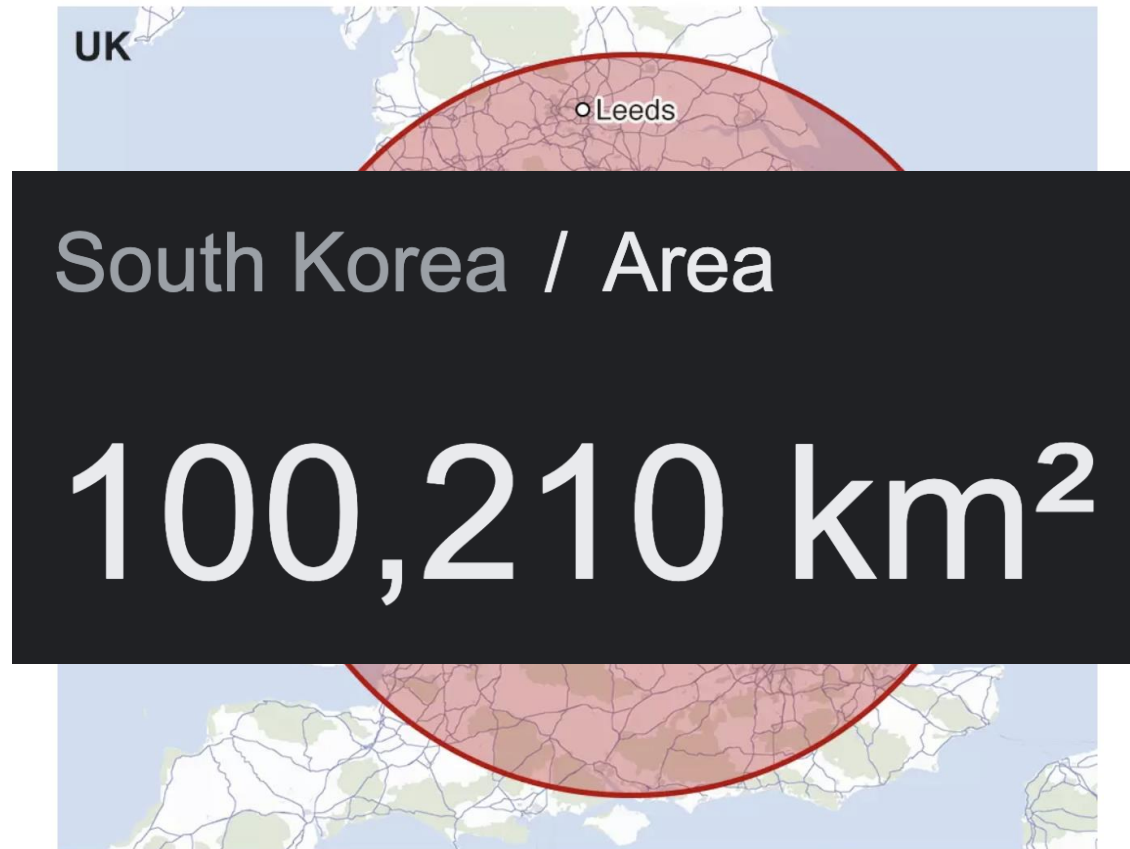




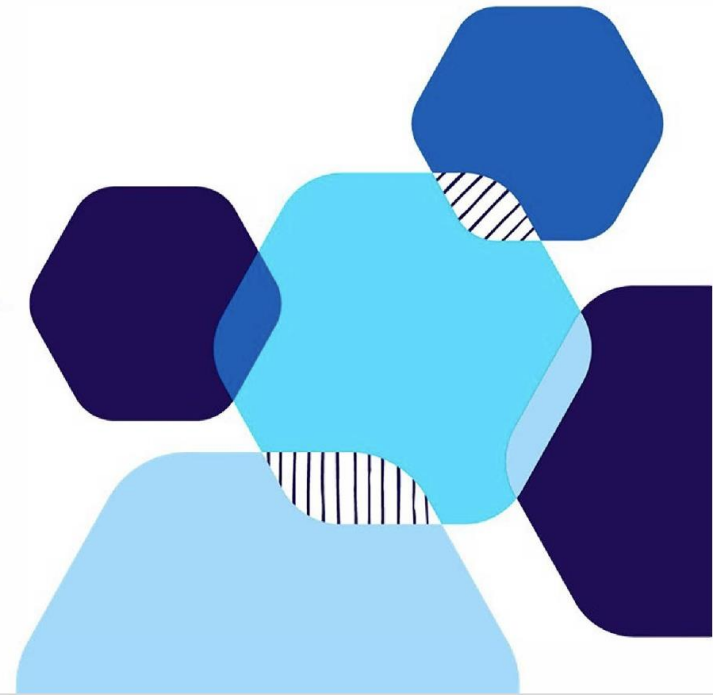
Intercultural Communication

How big are the Australian fires?

An estimated 10 million hectares (100,000 sq km) across Australia since 1 July



Global Citizenship



What characteristics does a global citizen have?

_____ the complexity of global issues and engaging with multiple perspectives.

_____ learning to real world issues and contexts.

_____ their own understanding of world events.

_____ about their values and what's important to them.

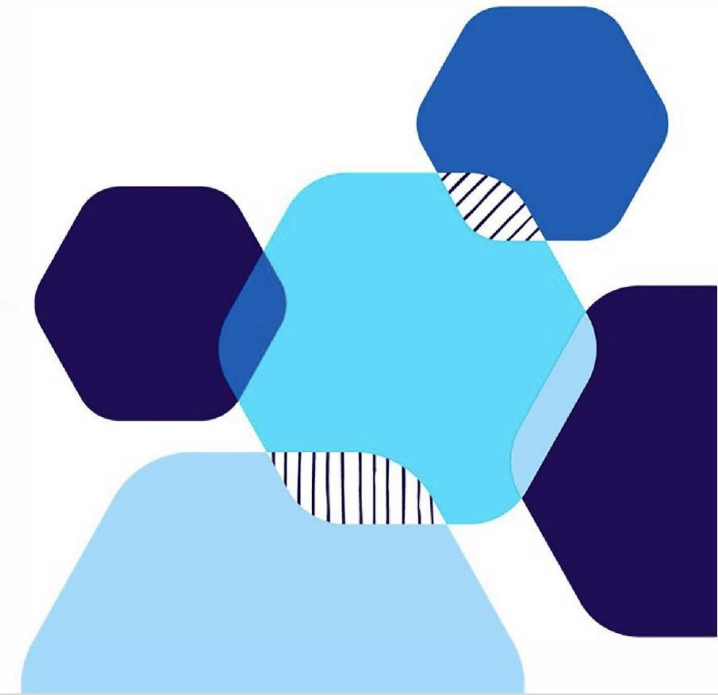
_____ ignorance and intolerance.

_____ that they have the power to act and influence the world.

_____ involved in their local, national and global communities.

see get build explore

challenge apply think



What characteristics does a global citizen have?

Explore the complexity of global issues and engaging with multiple perspectives.

Apply learning to real world issues and contexts.

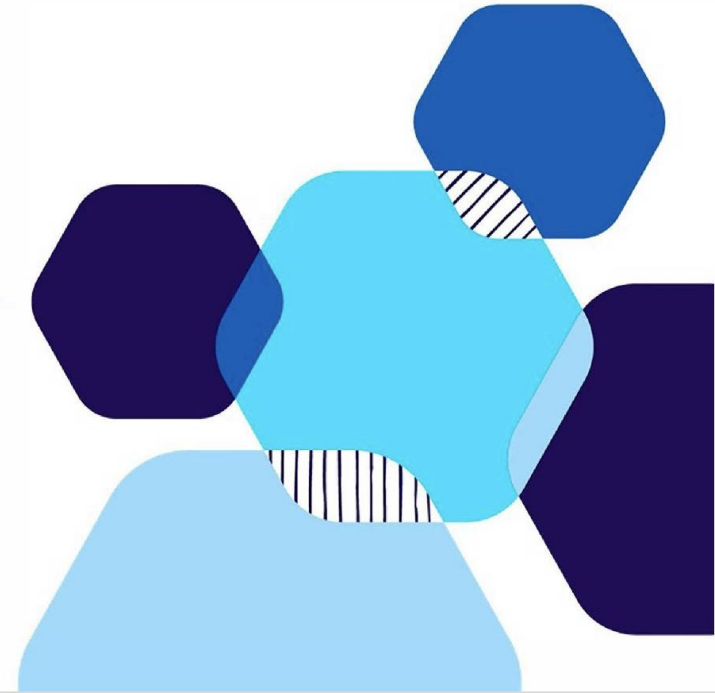
Build their own understanding of world events.

Think about their values and what's important to them.

Challenge ignorance and intolerance.

See that they have the power to act and influence the world.

Get involved in their local, national and global communities.



How interconnected is our world?

Think about your day so far today... in what ways have you interacted with the rest of the world?

Where are your clothes from?

Where are your shoes from?

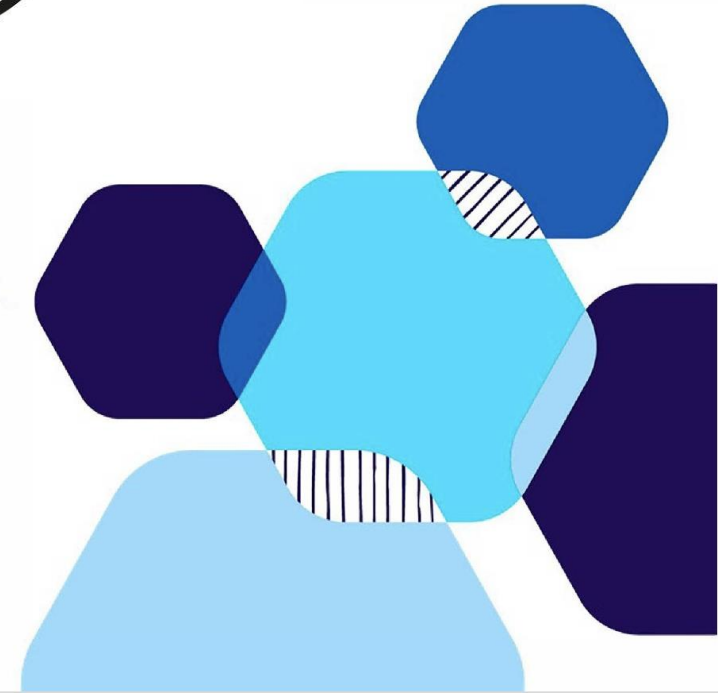
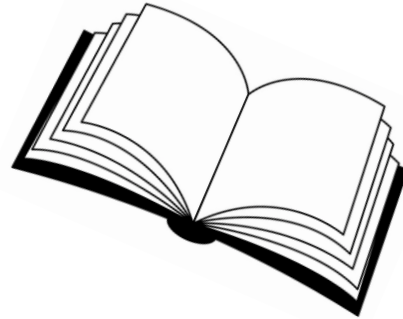
Where is your food from?

Did you listen to music from somewhere else?

Did you watch a video from somewhere else?

Did you read something from somewhere else?

Did you use the Internet?



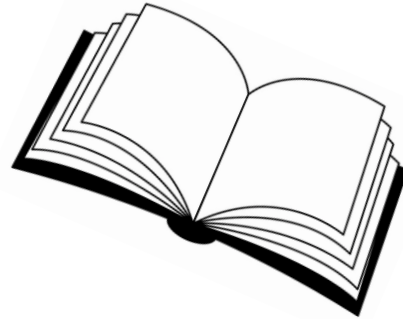
How interconnected is our world?

How surprised were you by your list?

How easy was it to think about?

Could your students do this activity?

Is it important for them to do it?

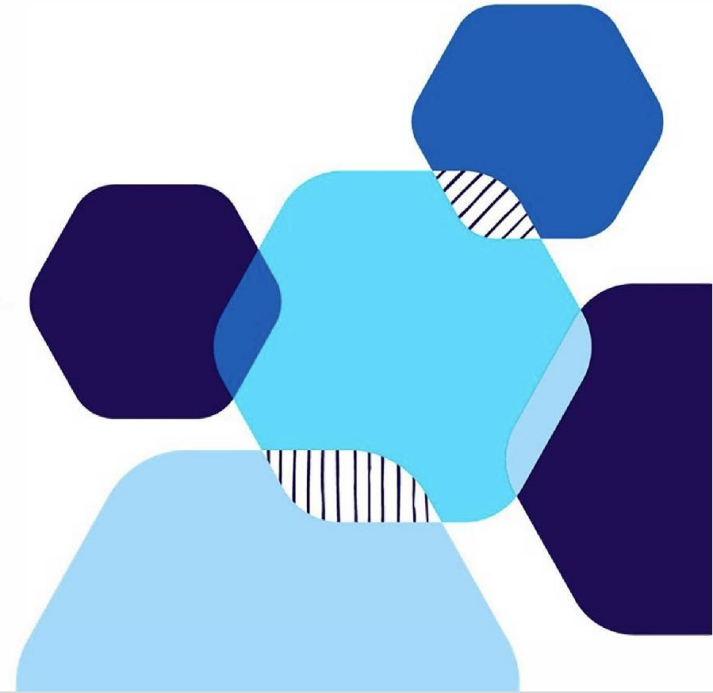


Global Citizenship

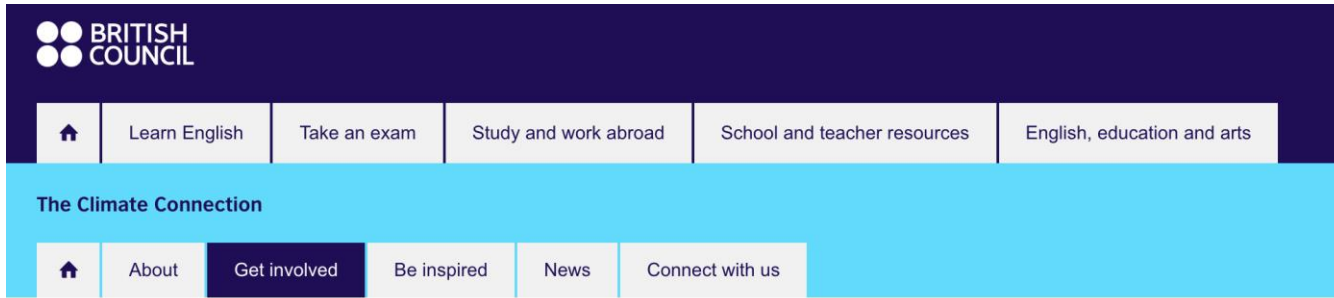
Do your students ever complain about the pollution in Korea?

Do your students ever complain that it's too hot in the summer and they want you to turn on the air conditioning?

These are great opportunities to explore the complexity of global issues and get students to think about their own values and the impacts of decisions they make.



Global Citizenship



The screenshot shows the top navigation bar of the British Council website. It features the British Council logo on the left. Below the logo is a horizontal menu with six items: 'Learn English', 'Take an exam', 'Study and work abroad', 'School and teacher resources', and 'English, education and arts'. Below this is a secondary menu titled 'The Climate Connection' with five items: 'About', 'Get involved', 'Be inspired', 'News', and 'Connect with us'. The 'Get involved' item is highlighted with a dark blue background.

Climate resources for school teachers



Get involved

[The Climate Connection at COP28](#)

[The journey to COP28](#)

[The Climate Connection at COP27](#)

[The Climate Connection
Newsletter](#)

[Camera Sika X Road to COP26:
Climate Change Film Competition](#)

Global Citizenship

Step 3: Action plan

The action plan is the core of your Eco-Schools work and should be developed using the results of your environmental review.

Use the environmental review to identify the priority areas in your school. To keep it manageable we suggest focusing on no more than three themes at a time.

Create an action plan to resolve those problems or improve the situation. It should include: the necessary tasks, the people responsible, and time frame for actions in order to achieve your goals or targets.

Make your action plan SMART (Specific, Measurable, Attainable, Realistic and Timely).

As with every aspect of the Eco-Schools process, pupils should be involved as much as possible in the drawing up of the action plan.

Some points to consider

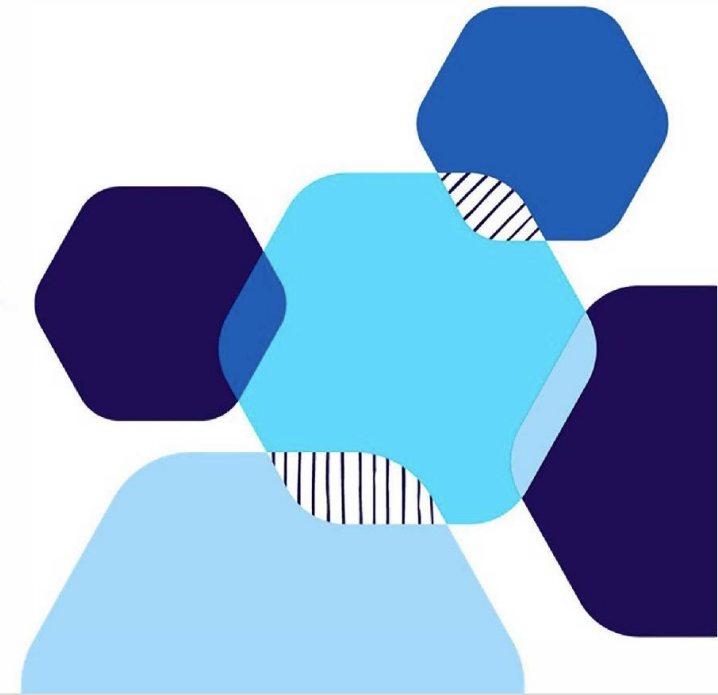
Looking at the results of the environmental review, what were the top three issues that people were concerned about?

Pupils can ask an adult to help them plan a SMART action plan (a template can be found below).

Read how a school achieved this:

[Mini-case study 5](#)

[Mini-case study 6](#)



Global Citizenship

 BRITISH
COUNCIL

Classroom resource

Schools Connect

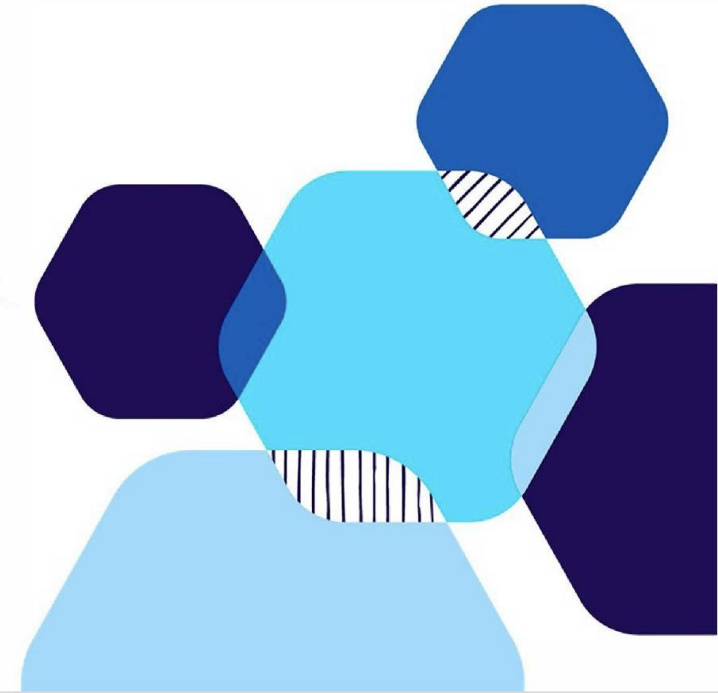
Zero waste

Tackling climate change through student leadership

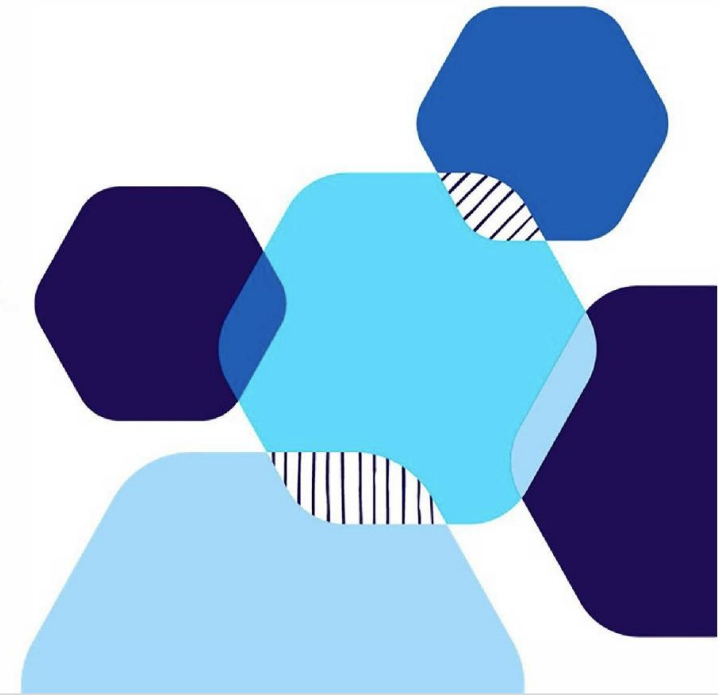
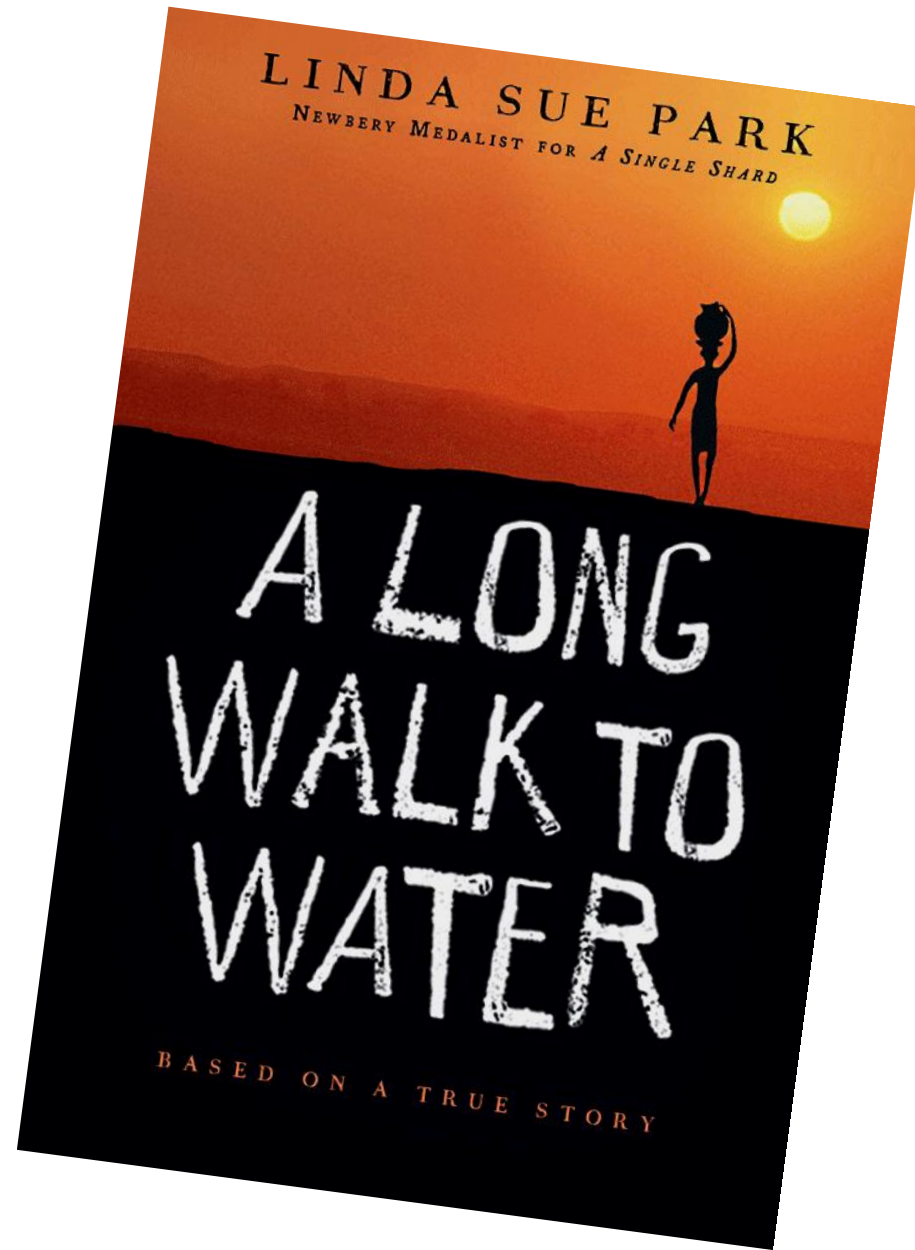


The grid contains the following elements:

- Top row: A photo of a person holding a green recycling bag; a leaf icon; a notebook icon with a map outline; a photo of a hand putting papers into a blue recycling bin.
- Middle row: A recycling symbol icon; a hand icon with a starburst; a photo of a smiling woman in a white hijab holding a small plant; a lightning bolt icon with radiating lines.
- Bottom row: A sun and globe icon; a trash bin icon; a photo of various grains in bowls; a hand holding a heart icon.



Global Citizenship



References

Arasaratnam, L. A. (2013). Intercultural communication competence. In A. Kurylo (Ed.), *Intercultural communication: Representation and construction of culture* (Chap 3, pp. 47-68). Los Angeles, CA: SAGE Publications.

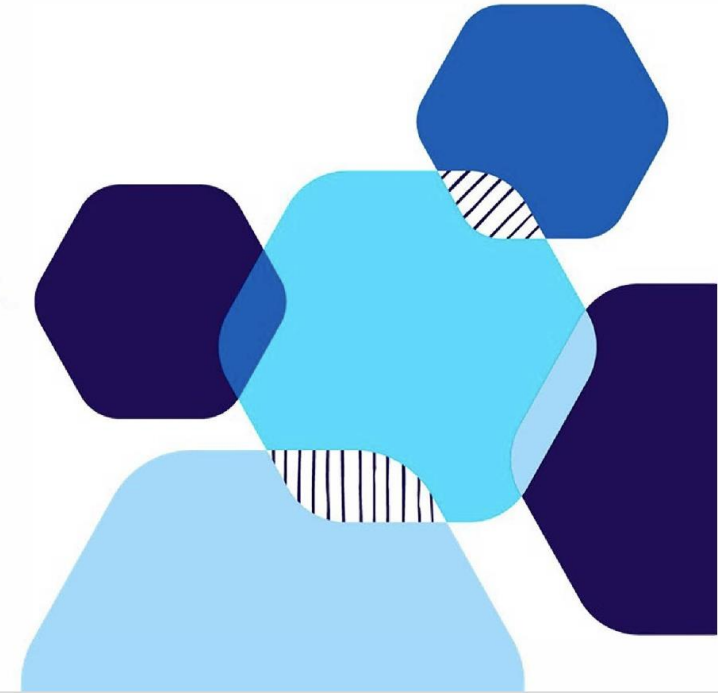
British Council (2023) <https://www.britishcouncil.org/climate-connection/get-involved/resources-school-teachers>

Chen, G. M., & Starosta, W. J. (1998). *Foundations of intercultural communication*: Boston, MA: Allyn & Bacon.

Disney Pixar (2017) *Coco* (fair use permitted under copyright law)

Lustig, M. W., & Koester, J. (2007). *Intercultural competence: interpersonal communication across cultures* (5th ed.). Shanghai, China: Shanghai Foreign Language Education Press.

Oxfam (2023) <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>



**Thank
you!**

