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CONTRIBUTING EDITOR'S INSIGHTS | Contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices.

CONTRIBUTING WRITERS' RESEARCH | Focuses on guest writers' research based on teaching English.

CONTRIBUTING WRITERS' INSIGHTS | Guest writers' articles about the topic under discussion

INSIDE TOPIC | Current topic introduced for discussion.

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REMARKS FOR THE TEACHERS

The Teachers' Forum is a space for teachers to express and share their teaching practices and experiences in Education based on work and research on the current topic under discussion. After Zoom and Facebook Live interactions to talk about a current teaching issue or practice, teachers provide their insights for this journal to contribute and exchange ideas with other teachers worldwide.

CONTRIBUTING EDITOR'S INSIGHTS

Corresponds to the contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices.

CONTRIBUTING WRITERS' INSIGHTS

Guest writers' practical and innovative ideas for teaching English based on the topic.

CONTRIBUTING WRITERS' RESEARCH

Focuses on guest writers' research based on teaching English.

TEACHERS' COLLABORATIVE CORNER (TCC)

TCC is divided into three main sections: **TALK ABOUT IT**, **COMPARE/CONTRAST**, and **CONTRIBUTE**. It provides an avenue for teachers around the globe to share their knowledge, and research, and show how their reality is similar or different from other countries; taking as base the topic under discussion. It also gives them the opportunity to freely share their daily classroom practices for others to benefit from them.

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DEDICATORY

This publication of the Teachers Forum is dedicated to all teachers in the world who work hard to innovate and are the part of a positive change in regards of the educational field.

ON THE COVER

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Global and Cultural Awareness in the English Language Learning Classroom

Yuliana I. Vásquez G. - Panamá

IELTA TFIJ - Editor in Chief

Abstract

Global and cultural awareness are essential aspects of English language education, enabling learners to effectively navigate intercultural communication and develop proficiency in the language. This scientific article examines the significance of global and cultural awareness in the English language learning classroom, providing examples and strategies to underscore its impact on learners. By employing authentic materials, intercultural activities, and fostering critical discussions, educators can create an inclusive learning environment that prepares students to be effective global communicators.

Key words: cultural awareness, intercultural communication, language proficiency, authentic material, multicultural literature.

Introduction

In an increasingly interconnected world, global and cultural awareness play a pivotal role in English language learning classrooms. These elements promote intercultural communication, enhance language proficiency, and foster a deeper understanding of diverse perspectives. This article explores the importance of global and cultural awareness in English language education, offering evidence-based strategies and techniques to cultivate these skills among learners.

2. The Significance of Global and Cultural Awareness

2.1 Promoting Intercultural Communication (Interconnectedness)

Global and cultural awareness enables learners to engage in effective intercultural communication. As Byram (1997) asserts, "Cultural understanding is central to effective communication, as language and culture are inherently intertwined" (p. 25). By exposing learners to authentic materials such as literature, films, and news articles from diverse cultures, educators facilitate intercultural competence development, allowing students to understand and appreciate different perspectives.

2.2 Enhancing Language Proficiency

Cultural knowledge is an integral part of language proficiency. By exploring cultural practices, customs, and values, learners gain insights into the nuances of language usage, idiomatic expressions, and non-verbal communication. As Savignon (2007) argues, "Language and culture are inseparable; they mutually reinforce each other" (p. 103). For example, learning about cultural norms related to greetings and body language can enable learners to communicate more effectively in real-life situations.



3. Strategies for Developing Global and Cultural Awareness

3.1 Authentic Materials and Multicultural Literature

Incorporating authentic materials and multicultural literature exposes learners to different cultures and fosters cultural empathy. Gupta (2013) notes that "Multicultural literature provides learners with a window into diverse cultures, promoting empathy and understanding" (p. 45). For instance, reading novels and short stories by authors from various backgrounds enables learners to gain authentic insights into different societies.

3.2 Intercultural Activities and Exchanges

Engaging learners in intercultural activities and exchanges facilitates firsthand experiences with different cultures. Cultural festivals, student presentations on their home countries, and online exchanges with learners from other countries promote cross-cultural understanding. Lee (2018) suggests that "Participating in intercultural activities encourages exploration of different perspectives, challenges stereotypes, and fosters open-mindedness" (p. 67).

3.3 Critical Discussions and Debates

Encouraging critical discussions and debates on global issues nurtures critical thinking skills and enables learners to analyze complex global problems from multiple perspectives. Engaging in debates on topics such as climate change, human rights, and social justice empowers learners to articulate their opinions while respecting diverse viewpoints. Byram (2008) asserts that "Critical discussions foster empathy, tolerance, and an appreciation for different perspectives" (p. 180).

Conclusion

Global and cultural awareness in the English language learning classroom is crucial for preparing students to become effective global communicators. By incorporating authentic materials, intercultural activities, and critical discussions, educators create an inclusive learning environment that develops intercultural communication skills, enhances language proficiency, and cultivates empathy and understanding among learners. Developing global and cultural awareness equips learners with the necessary tools to navigate the complexities of our interconnected world.

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Cultural Awareness in the English Language Classroom

Dr. Doris Massoud Younes - Lebanon

IELTA TFIJ - Staff

Abstract

Nowadays most teachers are aware of the importance of including sociocultural factors into their classrooms, yet they don't know how to introduce the cultural elements into the prepared lessons. The main challenge teachers face is first, the inability to choose the teaching / learning approach. Second, according to Byrnes (2008) many EFL teachers had no formal training in incorporating cultural elements that instructors can use as a guide and there is no universally accepted set of criteria. This paper intends to highlight the importance of implementing Paige's five dimensions or categories of culture learning or categories and suggests some cultural activities that foster students' curiosity and interest in the English language culture. The first Paige's dimension is the self as cultural. The second is the elements of culture. The third is intercultural phenomena or culture general learning. The fourth is particular culture or culture specific learning. The last dimension is acquiring strategies for culture learning. By following these five dimensions of culture learning in the English language classroom above and some cultural activities as cultural collection, web quests and role play, students will not only be motivated in learning the English language but also to deepen their knowledge in the foreign culture and engage themselves in conversation and activities with native speakers of the English language (Palmer & Sharifan, 2007).

Key words: cultural awareness, intercultural communication, communicative competence, sociocultural factors, cultural elements.

Introduction

According to Watson (2023) cultural globalization is a phenomenon by which the experience of everyday life, as influenced by the diffusion of commodities and ideas, reflects a standardization of cultural expressions around the world. Cultural awareness is an attitude in which people are aware and acknowledge cultural differences. It is crucial for such global goals as world peace and economic growth as well as for effective interpersonal communication. The main approach for teaching cultural awareness is Paige's five dimensions of culture learning.

The first is the self as cultural. It is when teachers make students aware of important values and elements in their native language and culture (Frank, 2018).

Bodley (1994) defined culture as "what people think, make, and do". It is a socially transmitted set of common beliefs that include symbolic, mental, behavioral, and material aspects that create a common framework for human society. The role of the teacher in this first dimension of cultural learning is to guide



students in their own culture by asking them the following questions: What behaviors reflect our culture and how are they learned and shared? What important factors; social, religious and economic influence our culture? What are some important traditions that are unique to our country? What ideals and values bind our culture together? How does culture in our country function as a way for humans to live with one another? What symbols are prevalent in our culture? Thus, classroom discussions that consider these questions encourages EFL students to think about their own culture, make connections across cultures, and make 'an intercultural sphere'.

Literature Review

According to Cohen et al. (2003) the elements of culture refer to culture beliefs, values, customs, products and the communication styles of a given culture or society. As for the intercultural phenomena, it includes culture shock, cultural adaptation, cultural adjustment, and the fact that people from other culture may interpret similar situations differently. As teachers our job is to prepare students for challenges they may meet when they travel or move to a country where English is spoken. To achieve acculturation, students move through four stages the first is the feeling of excitement to be in a new country. The second is culture shock when you start feeling frustration and hostility when you see traditions and behaviors different from your own culture. The third stage is recovery and emerging yourself and feeling comfort in the new culture. The fourth stage is adaptation wherein the individual bridges cultural barriers and accepts the new culture. The particular cultures define specific cultural communities and particular elements of the culture such as history, geography and political systems. In fact, people with different cultures might not communicate in different ways but also experience a situation differently. All in all, by opposing the cultural values between the two cultures, we can examine how to successfully negotiate these differences and take into consideration how people from different cultural backgrounds respond in certain situations.

Methodology

To foster students' curiosity to learn not only to speak the language of the culture but also to be open to people who speak this language and belong to this culture, teachers are advised to use in their EFL classroom the following activities: cultural collections, web quests, and role plays. The first activity consists of a 'collection of cultural information' that include popular movies, music, literary online sites, and daily objects or realia as stamps, currency, toys, magazines and newspapers from English-speaking countries or from a specific country based on students' needs and course goals. To enhance students' critical thinking, teachers can ask students how the artifacts fit into the levels of cultural 'iceberg'. Teachers can also ask students to bring to class authentic materials or object and use the English language to describe and explain how the item represents the culture.

The second activity is 'Web quests' that are used in the classroom with a reliable Internet connection and computers. Teachers need to make up their mind which aspect of culture students need to explore. Teachers can share a list of topics with students and ask them to choose or the former can directly assign the topics to students. These topics might be etiquette and manners, food and cuisine, religion, music, customs and traditions; clothing and costumes, games and pastimes. The objective behind this type of activity is to make students think and make connections of the information collected from the assigned links by teachers so that



to build in learners a deep understanding of the studied culture. In this activity, teachers play the role of facilitators by providing students with educational links to gather information. Also, they need to design questions to direct students in their research as the following: What traditional dishes are served in the USA on Thanksgiving? What is the history behind them? What are the popular sports of Australia, and how do they reflect the culture of that country? How is the government structured in England? What is the typical school day for students in Canada and in what way is it different from yours? (Frank, 2018, p.7).

In this activity, students can work either in pairs or small groups so that to collect information. Then, they present their findings to the whole class by either reading orally a report prepared by them or present the findings in the form of a Power Point presentation using videos from YouTube or TikTok and images that they select based on the chosen topic preselect by students from Teachers' prepared list of topics. So, this type of activity develops students' cultural observation skills by linking concepts to real world objects. Also, it provides lots of opportunities for students to develop English skills such as skimming, scanning, note-taking and summarizing (Frank, 2018, pp.7-8).

Finally, the third activity is 'Role play' where a small group of students act out instances of breakdowns that result from misunderstanding of cultural differences. For example, students can prepare a play in which communication fails among people from high and low context cultures and prepare scenarios to illustrate how misunderstanding arises and causes miscommunication (Appendix).

Another group of students are observers of the play and try to pay attention to details to identify the reasons behind the miscommunication based on a short checklist provided by teachers in which students are encouraged to look for key cultural elements in the role play to use in the follow-up discussion. After the follow-up discussion, students suggest ways to prevent miscommunication and suggest solutions in a follow-up role play (Frank, 2013, pp.8-9).

In a nutshell, 'Role play' activity develops students' cultural observation skills and to help them be in continuous search and alert of the elements that constitute cultures.

Conclusion

To conclude, the success in learning the English language is not by only mastering the linguistic form of the language, but also familiarizing students with the cultural contexts of the target language so that to prepare them for a better and full participation in the global community that their culture is part of it (NSFLEP, 1996). So, incorporating Paige's five dimensions and the suggested activities in the English classroom help out students become more culturally aware.

Appendix

Scenario A:

Your daughter/son has a boyfriend /girlfriend from a low-context culture. He/she wants to get married and move to the country the boyfriend or girlfriend is from. Tell your daughter/son why you think he/she should find a husband/wife from your high-context country instead.



Scenario B:

You live in a low-context culture and have a new neighbor who just moved in from a high-context culture. You met him/her once, and to be friendly, you told him/her to “drop by”. Much to your surprise, he/she comes to your house unannounced with the expectation of spending some time with you. You had plans to relax today and enjoy your privacy. What do you do? (Frank, 2018, p.9).

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Global Cultural Sensitivity in the English Language Classroom

Jacob Moisob Gundow - Ghana

Abstract

People from all cultures and backgrounds use English as the universal language of communication. As a result, encouraging global and cultural awareness in the classroom is something that English language teachers are being asked to do more and more of. For the purpose of developing a welcoming and culturally sensitive learning environment, promoting cultural awareness in the English language classroom is crucial. This article offers tips and exercises that English language teachers might employ to foster cross-cultural and global awareness in the classroom.

Introduction

Global and cultural awareness is crucial for studying English since it aids learners in comprehending the language and the culture that surround them deeply. Quite apart from that, the English language classroom offers a great setting for fostering learners' knowledge of other cultures and the world around them. Given that English is a global language spoken by more than 1.5 billion people globally is especially significant (Crystal, 2018). As a result, English language instructors have a special chance to foster cross-cultural understanding and communication in addition to teaching English as a second language. A strong connection between the teaching of a foreign language and the culture of those who speak it as a first language has long been assumed to be practically axiomatic. According to statements made by scholars (Steely, 1984; Harumi, 2002), "the study of language cannot be divorced from the study of culture" (p. 26), and "one cannot learn to use a language without learning something about the culture of the people who speak that language" (Kramsch, 1988, p. 63, as cited in Harumi, 2002). Without a doubt, Sapir's (1921) and Harumi (2002) old axiom that "language does not exist apart from culture" underlies the entire case for the intimate relationship between language learning and culture learning.

Researchers appear to agree that culture is important for language learning and instruction (e.g., Byram & Wagner, 2018; Jackson, 2012; Kumaravadivelu, 2008; Liddicoat & Scarino, 2013; Risager, 2018; Romanowski & Bandura, 2019).

There has been a lot written regarding the definition, importance, and interconnectedness of culture and language in language pedagogy. (See e.g. Liddicoat & Scarino, 2013). Kramsch (2013) cited in Afshar & Yousefi (2019) that he regrets that many language teachers do not fully understand the concept of culture and how to use it in educational methods, which runs counter to this priority. Many "are not convinced that it is the role of the language teacher to teach something that is better taught by anthropologists, sociologists, literary critics, or historians," she notes. (p. 5555). The choice to teach the target culture or the hybrid culture, the setting of teaching, the requirements of the students, and the aims of the lesson all play a role in this lack of familiarity, according to Kramsch.



Teaching methods and exercises that English language facilitators can employ to foster students' global and cultural awareness:

1. Child centered approach with culturally relevant teaching and learning resources

Literature, music, and movies that are culturally relevant can introduce students to a variety of viewpoints and worldviews. Thomas and Chen (2019) assert that "integrating culturally appropriate materials is essential to fostering global and cultural awareness in the classroom." For instance, teachers can employ literature from other cultures to instruct students on linguistic abilities including vocabulary, writing, and reading comprehension. It is important to integrate cultural topics and themes into language teaching. Students can also learn about the histories, customs, and values of various cultures by listening to and watching music and movies from such cultures.

2. Encourage cross-cultural communication

It can be beneficial to cross-cultural understanding and communication to encourage students to share their cultural viewpoints and experiences with one another. Participate in class debates, group projects, and other cooperative activities with the students. According to Brown (2018) "cross-cultural communication is essential for building relationships and promoting understanding among people from different cultures." As a result, English language instructors can enhance intercultural communication among their pupils through classroom activities. For instance, the international students' forum platform organized by IELTA promotes intercultural dialogue among students all over the world.

3. Teach about cultural diversity

To help children grasp the differences between their own culture and others', teach them about various cultural norms, habits, and behaviors. This could include body language, gestures, and nonverbal communication. As stated by Chen and Starosta (2018) "learning about cultural differences is essential for building intercultural competence." This suggests that in order to help students build intercultural competence and improve their communication skills, English language teachers may consider using cultural differences as a teaching method.

3. Engage students in cultural exchange programmes

To encourage cross-cultural and global understanding in English language classes, consider implementing literature, music, and movies that are culturally relevant and can introduce students to a variety of viewpoints and worldviews. Thomas and Chen (2019) assert that "integrating culturally appropriate materials is essential to fostering global and cultural awareness in the classroom." For instance, teachers can employ literature from other cultures to instruct students on linguistic abilities including vocabulary, writing, and reading comprehension. Students can also learn about the histories, customs, and values of cultures by listening to and watching music and movies from such cultures. Teachers might set up a program for cultural exchange where students can talk to English-speaking locals from various nations. Video conferences, social media, or in-person meetings can all be used for this. Li and Lee (2020) suggest that "cultural exchange programs give students the chance to learn about other cultures while improving their language skills."



4. Multicultural festival

Another activity that English language teachers might utilize in the classroom to improve global and cultural understanding is a multicultural festival. For instance, teachers can plan a multicultural festival where students can interact with one another through cuisine, music, dance, and art to share their cultural experiences. Multicultural festivals "give students the opportunity to learn about different cultures while celebrating diversity," claims Jackson (2020).

5. Cross-cultural communication workshop

A workshop on cross-cultural communication is a great technique to encourage students' intercultural competence. Teachers may, for instance, set up a workshop where students could learn about various cultural norms, values, and customs. This can improve pupils' communication skills and deepen their understanding of various cultures. Ho and Seidlhofer (2019) assert that "cross-cultural communication workshops are essential for promoting intercultural competence and building bridges across cultures."

6. Use technology to connect with global communities for your students to know what happens around the world.

Technology can be a powerful tool to connect students with global communities and cultures. Language teachers can use social media platforms such as Facebook and Twitter, Zoom to connect their students with native speakers of English from different countries. Additionally, teachers can use online resources such as virtual field trips to expose students to different cultures.

Conclusion

In conclusion, encouraging cross-cultural and global awareness in the English language classroom is crucial for helping students become interculturally competent. The methods and exercises described in this paper can assist English language instructors in developing a more welcoming and culturally sensitive learning environment. Teachers can assist students in becoming more effective communicators and developing a deeper awareness of various cultures by utilizing culturally relevant resources, promoting cross-cultural communication, and teaching about cultural differences.

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Integrating Global and Cultural Awareness in the English Language Learning Classroom: Strategies and Activities for Promoting Intercultural Communicative Competence and Critical Cultural Awareness

Wainaina - Joseph Kinyanjui - Kenya

Abstract

Globalization has significantly influenced the need for English language learning in today's world. Globalization has made the world more connected and interdependent, and the English language has become the dominant means of communication in many international contexts. With the increase in international communication and travel, it is imperative for English language learners to have global and cultural awareness in addition to linguistic competence. As a result, English language learners (ELLs) need to develop not only their language skills but also their global and cultural awareness to communicate effectively and appropriately in diverse cultural settings. Similarly, with the increasing interconnectedness of the world, it is crucial for English language learners to develop intercultural communicative competence and critical cultural awareness. The article provides theoretical frameworks and practical strategies for incorporating global and cultural awareness into the curriculum, including the use of authentic materials and culturally responsive teaching practices

Key words: Global awareness, cultural awareness, English language learning, intercultural communicative competence, critical cultural awareness, authentic materials, culturally responsive teaching practices, diversity, empathy, success.

Introduction

In today's interconnected world, the ability to communicate across cultures and understand global perspectives is becoming increasingly important. This is particularly true for English language learners (ELLs) who need to not only master the language, but also develop intercultural communicative competence and critical cultural awareness. As Braskamp and Braskamp (2010) note, "global competence is a critical 21st century skill that everyone needs in order to participate fully in the world" (p. 4). This informative article explores the importance of global and cultural awareness in the English language learning classroom and provides theoretical frameworks and practical strategies for incorporating these concepts into the curriculum. We will discuss the concepts of intercultural communicative competence and critical cultural awareness, and provide suggestions for using authentic materials and culturally responsive teaching practices to develop these skills in ELLs. By incorporating these concepts, teachers can help students develop empathy and understanding of other cultures and communities, preparing them for success in an increasingly diverse and globalized world.



Theoretical Framework

Intercultural communicative competence and critical cultural awareness are key concepts in developing global and cultural awareness in the English language learning classroom. Intercultural communicative competence refers to the ability to understand and use language appropriately in a range of cultural contexts, as well as the ability to understand and appreciate cultural differences (Chen, 2015). Critical cultural awareness involves reflecting on one's own cultural assumptions and biases, as well as recognizing and challenging dominant cultural narratives (Matsuda, 2019).

In order to develop these skills in ELLs, it is important to incorporate authentic materials and culturally responsive teaching practices into the curriculum. Authentic materials, such as news articles, films, and literature, provide students with opportunities to engage with diverse perspectives and develop cultural knowledge and understanding (Nunan, 2016). Culturally responsive teaching practices, such as building relationships with students, valuing students' cultural backgrounds, and using culturally relevant materials, can help create a supportive and inclusive learning environment that encourages cross-cultural communication and understanding (Othman, 2019). Overall, by developing intercultural communicative competence and critical cultural awareness, and incorporating authentic materials and culturally responsive teaching practices, teachers can help prepare ELLs for success in a globalized world.

Strategies and Activities

Incorporating global and cultural awareness into the English language learning classroom requires intentional planning and implementation of strategies and activities. Here are some suggestions for how teachers can integrate these concepts into their instruction:

1. Use authentic materials: Incorporate authentic materials, such as news articles, broadcasts, or videos, from a variety of cultural perspectives. This can help students develop a better understanding of cultural differences and similarities (Nunan, 2016).
2. Encourage interaction among students from different cultures: Assign group work that requires students from different cultural backgrounds to work together. This can help students develop empathy for one another and understand how culture shapes communication (Moussu & Llorca, 2008).
3. Teach language in context: Rather than teaching vocabulary and grammar in isolation, use language in context to illustrate cultural norms and practices. For example, use a news article to teach a grammar point while also discussing the cultural values reflected in the article (Byram, 2018).
4. Build relationships with students: Get to know your students and their cultural backgrounds. This can help you better understand their perspectives and tailor your instruction to their needs (Othman, 2019).
5. Use culturally responsive teaching practices: Incorporate culturally responsive teaching practices, such as valuing students' cultural backgrounds and incorporating culturally relevant materials, into your instruction. This can help create a supportive and inclusive learning environment (Gay, 2010).

By implementing these strategies and activities, teachers can help their English language learners develop intercultural communicative competence and critical cultural awareness.

Conclusion

In conclusion, global and cultural awareness are essential aspects of English language learning as they help



students develop intercultural communicative competence and critical cultural awareness. Teachers can incorporate various strategies and activities in their instruction to facilitate the development of these skills. Using authentic materials, encouraging interaction among students from different cultures, teaching language in context, building relationships with students, and using culturally responsive teaching practices are some effective strategies that teachers can use to create a supportive and inclusive learning environment. By incorporating these strategies and activities, teachers can help their students become successful communicators in a globalized world where intercultural communication is becoming increasingly important. It is the responsibility of teachers to promote global and cultural awareness in their classrooms and to help students develop the skills and knowledge necessary to communicate effectively across cultures. By doing so, they can help create a more just and equitable society where diversity is valued and celebrated.

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Global and Cultural Awareness in the English Language Learning Classroom

Khadija Ismael Suleiman - Tanzania, East Africa

Abstract

The development of global and cultural awareness is crucial in the context of English language learning classrooms. This entails sensitivity to and comprehension of students' values, attitudes, actions, and beliefs as well as adaptation of teaching materials and methods to take into account students' cultural frames of reference. Teachers should get aware of the many cultural traits, histories, and practices of the nations that their pupils are from to do this. They should also be aware of the numerous cultural factors, such as ethnicity, religion, sexual orientation, gender identity, and socioeconomic status, that might affect a student's perceptions, attitudes, and behaviors. By being inclusive and appreciative of cultural differences, teachers should foster a climate where students feel at ease and prepared to learn. This may be done by including group activities—like talking about current events or contrasting holidays from different cultures—and by encouraging students to share their narratives and link their cultural experiences in the classroom. Instructors may encourage cultural awareness and produce a more gratifying experience for both students and instructors.

Key words: intercultural communication, multicultural literature, cultural celebrations and traditions, global current affairs, and cross-cultural collaboration.

Introduction

In the globally linked world of today, students' global and cultural awareness is greatly influenced by what they learn in English language classes. Shemshadsara (2012) states that “The need for a strong commitment to the development of cultural understanding within the classroom context is clear in the light of recent development both nationally and internationally.” The importance of including cultural viewpoints in language acquisition must be understood by educators. Teachers may establish an inclusive and engaging atmosphere that helps students in their language learning journey by being sensitive and compassionate toward students' ideas, attitudes, actions, and values. To achieve this, teachers must familiarize themselves with the diverse cultural characteristics, history, and customs of their students' native countries. By understanding the multiple facets of culture that influence students' perceptions, attitudes, and behaviors—such as ethnicity, religion, sexuality, gender identity, and economic background—teachers can better tailor their instructional approaches to meet the diverse needs of their learners. Banks & Banks (2019) claims that

[A]n equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups. This includes a variety of teaching styles and approaches that are consistent with the wide range of learning styles within cultural and ethnic groups.

It is crucial to create a welcoming environment in the classroom where pupils are eager to learn. Respect for cultural diversity and inclusivity are crucial components of a successful learning environment. Incorporating



group activities that promote candid conversations about current events, comparing different holidays and customs, and encouraging students to express their personal narratives and cultural experiences are all ways that teachers may help students do this. Such activities not only encourage cultural awareness but also cross-cultural appreciation and understanding among pupils. Teachers may enable students to become global citizens with international communication skills and a deep understanding of different viewpoints by adopting global cultural awareness in the English language classroom. Additionally, this strategy is advantageous for both students and instructors since it fosters a more positive and stimulating learning atmosphere that embraces the diversity of cultures. We will go more deeply into five subtopics that offer useful methods for incorporating global cultural awareness into English language education in the sections that follow. These subtopics include intercultural communication, multicultural literature, cultural celebrations and traditions, global current affairs, and cross-cultural collaboration. By exploring these areas, teachers can equip themselves with the tools and knowledge necessary to nurture cultural sensitivity and awareness among their students, fostering a more inclusive and effective language learning environment.

Intercultural Communication

Intercultural communication is the term used to describe the sharing of knowledge and understanding between people from various cultural backgrounds. Intercultural dialogue is extremely important in the English language classroom for developing pupils' knowledge of other cultures. It entails fostering knowledge of and esteem for many cultures, tongues, and viewpoints. Chen & Starosta (1998) define Intercultural communication as a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings. Teachers may assist students in learning how to successfully and respectfully connect with persons from diverse cultural backgrounds by including intercultural communication in the English language learning classroom. This includes understanding cultural norms, values, and communication styles, as well as developing empathy and respect for cultural differences. As stated by Baker (2012)

To understand the sociocultural contexts of English as a global lingua franca, we need to approach culture in a non-essentialist and dynamic manner. It should be seen as an emergent, negotiated resource in communication which moves between and across local, national, and global contexts.

There are a variety of activities and methods that may be used in the English language learning classroom to promote intercultural dialogue. For instance, teachers may provide real resources from many cultures, such as books, movies, and articles, to expose pupils to multiple viewpoints and promote debate. Students may connect with people from other cultures and hone their language abilities via group projects, role-plays, and language exchanges with native speakers. The ultimate purpose of integrating intercultural communication in the English language learning classroom is to advance students' international competence, foster global cultural awareness, and provide them with the tools they need to interact successfully in a world that is becoming more interconnected and multicultural.

How do you go about being culturally aware?

The first step in encouraging cultural awareness in your students is to become sensitive to and knowledgeable about their ideas, attitudes, actions, and values. Be proactive in learning about the varied ethnic backgrounds of your students. Learn about the cultures, traditions, and history of the countries where your students are from. Speaking with your colleagues may help you better identify any possible cultural difficulties in the classroom. They may have important information.



Multicultural Literature

Multicultural literature refers to works of fiction and non-fiction that explore and celebrate the experiences of individuals from diverse cultural backgrounds. These works of literature aim to provide a platform for marginalized voices and to challenge dominant cultural narratives. They also seek to promote cross-cultural understanding and empathy by highlighting the common humanity that exists across different cultures. Multicultural literature can be written by authors from diverse backgrounds, or it can be written by authors from dominant cultures who seek to represent and give voice to marginalized perspectives.

Multicultural literature has a wide range of applications in the field of education. It can be used to teach students about different cultures and to promote cultural awareness and sensitivity. Glazier & Seo (2005) claim that

By including multicultural texts in her curriculum, the teacher helped her students respect and understand their own culture and that of others. While the experience enabled minority students to find their voices in the classroom, in some respects it simultaneously stifled the voices of majority students.

It can also be used to challenge stereotypes and promote critical thinking and analysis. Multicultural literature can be incorporated into various subjects, such as English, social studies, and history, to provide a more comprehensive and inclusive education. Additionally, multicultural literature can be used to promote diversity and inclusion in the workplace and society as a whole. By exposing individuals to diverse perspectives and experiences, multicultural literature can help to break down barriers and promote a more inclusive and equitable society.

Cultural Celebrations and Traditions

Cultural celebrations and traditions are an essential component of human culture and civilization. They are rituals, beliefs, and practices that have been handed down through the generations and are very important in terms of both culture and history. These celebrations and traditions are often deeply rooted in a community's identity and serve as a means of preserving its values, beliefs, and heritage. Celebrations reflect the values of the society and therefore it is important to examine the ways cultures and nations are represented in them. As Banks (2013) has pointed out, the way that students' background cultures are taken into account in society affects the ways students develop 'commitments and identities with the nation-state.

Religious festivals, public holidays, and social gatherings are all examples of cultural festivities. They frequently include a variety of events, including music, dancing, cuisine, and clothing representative of the culture. These events provide people a chance to interact, reinforce social ties, and display their distinctive cultural expressions.

On the other hand, traditions are enduring rituals or ways of life that are perpetuated by a particular group of people. They can include a broad variety of practices, including rituals, ceremonies, storytelling, handicrafts, and food. Traditions support a shared sense of identity, contribute to cultural continuity, and transmit knowledge and values.

Even while regional and community-specific cultural festivities and customs differ widely from one another, they all strive to celebrate the cultural variety and foster intergenerational connections. These customs promote mutual respect and understanding between many cultures and add to the diversity of human experiences.



Global Current Affairs

Current affairs are the world's happenings, quite literally the current affairs of the world. It refers to every single thing currently taking place in the world right now, and the people well-versed in it are incredibly knowledgeable and well-read.

The integration of global current affairs in the English language classroom is crucial in developing students' cultural awareness, language proficiency, and critical thinking skills. It is essential to use authentic materials such as news articles, videos, and podcasts to provide students with real-world examples that reflect current events and issues. Teachers should also consider the relevance and appropriateness of the materials to the level, age, and interest of their students.

Some ways to integrate global current affairs into the English language classroom:

1. **News Discussions:** Allow to debate news stories or current events that are pertinent to international concerns. Use news websites made especially for English language learners or provide articles from reliable sources. Encourage students to participate in debates and conversations so they may communicate their ideas, consider alternative viewpoints, and improve their language skills.
2. **Reading and Writing Activities:** Use news stories or opinion pieces on current events across the world to assign reading comprehension exercises. Ask students to highlight major arguments, summarize the essential points, or create opinion pieces on the subject. This enhances their reading and writing abilities while also exposing them to other international viewpoints.
3. **Vocabulary and Language Exercises:** Choose vocabulary terms or phrases that are connected to current events on a global scale and include them in language exercises or games. The discussion of pertinent international issues while expanding their vocabulary and developing their language skills benefits the pupils.
4. **Multimedia Resources:** Utilize multimedia resources such as videos, podcasts, or TED Talks that explore global current affairs. These resources can serve as listening comprehension activities and provide authentic language input while exposing students to different accents and perspectives.
5. **Role-plays and Debates:** Set up discussions or role-plays so students may discuss current events from a variety of perspectives while playing various characters. This promotes analytical thinking, research prowess, and the capacity for persuasive English argumentation.
6. **Collaborative Projects:** Assign group tasks including worldwide current events study, analysis, and presentation. As a result, students get a better comprehension of world concerns and are encouraged to work in teams and strengthen their research and oral presentation skills.
7. **Cultural Exchange:** Promote a multicultural learning environment by asking students to contribute news or current events from their nations or cultures. This makes it possible for cross-cultural conversations and lets students benefit from one another's experiences.

Cross-Cultural Collaboration

Cross-cultural collaboration refers to the process of individuals or groups from different cultural backgrounds coming together to work towards a common goal. It involves bringing together people with diverse perspectives, values, and communication styles to foster understanding, collaboration, and innovation.

Cross-cultural collaboration in an English learning classroom can provide a rich learning experience for students by promoting language acquisition, cultural understanding, and effective communication. Here are some tips for cross-cultural collaboration in an English learning classroom:



1. Create a diverse classroom: Attempt to have a varied group of students representing various cultures. This variety will encourage the exchange of various viewpoints and experiences and enhance cross-cultural connections.
2. Encourage cultural sharing: Give pupils the chance to discuss many facets of their cultures, traditions, and customs. Give students the opportunity to present, plan cultural gatherings, or exchange objects that are representative of their origin. This encourages kids to respect and benefit from one another's backgrounds.
3. Incorporate group activities: Create group activities that demand cooperation from students with diverse cultural perspectives. Put mixed-culture teams in charge of conversations, projects, or task-solving sessions. Encourage your kids to collaborate, share ideas, and pick up knowledge from one another.
4. Foster language exchange: Encourage students from various linguistic backgrounds to assist each other's language acquisition through language exchange partnerships or buddy networks. Activities like peer tutoring, language practice sessions, and language immersion trips can be included in this.
5. Establish a safe and inclusive environment: Foster an inclusive classroom environment where all students feel respected, valued, and encouraged to express themselves. Set clear expectations for respectful communication and promote open-mindedness and empathy.

Conclusion

In conclusion, it is crucial for English learning classrooms to promote the development of global and cultural awareness. Teachers are essential in establishing an atmosphere that is welcoming and attentive to cultural differences and promotes intercultural cooperation. Teachers can modify their lesson plans and instructional strategies to better suit the different requirements of their students by learning and respecting their cultural origins, values, and beliefs. Students' language competence, cultural sensitivity, and critical thinking abilities can be improved by including intercultural dialogue, multicultural literature, cultural holidays and traditions, international current affairs, and cross-cultural cooperation. English learning classrooms may give students and teachers a more rewarding and enjoyable experience by fostering cultural awareness and embracing diversity.

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Malaysia

TALK ABOUT IT

What is global and cultural awareness for you?

"Global and Cultural Awareness (GCA) refers to the capacity to comprehend and value different cultures and perspectives, while acknowledging and honoring the distinctions that exist within and across societies. This awareness also includes global economic, political, social, and environmental issues."

COMPARE AND CONTRAST

Why is it important nowadays? What has been done in your country to improve this skill (Global and Cultural Awareness) at schools?

"Malaysia has implemented a range of initiatives in promoting global and cultural awareness in the English language learning classroom. One such initiative is the introduction of English Language Education Reform: The Roadmap (2015-2025) by the Ministry of Education Malaysia, which prioritizes the acquisition of language skills and intercultural competencies. Henceforth, English programs should aim to enhance students' language proficiency to prepare them for employment opportunities in the globalized economy (Malaysia Education Blueprint 2015-2025, p.108). Additionally, Malaysian educators have incorporated various activities and materials in the English language classroom that aim at promoting global and cultural awareness. Besides, mobility programs are also another measure in promoting global and cultural awareness in English language learning classrooms."

CONTRIBUTE

How can teachers promote and empower students through global and cultural awareness in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"To successfully meet the needs of global and cultural awareness in the English language learning classroom, Universiti Malaysia Kelantan (UMK) for instance, has established international collaborations to expose students to different cultures and perspectives in enhancing the English language proficiency and competency of the students. The Global Online Learning (GOL): English Conversation Circles Program in collaboration with the Prince of Songkla University (PSU) was conducted. The students involved are from different countries and diverse backgrounds including



Malaysia, Thailand, Sri Lanka, Cambodia, Kazakhstan, and Japan, while the moderators are the educators from Malaysian public universities (UMK, UnisSza, UiTM, and USM) and also international university (PSU). Students are given the opportunity to engage in intercultural communication with other students from different cultural backgrounds. Each discussion conducted is incorporated diverse materials from different cultures to expose students to various perspectives and promote cross-cultural understanding, thereby preparing them for a globalized world."



Dr. Kalyani Rao B

India

TALK ABOUT IT

What is global and cultural awareness for you?

"...Very informative and resourceful session. Cultural awareness awakens the ancient traditions of the respective countries to travel along with the English language while sharing globally. "

COMPARE AND CONTRAST

Why is it important nowadays? What has been done in your country to improve this skill (Global and Cultural Awareness) at schools?

"...In present days, the new young generation used to follow fashion culture and wave off the ancient ones which is not advisable. So mediating through the English language, we can share and learn various cultures and their traditions, those are our country's pride. "

CONTRIBUTE

How can teachers promote and empower students through global and cultural awareness in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"...In South India, we have the Harvest Festival celebrated for 5 days every January. With reference to this, we used to organize an International cultural exchange program between different countries. We used to organize a trip to the paddy fields and students would be in farmers' dress to take the interviews of farmers and some short films etc. This we have exchanged with a Japanese school via online - to improve English language skills, by writing their reflections, creating interview questions, preparing articles for the school magazine and for print media too. "



Svetlana Burea

Moldova

TALK ABOUT IT

What is global and cultural awareness for you?

"...We live in a diverse and interconnected world, and the concept of cultural awareness is crucial. It refers to the understanding and recognition of the differences in beliefs, values, attitudes, behaviors, and practices among individuals from various cultural backgrounds. Better communication among community members, particularly those from different cultural backgrounds, leads to more effective problem-solving and decision-making."

COMPARE AND CONTRAST

Why is it important nowadays? What has been done in your country to improve this skill (Global and Cultural Awareness) at schools?

"...Global and cultural awareness involves an appreciation and respect for national, and social differences, as well as knowledge of how these differences may affect communication and interactions with others. As a result of obtaining global awareness skills, people will develop their empathy, and tolerance, and become more open-minded, which leads to the creation of a diverse and inclusive community. That is why cultural awareness helps to promote inclusivity, tolerance, and equality and encourages individuals to value and respect differences, rather than view them as a threat. It is an essential component of personal growth, education, and intercultural competence, and it contributes to a more harmonious and understanding society. Transdisciplinary students come in touch with key terms like multi-/pluriculturalism, interculturalism, tolerance/intolerance, discrimination, stereotypes, prejudices, cultural diversity, enculturation, and acculturation, and the main idea they should get to is the quote: "There is no culture with a capital letter, but only diverse cultures, always in the plural." (Malița M., 1998, p.14) Intercultural education is widely promoted in Moldova. Currently, the officials have changed all curricula at all levels and added IE. Many continuous professional courses aim to help teachers develop their knowledge and skills to support the development of intercultural competence in children and youth."

CONTRIBUTE

How can teachers promote and empower students through global and cultural awareness in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"...Teachers might promote ICE projects, host webinars or round tables with officials on fostering inclusive, equitable education, write and publish methodological guides on teaching-developing ICE, publish supporting books with teaching materials, and develop didactic resources to increase



global and cultural awareness. In English classroom, teachers facilitate different learning activities like giving a reasoned aesthetic opinion on a literary text, critically analyzing a TV program, a press article, a political debate, or a work of art, as well as self-evaluation and evaluation by others. Students are involved in learning experiences where they critically analyze the ethical/moral motivation of behavior in their own and other cultural environments (critical sense of cultural relativity, ability to identify with other cultures). Class newspapers, books of poems, multimedia projects, involving group-work, distribution of roles and responsibilities, negotiation, and decision-making are formative and efficient tasks that really can make a difference. Currently, there may be organized linguistic and cultural study visits that require preparation, monitoring, individual and collective records, empirical absorption of cultural data), and may be both physical and virtual. Example of classroom activity that aims to increase English literacy, reinforce critical-thinking and SEL skills and inspire students to choose kindness, be empathetic, and consider other people's perspectives for the pre-intermediate level. The activities are based on the powerful message, R.J. Palacio's award-winning book, *Wonder*; the activities can be used with or without reading the book. The book's main character, 10-year-old August Pullman, who was born with a facial difference, wants his classmates to see him as an ordinary kid with an extraordinary face when he enrolls in fifth grade after being homeschooled for years. His story encourages young readers to be kind, to celebrate our differences, and to reflect on the power of our words and actions. Book summary (*Wonder is a brutally powerful story of a 10-year-old boy named August Pullman, who has a facial anomaly. He is an ordinary kid who plays Xbox, is obsessed with Star Wars, but despite the 27 operations done for his face, he will never look normal*).

Activity 1

Choose Kindness Wonder Week: Lead in–brainstorm the active and passive vocabulary connected with the topic. Introduce the lesson by explaining that Auggie, the main character in Wonder, was born with a facial difference. He has been homeschooled and is about to start fifth grade at a local school. Ask students: How do you think Auggie feels about starting school? (Explain that Auggie is nervous and just wants to fit in. Next, explain that Auggie's classmate, Summer, sits with him at lunch because she wants to be friends with him). How does it make you feel when someone is kind to you? How does being kind help someone who may be struggling? Help students make connections with Auggie's story by having them think about ways we are similar and different from our friends. How do your different qualities make you your own person? Why should we get to know people instead of judging them based on appearances? Distribute the activity sheet and have students read aloud some ways we can be kind. Have them complete another week of kindness ideas with their families at home. As a follow-up, have students answer the "Think About It" questions and share their responses.

Activity 2

Wonderful Words to Live By: To start this activity tell students that each month, Auggie's English teacher, Mr. Browne, shares precepts with his class. Precepts are general rules that help guide us when we are making decisions about important things. Distribute the activity sheet. Review two of Mr. Browne's precepts and have students respond to them. (Students can also choose additional ones from the story). Before students begin writing their own precepts, emphasize that they should focus on kindness, being a good friend, being a good listener, overcoming obstacles, or seeing things from other people's perspectives. Students might work with partners to complete the activity. Afterward, have students share their precepts with the class. Ex. of precepts: When given the choice between being right or being kind, choose kind. –Dr. Wayne W. Dyer As a follow-up, have a class discussion. Ask: Why is it important to celebrate each other's differences? As a class, how can we do that? Extension activities 1. Invite students to spread kindness at school by painting kindness rocks to place around the school, making kindness bookmarks to leave in the library, or creating a "Wonder-full Wall of Kindness" in which students create a display of kind words and sayings to inspire the school community. 2. Celebrate your students' precepts by having them design posters, flyers, cards, or bulletin boards with their messages."



CONTRIBUTE

"...In conclusion, the English classroom activities facilitate the development of global and cultural awareness. In addition to acquisitions of a strictly linguistic nature, the programs aim to raise the students' awareness of multicultural aspects of global diversity. Helping Romanian speakers of English understand the cultural context in which the language is used builds cultural competence, including understanding of both their own identity and the cultural diversity of the world, which then forms the foundation for the development of intercultural competence among students."



Felicity Anne Aretha A. Dorado

Philippines

TALK ABOUT IT

What is global and cultural awareness for you?

"...Awareness is something that people in a community withhold. Living in a specific environment means adjusting unto it, considering the culture, norms, folkways, and the like. Access to a multi-cultural language classroom gives importance to awareness promoting a culture sensitive with communicative purpose of language used. "An ability to understand, respect and work well with people from diverse cultures is increasingly important for social and academic success in an interconnected world. The idea behind global awareness is to create global citizens who are open to those raised in different countries, cultures and religious settings." - ("Why is gaining a global understanding important?," 2022)"

COMPARE AND CONTRAST

Why is it important nowadays? What has been done in your country to improve this skill (Global and Cultural Awareness) at schools?

"...Global and cultural awareness are important to promote ties among various communities locally and globally. In the Philippines, syllabus of English has its feature that focuses on culturally sensitive and globally equipped learners in accordance to the 21st Century guidelines and skills This means that the lessons must be authentic and relatable to students' environment. One subject in the Higher Education for example, the Purposive Communication, aims to teach students the communicative competence and use of language in a multicultural settings. The learners should be able to present their writing, listening, reading, and speaking skills to a wider audience, apply these skills to their specific fields, and should produce output relevant to their interests."

CONTRIBUTE

How can teachers promote and empower students through global and cultural awareness in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"...Teachers can promote and empower the students through a global and cultural awareness in the English Language Classroom by means of adjusting themselves to the learners and considering the environment or the classroom climate in which they interact with the learners. It is important that teachers should know their learners, meaning expressing interest in the students' background which doesn't always mean or can be done in a plain "Tell Me Something About Yourself" Introduction but can be diverted into a more exciting or fun activity like a one-



minute video presentation (Me-In-A-Minute) wherein students are free to be creative to add spice to their video, to express themselves more, and allowing the use of multimedia and technology (ICT application). Another factor is the role-playing game in the classroom situation, teachers should know their real-life role as well as the students. Respect begets respect is such a vital role to do so. Teachers as facilitators, moderators, managers, counselors, second parents, or even a friend to the students require proper observance in a way that both sides including the students' side should not be taken for granted or be abused. Ethics and rules to be considered in the classroom should be emphasize. The discipline especially in terms of the language concerns should be taught to the students. Teacher as a role model must use proper wordings in context. Students should be scaffolded by the teachers because their success also marks the performance of the teacher as the instructor who instills the knowledge, skills, and values that transcends with the learners.

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Why is gaining a global understanding important? (2022, July 8). Celebrities Buzz. <https://www.celebritiesbuzz.com.gh/why-is-gaining-a-global-understanding-important/>

Global and cultural awareness is a trend and a challenge to be considered by the Language Educators these days"



Doreen Dela Agbedoe

Ghana

TALK ABOUT IT

What is global and cultural awareness for you?

"...As an educator, I consider global and cultural awareness to be the recognition and acceptance of the influences of other cultures, countries, and their citizens. It is imperative that I incorporate the essential skills, attitudes, and knowledge needed by students to succeed in the globalized world, into my teaching practices. "

COMPARE AND CONTRAST

Why is it important nowadays? What has been done in your country to improve this skill (Global and Cultural Awareness) at schools?

"...The importance of global and cultural awareness cannot be underestimated in the field of education. In today's globalized world, it is necessary to raise learners who are open and accepting of citizens born and raised in diverse cultures, countries, religions, and political ideologies. In Ghana, the revised curriculum framework has taken a conscious effort to incorporate global and cultural awareness education across all subjects at all levels of education. "

CONTRIBUTE

How can teachers promote and empower students through global and cultural awareness in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"...In our role as ESL educators, we are well-placed to train and empower our learners to become global citizens who can thrive no matter where they find themselves in the international space. We should first of all model tolerance and acceptance of diversity and inclusion because our actions have more impact on our students than mere words. The saying "Practice what you preach" is a reminder that we cannot ask our students to be tolerant of each other's differences while exhibiting discriminatory behavior ourselves. Over the years, I discovered that explaining tolerance and how to practice it is more effective with life-like sample scenarios, such as movies or documentaries. The audio-visual materials have a more profound effect on students. "

"As teachers, in our well-intentioned efforts to groom our learners into successful global citizens, we have a responsibility to ensure that the information we present to our learners is age-appropriate, complies with school policies, and is considerate of the views of parents. It is important to strike a balance between providing valuable knowledge and being mindful of the potential impact that certain information may have on our learners."



TEACHERS' IMPRESSIONS

"Much development can be noticed after the fruitful presentations in the Teachers' Forum "

_Sara Zeidan - Lebanon

"It has helped me to really understand how to disseminate the content to the learners due to the use of examples and further explanation by the guests speakers and facilitators as well."

_Judith Anelero - Ghana

"I think I've learned a lot and I appreciate the information shared, Thank you so much!"

_Emelia Jane Anak Dingus - Malaysia

"It helps to improve the teaching skills."

_Mona Moussa Ibrahim Abi Chaaya - Lebanon

"I have gained lots of experience."

_Kwame Adjei-Bediako - Ghana

ON THIS SECTION

It is a collection of some teachers' feedback and testimony after participating in the IELTA Teachers' Forum sessions.



ASSOCIATION REGISTRATION NUMBER 11387724

TEACHERS' IMPRESSIONS

"Great sessions. Thank you for this meeting. I learned great learning and teaching approaches from the speakers. Greetings!"

_Maria Gabriela Portal - Argentina

"The webinar was relevant to me as a teacher because the organization has been offering timely topics. It helps me to become a competent teacher in the field. I am happy to be part of IELTA!"

_Christianne O. Romano - Philippines

"It was a great experience because personally I've learned too much and I'm very grateful with you. Thanks a lot!"

_Rocío Isabel Sabino López - Peru

"Feeling proud to be with great scholars."

_Abdul Halim - Bangladesh

"Knowledgeable and sharing new insights to learn."

_Dr. Kalyani Rao - India

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ASSOCIATION REGISTRATION NUMBER 11387724

TEACHERS' IMPRESSIONS

"Yes, a big contribution in my professional life. The topics and expertise they have shared made me realize that teaching and learning should start within us. Because if we love what we are doing, we can also do great things for our learners."

_Dantea P. Beni - Philippines

"I have been able to improve in my methodologies and teaching techniques "

_Innocent Nasuk Dajang - Nigeria

"It helps me with interesting material and webinars."

_Rina Pamela Chalco - Argentina

"Got benefited by developing skills required for my teaching profession as an English language teacher."

_Ganga Ram Paudel - Nepal

"I got the chance to hear and exchange views from educators from different parts of the world... And I have also realized the importance of research firstly for our job as educators!"

_Georgia Maneta - Greece

"It helped me to improve my knowledge and also to take better decisions in future situations "

_Rocío Isabel Sabino López - Peru

ON THIS SECTION

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ASSOCIATION REGISTRATION NUMBER 11387724

TEACHERS' IMPRESSIONS

"It was very beneficial and fruitful workshop."

_Hayam Elsayed Haroun - United Kingdom

"It's been phenomenal and insightful."

_Gideon Kwame Sah - Ghana

"It was amazing, I learned new things that are going to help me as a teacher.

Thanks so much!"

_einaldo Enmanuel Mercado Rivas - El Salvador

"It is being awesome . A lot was learnt by me in the Forum which truly consolidate my previous experiences."

_Charles Sorngmene - Ghana

ON THIS SECTION

It is a collection of some teachers' feedback and testimony after participating in the IELTA Teachers' Forum sessions.



ASSOCIATION REGISTRATION NUMBER 11387724

International English Language Teachers Association

MISSION STATEMENT

To provide high quality international standard programs to English language teachers, researchers, and learners around the world in order to enhance their human, professional and scientific skills through a respectful, collaborative, cooperative, critical, and intercultural interaction.

VISION STATEMENT

To be a reference model of innovative, academic, and organizational quality, which contributes to educational improvement by creating a community of professionals in every country in the world who are able to build dynamic and supportive learning environments and ultimately a better world.

IELTA has branches in 42 countries and still growing.

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The edition we developed required teachers to meet and discuss, in the IELTA FORUM eighth episode, about "*GLOBAL AND CULTURAL AWARENESS IN THE ENGLISH LANGUAGE LEARNING CLASSROOM*", and provide their knowledge of the course topic based on their English language teaching experiences and ideas to support other teachers worldwide.

