

LESSON SCENARIO

Title

Communicative Competences in Language Teaching & Intercultural Communication

Abstract

In this session the focus is put on intercultural communication, especially in connection with language learning and teaching. Firstly, we will introduce the topic of interculturality by exploring the participants' culture symbols and a short discussion in pairs about culture-related topics. Then we will discuss different components of culture by introducing the culture iceberg.

Preparation time

Preparation time is estimated to be 2 hours, which consists of studying the terminology of the lesson and various examples.

Teaching time

60 minutes.

Learning Outcomes

After completing this unit, participants will be able to:

- Understand the concept of culture
- Become aware of one's own culture and recognize its influence on one's behaviour and attitude
- Learn and understand about the institutions, customs, traditions, practices and current issues in a specific country
- Discuss cultures without stereotyping or making judgmental statements

Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	20 minutes	The trainer asks the participants to stand for this activity - they are given Handout 1 where their task is to move around the room and try to find someone who matches a description or knows certain information about culture-related topics. The participants are given 5-10 minutes to mingle and talk to each other. Upon finishing, the trainer reads information from the	Non formal, Discussion Debate.	Handout 1

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		Handout and asks the participants to share the collected answers and encourages them to also share their personal stories.		
2	40 minutes	<p>The participants are asked to draw (or find an image) of an object that represents their culture and explain how they think it represents their culture.</p> <p>The trainer draws the image of an iceberg on a flipchart and explains the iceberg model of culture: what is easily visible only represents 10% of the culture.</p> <p>The trainer then gives the participants Handout 2 which consists of an image of an iceberg as well as a list of culture features. The participants are divided into groups and asked to relocate the features of different features of culture listed below or adobe the waterline. What is above and visible is considered observable behaviours and artefacts whilst beneath the line appear the invisible beliefs, values and taboos that are transmitted through culture.</p> <p>The trainer facilitates the discussion on the relationship between the visible and invisible aspects of culture. For example, religious beliefs are clearly manifested in certain holiday customs and on the other hand, notions of modesty can affect styles of dress.</p> <p>The trainer facilitates a discussion to figure out how the objects brought represent the values and beliefs that are not visible (the 90% part of the iceberg) and writes them in the iceberg below water.</p> <p>The trainer facilitates the discussion by asking the following questions:</p> <ul style="list-style-type: none"> a) how different behaviours might be caused by the same value. For example, how do cultures show respect for age? By giving one's seat in the bus? Lifting the groceries? Helping to cross the street? Having the elderly come and live at one's place? Having the elderly people live in a retirement place? b) think of similar behaviours that might be 		

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		<p>caused by different (opposite?) values: someone working extra hours. Are ambition and career their priority? Is it their family's welfare?</p> <p>Conclusion: When meeting another culture, we tend to interpret the behaviour observed with our own iceberg, our own set of values and beliefs, which may be the cause for culture shock. It is important to keep in mind that the behaviour demonstrated is rooted in values that are not clearly visible.</p>		
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- i)
- ii) **HANDOUT 1**

Find someone who has experienced culture shock and ask them to tell you in one sentence what it was like.	Find someone who has spent more than 6 months in another country to the one they were born in. Ask them to tell you where and what it was like.	Find someone who has discovered much-liked food through trying a new type of food. Find out what it was.
Find someone who has recently talked to someone from another culture in depth. Ask if they learned anything.	Find someone who has read a book/novel about crosscultural working/experiences - ever and ask if they would recommend that text.	Find someone who can speak a second language. Ask if they have learned anything about cultural difference/s from this experience?
Find someone who knows a lot about a cultural or a religious celebration that is different from their own religion or culture. Ask them how they learned about it.	Find someone who can explain why the British still have separate taps for hot and cold water rather than mixer taps.	Find someone who has made a 'mistake' in another culture and ask them to tell you about it.

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iii) **HANDOUT 2**



Features of Culture

For each feature of culture, think of one example common to people in the country you come from or the country where you were born.

Relocate these different features of culture either below or above the waterline.

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Beliefs about child raising (children and teens)

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9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Greetings
21. Facial expressions and hand gestures
22. Concept of self
23. Work ethic
24. Religious beliefs
25. Religious rituals
26. Concept of beauty
27. Rules of polite behavior
28. Attitude toward age
29. The role of family
30. General worldview

***Publication funded by the European Commission under the Erasmus+ program. This publication has been produced with the financial support of the European Commission. The publication reflects only the views of the authors, and the European Commission and the National Agency for the Erasmus+ Program are not responsible for its content**