

Barbora Míková

DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE

Roadmap

ICC – what is it?

Ways to develop
ICC

The benefits of
using literature in
ELT

The changing role
of using literature
in the classroom

How to choose an
appropriate
book?

Intensive vs.
extensive reading

How to work with
the
book/extracts?

Book tips



Intercultural Communicative Competence

„the ability to work efficiently and appropriately in the interaction with the members of other cultural groups“ (Uličná)

knowledge, skills, values, attitudes (Byram et al.)



Ways to develop ICC

Ways to develop ICC

reading

movies,
shows, music

videos



The Chinese school experiment

BEFORE YOU WATCH

- ★ 1 You are going to watch a video about an experiment in a British school. The students in the video are from Year Nine, so how old are they? Look at the table and check.


Age	Type of school	Year number
5–11	Primary	1–6
11–16	Secondary	7–11
16–18	post-GCSE/Further	12–13


- ★ 2 **SPEAKING** Are sentences 1–8 about typical British (B) or Chinese (C) students? Discuss with a partner.

- 1 They wear tracksuits in school.
- 2 Their typical school day is twelve hours long.
- 3 They start the day with a morning assembly (= large meeting).
- 4 They start the day with morning exercise.
- 5 They talk and laugh a lot in class.
- 6 In PE classes, students can choose what they want.
- 7 After classes finish, they have two hours of self-study.
- 8 Classes finish at 3:30 p.m.

- ★ 3 **SPEAKING** Compare the sentences in Exercise 2 with your school. Discuss in groups.

WHILE YOU WATCH

- ★ 4  20 Watch the video and check your ideas in Exercise 2. Note down any other new information about China and Chinese schools.

- ★ 5  20 Watch the first part of the video (up to 02:15) again and complete the fact sheet with one word in each gap.

Location: Liphook, a small ¹ _____ in Britain.
 School: a local, mixed ² _____ school
 Number of Chinese teachers in Liphook: ³ _____
 Number of students in Chinese classes: ⁴ _____
 Number of school hours in China: ⁵ _____
 Number of meals in Chinese schools: ⁶ _____
 Most important subject in Chinese schools: ⁷ _____

AFTER YOU WATCH

- ★ 6 **SPEAKING** Is the experiment a success? Are there any problems? What can the Chinese teachers do differently? Discuss in groups.
- ★ 7 Read the summary of four weeks of the experiment in the video. Write up to ten sentences to express your opinion about the results of the experiment.

After the first day, the Chinese teachers can see that they have problems with discipline and they have to find a way to show the British students that learning can be fun. So they decide to show them an old Chinese game to help the pupils in Mathematics. In PE classes, they teach students a traditional Chinese dance. They also have a cooking class. To stop the problem with discipline, the teachers have a meeting with the students' parents and ask them for help. After 4 weeks of the experiment, the class in the video and another class from the school take the same exams in: Maths, Mandarin language and Science. The experimental class gets better results in every subject.

The benefits of using literature in ELT

valuable authentic material, creative use of language

familiarity with various conventions of the written mode, such as narration, argument etc.

cultural enrichment

language enrichment

personal involvement

The changing role of using literature in the classroom

- language and literature are connected
- grammar-translation method → communicative principle



How to choose an appropriate book?

learners' age, sex, intellectual and emotional maturity etc. +
cultural and literary background, linguistic proficiency

availability, length, fit with syllabus, exploitability

familiar/unfamiliar?

potential appeal



Intensive vs. extensive reading

overall understanding	100% understanding
read a lot	limited reading
easy texts	difficult texts
fluent reading	word-for-word reading
read for meaning in English	translate into first language
no direct study of grammar	focus on grammar use and rules
no comprehension questions	many comprehension questions
no direct teaching of strategies	direct teaching of strategies
ignore unknown words	use dictionaries



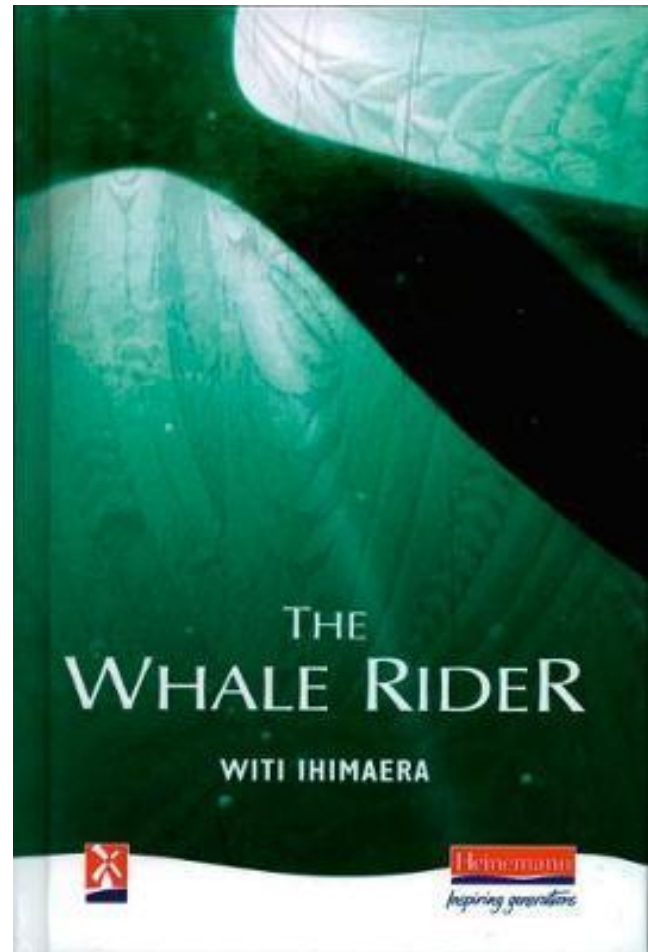
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Witi Ihimaera: *The Whale Rider*

- Postcolonial literature
- New Zealand, Maori culture
- Child/teenage protagonist
- 122 pages, short chapters
- A movie



How to work with the book/extracts?

- extracts X the whole book
- **pre-reading stage**
 - a questionnaire (facts, opinions, attitudes etc.), a movie, a video, a book cover etc.



How much do you know about New Zealand?

- 1) When you hear New Zealand, what do you think of? Write down anything that comes to your mind:

- 2) Decide if the following statements are TRUE or FALSE. Can you correct the false ones after watching and reading *Whale Rider*?
 1. New Zealand mythology is traditionally associated with kangaroos. T F
 2. *Haka* is a war dance. T F
 3. The indigenous people of NZ are called Aborigines. T F
 4. Another name for NZ is *Aotearoa*. T F
 5. Carvings, tattoos or group performances are some of the typical features of Maori culture.
T F
 6. The concepts of *tradition* and *ancestry* do not play an important role in Maori culture.
T F



- 3) We are going to watch the movie *Whale Rider* which is based on the novel of the same name by Witi Ihimaera. Read the description:

“A contemporary story of love, rejection and triumph as a young Maori girl fights to fulfil a destiny her grandfather refuses to recognize.” (<https://www.imdb.com/title/tt0298228/>)

Why do you think *whale* is in the title?

- 4) After watching the movie: Match the names with their characters. Complete the missing pieces of information to each character.

Koro

Rawiri

Paikea (Pai)

Porourangi

Nanny Flowers

Pai's grandmother. She is very
..... She
loves her husband but
sometimes she thinks he is a bit
.....

Pai's uncle. He helps look
after

Pai's grandfather. He is the chief
of the village. He wants his
..... to be the
chief of the village after him.

The main character of the story. She lives
with her grandparents. She is
..... and
..... and wants to
become the chief like her grandfather.

Pai's father. His wife and
son died during the
childbirth. He lives in
..... and is a
successful

How to work with the book/extracts?

- extracts (topics) X the whole book (chapters)
- pre-reading stage
- **reading stage**
 - **before-reading exercises** (activating Ss knowledge, pre-teaching etc.)
 - **while-reading exercises** (scanning, skimming etc.)
 - **after-reading exercises** (interpretation, follow-up writing, comparison etc.) - **ICC**



The Whale Rider – Reading Lesson 1

Topic: **Legends and mythology**

Before reading:

1. *What is a legend? Circle the correct definition:*

- a) a very old story, usually not true, that people tell about a famous event or person
- b) a very old story, always true, that people tell about a famous event or person

2. *Do you know any legends? Discuss in pairs and then share your ideas.*

The Whale Rider – Reading Lesson 3

Topic: **Ancestry and genealogy**

Before reading:

Think about your first name and answer these questions: Are you happy with it? Are you named after somebody? If yes, is it a tradition in your family? Discuss in pairs.

While reading:

1. a Read the extract from chapter 7 and answer the two questions:

Who do whales help?

What is interlock?

The whale has always held a special place in the order of things, even before those times of Paikea. That was way back, after the Sky Father and Earth Mother had been separated, when the God children of both parents divided up between themselves the various Kingdoms of the Earth. It was the Lord Tangaroa who took the Kingdom of the Ocean; he was second in rank only to the Lord Tane, the Father of Man and the Forests, and so was established by them close kinship of man with the inhabitants of the ocean, and of land with sea. This was the first communion.

Then the Lord Tangaroa appointed the triad of Kiwa, Rona and Kaukau to assist the sovereign rule: Kiwa to be guardian of the southern ocean, Rona to help control the tides, and Kaukau to aid the welfare of the sea's denizens. To the triad, two other guardians from the Kingdom of the Land, Takaaho and Te Pu-whakahara, brought a special suit: their offspring had been given lakes to live in, but they preferred to roam the freedom of the sea. The suit was accepted, and this was how sharks and whales were granted habitation of the ocean.

From the very beginning the whale was grateful for this release and this was why the whale family, the Wehengakauiki, became known as the helpers of men lost at sea. Whenever called, the whale would attend the call as long as the mariner possessed the necessary authority and knew the way of talking to whales.

But as the world aged and man grew away from his godliness, he began to lose the power of speech with whales, the power of *interlock*. So it was that the knowledge of whalespeaking was given only to a few. One of these was our ancestor, Paikea.

1. b Match the mythological characters with their descriptions:

Kiwa	helps control the low and high tide
Kaukau	protects the southern ocean
Rona	aids the welfare of the sea's inhabitants

2. Provide the title for this passage.

After reading:

- 1. Write a short summary (50 words) describing the importance of whales to Maori people.*

- 2. Can you come up with some examples of mythical animals from the Czech or world culture? What is their role?*

After reading:

- 1. Based on what you have read, summarize the main features of a legend.*

- 2. Think of some legends from the Czech and world history. Compare them with this New Zealand one with respect to their characters and animals.*

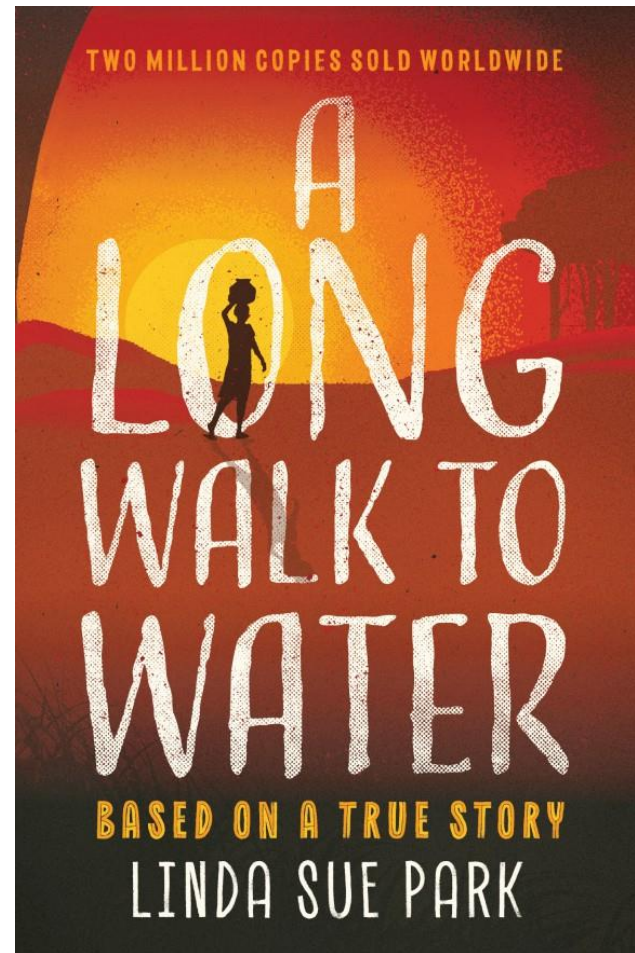
How to work with the book/extracts?

- extracts X the whole book
- pre-reading stage
- reading stage
- **after-reading stage**
 - a video, a poster, a play, a podcast episode etc.
 - assessment?
- final evaluation (revisiting the questionnaire etc.)



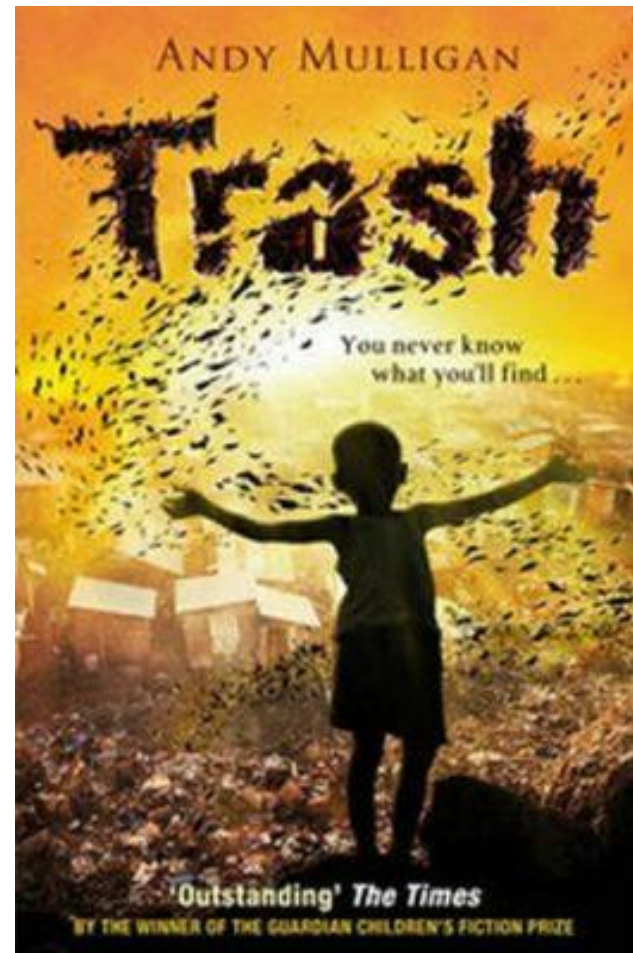
Linda Sue Park: *A Long Walk to Water*

- South Sudan
- Two child/teenage protagonists
- Based on a true story
- 128 pages, short chapters, accessible language
- Plenty of YT videos and teaching materials



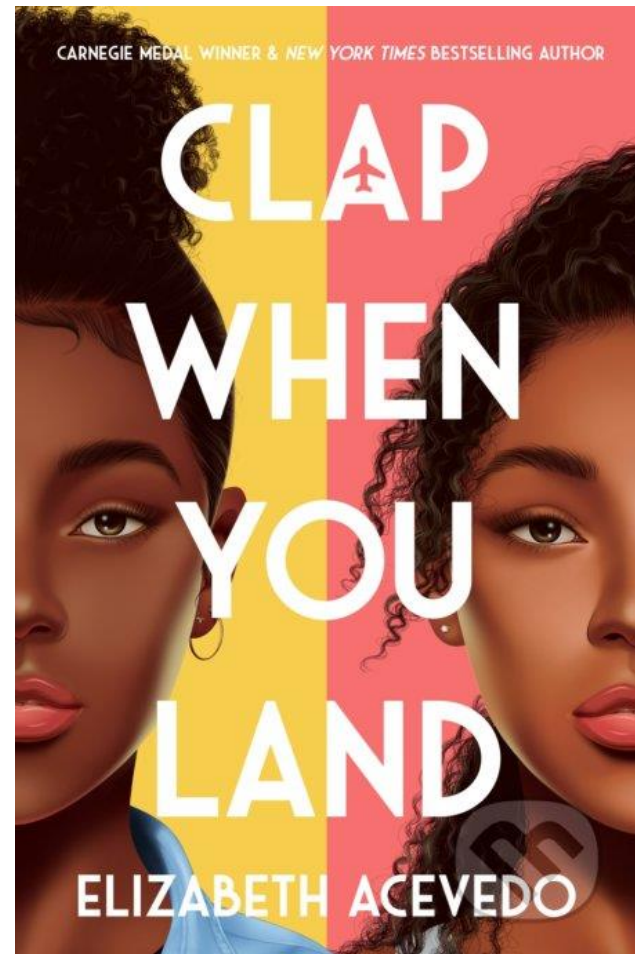
Andy Mulligan: *Trash*

- An unnamed Third World country
- Child/teenage protagonists
- 216 pages
- Mysterious/detective plot, cultural references
- A movie



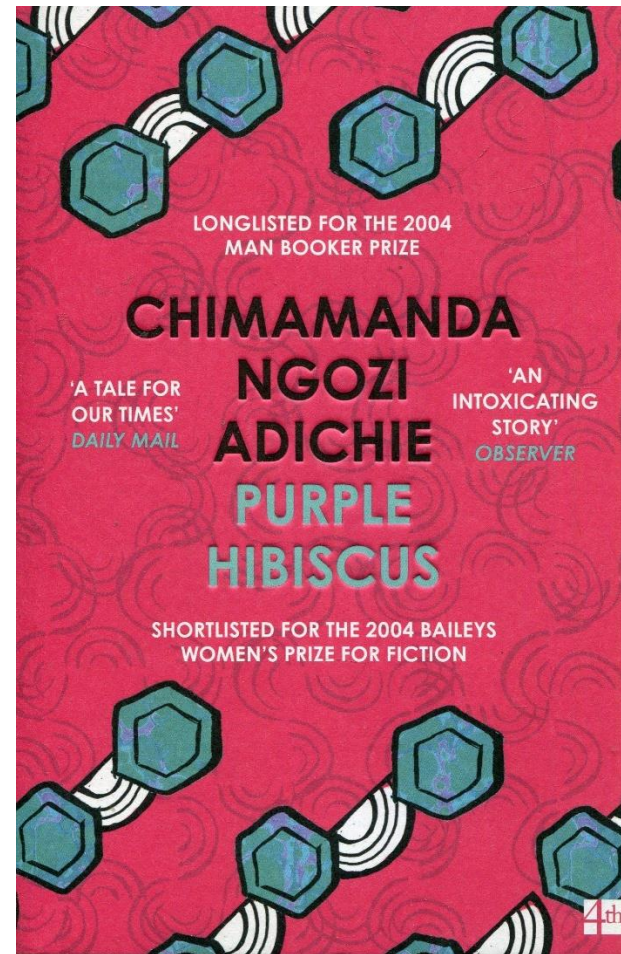
Elizabeth Acevedo: *Clap When You Land*

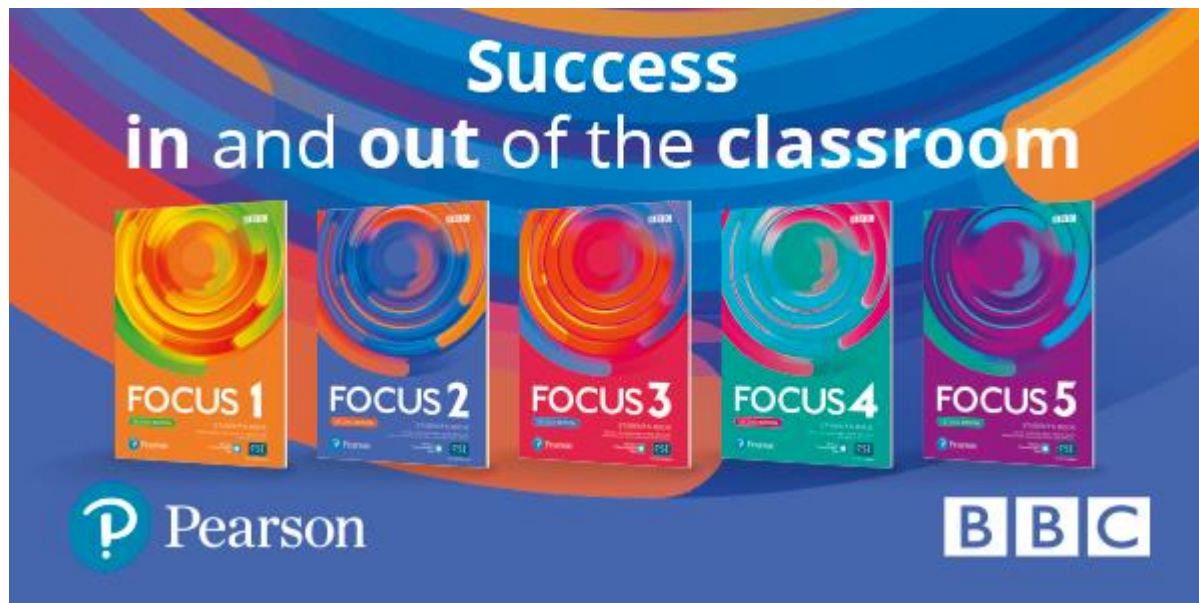
- The Dominican Republic
- Two teenage sisters
- 417 pages, written in verse
- Spanish words and phrases
- Published in 2020 → current, relatable



Chimamanda Ngozi Adichie: Purple Hibiscus

- Postcolonial literature
- Nigeria
- Teenage protagonist
- 307 pages
- Religion, family relationships
- Appropriate for more advanced and mature students





<https://www.venturesbooks.cz/stredni-skoly/focus-2nd-edition>

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Sources

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