

# The bicultural competence

## The bilingual classroom



1. FIRST SESSION:  
Reflection about culture

2. SECOND SESSION:  
Promoting intercultural understanding

3. THIRD SESSION:  
English speaking countries culture

4. FOURTH SESSION:  
Practical resources and ideas

SUBJECT  
PLANNING



# ASSESSMENT CRITERIA

**Test: 40 %**

**Project: 50 %**

**Participation: 10%**

# Test: 40 %

Written test with 20 questions about the four lessons.

To be completed once the lessons have finished.

# Project: 50 %

Create a PowerPoint presentation to teach your students in the bilingual programme socio-cultural aspects about a English speaking countries (20-50 slides).

You will check some examples in our four lessons.

Deadline: 14<sup>th</sup> February 2018

Upload it to the platform.

# Participation: 10%

## Forum or online sessions

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.



## INTRODUCING EACH OTHER



**Age groups you teach**

**Any experience teaching in bilingual schools?**

**What do you most urgently want to know about TEACHING CULTURE IN BILINGUAL SCHOOLS?**



# REFLECTIVE PRACTICE

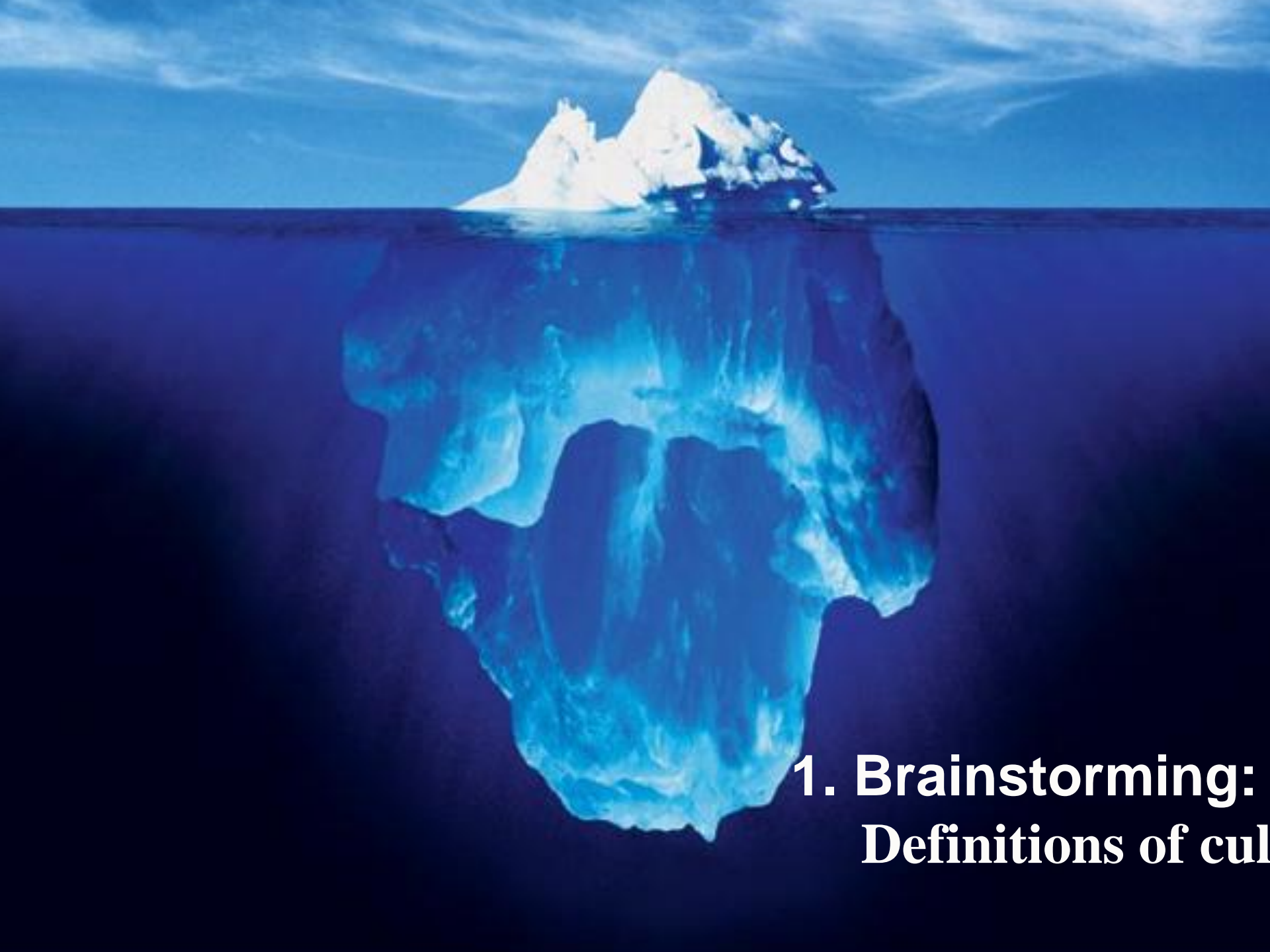


**What do we think  
when we listen  
to the word  
“culture”?**

**Have we lived in  
a country with a  
different culture?**







**1. Brainstorming:  
Definitions of cul**

# Culture is . . .

Take a minute to write down your own definition of culture. Complete this sentence:

Culture is \_\_\_\_\_ .



# What is culture?

Is culture a question of “content” such as holidays, films, literature, and food?

Or is culture a set of values, attitudes, and behaviors?

# What is culture?

**Culture = an integrated system of learned behavior patterns that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes—its systems of attitudes and feelings. Culture is learned and transmitted from generation to generation (Kohls 1996)**



The **twelve aspects** of culture for grouping information when studying countries are:



1. Food

2. Clothing

3. Recreation

4. Government

5. Education

6. Language

7. Religion

8. Transportation

9. Economy

10. Environment

11. Culture

12. Arts



All images courtesy of ELTpics

Read more: [http://wiki.answers.com/Q/What are the 12 aspects of culture#ixzz1qMtBkM36](http://wiki.answers.com/Q/What_are_the_12_aspects_of_culture#ixzz1qMtBkM36)



# WHAT IS CULTURE?



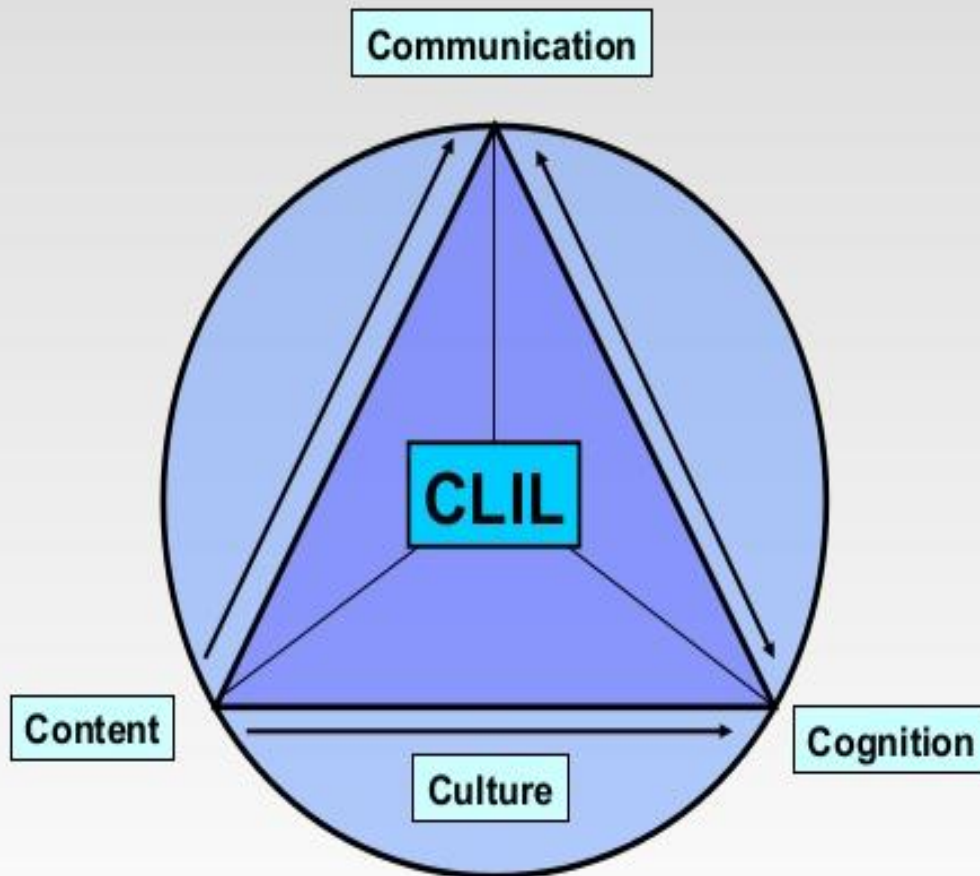
## Benefits of CLIL

### CLIL:

- builds **intercultural knowledge** and understanding
- develops **intercultural communication skills**
- improves language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in both the language and the subject being taught

Adapted from: [http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning\\_en.htm](http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm)

# THE 4Cs FRAMEWORK





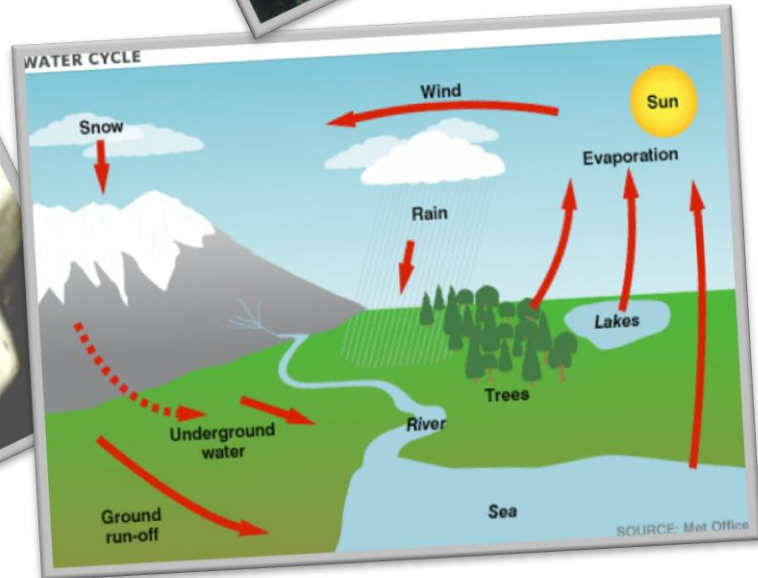
# The 4Cs of CLIL

- **Content**
- **Communication**
- **Cognition**
- **Culture**

These four principles are **essential** to the CLIL approach. They should be used as the framework for creating and delivering successful lessons.



# Content



# Content

**Content refers to the subject, topic or theme of the lesson. Examples of different content areas include history, science, mathematics, geography, and cookery.**

**When planning the content of our lessons, it is essential to think of the knowledge, skills, and understanding we want our students to learn and not only the knowledge they should acquire.**

# Communication

I think...

Because

...

In my  
opinion...

Here it  
says...



# Communication

**Communication refers to students using the target language to communicate their thoughts, opinions, attitudes, and discoveries related to the lesson content. Both speaking and writing are emphasized as students “learn to use language and use language to learn”. (Coyle)**

- **Students engage in meaningful interaction with each other. Group work is very common.**
- **The aim is for students to produce authentic language, not to memorize grammar rules and parrot the teacher.**
- **The teacher serves as guide/facilitator.**



# Cognition



ask  
report  
solve  
combine  
demonstrate  
categorize  
interview  
estimate  
evaluate  
identify  
explain  
experiment  
survey  
apply  
observe  
illustrate  
interpret  
debate  
decide  
predict  
discover  
hypothesize  
find  
compare  
classify  
conclude  
discuss  
summarize  
research  
reinterview  
match



\* Some verbs related to critical thinking skills...

# Cognition

**Cognition refers to the critical thinking skills that students use to engage with and understand course content, to solve problems, and to reflect on their learning.**

**A taxonomy such as the one designed by Anderson and Krathwohl (2001) is a helpful guide as we plan lessons.**



# Culture





# Culture

**Culture (also known as community and citizenship) refers to the learning community of a class and school and more broadly to local and global cultures.**

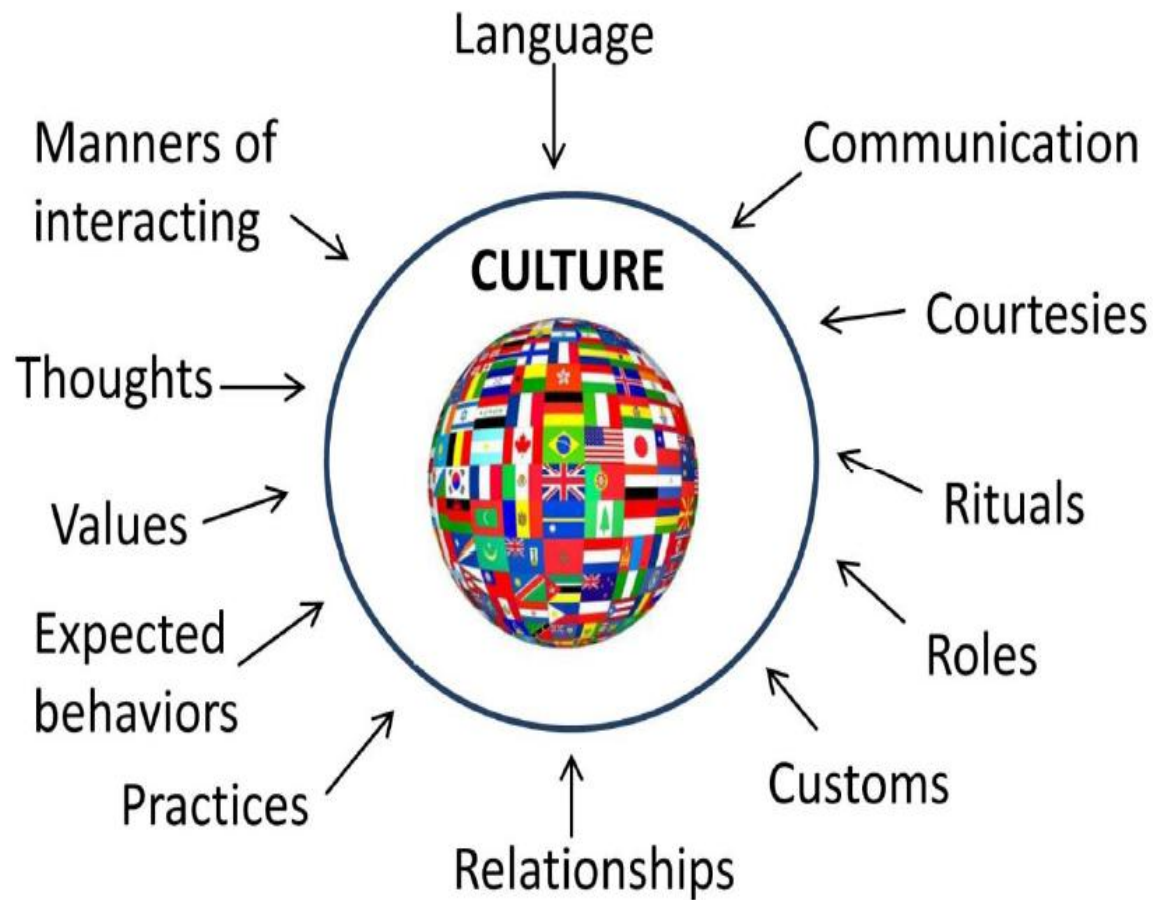
**Students are encouraged to understand themselves as citizens of the world and understand both their own culture and other cultures. The ultimate goal is to promote international awareness and understanding.**





# DIVERSITY

- Diversity can be defined as cultural differences in values, beliefs, behaviours... shared by groups of interacting people.



# HOW DO WE REACT AGAINST AND TOWARDS DIFFERENCES?

Bennet (1998) talks about the Developmental Model of Intercultural Sensitivity (DMIS) based on the relation between the individual's cognitive development and the individual's attitudes towards the foreign culture.



# DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY (DMIS)

This model details six different stages divided into ethnocentric and ethnorelative ones.

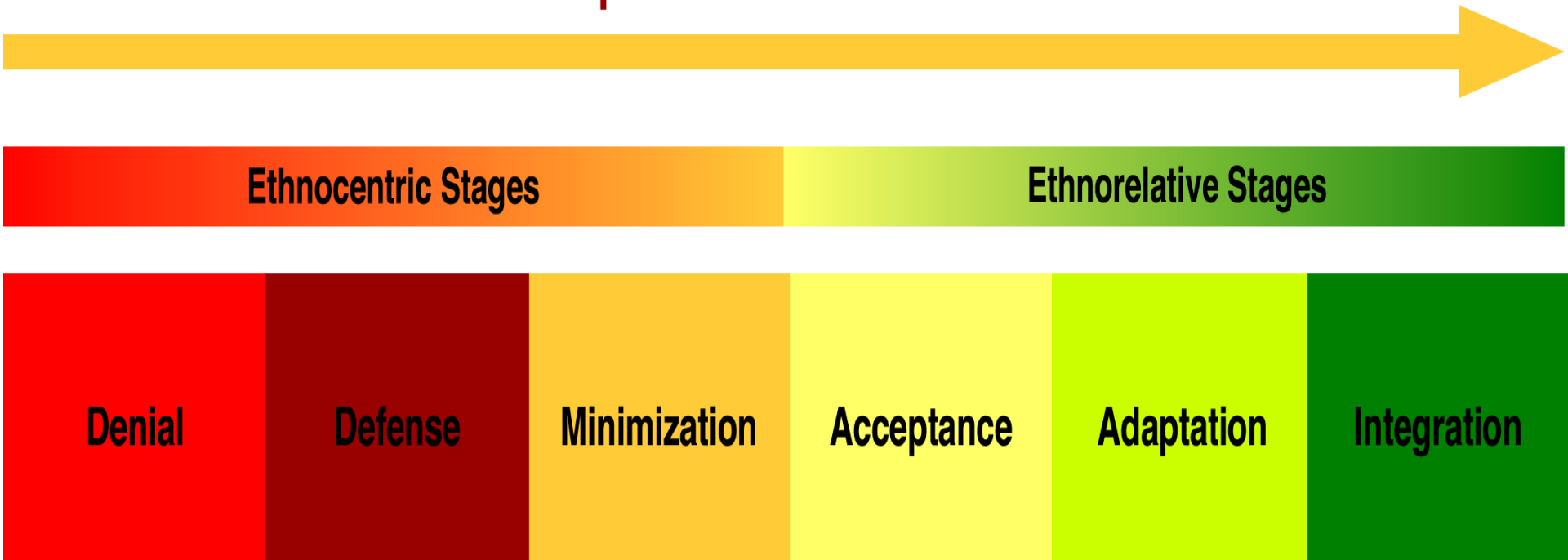
Ethnocentric stages are based on the idea of using one's culture as a measuring stick to judge, assess and confront cultural conflicts.

Ethnorelative stages are just the opposite and therefore, they involve people adopting a more open and tolerant attitude towards any differences.



# THE MODEL OF INTERCULTURAL SENSITIVITY

Experience of Difference



The **Bennett scale**, also called the **Developmental Model of Intercultural Sensitivity (DMIS)**, was developed by Dr. Milton Bennett

Denial

Defense

Minimization

Acceptance

Adaptation

Integration

"I don't think there's any other way."

"My Way is the best."

"What we have in common is much more important."

"People's values and behaviors are different."

"I'm adding new behaviors to be more effective."

"I can move in between cultures."

Ethnocentric Stages

Ethnorelative Stages





**Denial:**  
I don't consider that cultural differences exist at all.



**Defense:**  
I defend my home culture because I lose my bearings otherwise.



**Minimization:**  
I minimize differences and focus on what brings me similar to others.



**Acceptance:**  
I am aware of diverse cultural perceptions.



**Integration:**  
I develop a feeling of membership in my new culture.



**Adaptation:**  
I adapt my reasoning and actions to my new culture.



## An illustrated interpretation of the Developmental Model of Intercultural Sensitivity (DMIS)

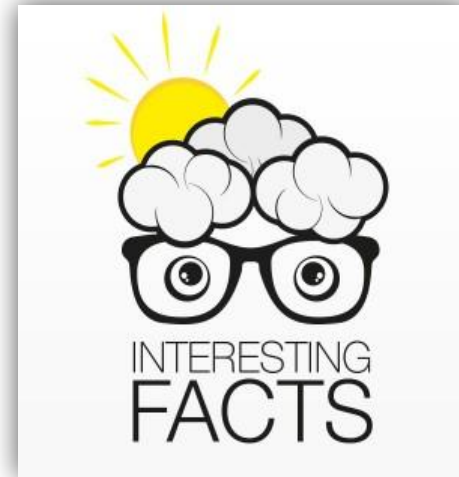


## Ethnocentric

## Ethnorelative

Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of “other.”	“We” are superior and “they” are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g., “color blind”) and only seek similarities.	I accept but may not agree with other cultures. Generally, I am curious and respectful.	I “see” the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.

# Example of a project



WELCOME

TO

LONDON





# UNITED KINGDOM

Atlantic Ocean

SCOTLAND

North Sea

NORTHERN IRELAND

REPUBLIC OF IRELAND  
(ÈIRE)

WALES

ENGLAND

London

River Thames

English Channel

**London** is the capital city of United Kingdom. More than 8 million people with different languages, religions and nationalities live here.



In London there are typical **telephone boxes** and **buses**.



They are **The crown of the Queen is at the top.**



All the taxis are black and in the same model.



**River Thames** flows through London.  
It is the longest river in England. It is  
navigable.

River

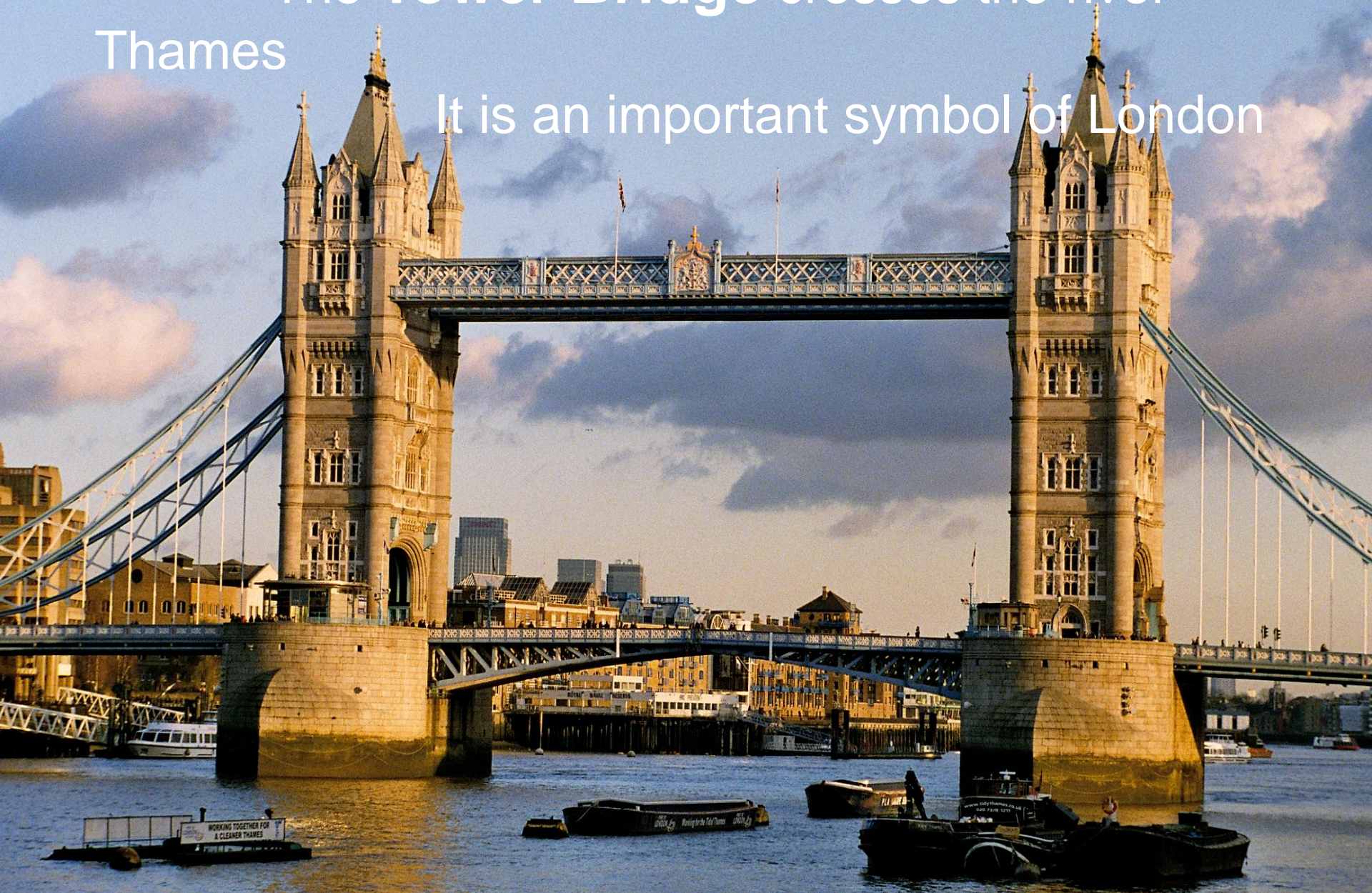


Many ships of all types  
cruise it.  
It is an important transport route since  
prehistoric times.



The **Tower Bridge** crosses the river  
Thames

It is an important symbol of London







It can be opened to the boat traffic in five minutes and about 1000 times a year.

It's a moveable bridge



Bridge



The **Tower of London** is a historical castle  
It was a prison

*Royal armour in the*



A legend tells that ravens protect the Crown and the Tower



The **beefeaters** are the guards of the Tower and wear special uniforms.

There, you can see the jewels of the Crown, with enormous diamonds.



The Houses of Parliament  
is the political center.



One of its towers is the famous Tower  
Clock: the **Big Ben**

# Buckingham Palace:



It's the official London residence of the Royal Family. There are 775 rooms in the palace.



**Changing the guard** at the palace is one of the most colourful spectacles of Britain.



This is **Trafalgar Square**

Nelson's Column is in the center and there are two fountains



**National Gallery**



One of the most important painting museums in the world



## Westminster Abbey

Is a large gothic church. There have been coronations and Royal weddings.



## St. Paul's Cathedral↑

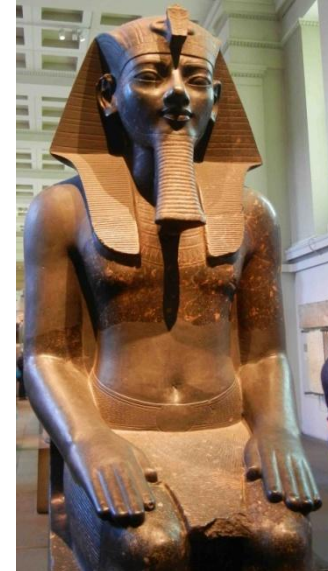
Is the highest point in the city of London, with a famous dome

# British Museum

Dedicated to human history and culture



There are many statues from Egypt and



important mummies like the Cleopatra's.





# Natural History Museum

You can find a section of a giant secuoya. ↗



It is famous because of its exhibitions of dinosaur skeletons.



Universidad  
Francisco de Vitoria  
**UFV** Madrid  
Postgrado y Consultoría

# London Eye



It is the Europe's tallest ferris wheel , also known as the Milenium Wheel.



The views up there are spectacular



There are eight Royal Parks in London.

A very important one is **Hyde Park**



The sculpture of Peter Pan



People hand feed squirrels

You can swim, boat, cycle, play tennis or ride a horse.

**London Underground, also named “The Tube”, from the round tunnels.**



**It is the oldest underground in the world**

**Its system was copied in other cities: New York and Madrid**

# Modern London

It is the economical centre of London.

There are many buildings with important banks.

Pounds (£)



At night the most important monuments are illuminated. London is a really beautiful city.



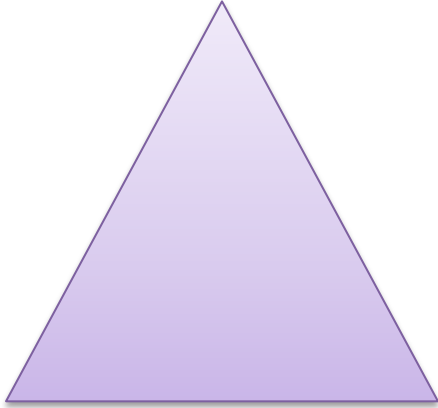
THE END



# REFLECTIONS AND “AHA” MOMENTS



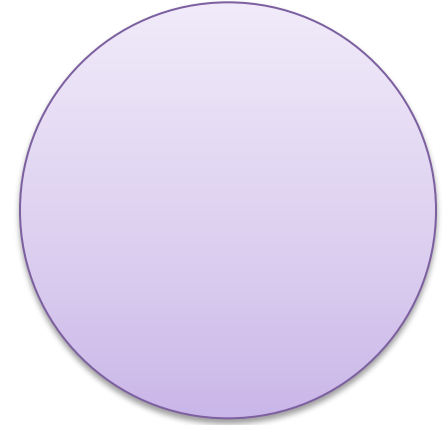
# Triangle-Square-Circle



Write down  
three  
important  
points from  
the  
presentation.



Write down  
anything that  
“squares”  
(agree with)  
with your  
thinking.



Write down  
anything that  
is still  
“circling” in  
your head or  
questions that  
you might  
have.





