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Glocalisation: Developing Students' Language and Intercultural Competence through a Multicultural Language Arts Programme in KS2

NET Section, CDI, EDB

(Project Code: NT1221)

What can you see from these images?

Students have to be ready to work with people of different cultures.

- a. How teachers can support students to develop intercultural competence?
- b. How language learning can play a part in developing students into global citizens?



Diversity in Children's Books

Percentage of books depicting characters from diverse backgrounds		
	2015	2018
White	73.3%	50%
Animals / Other	12.5%	27%
Other Cultures	14.2%	23%

"Language conveys perspective—how we see the world, but most importantly, how the world sees us. It conveys values—what is important to us, what is important to the world, and our importance in the world."
- *Pamela Mason*

Relationship between Language and Culture

Language is a **part of a culture**, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

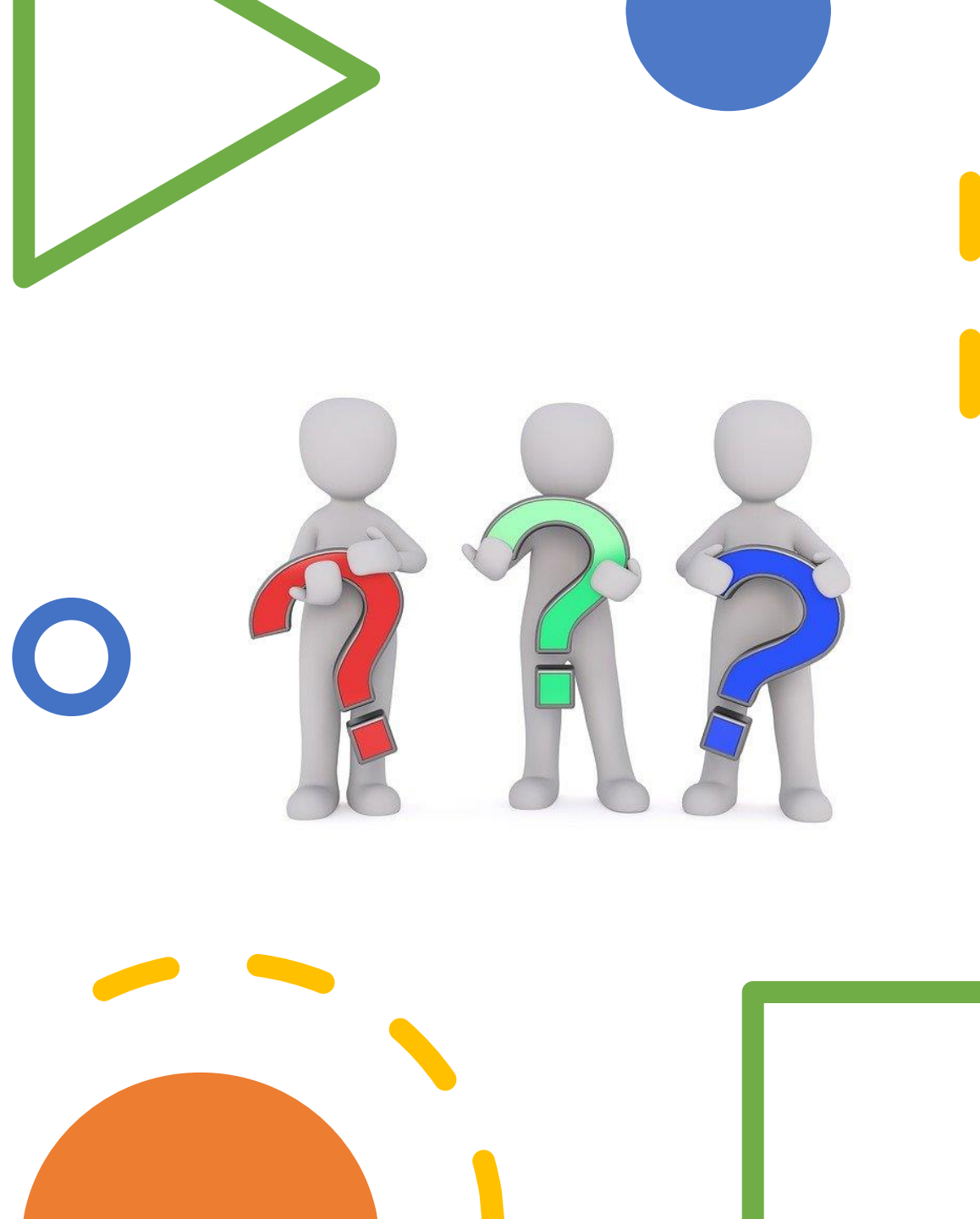
Brown (2007)

Literature that is multicultural provides students with opportunities to **reflect on their own cultures** (mirrors) and **examine other ways of perceiving the world** (windows). Specific cultures explored must be examined through **multiple viewpoints** that investigate their unique, diverse, and universal characteristics ...

Harvard Educational Review

Questions to Ponder

- How to create opportunities for students to gain **authentic exposure** to other cultures through literature?
- How to orient students to explore a variety of cultural themes and gain **different perspectives**?
- How to **support students' inquiry** into other cultures and facilitate intercultural communication and understanding?

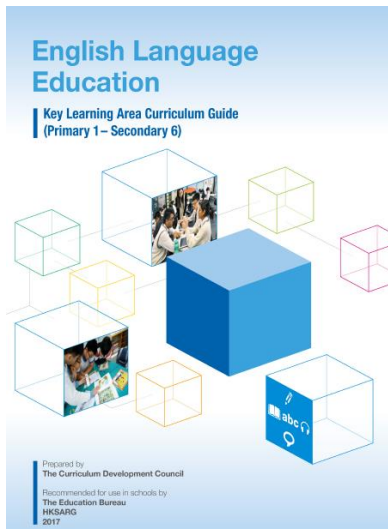


Roles of Language Arts in Our Curriculum

Language arts materials which deal with **universal issues** can be used as resources for simulating activities to enable students to develop **positive values**, **think from different perspectives** and **make thoughtful and reasonable judgements** (p.36)

Stories, fairy tales, legends, humor, jokes, sayings, proverbs and idioms collect and preserve culture, the wisdom of nations, their customs and ways of life.

... to guide students to **consider and accommodate diverse views**, **remove bias**, **re-prioritise choices** and **show respect for multiculturalism**, but also to provide them with opportunities to practise the language skills in meaningful contexts ... (p.36)



Qualities Needed for the 21st Century

The 6C's

- Creativity
- Collaboration
- Critical think & problem solving
- Communication
- Character Education
- Citizenship



Michael Fullan

Framework for 21st Century Competencies (Singapore)

- Self-Awareness
- Self-management
- Social Awareness
- Relationship Management
- Responsible Decision-Making
- Civic Literacy, Global Awareness and Cross-cultural Skills
- Critical and Inventive Thinking
- Communication, Collaboration and Information Skills



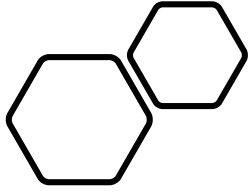
Seven Learning Goals of Primary Education



Update Version in ELCG 2017

To enable students to

- know how to **distinguish right from wrong**, fulfil duties as members in the family, society and the nation, and show **acceptance and tolerance towards pluralistic values**
- **Understand their national identity and be concerned about society, the nation and the world**, and to fulfil their role as a responsible citizen
- develop an interest in **reading extensively** and cultivate a habit of reading
- **actively communicate with others in English and Chinese** (including Putonghua)
- **develop independent learning skills**, especially self-management skills and collaboration skills
- master the basics of the eight Key Learning Areas to prepare for studying in secondary school
- lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities



Project Objectives



Explore

- explore the **links between language and culture** and how these can foster students' intercultural understanding and develop their **awareness in becoming global citizens**;

Develop

- develop students' **literacy skills, positive values and intercultural competence**;

Enhance

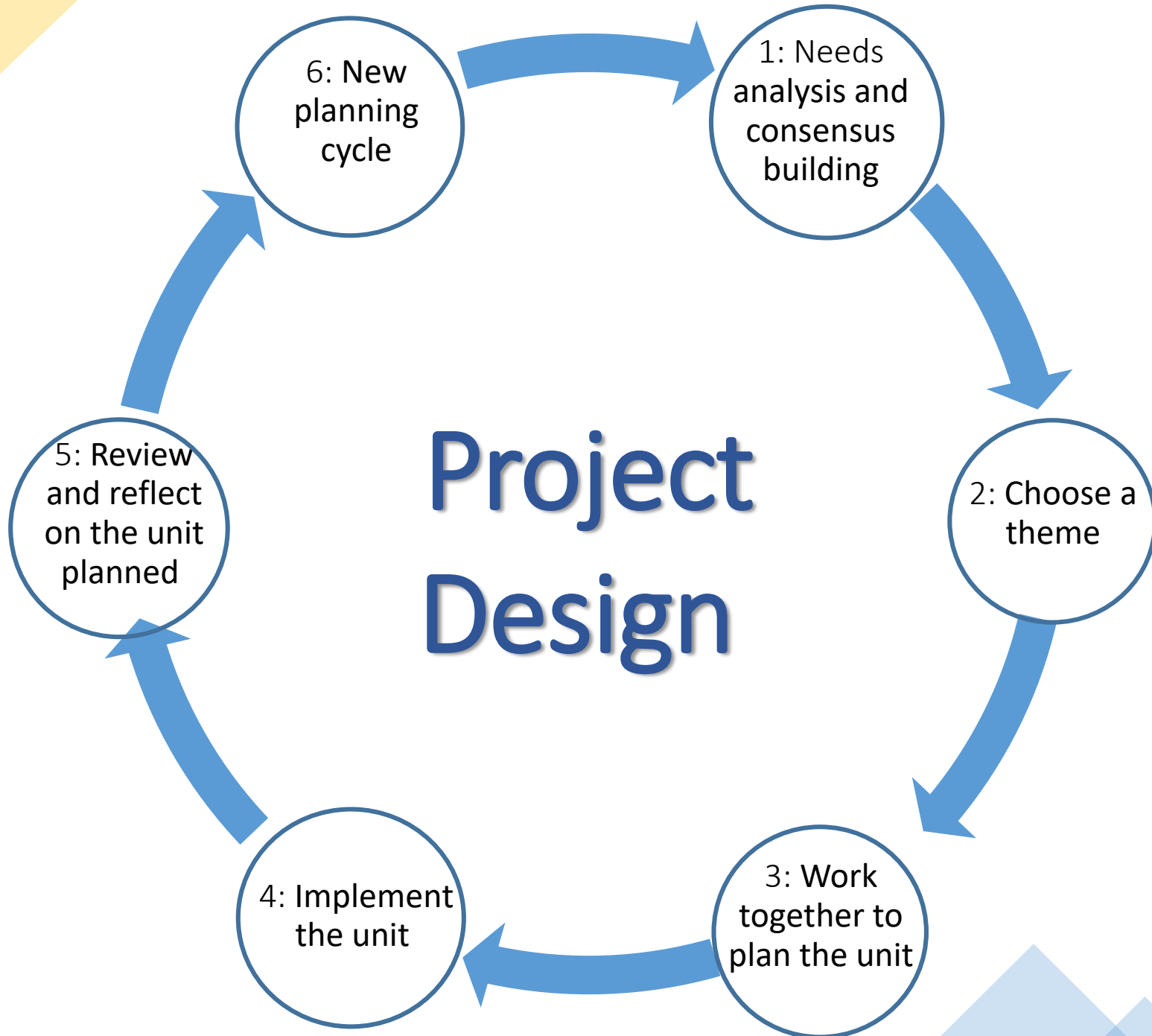
- enhance teachers' capacity to **integrate language arts rich in cultural elements** into the school-based English language curriculum to **broaden students' understanding of the world**;

Collaborate

- collaborate with teachers to design English learning activities that **promote critical thinking, creativity and cultural awareness** and that include multimodal and multigenre resources; and

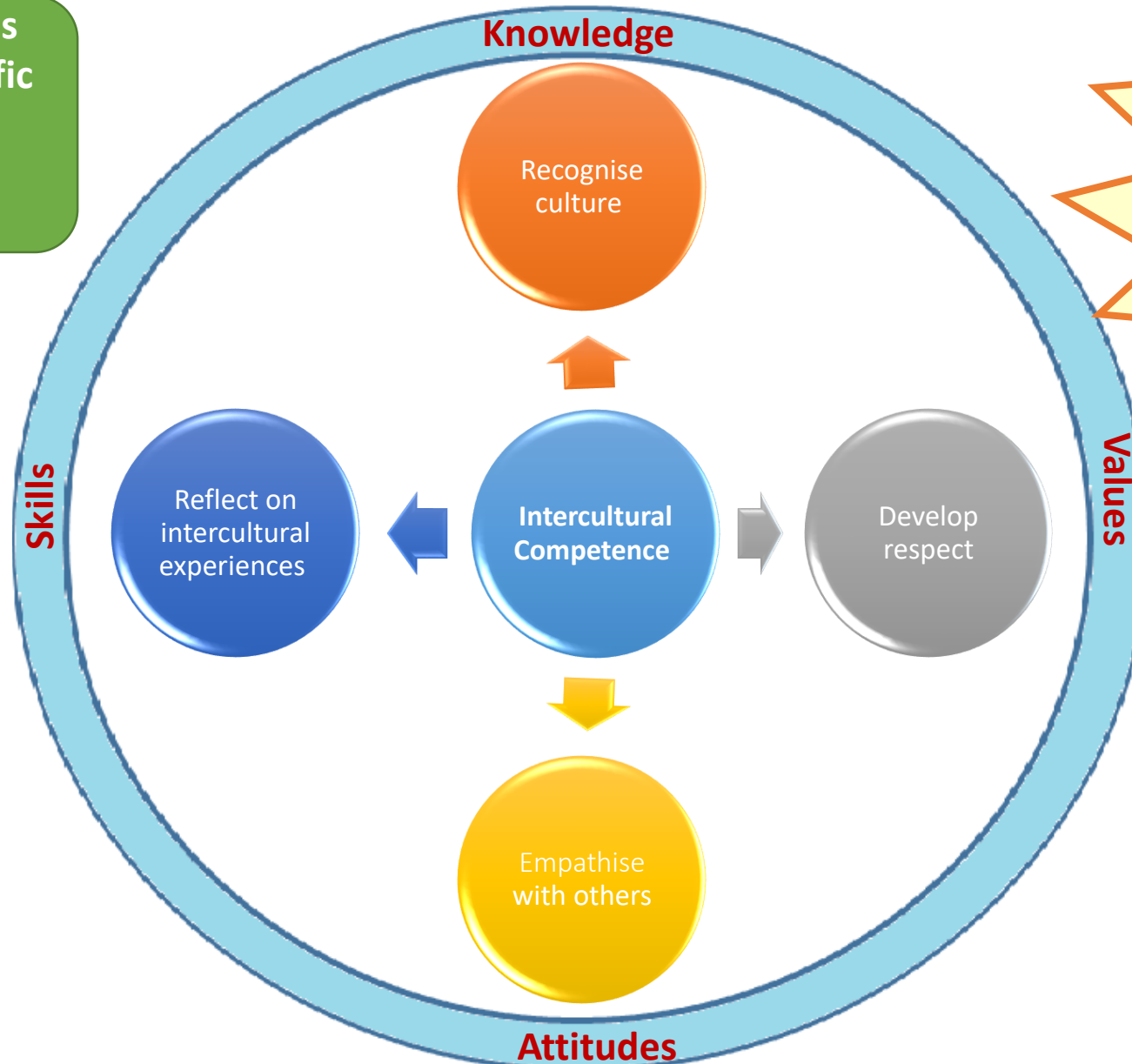
Create

- create **learning communities** through the use of different online platforms to allow students to share their knowledge, ideas and learning outcomes at their own pace.



What do we expect students to know?

- ✓ Develop self awareness
- ✓ Develop cultural specific knowledge
- ✓ Grasp of global issues and trends



**Step in,
Step out,
Step
back!**

- ✓ Viewing the world from different perspectives

- ✓ Respect
- ✓ Openness
- ✓ Curiosity
- ✓ Inquiry

#THINK

Strategies

#T heme

#H igher order thinking skills

#I ntercultural understanding
('Step in, Step out and Step back')

#N avigation

#K nowledge of English Language
(Experiencing stories,
appreciating different styles,
interpreting themes)



Example 1 – What would you wish for?

Cross-curricular Link:
General Studies
Values Education:
Respect for others



Reading: Story of the Sausage Nose



3D models of different objects to be used to make wishes are shown to arouse student interest

Places introduced:
Greece, Hong Kong, India, Ireland, Israel, Japan, Scandanavia, Sweden, USA ...



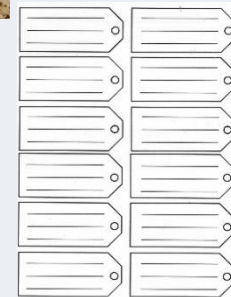
Example RAFT-P Activity

Students may mix and match from the different columns or decide on their own RAFT according to the: Topic, Audience they are targeting, Format they wish, Publishing medium they want.

	Audience	Format	Topic	Publishing
Peer	Classmates	Informational text	What are wishes	Paper
You	Teachers	Story	A story about wishes	Video
Parent	Parents	Persuasive text	What would you wish for?	Website
Author	Children from around the world	Drama / Song	Be careful what you wish for!	Live performance



Viewing how people make wishes around the world



Students write down their wish to be put on the wishing tree



Students conduct research on different ways of making wishes around the world



Team Reading Activity
Students read extensively on different inputs and share with their teammates



Students view the multimodal resources

Example 2 – Food for Thought

Cross-curricular Link:
General Studies, Maths, Music
Values Education:
Care for others

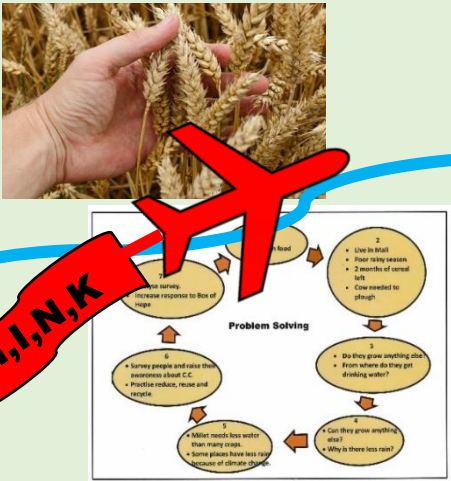
Arousing interest

Students participate in different activities to activate their prior knowledge. They can choose an activity that suits their learning styles.

Going global

Students learn more about the topic through the multimodal texts about different cultures.

Identifying challenges



Proposing solutions

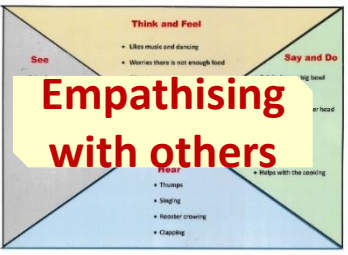
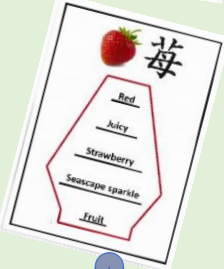
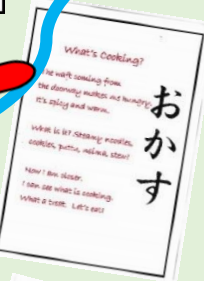


Students explore ways to respond to issues in order to build a better world.



Multimodal Texts

Country	Recipe	Ingredients	Utensils	Mode of Cooking	Other
Hong Kong	Shredded cookies	• Sugar • Flour • Butter • Corn flour	• Sugar • Flour • Butter • Corn flour	Baked in oven	• Tantal delicacies • Baked for Christmas
India	Puttu	• Coconut • Potatoes • Rava/sooji • Water • Salt • Sugar	• Beaten • Spoon • Knife	Steamed in Puttu Batti	• Heralds monsoon • Puttu is a traditional breakfast in Kerala • Puttu is a steamed rice cake • Puttu can be sweet or savory
Mali	Roux and rice	• Rice • Pumpkin leaves • Ground nut powder • Tomatoes • Water • Salt • Garlic • Onion • Egg • Cassava flour	• Sieve • Pot • Knife • Bowl • Dish • Wooden spoon • Fry pan • Spatula • Spoon	Baked on Charge Charge None	• Long while cooking • Like to cook as a team

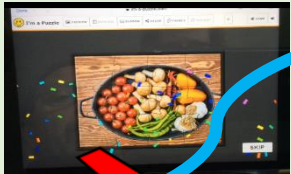
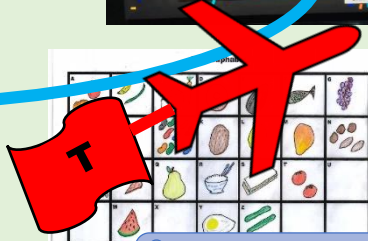


Empathising with others

Empathy map

Students empathise with people from different cultures. They try to interpret issues from different perspectives.

Places introduced:
Hong Kong, India, Mali, USA, Japan ...



Example 3 – Festivals around the World

Cross-curricular Link:
Arts & General Studies
Values Education:
Respect for others

1. Develop self-awareness:
Travel passport

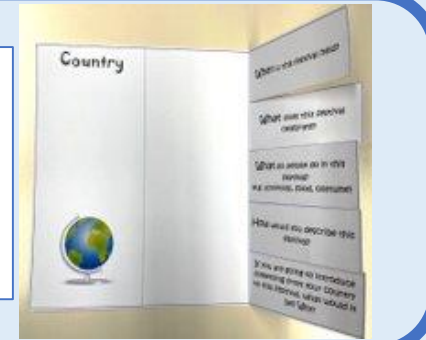


2. Build upon prior knowledge



Places introduced:
Hong Kong, India, Mexico, Spain, Thailand ...

8. End product:
Create a festival for their place with
the infusion of the elements from
other places



3. The fact about places



4. Reading extensively:
multi-modal and multigenre texts

7. Summarise and reflect

T, H, I, N, K

6. Learning through arts

T, H, I, N

Special Festival of This Country

Name of this festival	
When is this celebrated?	
Special Information about this festival	
a. What do people do?	
b. What do people eat?	
c. Is there a special costume / representation for the festival? (If yes, please draw.)	

My Reflection

- How would you describe the festival?
- Does your country have similar festival?
 - Yes (What is it?)
 - No
- Do you think this festival can also be celebrated in your country? Why?
- What would you take from this festival if you are going to create one for your country? Why?

T, H, I, N, K



5. Gain different perspectives
compare and contrast:
festivals related to lights

T, H, I, K



Multimedia Resources

The Sausage Nose (a Swedish story)

ELCG 2017 Renewal


Major Updates of the ELE KLACG (P1-S6)



- ✓ Literacy Development
- ✓ e-Learning & Information Literacy
- ✓ Integrative Use of Generic Skills
- ✓ Values Education
- ✓ STEM Education (including entrepreneurial spirit) & Reading across the Curriculum
- ✓ Learning and Teaching of Text Grammar
- ✓ Extending from Assessment for Learning to Assessment as Learning
- ✓ Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom



Ideas for organising intercultural activities at school

- Celebrate specific festivals
 - Organise international days
 - Visit to international schools
 - Make connections with communities in/outside Hong Kong
 - Go on field trips
 - Contact NGOs
 - Invite speakers from different communities for experience sharing at schools
- 

The role of teachers



A **co-constructor** of knowledge



A **creator** of an interculturally aware environment



A **facilitator** of intercultural understandings



A **nurturer** of 21st century learners



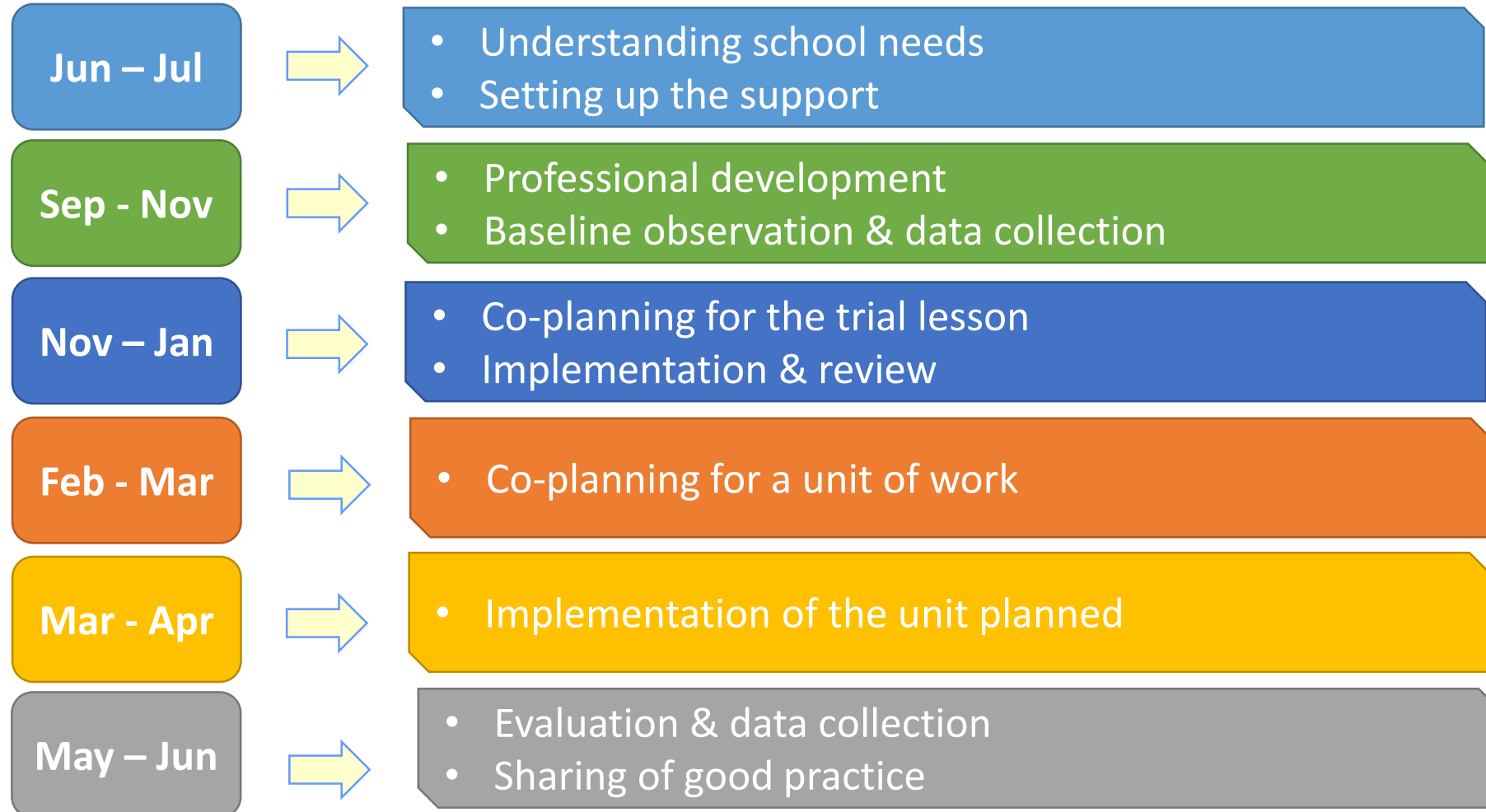
A **promoter** of positive values and attitudes

School Commitments

- culture of collaboration
- time for observation to facilitate assessment and planning for progression
- flexible with teaching schedules and modes of assessment
- allocation of an annual budget
- collaborating with AT
- providing feedback on project implementation and evaluation
- supporting dissemination of good practices



Project Timeline 2021-2022



Application Details & Procedures

Please refer to **Appendix C** of the EDB
Circular Memorandum No. 4/2021

Closing date for application:
10 March 2021



School Application Form to be completed by School Head
and posted to:

**EDB Human Resource Management Unit
4/F, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar, Hong Kong**

Enquiries



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NET Scheme e-Platform

Fostering Learning Communities Among International Educators



<https://nets.edb.hkedcity.net/>

Thank you