

Collaborative Research & Development (“Seed”) Project for 2021/22

Section	Native-speaking English Teacher (NET) Section
Title of the Project	Glocalisation: Developing Students’ Language and Intercultural Competence through a Multicultural Language Arts Programme in KS2
Class Level (Please check and ✓ the appropriate box.)	<input type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u> P4-6 </u>
Brief Description (e.g. Objectives, expected outcomes)	<p>Communication in the world we live in now has changed in the 21st century. Through media and technology the world has become a “small village” , and people are more connected than ever before (Spitzberg, 2000). For this reason, when we encounter people from different places and cultural backgrounds, it is important to develop a level of intercultural competence that enables us to appropriately communicate with them. Multicultural literature serves as a powerful tool in enabling students to gain a better understanding of both their own culture and the cultures of others. Through this deeper knowledge, relationships can be strengthened, bridging the gap between students from diverse cultural backgrounds (Hseu & Hetzel, 2000). As students of the 21st century are global participants, it is important that they possess cultural sensitivity.</p> <p>As set out in the CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017), every student should be provided with opportunities for extending their knowledge and experience of the cultures of other people. When students vicariously experience the feelings and emotions of others through literature, they are encouraged to look critically at the world and gain a greater understanding of the global community (Monobe & Son, 2014). With a wider perspective comes a unique set of circumstances for nurturing students’ abilities to reflect on and apply their beliefs, including identifying, clarifying and evaluating values and attitudes in different situations, and adopt positive values and attitudes as the guiding principles in making judgements and decisions. Through the appreciation of quality literary works, teachers can not only guide students to develop critical thinking skills, empathy, and self-worth, but also provide them with opportunities to practise their language skills in meaningful contexts.</p> <p>This “Seed” project aims to:</p> <ul style="list-style-type: none"> • explore the links between language and culture and how these can foster students’ intercultural understanding and develop their awareness of becoming a global citizen; • develop students’ literacy skills, positive values and intercultural competence; • enhance teachers’ capacity to integrate language arts that are rich in cultural

	<p>elements into the school-based English language curriculum to broaden students' understanding of the world and enrich their literacy experiences; and</p> <ul style="list-style-type: none"> • collaborate with teachers to plan and devise appropriate English learning activities that promote critical thinking, creativity and cultural awareness with suitable multimodal and multigenre resources; and • create learning communities through the use of different online platforms to allow students to share their knowledge, ideas and learning outcomes at their own time and pace. 	
Key Emphases (Please check and ✓ the appropriate box(es). You can choose more than one box.)	Dimension	<input checked="" type="checkbox"/> Curriculum planning <input checked="" type="checkbox"/> Learning and Teaching <input checked="" type="checkbox"/> Assessment
	Focus	<input checked="" type="checkbox"/> Values Education (including MCE, BLE& NSE) <input type="checkbox"/> Chinese history & Chinese culture <input checked="" type="checkbox"/> Reading / Language across the Curriculum <input type="checkbox"/> STEM & IT Education <input type="checkbox"/> Entrepreneurial Spirit <input type="checkbox"/> Life-wide Learning <input type="checkbox"/> Gifted Education <input type="checkbox"/> L&T of Chinese as a second language <input checked="" type="checkbox"/> Catering for Learner Diversity <input checked="" type="checkbox"/> Self-directed Learning <input checked="" type="checkbox"/> Whole-person Development <input type="checkbox"/> Others (please specify *) _____
Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input type="checkbox"/> Exemplars to be used for curriculum documents <input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers <input checked="" type="checkbox"/> Workshops and seminars <input type="checkbox"/> Others (please specify) : _____	
Duration and Nature of the Project	From 09 mm 2021 yy to 08 mm 2022 yy <input checked="" type="checkbox"/> New <input type="checkbox"/> Ongoing (started from _____ mm _____ yy)	
Name of Advisor(s) / Consultant(s) to be invited	NA	
Officer i/c	Name: Ms Winnie CHEUNG	Post: CDO(NET)4
	Tel No.: 3549 8366	Fax No.: 2334 8707

Please use a separate sheet for each project.

References

- Spitzberg, Brian, H. (2000). *Intercultural Communication: A Reader Eight Edition (by Larry A. Samovar & Richard E. Porter, 1997)*. Chapter 7: A model of intercultural communication competence, p. 379-391. Wadsworth Publishing Company.
- Hseu, M., & Hetzel, J. (2000). *Bridging the Cultural Divide Through Multicultural Children's Literature*. Retrieved from <http://buddies.org/articles/Literature.html>.
- Monobe, G., & Son, E. H. (2014). Using Children's Literature and Drama to Explore Children's Lives in the Context of Global Conflicts. *The Social Studies*, 105(2), 69-74.