

# ***Seed Project 2022/23***

## ***Glocalisation:***

**Developing Students' Language & Intercultural Competence  
through a Multicultural Language Arts Programme in KS2**

**(Project Code: NT1222)**



# ***Contents***

- ***Background***
- ***Our Framework***
- ***Examples from Schools***
- ***Further Information***

***Glocalisation***



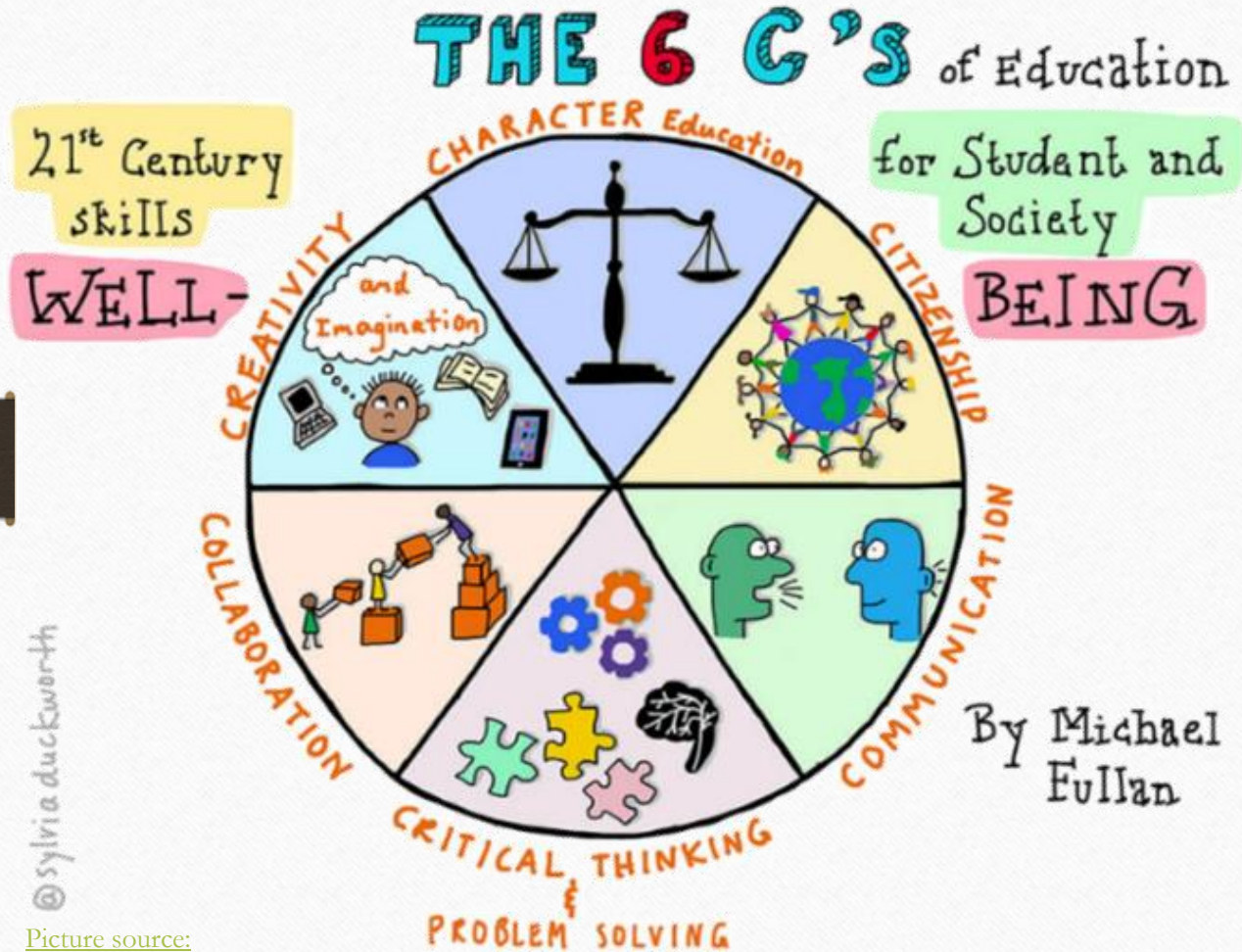


# ***The World is Changing***





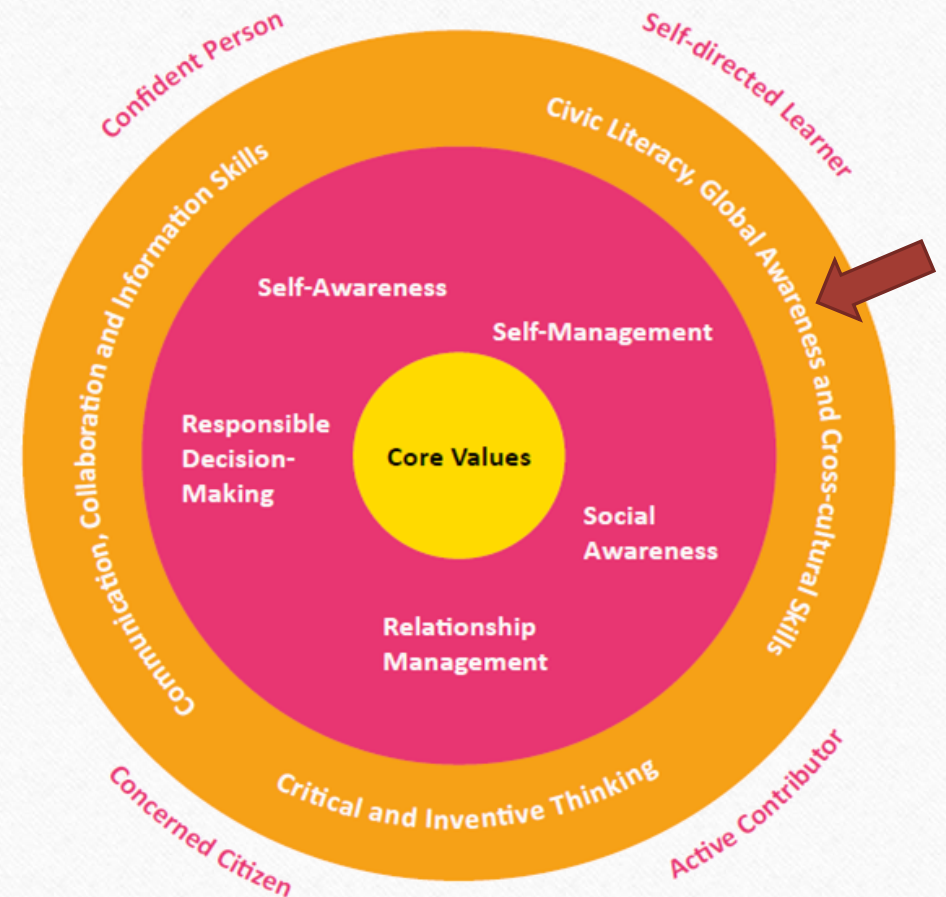
# What Qualities & Skills Make 21st Century Global Citizens



@sylvia.duckworth

Picture source:

[21centurylearningclassroom.weebly.com/uploads/1/0/9/4/10945119/screen-shot-2017-08-27-at-4-45-54-pm\\_orig.png](https://21centurylearningclassroom.weebly.com/uploads/1/0/9/4/10945119/screen-shot-2017-08-27-at-4-45-54-pm_orig.png)



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**21st Century Competencies Framework  
(Singapore)**

# ***The Relationship between Global Citizenship Education & Language Learning***

"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

"Global Citizenship Education (GCE) develops the knowledge, skills, values and attitudes learners need to build a more just, peaceful, tolerant, inclusive, secure and sustainable world."

(UNESCO, 2007)





# The Relationship between Language & 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, Vol 65, Issue 4)

# ***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)



# Questions to Ponder

## Glocalisation



- How to create opportunities for students to gain ***authentic exposure*** to other cultures through language arts?
- 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?
- How to foster ***positive values & attitudes*** in student learning?



# ***Our Framework***

# 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 *thinking routines*; and

Create

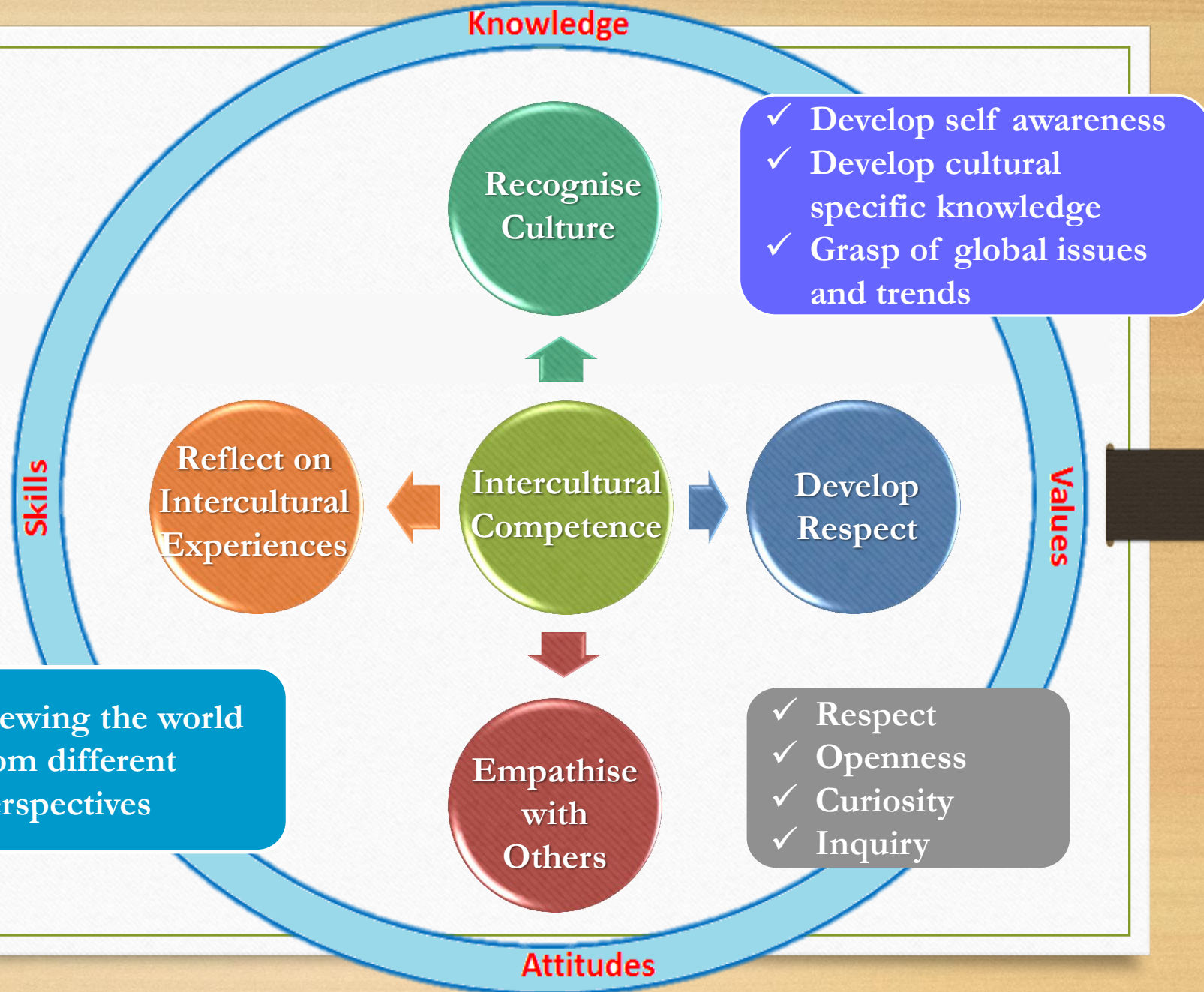
- create learning communities through the use of different *online platforms* to allow students to *share their knowledge, ideas and learning outcomes* at their own pace.



# ***What do we expect students to know?***

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

- ✓ Viewing the world from different perspectives



# *Strategies & Tools*

## #THINK Strategy

**T**heme

**H**igher order thinking skills

**I**ntercultural understanding

**N**avigation

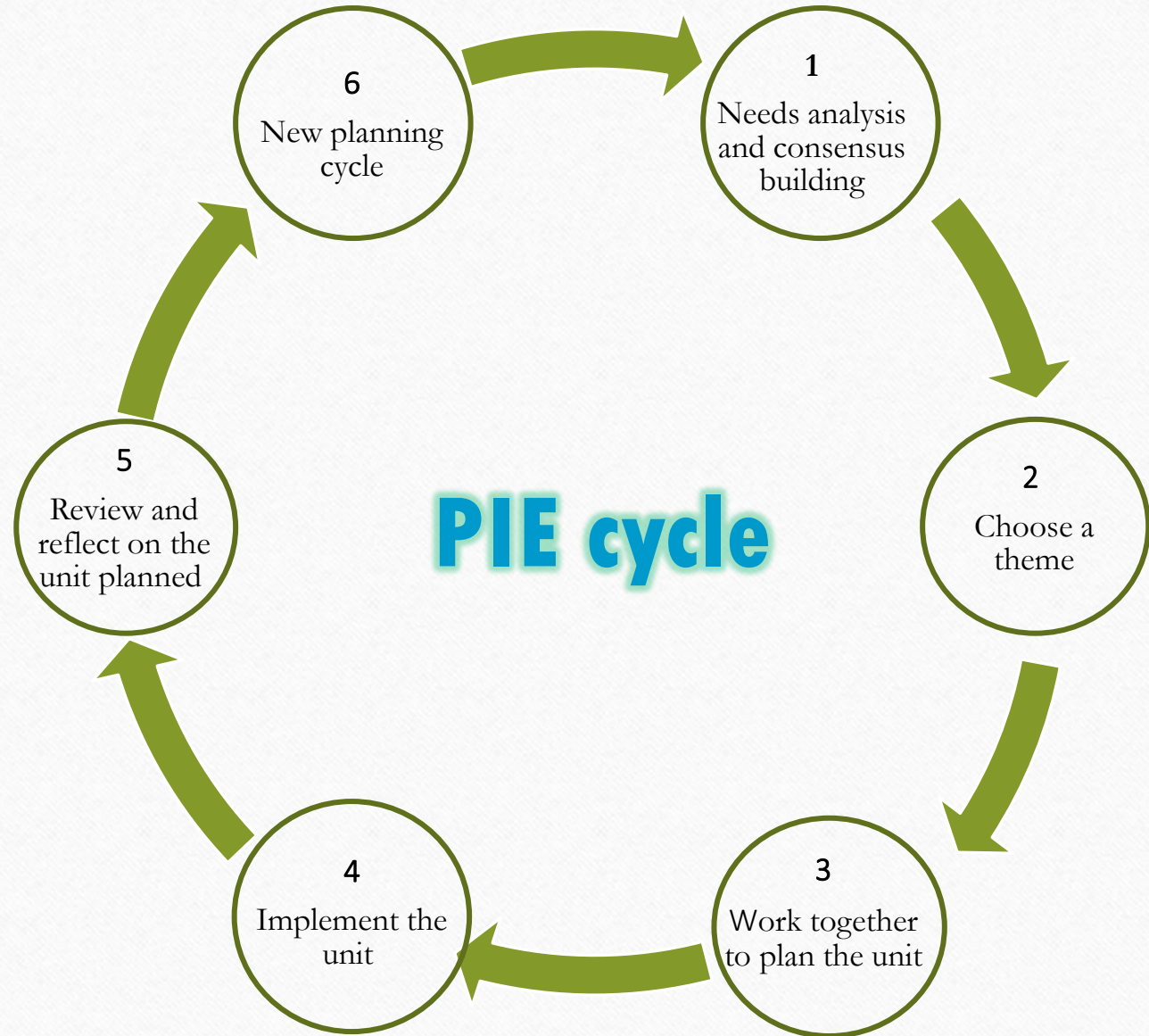
**K**nowledge of English Language



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



# ***Project Design***



# ***Examples from Schools***



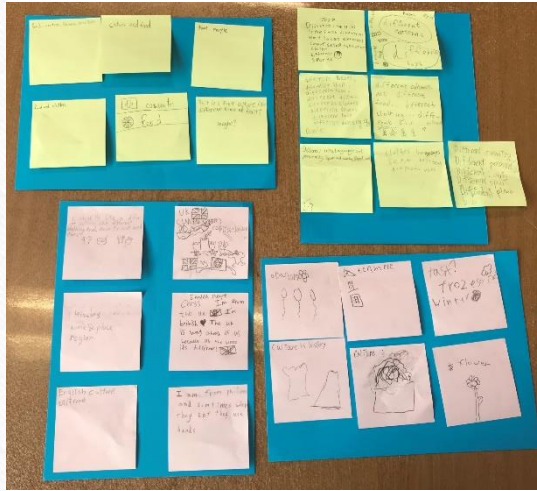
# Example 1 – What would you wish for?



*Hong Kong China, Italy, Jamaica, Japan, South Korea, Sweden, USA, U.K.*

# Example 2 – Food for Thought

## What is culture?



## Countries with food



Activating  
student's prior  
knowledge

Exploring the food  
problem issue &  
empathise with  
others

Suggesting  
solutions

**Delicious Couscous**

Couscous is a popular dish in North Africa but is eaten all over the world. It is smaller than rice, and is made from millet or maize.

**Ingredients**

There are different types of couscous. It can be sweet or savory. Savory couscous can have vegetables, fish or meat in it. Sweet couscous can be eaten as a dessert and can have almonds, sugar and rose or orange water in it. My favourite one is the savory couscous.

**How is it usually served?**

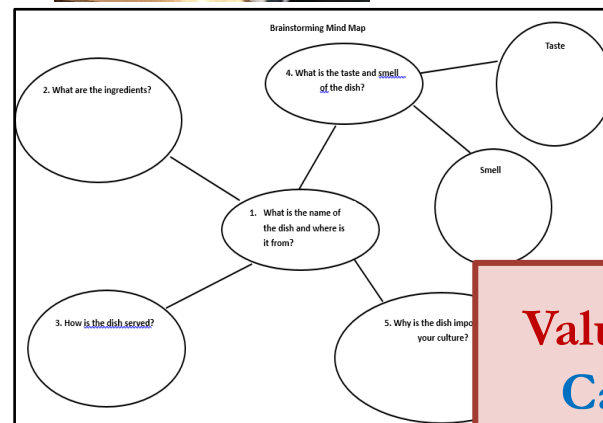
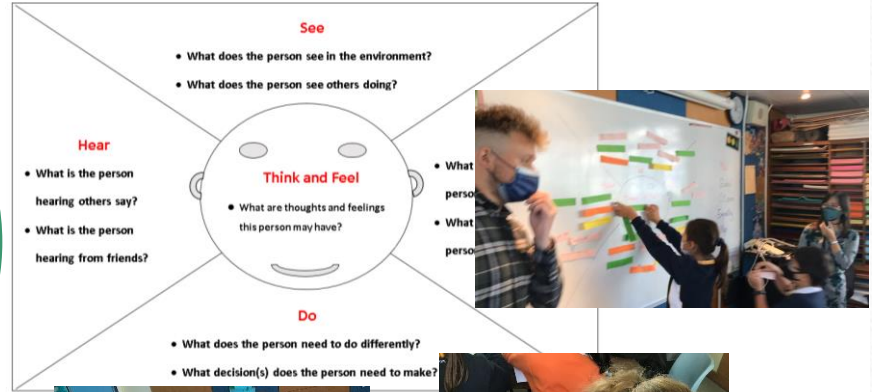
Couscous is usually served on one large communal plate or bowl, with everyone eating from the same dish. Traditionally couscous is eaten with the hands. Diners gather couscous between their fingertips and roll it into a ball to eat. The right hand only is used for eating. Today, many people use a fork or spoon to eat couscous and have their own plate.

**What is the taste and smell of the dish?**

The smell of couscous changes with what is added to it. Adding fish gives it a fishy smell. Adding garlic gives it a garlicky smell. The orange or rose water in sweet couscous gives it the scent of flowers. Couscous will taste sweeter if more sugar is added to it and tastier if more salt and spices are added to it.

**Why is the dish important in the culture?**

Couscous is important in our culture because we always have it at special events like weddings or parties. When families get together, couscous is often on the menu. It is a dish that is passed on from generation to generation so will always be in the culture of Mali.



**Values Education:**  
Care for others  
Empathy



# Example 3 – Food Insecurity



**Values Education:**  
Care for others  
Empathy  
Responsibility

The problem of food insecurity is worldwide.  
People facing food scarcity are not alone.  
Together we can overcome.  
Reflect on one's ability to help people in need.

## Connect

- Reflecting on what 'culture' is
- Making connection with GE

## Explore

- Inquiry based learning (**world**)
  - Understanding the world situation
- Empathising with the character
- Revising concept of healthy diet (Healthy Food Plate)

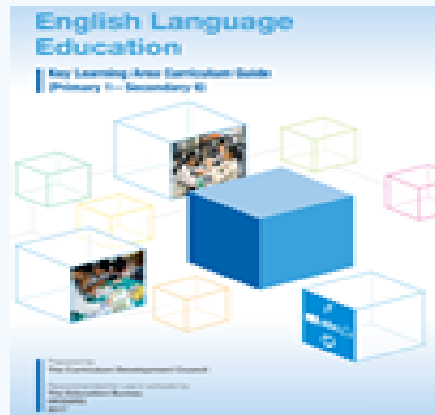
## Action

- Inquiry based learning (**local**)
- Empathising with the character investigated

## Reflect

- Reflecting on the situation and explore possible ways to help
- Designing a dish of high nutrition value to be shared with the character investigated

# 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



# ***Storytelling: Multicultural Series***

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- The Monkey & the Turtle (a folktale from The Philippines)
- The King & the Cat (a story from India)
- The Sausage Nose (a Swedish story)

<https://nets.edb.hkedcity.net/page.php?p=538>

# ***Further Information***



# ***Role of teachers***



A **co-creator** of knowledge



A **creator** of an interculturally aware environment



A **facilitator** of intercultural understandings



A **nurturer** of 21st century learners



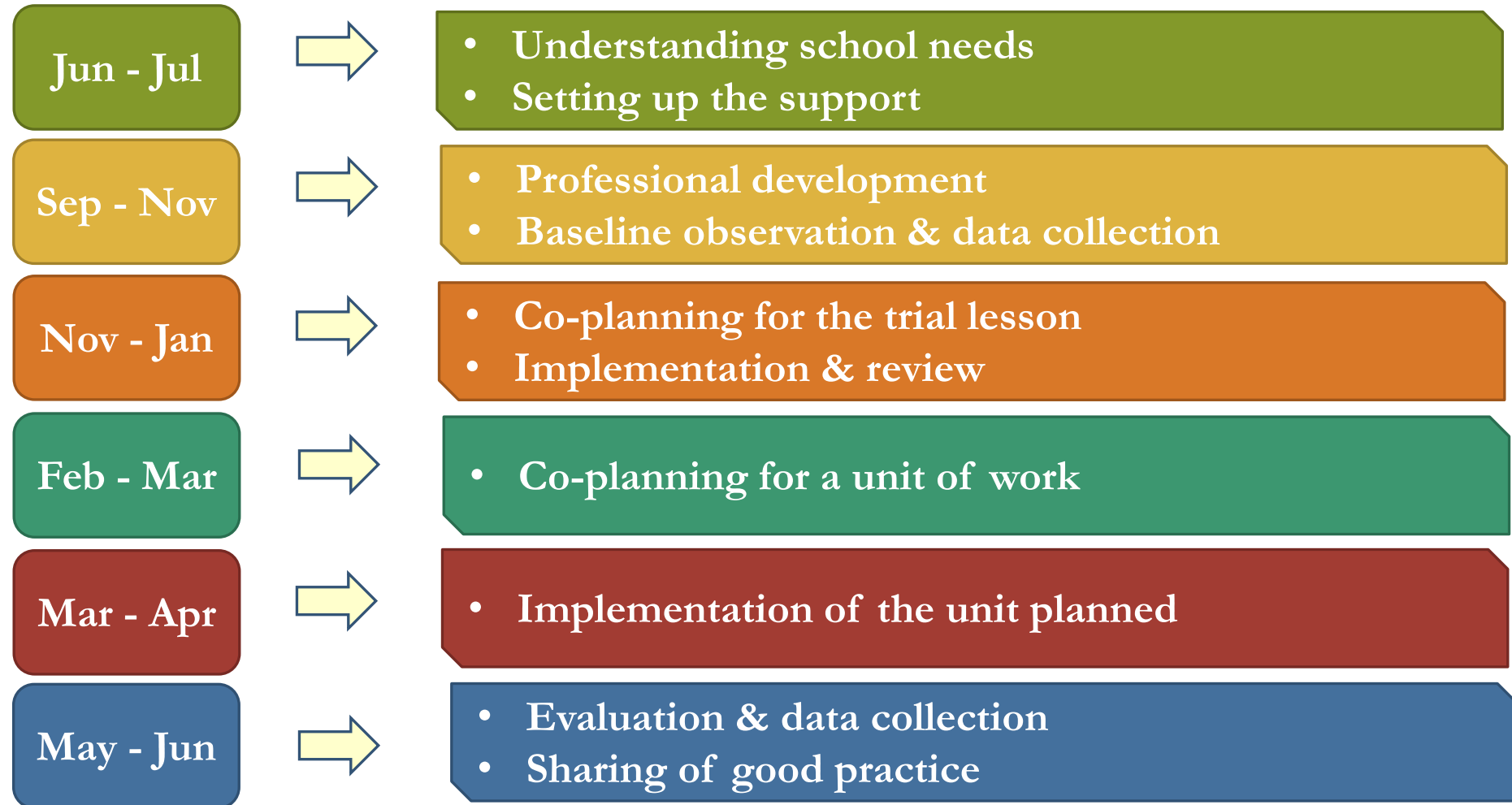
A **promoter** of positive values and attitudes

# ***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 2022-2023***



# ***Application Details & Procedures***

Please refer to **Appendix C** of the EDB  
Circular Memorandum **No. 1/2022**

Closing date for application:  
**10 March 2022**

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***

## **General**

Mr Edward LAI

(Life-wide Learning Section)

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## **Project related**

Ms Winnie CHEUNG

(Native-speaking English Teacher Section)

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# ***NET Scheme e-Platform***





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***Thank you***