

How to intentionally integrate intercultural competence as a learning outcome in your lessons

Webinar handout

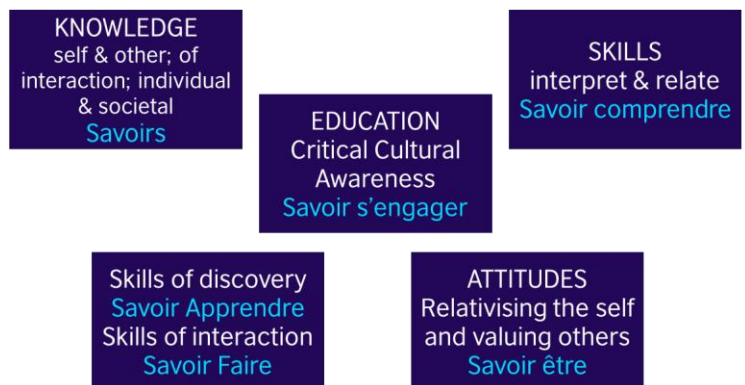
by Dr Amina Doudi

1. The Developmental Model of Intercultural Sensitivity (Bennett, 1986, 2013)

The Developmental Model of Intercultural Sensitivity (DMIS), created by Milton J. Bennett, outlines stages of perceptual development from Denial to Integration, reflecting individuals' increasing awareness and adaptation to cultural differences. It can be applied in educational settings to diagnose learners' current stage and guide interventions to facilitate progression towards greater intercultural sensitivity. By recognising and addressing ethnocentric tendencies, teachers can foster a classroom environment conducive to promoting empathy, understanding, and effective communication across diverse cultural backgrounds.

2. The Prescriptive Model of Intercultural Communicative Competence (Byram, 1997, 2020)

This model is prescriptive because it equips the teachers with objectives organised in terms of 'savoirs' which means knowledge, skills, and attitudes to become an intercultural speaker. The teacher can adopt these objectives to design a lesson which addresses, for example the skill of relating to others, or the knowledge about one's own societal norms.



3. Ways you can integrate intercultural learning outcomes in your lesson, using your classroom textbook.

ELT textbooks cover a variety of themes including, family life, holidays and travel, school, sports, future careers, current societal and environmental issues, technology, business and more. While examining the texts and images in each unit, the teacher should ask the question of 'who is missing'? This aims to identify historically marginalised individuals and create tasks encouraging students to include them.

For example, in a unit centred around travel, you might present learners with a task where they must choose between two hotels offering different services and amenities. By prompting learners to discuss the reasons behind their choice, you encourage them to gain a deeper understanding of themselves [**Savoirs**]. Following this, you can introduce a character with specific needs, such as accessible parking, noise-cancelling walls, halal or vegan food options, or recycling facilities. By examining whether the hotels in the task cater to these needs, learners practice the skills of interpretation and relating [**Savoir comprendre**]. Finally, they can create a list of questions regarding these specific requirements and write an email to the hotel. Through this activity, learners engage in critical cultural awareness, as they take proactive steps towards addressing diverse needs [**Savoir s'engager**].

4. Conclusion

Intentionality is essential for effective intercultural learning.

Intercultural learning is a complex process we can experience individually or together.

An intercultural speaker engages continuously in critical reflection about the self and the other.

5. References

Bennett, M. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179–196.

Bennett, M. (2013). *Basic Concepts of Intercultural Communication: Paradigms, Principles, and Practices*. Hachette UK.

Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

Byram, M. (2020). *Teaching and Assessing Intercultural Communicative Competence: Revised*. Multilingual Matters

A recording of Amina's webinar can be watched here: <https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/multilingual-matters-mini-event>