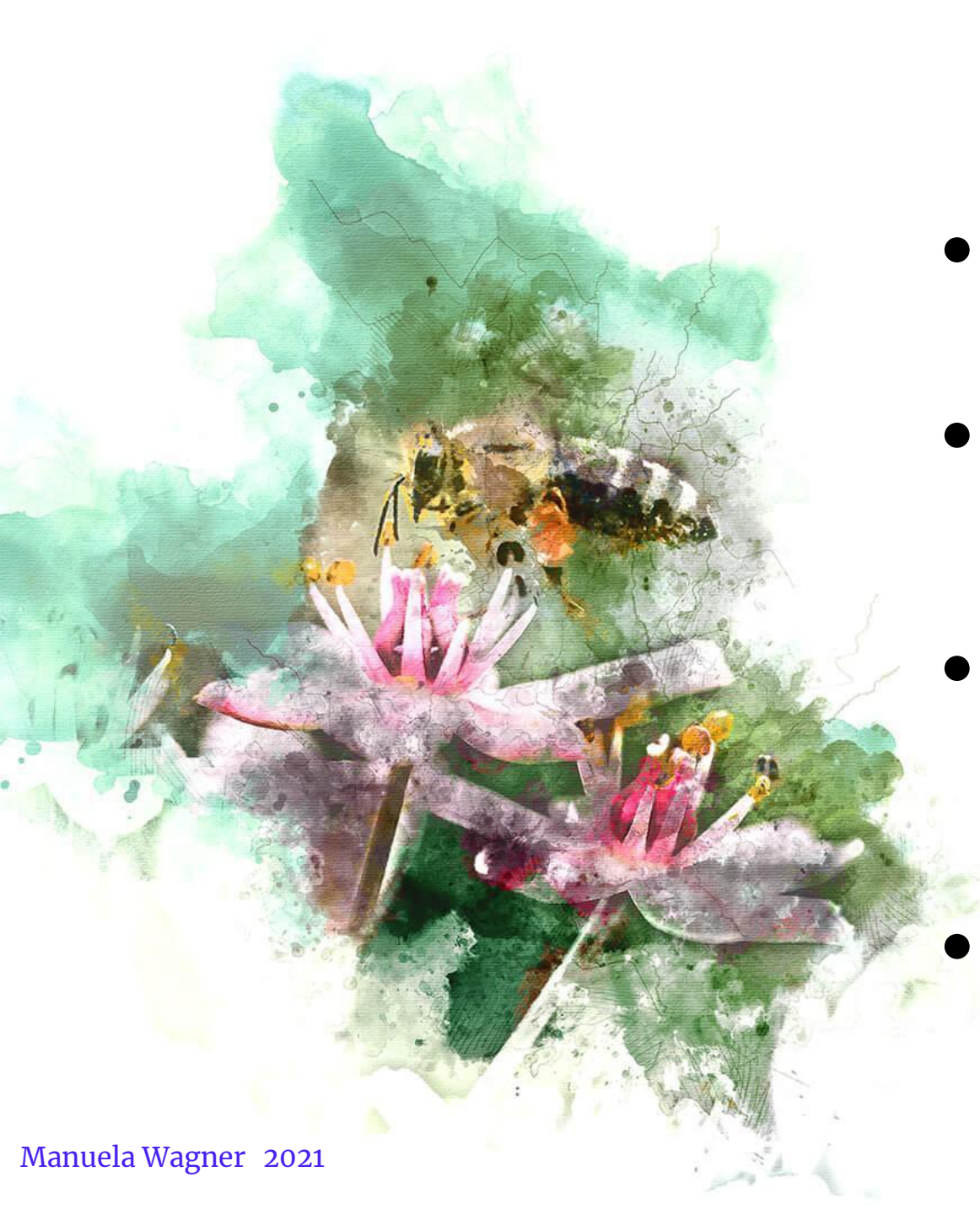


The Development of Intercultural Citizenship through Language Education

**Allegheny College
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- How can educators guide learners along the journey of becoming “intercultural citizens”?
- (What is the relationship between teaching for intercultural citizenship and social justice education?)
- How can we expand learners’ language proficiency while also helping them solve real world problems?
- How can we teach intercultural citizenship in beginners’ language courses?

IMPORTANCE OF INTERCULTURAL DIALOGUE

“Whilst underscoring humanity’s interconnectedness and interdependency, COVID-19 has also led to a rise in discrimination, inequality, and vulnerability, **putting pressure on the capacities of societies for intercultural understanding at a time where solidarity and cooperation are needed more than ever.**” UNESCO, 2020, ¶ 1



“Fundamental and extremely divisive disagreement over religion, morality and science is pervasive in our culture”

(Lynch and colleagues, p.1).

Lynch and colleagues (n.d.)

<https://humilityandconviction.uconn.edu/blank/what-is-intellectual-humility/>



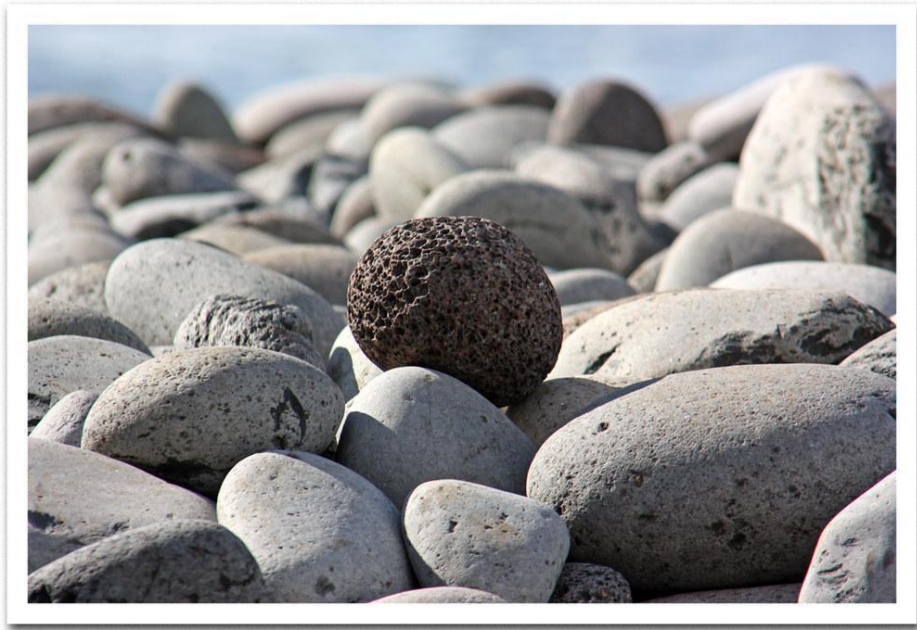
<https://observatorio.tec.mx/edu-news/camara-eco-pensamiento-critico>



**What does Intercultural
Citizenship mean to
you?**

What are some issues that we need to address in today's society?



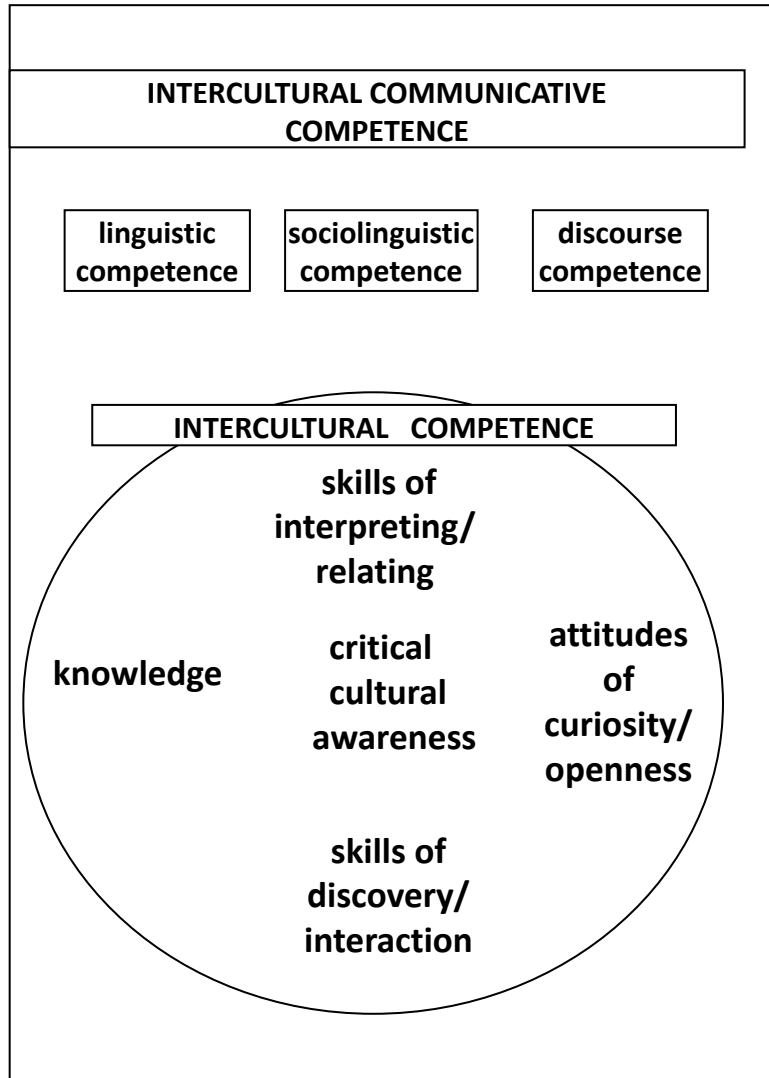
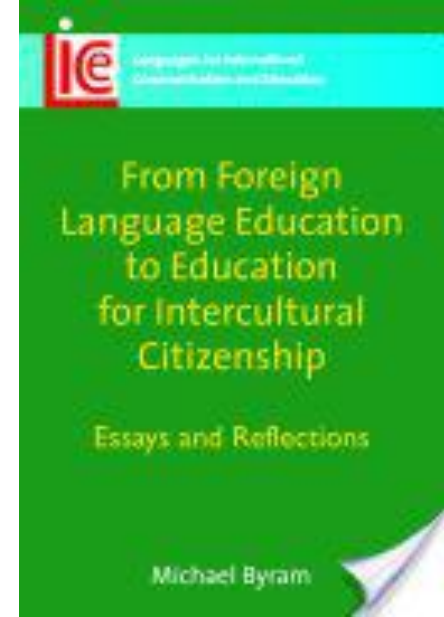


Experience of intercultural (democratic) citizenship can take place in many locations and on many occasions, and individuals may reflect and act together with people of other groups accordingly. **The role of education is to anticipate and prepare people for such experience and to promote reflection, analysis and appropriate action.**

(Byram, 2008, p. 187)

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Intercultural Citizenship (Byram, 2008)

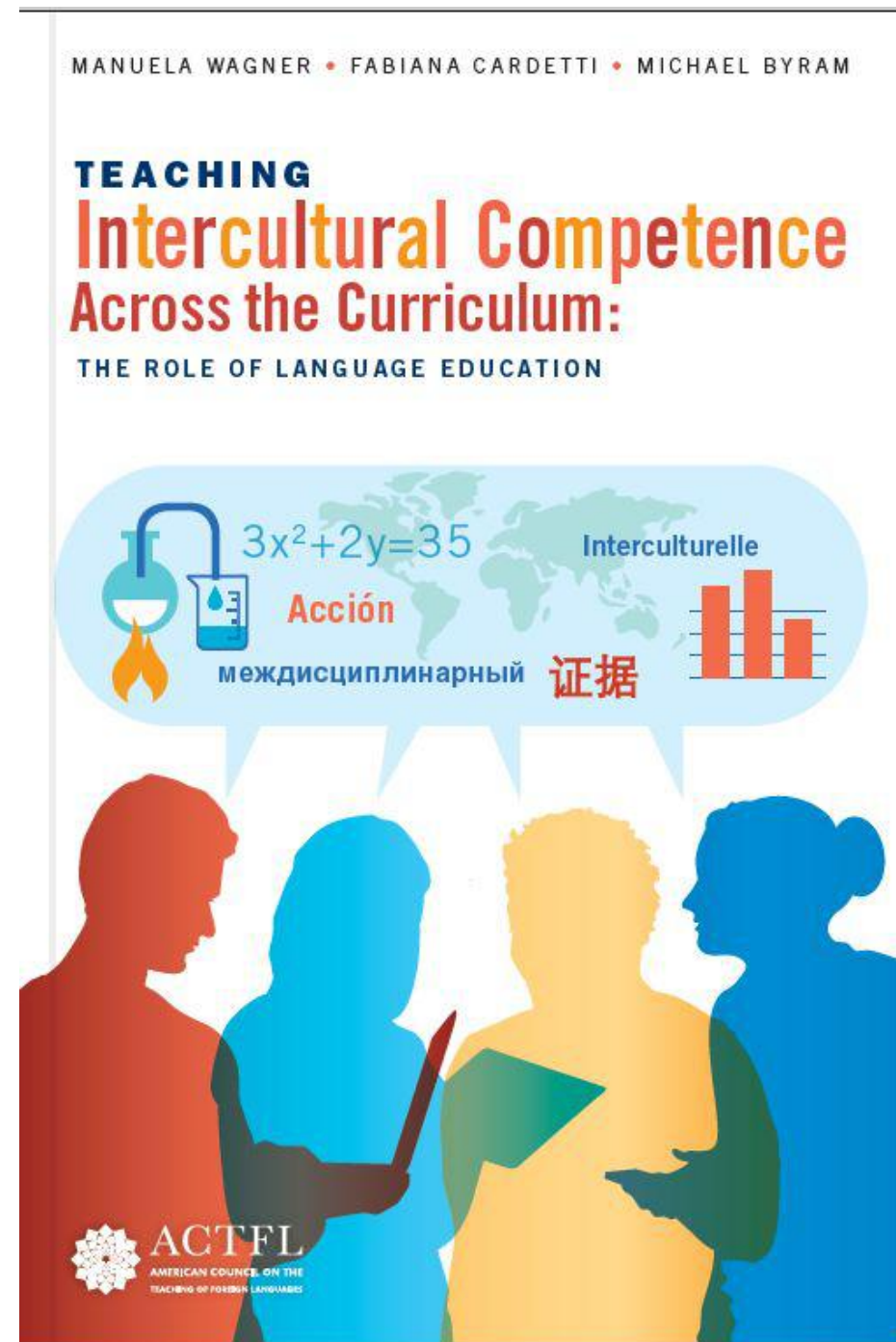


- responds to the demands of globalisation/internationalisation
- ICC and “acting in the here and now”

- Intercultural citizenship across the curriculum
 - Mathematics, social studies, science, art, etc.
 - From elementary school to higher education
 - The Role of Language Education

- Water Crisis
- Hurricane Maria
- Immigration
- Refugee Peace project

Wagner, M., Cardetti, F., & Byram, M. (2019). *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*. Alexandria, VA: American Council on the Teaching of Foreign Languages.

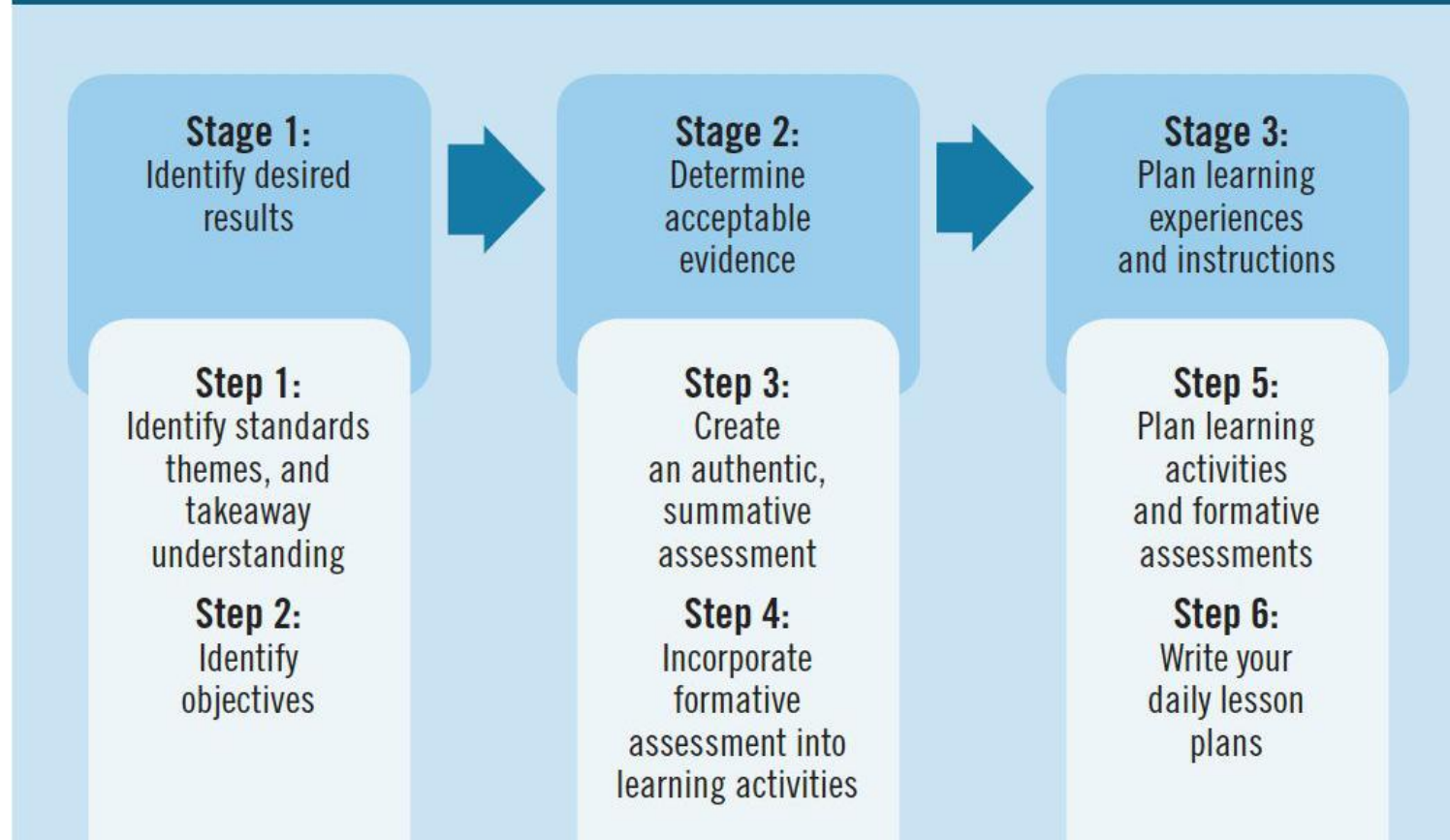


Natural Disasters: Hurricane Maria

Essential Question: What are the relationships between interdisciplinary knowledge of natural disasters and the quality of life in our interconnected contemporary world?

- What were the effects of Hurricane Maria on Puerto Rico and the USA at the time the natural disaster occurred?
- What are the effects of Hurricane Maria on Puerto Rico and the USA to this day?

Figure 1.1: Stages and Steps of Backward Design—adapted from Wiggins & McTighe (2005) and Glynn et al. (2014, p. 26)



Backward Design

Key Components

1. Preliminary Considerations

2. Theme for the Unit

3. Purpose and Learning Objectives

4. Assessment Plans

5. Core Activities

6. Discipline-specific Contributions

Will the students have opportunities to

- acquire new knowledge and understanding of products, perspectives and practices related to the current content/theme?
- discover for themselves the practices of people in other contexts?
- compare and contrast perspectives in different contexts on the issue in question?
- analyze and evaluate products and perspectives that influence practices and vice versa?
- take or plan informed action in their (local, national, or international) community?

Unit Goals—Intercultural Citizenship

What should learners know and be able to do by the end of the unit?

Learners will:

- interpret and relate information about Hurricane Maria in specific regions in Puerto Rico to similar disasters in contemporary history;
- discover and interact with others in the TL to gain new knowledge and perspectives on the issue at hand;
- make judgments about how to deal with natural disasters based on specific evidence and different (cultural) perspectives (and understanding of their relationship with cultural products and practices);
- present pertinent information to an outside audience, thus contribute to solving a problem in a local, national, or international community (action component)

Learners will acquire knowledge about:

- Hurricane Maria as an event of major societal as well as natural significance
- how people respond to natural disasters, and how responses vary in different cultural contexts

Unit plan adapted from *Keys to Planning for Learning by Clementi and Terrill (2017)*

Intercultural Citizenship Connections with Other Disciplines

Mathematics

- Analyze and interpret information using quantitative reasoning (reasoning that requires the use of mathematics in authentic situations, including socio-political, where estimation and knowledge from other disciplines might be crucial) to understand the phenomenon and support claims
- Use relative thinking to compare across data
- Create viable mathematical arguments drawn from evidence
- Use mathematical representations in meaningful ways to support argument
- Interpret and/or apply statistical data and representations in meaningful ways to support arguments

Science

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (NGSS: HS-ESS3-1)
- Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations. (NGSS: HS-ESS3-4)

Social Studies

- Understand how human beings create, learn, share, and adapt to culture
- Appreciate the role of culture in shaping their lives and society, as well as those of others
- Develop their perspectives of the world
- Understand where people, places, and resources are located and why they are there, and explore the relationship between human beings and the environment
- Understand the increasingly important and diverse global connections among world societies
- Learn about the rights and responsibilities of citizens of a democracy, and appreciate the importance of active citizenship

Other disciplines

- We focus on the three disciplines listed above, but strong connections can be drawn to specific standards in other disciplines, such as English Language Arts, Unified Arts, Geography, History, Political Science.

Interpretive Mode

Read, in groups, different news articles on Hurricane Maria, and prepare a summary for other groups who have not read the same materials, showcasing their understanding of a specific aspect of the hurricane that was introduced in the readings.

Watch, in groups, different videos on Hurricane Maria and prepare a summary for other groups, exposing their understanding and interpretation of what was suggested in the videos.

Analyze, in groups, different sets of statistics on Hurricane Maria, and prepare a visual presentation and interpretation for other groups, who have not analyzed the same statistics, illustrating their understanding of the data.

Presentational Mode

Work in groups to design a multimedia presentation on the effects of Hurricane Maria on PR and the region, using the summaries from readings and videos, as well as representations of the data provided from different groups' interpretations above.

Interpersonal Mode

(Teacher)-moderated meeting (of different classes or within the same class) in which students discuss possible action projects based on their findings on the effects of Hurricane Maria.

At the Town Hall meeting, students interact with their audience in a Q and A session after their presentation.

Summative Assessment

Cultures

Standards	
Cultures (Sample Evidence)	Relating Cultural Practices and Products to Perspectives
Indicate the relationship between the product, practice, and perspective	Product: Hurricane Maria emergency housing and other products related to relief aid efforts Practice: Discourse in the media coverage Perspective: Analysis of the underlying values: acceptance of inevitability of natural disasters; value placed on human life and precaution

Connections

Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<p>For more detail, see above 'Intercultural Citizenship Connections with other Disciplines'</p> <ul style="list-style-type: none">■ Mathematics■ Sciences■ Social Studies■ English Language Arts■ Arts	<ul style="list-style-type: none">■ Differences in perspectives concerning disaster preparation in general and the effects of Hurricane Maria in specific■ Importance of investigating multiple viewpoints using a variety of skills, attitudes, and knowledge from various disciplines

Comparisons

Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Analysis and use of terms in English and Spanish, e.g., whether 'safety' and 'security' have equivalent terms and the same connotations	Analysis of disaster preparation in Puerto Rico and the US (see Intercultural Citizenship Goals)

Communities

Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"><li data-bbox="606 646 1210 811">■ Engagement with community in investigation of status quo of effects of Hurricane Maria<li data-bbox="606 839 1210 1061">■ Presentation to local community analysis of comparable practices of disaster preparation in e.g., Mexico	Learners take the role of teachers in educating their local community

“ This action component helps students to immediately link what they learn in school to their lives beyond the classroom walls. ”

Pause to Ponder:
Do you think it is important for your students to make connections between what they learn in school and the world around them?

How is this lesson part of a unit that is:

- communicatively purposeful?
- culturally focused?
- intrinsically interesting?
- cognitively engaging?
- standards-based?

How will the lesson be:

- goal focused?
- learner-centered?
- brain-based?

How will the lesson provide opportunities for:

- critical thinking and problem solving?
- creativity?
- collaboration?
- communication?
- assessment/feedback?

What is in between

- Plan backwards: What do students need to know and be able to do?
- Finding helpful resources
- Considerations concerning the use of language(s)
- Use of class time versus investigation outside
- Consulting with students to provide as much student agency as possible
- Promote connections to skills and knowledge from other areas (subjects and life experiences and interests)
- Foster collaboration

Overview of Timeline

Week 1

- Assessment of related vocabulary and background knowledge related to unit (family, housing, weather, work, migration, etc.)
- Pre-assessment of perspectives on natural disasters
- Introduction of natural disasters (group work, and each group just checks in a little more detail)

Week 2

- Introduction of eventual project;
- Hurricane Maria: Groups investigate different questions related to Hurricane Maria
- Start planning what information will be important to present
- Interview witnesses or friends and relatives of witnesses in the region

Week 3

- Continue investigation
- Based on their investigations and interviews, groups formulate a possible action plan relevant to their community/region
- Prepare presentation of findings

Week 4

- Present findings to other groups
- Students write reports to summarize what they have learned
- Groups work on synthesis of information

Week 5

- Invite participants, review logistics, obtain permissions (principal?), develop promotion plan
- Prepare handouts, pamphlets, posters, webpage and other promotional materials

Week 6

- Prepare presentation: What are the effects still today of Hurricane Maria?
(different groups present different parts)

Wagner, Cardetti, & Byram, 2019

Week 6

- Finalizing the presentation
- Presentations
- Townhall meeting

Week 1

- Assessment of related vocabulary and background knowledge related to unit (family, housing, weather, work, migration, etc.)
- Pre-assessment of perspectives on natural disasters
- Introduction of natural disasters (group work, and each group just checks in a little more detail)

Suggested resources specific to natural disasters:

- Resources to reactivate and introduce vocabulary related to natural disasters:
- A Quizlet set of vocabulary for natural disasters (<https://quizlet.com/18508325/spanish-natural-disasters-vocab-flash-cards/>)
- An online slideshow with vocabulary (<https://study.com/academy/lesson/spanish-terms-for-natural-disasters-emergencies.html>)
- Resources for pre-assessment: Video images of the aftermath of Hurricane Maria <https://www.sandiegouniontribune.com/opinion/the-conversation/sd-hurricane-maria-puerto-rico-20170920-htmllstory.html>

Week 1

Appendix 4.3: Chart for interpretation/comparison across groups to guide synthesis report

	Uno de los desastres naturales que ocurrió en nuestra localidad fue...	Este desastre se parece al de nuestro grupo porque...	Lo más impresionante de este desastre fue... Esto me impresionó porque....
Report 1	Nombre del desastre: Lugar más afectado: Fecha:	Fijate en los elementos característicos: agua, vientos, fuego, tierra. Encuentras alguna similitud en el plan de preparación? Compara el área total afectada en relación al estado y al país	
Sample answers	<ul style="list-style-type: none"> ■ Huracan Irene ■ East Haven ■ August, 2012 	Este huracán también tuvo vientos fuertes; Las personas también protegieron sus ventanas con maderas; los daños también costaron más de \$1 millón	Casi todo el estado de Connecticut perdió luz. Esto me impresionó porque TODOS fuimos afectados con este desastre.

Tool for scaffolding activities

Toolbox

Can-Do Statements

Interpretive

- I can demonstrate my understanding of the impact of Hurricane Maria on different areas of concern for Puerto Rico, other countries, the U.S., and my own community.
- I can interpret information about the different ways in which Hurricane Maria has impacted other countries, the U.S., and my own community.
- I can analyze different sources of information to better understand the effects of Hurricane Maria.

Presentational

- I can describe experiences and events related to Hurricane Maria using a range of conduits: visual and/or oral presentations.
- I can make others aware of the impact of Hurricane Maria on PR and my community.
- I can express and support recommendations for disaster preparation and recovery efforts in my and in my partners' community.

Interpersonal

- I can ask and answer questions about natural disasters.
- I can discuss action items to address effects of Hurricane Maria.

Compare and contrast effects of HM	<i>María afectó un área más grande que la afectada por huracán Harvey en Texas pero menos que la zona afectada por...</i>	<i>comparaciones</i> (comparisons) <i>porcentajes</i> (percentages) <i>incremento/disminución</i> (increase/decrease)
Analyze numbers related to HM	<i>Los porcentajes de mortalidad ocasionados por María en Puerto Rico sobrepasan los valores de...</i>	<i>estadísticas</i> (statistics) <i>gráfico circular</i> (pie chart) <i>gráfico de barras</i> (bar graph)
Evaluate possible action items related to addressing the effects of HM	<i>Proponemos preparar a nuestra comunidad para la potencial inmigración de gente necesitada haciendo....</i>	<i>velocidad de cambio</i> (rate of change) <i>diferencia</i> (differences)
Interpret written text and oral information about natural disasters and HM	<i>Cuando las noticias hablan del impacto en la salud que María tuvo, se refieren a...</i>	<i>impacto social</i> (social impact) <i>impacto económico</i> (economic impact)
Summarize important facts about the effects of HM	<i>Podemos resumir estos datos de la siguiente forma...</i>	<i>clases sociales/económicas</i> (social/economic classes)
Ask and answer questions about action items addressing effects of HM	<i>Cuál fue el índice de mortalidad del huracán?</i>	<i>derechos humanos</i> (human rights)
Express invitation to community members to attend the Community Event.	<i>Invitamos a los miembros de nuestro pueblo a participar de...</i>	

Sample Language Functions

Key Learning Activities/Formative Assessments

This is a representative sample of activities/assessments across the 3 modes of communication.

Learning Activity/ Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit.)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Exploration of disasters in one area (Video, interviews)	<ul style="list-style-type: none">■ Students acquire the knowledge related to natural disasters in general, and Hurricane Maria in specific.■ Exposure to various perspectives (open-mindedness, tolerance of ambiguity)■ Students interpret information from another culture and relate it to their own	interpretive (and interpersonal and presentational if done in group work)
Preparation of presentation of assigned/chosen natural disaster to other groups	<ul style="list-style-type: none">■ Students analyze (using language, mathematics, social studies knowledge and skills), mediate, discover and interact	interpretive, interpersonal, presentational

Wagner, Cardetti, & Byram, 2019

<p>Preparation of presentation of assigned/chosen aspect to other groups</p>	<ul style="list-style-type: none"> ■ Students analyze (using language, mathematics, social studies knowledge and skills), mediate, discover and interact, 	<p>interpretive, interpersonal, presentational</p>
<p>Presentation of assigned/chosen aspects to the groups</p>	<ul style="list-style-type: none"> ■ Students learn important presentation and communication skills 	<p>interpersonal, presentational</p>
<p>Plan Community Event (invitations, advertising, logistics)</p>	<ul style="list-style-type: none"> ■ Students learn important skills for reaching out to the community and different ways in which to attract different audiences 	<p>interpretive, interpersonal, presentational</p>
<p>Community Event: Presentation of findings</p>	<ul style="list-style-type: none"> ■ Students learn important presentation and communication skills to address an audience outside of the classroom environment and to argue for their proposed action plans 	<p>presentational (and interpersonal in Q&A)</p>

Community Event:
Discussion of action items

- Mediate between different members of the audience; help present and synthesize the meaning of suggestions made by the audience and by classmates; apply critical cultural awareness to judge events based on specific criteria.
- This represents an action item for Intercultural Citizenship and at the same time creates opportunities for additional Intercultural Citizenship through projects that follow up on this discussion.

interpersonal



Resources	Technology Integration
<ul style="list-style-type: none"> ■ Resources to reactivate and introduce vocabulary related to natural disasters: a Quizlet set of vocabulary for natural disasters: (https://quizlet.com/18508325/spanish-natural-disasters-vocab-flash-cards/) or an online slideshow with vocabulary (https://study.com/academy/lesson/spanish-terms-for-natural-disasters-emergencies.html) ■ Resources for pre-assessment: Video images of the aftermath of Hurricane Maria https://www.youtube.com/watch?v=wfxPGrXj-sE ■ Resources with general information about natural disasters in Spanish to guide the group work: http://www.geoenciclopedia.com/desastres-naturales/ ■ See also Appendix 4.2: Activity and guiding questions for group work ■ News article showcasing Hurricane Maria in numbers and pictures https://www.univision.com/puerto-rico/wlii/noticias/huracan-maria/en-numeros-oficiales-y-fotos-asi-va-la-recuperacion-de-puerto-rico-a-un-mes-de-maria-segun-el-gobierno-fotos ■ Impact of Hurricane Maria on housing: https://www.elnuevodia.com/noticias/locales/nota/elhuracanmariadestruyo70000vivindasenpuertorico-2374555/ ■ Effects of Hurricane Maria on labor market: https://www.elnuevodia.com/negocios/economia/nota/elhuracanmariaprovocounacatastrofeenelmercadolaboral-2374303/ ■ Video in Spanish illustrating/modelling how to use the data in meaningful ways: https://www.youtube.com/watch?v=hhUvtP-h0gQ ■ Federal information about preparation plans for hurricanes and other disasters, recovery assistance, and volunteer opportunities: https://www.fema.gov/es ■ Spanish material from FEMA on preparation plans: https://www.fema.gov/media-library/assets/documents/93453 	<ul style="list-style-type: none"> ■

How can we modify textbook activities?











Original textbook activity

Students note the language each character in the book speaks according to their country of origin.

e.g., Japan - Japanese, Spain - Spanish etc.


Ćwiczenie 3 101A3
Proszę uzupełnić.

Mami: *To świetnie! To jest też nasza grupa!*
Pierre: *Cieszę się!*

	Mami jest z Japonii i mówi po <i>japońsku</i>		Natasza i Lena są z Rosji. One mówią po <i>rosyjsku</i>
	Uwe jest z Niemiec i mówi po		Oni są z Ameryki i mówią po
	Javier jest z Argentyny i mówi po		Państwo Maj są z Polski. Oni mówią po
	Angela jest z Anglii. Ona mówi po		Jestem z Polski i mówię po
	Vittorio jest z Włoch i mówi po		Julio jest z Hiszpanii i mówi po
	Pierre jest z Francji i mówi po		Jurgen jest z Austrii i mówi po

adapted from Robert Zatoryb, 2020

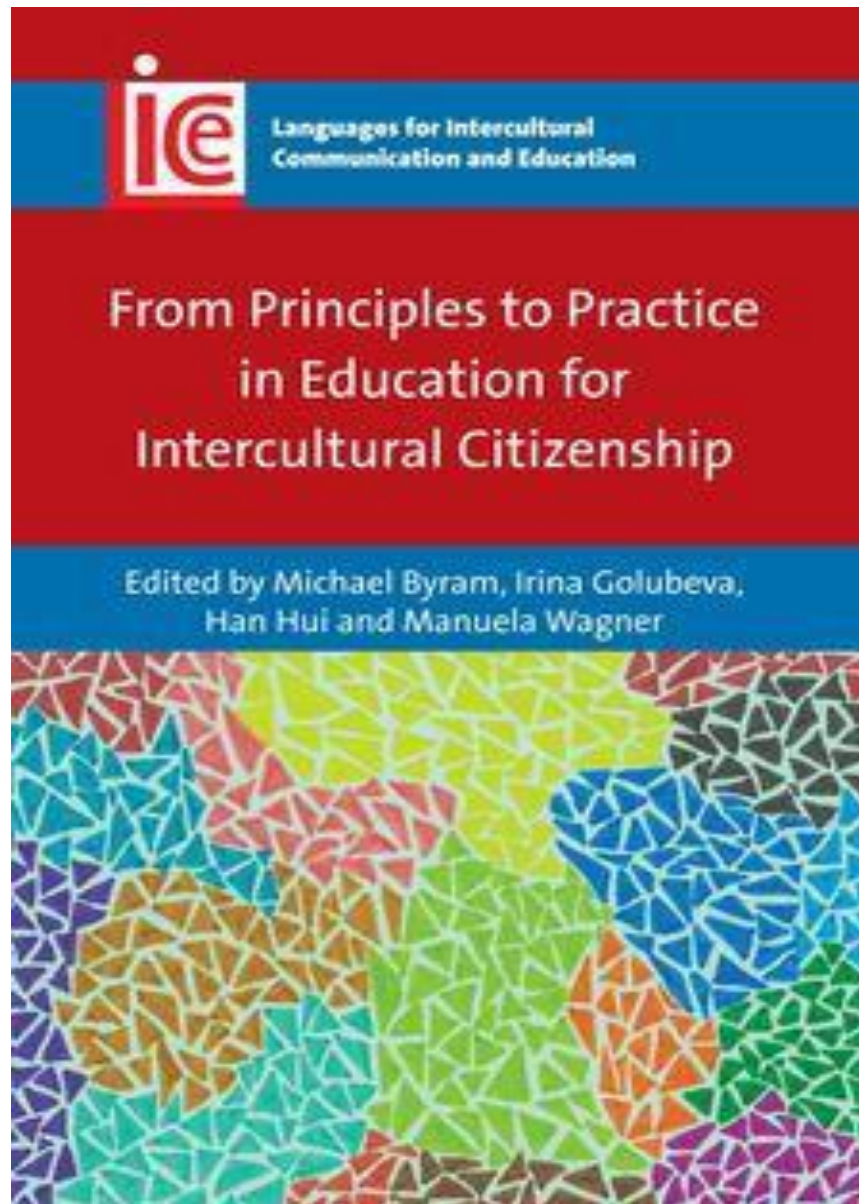
Objective	Students activity	Time	Form of work
Students investigate a topic	Students choose 3 characters from the list and conduct Internet search on languages in characters' countries (official languages, minority languages, most popular foreign languages)	10 min	Individual
Students ask and give information about languages	Students ask each other questions (E.g., Which languages can the characters from the book possibly speak?)	15 min	Pair work
Students can express their interest in languages	In groups of 3-4 students discuss which information about languages had surprised them most and which one was the most interesting	10 min	Small groups
Evaluation	Students write most interesting pieces of information on the board	5 min	Plenum
Homework/choice board	Students conduct research and write a reflection on linguistic diversity In their countries (and/or in their family/circle of friends) adapted from Robert Zatoryb, 2020	At home	Individual



Students can use their developing language and ICC and apply them in the here and now

From very early on with regard to their age

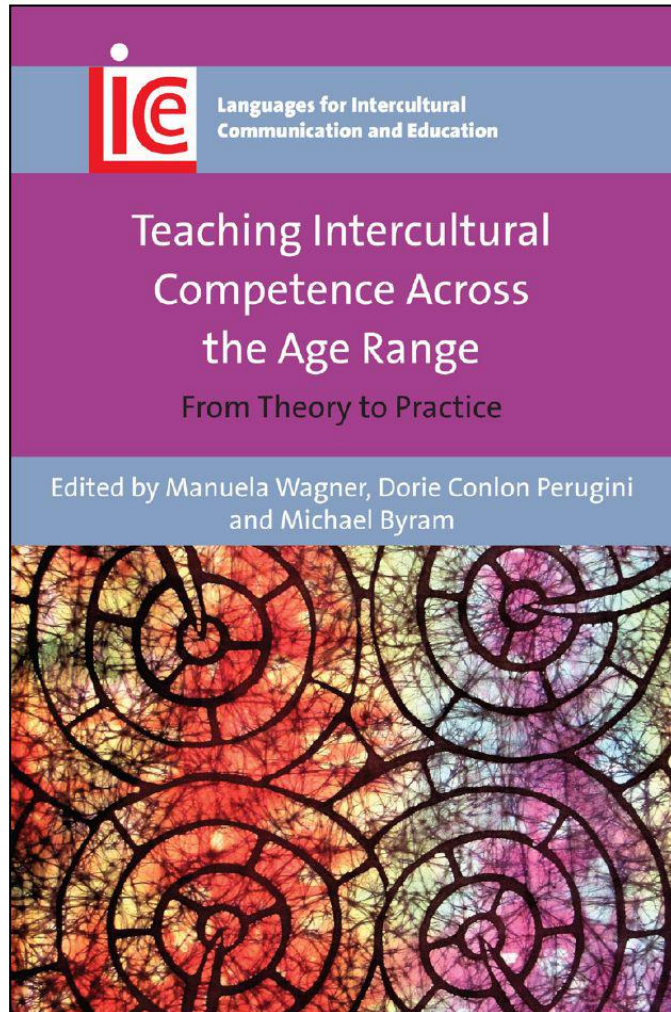
From very early on (day 1) with regard to their language skills



Porto, Daryai-Hansen, Arcuri, Schifler, 2018: Green Kidz: Young learners engage in intercultural environmental citizenship in English language classroom in Argentina and Denmark.

In: Byram, M., Golubeva, I., Han, H., & Wagner, M. (Eds.). (2017). *Education for Intercultural Citizenship: Principles in Practice*. Clevedon, UK: Multilingual Matters.

Additional projects



This ground-breaking book is the first to describe in detail how teachers, supported by university educators and education advisers, might plan and implement innovative ideas based on sound theoretical foundations. Focusing on the teaching and learning of intercultural communicative competence in foreign language classrooms in the USA, the authors describe a collaborative project in which graduate students and teachers planned, implemented and reported on units which integrated intercultural competence in a systematic way in classrooms ranging from elementary to university level. The authors are clear and honest about what worked and what didn't, both in their classrooms and during the process of collaboration. This book will be required reading for both scholars and teachers interested in applying academic theory in the classroom, and in the teaching of intercultural competence.

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Dorie Conlon Perugini is a Spanish teacher at Naubuc Elementary School in Glastonbury Public Schools, USA.

Michael Byram is Professor Emeritus at the University of Durham, UK and Guest Professor at the University of Luxembourg.

In practice this often involves:

- **inclusion of students in decisions** about the focus of their learning,
- learning activities which lead to **engagement with people from outside the classroom**, and
- taking decisions to **participate in community life** outside the classroom by drawing on competences acquired within the classroom.



Please reflect:

- ❑ How can we try to make sure that **students are free to decide what they think?**
- ❑ What **tools** can we provide for them to complete the tasks in the target language?

A watercolor illustration on the left side of the page. It features two pink flowers with yellow centers, surrounded by green foliage and several bees. The style is soft and painterly, with visible brushstrokes and a mix of colors including pinks, greens, yellows, and browns. The background of the illustration is white with some light green washes.

How can we try to make sure
that **students are free to decide**
what they think?

Thank you!



- **Any questions?**
- You can find me at:
- @manuelawag
- manuelawag@gmail.com



Credits

- » Presentation template by [SlidesCarnival](#)
- » Photographs by [Unsplash](#)

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Wagner, M., Perugini, D., & Byram, M (Eds.) (2017). *Teaching intercultural intercultural competence across the age range– From Theory to Practice*. Bristol: Multilingual Matters.

Pictures

World Puzzle: <http://maxpixel.freegreatpicture.com/Globalization-Global-Earth-World-Continents-Puzzle-2718829>

World in Hands: <http://maxpixel.freegreatpicture.com/Map-Global-Globe-World-Earth-Hands-Creative-Blue-600497>