

Curriculum of intercultural dialogue

1. Intercultural dialogue at school
2. Catalogue of intercultural competences
3. Questionnaire “My intercultural competences”
4. Certificate of intercultural competences
5. Guidebook for teachers

developed in the Erasmus + / eTwinning project “Lies mit uns! / Read with us!” 2018-2021



1. Intercultural dialogue at school

What means 'intercultural dialogue'?

Intercultural dialogue is an open and respectful exchange of views between people or groups of different ethnic origin, differing in culture, religion, language, cultural heritage, perception of the world, etc. Intercultural dialogue is effective only if it leads to a mutually satisfactory end and to concerted, unanimous, shared and peaceful actions of people involved in it. A positive attitude on both sides and a willingness to compromise are as indispensable as other components of intercultural competence.

What are intercultural competences?

The term "intercultural competence" should be understood both as specific knowledge (1) and specific skills (2) as well as an appropriate approach to other cultures and an appropriate attitude (3) which is based on intercultural awareness and tolerance towards other systems of values and ways of thinking, experience in work and communication in an international team acquired through practical actions (4), and finally also motivation and readiness to act in the international arena (5).

Intercultural competences allow to "move safely/securely among different cultures", i.e. to work successfully in an international team and live peacefully in a multicultural society.

Why should intercultural dialogue be "taught" at school?

International corporations dominate the world, and their needs within the intercultural competences of their employees are becoming more and more visible. As a result of the internationalization of the labour market, the structure of societies, which are becoming more and more multicultural, is changing. Contemporary problems in the world are discussed from a global perspective and can only be solved at this level. School should face the challenges of globalization and prepare its students not only for their high school diploma and university studies, but also for living in a globalized world.

Working in an international team and living among representatives of different cultures are not easy, and getting intercultural skills at a high level is a long process. Therefore, you should start it in the early years of life. Young people should be made aware of it, and communication and cooperation with representatives of other cultures should be available to them already at school.

Multicultural education, usually carried out in the form of a "dry" transmission of information within the framework of Social studies, Cultural studies, Geography, History, foreign languages or as a part of the curriculum, is insufficient today and should be complemented by practical activities aimed at developing intercultural competences.

2. Catalogue of intercultural competences

The catalogue aims at defining what competences are necessary to be able to work successfully in an international team and at the same time to achieve a good level of cooperation.

The student acquired intercultural competence because he / she ...

1) Knowledge and understanding

- has basic knowledge of Europe and the world
- learns about other cultures to recognize prejudices and to avoid them
- is interested in current affairs, challenges and changes in the world
- knows and understands intercultural differences and their possible influence on international communication and team work
- knows and understands different types of communication
- learns about the working conditions of the partners and takes this accordingly

2) Skills

Communication:

- communicates with people from other cultures in different situations
- uses different communication strategies
- takes initiatives to improve his/her language skills
- is able to listen to others carefully and lead a difficult dialogue
- can understand, respect and accept the views and perspectives of people from other cultures
- can successfully and diplomatically come to a common conclusion with negotiating partners

Teamwork

- performs tasks in a multicultural context
- can adapt well to a new international team
- can realize his/her own ideas in an international group to which he/she belongs
- has the skills necessary to organize and coordinate international teamwork successfully
- evaluates international cooperation and draws necessary conclusions from it (regarding good examples and avoidable errors)
- can share his/her knowledge, experiences and intercultural competences with other team members

except that:

- is also open to various forms of work on the project and is able to adapt to individual situations and new circumstances
- maintains good relations with other team members
- feels responsible for the group and is able to commit himself fully to the common goal
- performs tasks in a timely, conscientious, accurate, complete and reliable manner
- is able to apply his/her own skills constructively, but also accept criticism and accept support
- can solve any kind of controversy through discussion and compromise

3) Attitude and conduct

Awareness

- is aware of the common European culture and has the ability to disseminate it
- is aware of national and European identity and builds his/her own identity on this

- is aware of cultural diversity and perceives it not as an obstacle but as enrichment
- recognizes the differences dominating in different cultures and in their thinking and actions takes into account the way of thinking and behaviour of others, also determined by the political, economic and social situation,

Values

- is open to other cultures
- respects other cultures and values and makes a positive use of it
- sees diversity as an opportunity for development
- relies on common European values such as democracy, tolerance and equality

4) Experience

- was involved in all project activities (online work, international project meetings, school campaigns) of his/her school project team
- was constantly active in the project's TwinSpace using different tools, thanks to which he/she can work with representatives of other cultures on the Internet (e.g. on the eTwinning platform)
- participated in building intercultural dialogue in the project's TwinSpace, publishing articles, comments, video clips, photos and other materials
- was a student in at least one weeklong intercultural class and got involved in all of its activities (workshops, lectures, project work, group work, competitions, etc.)
- cooperated in at least one international project meeting at his/her own school
- participated in at least one international project meeting at a partner school abroad

5) Motivation

- recognizes both the need for international cooperation and the benefits of it
- is ready to follow new international routes
- is open to cooperation with representatives of other cultures
- regards working in an international team as appropriate for the present times and necessary but also enriching
- is able to motivate himself/herself again after defeats and failures in an international team
- plans to remain active in the international arena

3. My intercultural competence

Erasmus +/ eTwinning 2018-2020 Read with us!

Name: _____

Date I: _____

School: _____

Date II: _____

My intercultural competence

Please answer the following questionnaire to the best of your knowledge. Try to judge yourself as objectively as possible! The questionnaire must be returned to the teacher.

I. What have I done to develop my intercultural competence?

What is in my portfolio?

1) *Subprojects in which I took part: fill in: country and city as well as Yes / No*

Subproject	International project meeting in ...	TwinSpace	Reading Campaign
T1			
T2			
T3			
T4			
T5			

2) *International project meeting at my own school:* Yes in _____ / No

3) *International project meeting at a partner school:* Yes in _____ / No

4) My articles:

Subproject	Forum (Nr.)	Subject	Title of article	number of comments
T1				
T2				
T3				
T4				
T5				

Subprojects: T1 = The man and his values -♦- T2 = The man and his world -♦- T3 = Tradition and modernity -♦- T4 = Home and world -♦- T5 = It is worth reading

5) My comments:

Subproject	Forum (Nr.)		Subject	Title of articles	Title of (if
T1					
T2					
T3					
T4					
T5					

6) Other blog entries

Memories from ... (City with Subproject)	Report on campaign / survey	Intercultural competence (Forum 8)	Curriculum of intercultural dialogue (Forum 9)	Guidebook "Reading is worthwhile" (Forum 10)	In the school team forum	Others

(If there isn't enough space, please add another sheet)

Survey I	Survey II
7) My own photos:	
8) My own films:	
9) All my presentations:	

10) I have worked on / developed / translated the following teaching scenarios:

Subproject	English lesson	German lesson	graphic materials	Lesson in the mother tongue
T1				
T2				
T3				
T4				

11) I have guided / taught the following reading campaigns:

Subproject	English lesson	German lesson	graphic materials	Lesson in the mother tongue
T1				
T2				
T3				
T4				

Survey I	Survey II
12) Have I viewed photos, films or presentations which were uploaded on TwinSpace?	
Yes <input type="checkbox"/> - No <input type="checkbox"/>	Yes <input type="checkbox"/> - No <input type="checkbox"/>
13) Have I read project blog entries?	
Yes <input type="checkbox"/> - No <input type="checkbox"/>	Yes <input type="checkbox"/> - No <input type="checkbox"/>
14) Do I know the pages of your TwinSpace-Projects?	
Yes <input type="checkbox"/> - No <input type="checkbox"/>	Yes <input type="checkbox"/> - No <input type="checkbox"/>
15) How many TwinMails have I read / sent?	
16) How often have I been on TwinSpace (average number)?	

17) Which books of the project canon did I read?

	Author and title of the book	Jes/ No		Author and title of the book	Jes/ NO
T1	F. Dürrenmatt „The Visit ”		T3	E. Ferrante „The Story of the Lost Child“	
	Morton Rhue „The Wave“			M. Elsberg „Black out“	
	S. Mrožek „Tango“			H. Böll „The Lost Honour of Katharina Blum ”	
	G. Orwell „Animal Farm ”			A. Huxley „Brave New World’	
T2	M. Lunde „History of bees“		T4	R. Kapuściński ‘Shah of Shahs’	
	M. Fredriksson „Hann’as daughters“			J. Rabinowich ‘Dazwischen ich’	
	W. Borchert „The Man Outside ”			G. Dragoman ‘The White King’	
	J. Boyne „The Boy in the Striped Pyjamas“			Melinda Nadj Abonji ‘Fly away, Pigeon’	

18) How many/Which other books mentioned in discussion forums / at project meetings did I read?

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II. What was my cooperation with the international partners (students and teachers) like?

5 – absolutely true 3 – partly true 1 - not at all
4 – true 2 – not really

	5	4	3	2	1
1. I have actively used <i>TwinSpace</i> .					
2. I have succeeded in making clear my point of view within the international group (group works, presentations etc.).					
3. I have been able to put into practice my ideas within the international group of teachers and students.					
4. I was open and willing to do different types of project work.					
5. I was open to consider new ideas and different opinions of other group members (group work during visits etc.).					
6. I have become aware of existing national prejudices during my cooperation with people from other countries.					
7. I have developed an understanding that knowing about other cultures can help to judge fairly and to avoid prejudices.					
8. I have been able to deal with and/or solve conflicts within my international work group.					
9. I have a good relationship with the other Erasmus+/ eTwinning-participants.					
10. I felt responsible for my group and tasks we had to deal with.					

III. What have I learned/achieved?

5 – absolutely true 3 – partly true 1 - not at all
4 – true 2 – not really

	5	4	3	2	1
1. I can work online together with the other Erasmus+-participants.					
2. I can communicate with the other students and teachers in different situations in English or German.					
3. I have extended my knowledge about Europe, a common European culture and the cooperation in the EU.					
4. My interest in current events and changes in the world has increased.					
5. I have learned to respect other cultures and values and to profit from them.					
6. Cultural diversity enriches my point of view.					
7. I am able to present my home country and my culture to the other Erasmus+-participants.					
8. Now I understand intercultural differences and their possible influence on international communication and teamwork better than before.					
9. I have developed skills to organise and coordinate international teamwork successfully.					
10. I plan / I am willing to remain active on the international level.					

4. Certificate of intercultural competence

At the end of the project, after two years of project activities, each participant (student/teacher) receives a certificate confirming the acquisition of intercultural competences at a certain level.

This level will depend on the involvement level of this student or teacher, namely:

- his/her participation in international project meetings in his/her own school (especially cooperation in the preparation and implementation of the meeting) and in partner institutions (self-presentation of the team, work on the project, workshops, etc.),
- his/her participation in the campaigns conducted (development of lesson plans, conducting lessons, analysis of evaluation surveys, publications in the TwinSpace),
- his/her work on the eTwinning platform and his/her contribution to intercultural dialogue,
- the quality of material products of the project created by him/her.

The following three levels of acquisition of intercultural competences are planned:

- participated
- participated actively
- participated with great commitment

Assessment of the level of participant's development and intercultural competences acquired by him/her will be based on the questionnaire "My intercultural competences" completed by the student / teacher, and in the case of the student - also based on the portfolio, prepared by him/her throughout the project duration, documenting his/her work and his/her involvement in the project (articles, comments, photos, certificates, lesson plans). The level of development achieved by an individual student and teacher will ultimately be determined by the school coordinator together with his team of teachers.



5. Guidebook for teachers

Our guidebook contains hints and tips (formulated on the basis of the two-year collaboration on the Erasmus+ projects “Think global!” 2016-2018 and “Read with us!” 2018-2021) for teachers who want to develop intercultural competence by their students and to “teach” an intercultural dialogue in school.

Tips for teachers:

- Personal encounters should be encouraged, since fully understanding a foreign culture is only possible through personal contact.
- Real-life encounters enable a more profound understanding of foreign cultures than for example online communication.
- Teachers should be open and try to engage students and colleagues in international projects.
- It is important to inform and engage the principal(s) in order to ensure that the school provides the resources needed to carry out the project (extra time and substitute teachers, for example).
- Organize information meetings where students tell teachers and their fellow students about positive experiences with working in an international project. This will hopefully make more colleagues interested in working with international exchanges.
- Try to apply an intercultural/comparative perspective when teaching (in as many subjects as possible and regardless of whether the school is currently involved in an international project or not).
- Select students based on interest and not according to who is friends with whom.
- Try to think from the perspective of the other participants when planning and carrying out activities within the project.
- Prepare the students: What are they to expect? What will be expected of them?
- Involve international contacts in and outside of the school in the courses you teach.
- Be flexible.

Monika Farkas, Tímea Szép und Emese Eszenyei (DNG Budapest), Nina Karlström (KS Växjö)

Wegweiser für LehrerInnen, für die das Thema „Interkulturelle Kompetenz“ neu ist

- Eine direkte Begegnung auf Schüler- und Lehrerebene ist unerlässlich, um durch Empathie und das persönliche Kennenlernen
 - mögliche Vorurteile zu erkennen und sie abzulegen,
 - die Bereitschaft zu fördern, anderen Kulturen gegenüber offen und tolerant zu sein,
 - mögliche Meinungsverschiedenheiten in der direkten Gegenüberstellung zu lösen,
 - andere Werte stärker zu respektieren und auch von ihnen zu profitieren,
 - den eigenen Horizont zu erweitern,
 - den europäischen Gedanken hinsichtlich Kultur und Politik mit Leben zu füllen,

**Eine reine Online-Kommunikation kann die o.g. Punkte nicht erfüllen.*

- Themenfindung:
 - Direkt oder indirekt schildern persönlich betroffene Menschen ihre Situation (z.B. schwarzafrikanische Flüchtlinge in Italien oder eine Ärztin, die für „Ärzte ohne Grenzen“ im Jemen gearbeitet hat), um über Empathie die interkulturelle Kompetenz der Schüler und Lehrer zu stärken.

**Es besteht die Gefahr, dass eine nur theoretische orientierte Arbeit die Schüler nicht erreicht.*

- Arbeitsformen:
 - Theoretische Einleitung in das Thema, um die Schüler und Lehrer zu sensibilisieren
 - Festigung der interkulturellen Kompetenz durch praktische Arbeit am Thema (z.B. Unterrichtseinheiten entwickeln und vor allem halten, Mitarbeit in unterschiedlichen Projekten,

Our main tips

1. Teachers and students need to have a clear understanding of the entire project from the beginning.
2. Students and teachers working within an international project need clear instructions in order for the work to run smoothly.
3. Everyone needs to prepare for each project meeting.
4. The most important thing is to respect differences, since you have to work with students and teachers from very different countries.
5. The teacher is responsible for strengthening the self-confidence of each student so that he or she will have the courage to use a foreign language to communicate with people he or she has never met before.
6. Moreover, the teacher should encourage the students to actively participate in the project work.
7. The success of the project is also connected to the topics chosen: They should be interesting to the students and not offensive to anyone.
8. The students need to show understanding, patience and respect - especially in cases where there are differences of opinion.
9. Teachers should make the students understand that they are also responsible for the results of the project.
10. Conflicts will inevitably arise, but it is important that you try to find a solution together and in a peaceful manner.
11. Before, during and after the project meeting it is important to work towards reducing prejudice.
12. The ability to work together as a team should be developed, since experience when it comes to international collaboration will be an advantage for the students on the labor market.
13. Teachers within an international project are responsible for conveying the ideas of European intellectual tradition and the common values of our cultures.

Orsolya John und Erzsébet Laczkó (DNG Budapest), Barbara Marten und Fredrik Kjällbring (KS Växjö)

Guide for teachers

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During the project, the teachers were able to determine how international bilingual communication is developing. Subproject after Subprojekt, the interaction became more and more efficient and successful.

The intercultural dialogue at the meetings worked well and we had no problems caused by intercultural differences. It was an enrichment for all participants.

International teamwork has not been difficult and everyone has been able to adapt relatively easily to new methods / forms of work.

The team leaders made it possible for the students to express their ideas.

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The topics of the info-campaigns were of interest for teachers and students who were not directly involved in the project, but they did not lead to any further development.

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Pupils did not always meet deadlines, and the teachers always had to exercise strong control. Articles / comments were often published in the wrong forum, because the platform was too complicated. Sometimes files were accidentally deleted, and that, too, had to be controlled by the teachers.

The reactions to the articles were sometimes not so spontaneous and deep. For the students, it was difficult to comment articles, to refer to the opinions of other students. It would have been useful to guide the students to write a commentary in an appropriate way.

Ágnes Kóbor (DNG Budapest), Elisabeth Plaz und Rosella Baldelli (LSP Assisi)

Tips for teaching intercultural competences

- students need to have the opportunity to meet each other because the personal contact is more important than learning about the different cultures based on schoolbooks (e.g. exchange programmes or international school projects like Erasmus+)
- students should live in host families to profit from the hospitality of their exchange partners
- students explain cultural habits and differences, they can compare and contrast their lifestyles as well as school activities
- they explore different cities and places together to share their impressions
- talking to people in real life situations improves their language skills more than anything else, e.g. they have to mediate in different contexts to understand their cultural background
- teachers should encourage their students to be ready to cooperate with international students and be tolerant and open-minded
- create realistic scenarios so that students can practice how to take responsibility for their own and each other's actions
- If students are supposed to prepare and give lessons, teachers should think about the classes that they should teach in beforehand to guarantee a certain quality relevant to the students' level
- "student-teachers" should think about their target groups

Agnieszka Grochowska (VIII LO Kraków), Mariann Dézsi (DNG Budapest) und Steffi Techau (HPS Buxtehude)

The Way to Intercultural Competences

How can we successfully help our students to develop intercultural competences?

We know what the aim of our teaching is:

- Being able to understand points of view of people from other countries;
- Having the skills needed to organize international teamwork and to coordinate its work successfully;
- Being able to realize ideas in an international group to which the students belong;
- Being interested in current affairs and changes appearing in the world.

These are the points that we consider fundamental. But how to get there?

Curiosity, openness, motivation, this is the beginning. And then you try to create a good atmosphere within the group of students you are working with. This will encourage them to be more self-confident and share their ideas giving a contribution to their group. As teachers we should ensure them that they are part of the group and their active participation will help to perform their task.

At the same time the teacher should motivate the students to contribute to the promotion of their local culture while working in an international team as well as becoming more aware of being part of the European culture.

Taking part in this intercultural communication the students will get some insights of the countries participating in the project and of the changes in the world. All these experiences will make them worldly and this will eventually lead to the realization of the European idea.

Evelina Bertok (DNG Budapest) and Leonella Pippi (LSP Assisi)

On the way to intercultural competence

Based on our knowledge, we can give the following tips and advice:

1. Intercultural competence at school can only be achieved and developed by international educational projects (e.g. Erasmus+, eTwinning).
2. The adjustment of the international school project to the curriculum and its integration into the educational programme of the class or the group of students make it possible to realize the project, at the same time realizing the curriculum and facilitating the work of the teacher with his students.
3. Long-lasting and regular online work (e.g. on the educational platform eTwinning) is as important and necessary as one-week long direct international project meetings. Both aspects should be considered during the planning of an international school project.
4. Foreign languages are a good tool for international school projects and the development of intercultural competence. But this does not mean that such international projects can only be realized in foreign language classes. They should be interdisciplinary and implemented in many different subjects. This depends of course widely on the topic of the project.
5. Topics of projects dealing with relevant and important questions in the lives of young people arouse their interest to a bigger extent and stimulate them to act themselves.
6. Practical knowledge and actions are the basis of good projects.
 - a) Meetings with specialists in certain fields and visits in specialised institutions as well as workshops and project work in international student groups are more successful than merely theoretical speeches in a school auditorium based on information from the internet.
 - b) Lessons given by students serve as the best way of disseminating project results among their school-friends. Campaigns focused on certain classes are more effective than those focused on the whole school community.
7. For teachers it is advantageous to get accustomed to the project description and project contract before starting work with their students.
8. Exactly defined rules of communication and cooperation and their carrying out by all participants enable an undisturbed project progress.
9. It is advisable, at the beginning of the project, to talk about and clarify in detail all the things connected with the project among the participating teachers: conditions and aims, methods of working, deadlines and expected results. In the course of the project they should also be constantly and punctually informed about all rules, decisions and changes.
10. For all agreements the points of view of all teachers and coordinators and the regulatory framework of each partner school should be taken into consideration.
11. The deliberate acquisition of intercultural competence guarantees better results; that is why students should be made aware of its meaning and usefulness at the beginning of the project.
12. The level of the acquired intercultural competence depends on the commitment of each participating team, because it is highly motivating for the others and thus determines their possibilities of action and their chances to acquire intercultural competence themselves.
13. It is recommended to distribute the project tasks among/with your students in such a way that each of them has got the opportunity to experience all aspects of intercultural competence and achieve all its levels.
14. To achieve good project results it is necessary that the teacher controls and leads the work of his team but he should give his students enough freedom by always supporting them.

15. Marks for written articles and comments or other works produced by the students could be motivating.
16. Students and teachers should be prepared for each international project meeting by precisely formulating their tasks, the recommended behaviour and the expected benefits.
17. An international buffet, national costumes, folk songs and folk dances as well as other concrete forms of self-presentation make it possible to get to know other cultures and better understand the value of cultural variety.
18. The lesson in the native language at international project meetings enjoys great popularity among the participants and encourages them to learn new foreign languages.
19. When dividing the teams in the international class being formed at each international project meeting the linguistic competences of each student and teacher should be taken into consideration. The groups should be put together in the best way possible.
20. It is also recommended to pay regular attention to private contacts, which also reinforce the cooperation and team spirit in the project.

Bożena Cudak (VIII LO Kraków), Hermann Hausmann (HPS Buxtehude)

'Teaching Intercultural Communicative Competence (ICC)'

When George Bush (senior) went to Japan to negotiate trade, he and his delegation started the negotiations as they usually do; they put forward their direct demands. Unfortunately, in Japanese culture, stating a request directly is seen as both rude and a sign of desperation. The negotiations were not very successful to the detriment of both countries. ICC is about developing set of skills that allows for more successful communication across cultures, a skills et that becomes more and more important in an increasingly globalized world. My fascination with the subject also began in Japan, in my case as an exchange student rather than a negotiator, but it wasn't until I was working at a teacher trainee program for a Danish university and was asked to do the course on ICC that I started getting into the research of teaching it. In this short text I would like to share with you some of my thoughts on ICC and how I work with it in my classroom.

Why should we teach ICC?

To me there are three main reasons why it is important to work with ICC in class.

- It is a skill set that is likely to be helpful to the students in their future.
- It promotes understanding of other cultures and multiculturalism
- It is a view on language and culture that is more up to date

Let me start with the third reason for historical background purposes. Foreign language teaching used to focus on a method known as "grammar translation", which focused on students reading texts and learning grammar to decode the language in the text. This was because schools saw the primary use of a foreign language as being able to understand foreign literature. With increased globalization direct communication became more important and most school systems today follow a communicative approach to foreign language learning.

Similarly, the cultural aspect of language learning used to focus on "realia", knowledge about the society and culture where the language originated. In general, this means studying for example the political system, school system, history or other aspect of the country where the language is primarily used. In the case of English this usually meant Britain and the US, sometimes also Ireland, Canada, Australia and New Zealand, also known as the anglosphere. Again, the main reason for this was to be able to understand references made in literature.

This "realia" view of culture in language learning is less applicable for our language needs today, just as grammar translation is. Only 25% of people who speak English as a first or second language live in the anglosphere (most can be found in Africa or Southern Asia) and English is widely used by people

all around the world as a language of communication. Societies today also do not adhere to a traditional homogenous nationalistic culture; they are more multicultural by nature. Therefore, it makes much more sense to talk about culture and behavior in a more general sense as well.

Students today are more likely to travel abroad or work for a company that has clients from other countries. Many of them already engage in interactions with people from other cultures on the internet, for example through social media or video games. Because of the free movement of the EU and the refugee crisis, classrooms and workplaces are much more multicultural than they used to be as well. Working with improving communication across culture is therefore a much more important toolset in today's world.

What should our learning goals for working with ICC be?

It is of course impossible to teach the students all the intricacies and nuances of politeness and behavior in all cultures around the globe. However, what we can do is give them some examples and teach them what to look for and how to think about these differences. In Byram's model of ICC (the one developed for CEFR) he sees the main important skills as having an open and curious attitude, having knowledge of your own and other cultures, the ability to observe behavior and then use what you have learned in interaction, and being able to critically analyze and compare behavior in your own and other cultures. If you are interested in reading more theory on this subject I would recommend Michael Byram's book *Teaching and Assessing Intercultural Communicative Competence* (The basis for CEFR and an in-depth description his model) or Karin Risager's *Language and Culture Pedagogy* (an historical overview as well as specific advice on how to work with this in the future). When I work with ICC in class I tend to focus on:

- Creating awareness in the students of how their reality (perception of the world) is colored by their cultural background
- Making them aware of how much difference and variation exists in everyday behavior
- Understanding that most behaviour is just different ways of doing the same thing
- Knowing that different perspectives can increase your creative and analytical ability and make your world a bigger place

It is important to know that to many students this is a new area. They are aware that things are different in different cultures, but few have reflected on differences in the small everyday-life aspects like politeness, body language, touching and personal space, etc. This is significant because it is typically these things that are important to know when communicating with someone from another culture. Many of my students have reported that they feel that this was an eye-opener and that they did not expect that cultures close to us (Germany and Britain for example) also can be quite different in many respects.

It is also important that we go beyond just pointing out differences in behavior, because that just leaves you with a "huh, that is an odd way of doing things" kind of impression. So, it is important to talk about the reasons behind the behavior AND to also analyze behavior and the reasons behind behaviors in our own culture. Furthermore, it is important that the students try to look at what aspects of their own culture outsiders might misunderstand.

How do we work with ICC in the classroom?

As a teacher I like to work with themes, often ones that run for 4 weeks to a month, which is often also how I work with ICC. To start the theme off I like to challenge the students' perception of the world. One thing I do is to ask them how many of the world's 7.7 billion people speak English at a good level. Many will guess half or more while the actual figure of proficient speakers is estimated to between 1 and 1.4 billion. I then ask them what countries they know where English is an official language and then show them a map of these countries (highlighting how many come from Asia, Africa and Central America). We then talk about how many different cultures can be found in the English-speaking world and what they know about them. I often use a few different examples to highlight differences in behavior, the cartoon below is usually a good starting point:

Img source: <https://studylib.net/doc/9608136/july--speaker-presentation-not-available->

I ask the students to discuss in groups what each person in the cartoon is trying to do and why the person they are communicating with reacts the way they do. Most, but not all, will figure out that it is about different ways to greet someone in different cultures. We talk about how a behavior is likely to be seen by someone with another perspective. Another evocative example is to ask the students if they think the future is in front or behind them. Most or all will say in front of them and be very puzzled when I say that in some cultures they would say the future is behind them and the past in front of them. I explain that we often talk about abstract things like time by comparing it to something physical. We see time as a journey, thus where we are going is the future and where we have been is the past. In other cultures, the past is what we can see in front of our eyes, our memories, while the future is something we cannot see and is therefore behind us. This to illustrate that what just seems odd to us can have a reasonable explanation.

As for material that we work with really anything that deals with meetings between different cultures can be used. With intermediate level groups I have used posts from reddit where expats share anecdotes about cultural misunderstandings they or their friends have experienced, we have read excerpts from books, like *Out of nowhere* that depicts the meeting between Somali refugees and the citizens of a small town in the North of the US, among other things. In the advanced level we have read short research articles on culture and communication. Some favourites that I often use in different levels are the two TED talks linked below, both of them dealing with intercultural communication in organisations and business. Riccardi's talk in particular is a favourite as it is quite funny and also highlights the importance of perception and being curious about what is behind the behaviour.

Pellegrino Riccardi – Cross cultural communication

Julien S. Bouelle – How culture drives behaviours

We read or watch the material and then students either discuss it or work with study questions on the material. We also make or use wordlists of vocabulary commonly used when discussing culture, social interactions and politeness. I also like to give the students an opportunity to try direct intercultural communication by inviting international students from the nearby university for a discussion class. The idea is that they sit in small groups (3-4 high school students and one international student in each) and talk about topics like school life, politeness in different social situations, holidays that are important and how they are celebrated and how the international students have adapted to a new country. Important is that the discussion goes both ways and that the international students get to ask questions about Swedish culture that the high school students try to explain. I usually let them discuss for 10-15 minutes before rotating the international students so that my students get to talk to many different people.

This activity is often the highlight for my students who are motivated by learning new ideas and perspectives and the fact that they are able to use English and what they have learned about ICC "for real". Getting to meet and talk to interesting and older student is of course also a huge draw. International students also enjoy the attention of the curious students and the insight it gives them into Swedish culture and the Swedish school system. Direct intercultural communication could also take place on social media in E-twinning projects (Skype or Zoom video call for example) or by having the students interview someone they know from another culture in English. It is important to note that it is not that important that the person from another culture is a native English speaker, just that the language used to communicate in is English.

How do we assess ICC?

Assessment of ICC can be done in many different ways, but I often focus on knowledge of other cultures and the ability of the students to discuss behaviour and reactions from different cultural perspectives. Therefore, to conclude the theme I often give them a project task of giving a group presentation of a country in the English-speaking world. The instructions specify that the purpose of the presentation is that the class is going to spend a month in the country on a study exchange and

that they need to provide their classmates with a guide on how to behave and what to know when you live in said country. This includes making comparisons to their own culture and in the advanced level to make use of research and models to categorize cultures or communicating across cultures. The students then listen to each other's presentation and we sometimes have a final quiz that tests what the students have learned from each other. The quiz assesses knowledge of other cultures while the project tests their abilities to explain what is behind the behaviours of other cultures and make comparisons with their own. As for evaluating skills such as their attitudes, I often ask the students to do a written evaluation at the end about what they learned and their thoughts on working with the theme. Many of them report a change of perspective and express desires to learn more, which is a clear indication of curiosity and open-mindedness. Here are just a couple of examples from student evaluations:

"I think my perspective on the world have changed a bit after meeting the international students. While listening to them i took in a lot of new thoughts and it was really fun. The many ways to communicate around the world was interesting and I have never thought of it before." (Intermediate level student)

"I feel like I've learned a lot of new things about aspects of the language and culture studies that I've never heard before. The information I have learned has been more complicated and in-depth than what I've learned before. For example, before we never went through how different people from other cultures can say hello, stay in a que or other everyday actions. Therefore I've learned more about how people from other parts of the world have their own way of behaving and that itself can cause a lot of misunderstandings between cultures. I feel like it's a totally new world that has opened for me, for example when we had the exchange students here and heard about how their life is completely and also not different from our lives."(Advanced level student)

Concluding remarks

When I ask my students at the start of a course why they want to, or think that we should, study English, one of the most common answers is "because I want to be able to speak with people from other countries when I travel or work in the future". A communicative approach to language learning should also include a communicative approach to culture in communication. As a teacher the two student evaluations above sum up quite nicely why I am passionate about working with ICC, to make their world bigger. I hope that my hastily scribbled thoughts have given you some ideas about how to work with ICC in your classrooms and look forward to hearing any thoughts you have on this subject.

Oskar Rydblom (VKS Växjö/Sweden)

Interkultureller Dialog in TwinSpace zum Thema „Interkultureller Dialog in der Schule“

Der 1. Schritt

*Bevor wir über interkulturellen Dialog in der Schule diskutieren, denken wir darüber nach, **was interkultureller Dialog allgemein bedeutet, was er zum Ziel hat, welche Merkmale hat und was er erfordert.** Hier findet ihr meine Überlegungen zu diesem Thema. Ich bin auf eure Aussagen gespannt.*

Bożena Cudak - 22.05.2019 @ 07:43

Vom Meinungs Austausch zum einhelligen Handeln

by Bożena Cudak, VIII LO Kraków/Polen

Die von der Europäischen Kommission in Auftrag gegebene Studie zum interkulturellen Dialog, die im Jahre 2007 untern 27 Tausend Befragten aus 27 Staaten in Form einer Umfrage durchgeführt wurde,

hat gezeigt, dass über 50% Teilnehmer den Begriff „interkultureller Dialog“ nicht gehört haben oder ihn nicht definieren konnten. Heute begleitet uns dieser Begriff am Alltag: in Medien, in der Schule, in der Arbeit. Aber was bedeutet er eigentlich?

Meine Überlegungen fange ich mit der folgenden Aussage an: *„Dialog bedeutet, dass die Menschen ihr Versteck verlassen haben, einander näher gekommen sind und Gedankenaustausch angefangen haben (. . .). Im ersten Wort des Dialogs gibt es ein Geständnis: „Du hast sicherlich ein bisschen Recht“. Es geht Hand in Hand mit dem zweiten, nicht weniger wichtigen: „Sicher habe ich nicht ganz recht“. Mit diesen Einstellungen erheben sich beide Seiten irgendwie über sich, nach der Gemeinschaft einer und derselben Sichtweise auf Dinge und Vorgänge strebend. (. . .) Dialog bedeutet, Gegenseitigkeit aufzubauen.“* („Ethik der Solidarität“, Priester Professor Józef Tischner)

Ja, beim Dialog sollten wir eigenen Standpunkt zum Ausdruck bringen. Damit haben die meisten kein Problem. Viel wichtiger und schwieriger ist es doch, aufmerksam zu hören, was die Anderen zu sagen haben, und dann zu versuchen, das zu verstehen und bei eigenem Weiterdenken und Handeln zu berücksichtigen. Und wenn unsere Meinungen sich stark unterscheiden oder genau das Gegenteil bilden? Dann sollte man versuchen, diese Konfliktsituation in eine Kooperation zu verwandeln. Persönlichkeits- und Kulturunterschiede sollten kein Hindernis sein. *„Die Unterschiedlichkeit, die von manchen als eine so große Bedrohung empfunden wird, kann - dank eines auf gegenseitigem Respekt beruhenden Dialogs - zu einer Quelle eines tieferen Verständnisses für Geheimnisse des menschlichen Lebens werden.“* (Rede vor der Generalversammlung der Vereinten Nationen - Johannes Paul II, 1995).

Interkultureller Dialog ist für mich ein offener und respektvoller Meinungs austausch zwischen den Personen oder Gruppen, die unterschiedliche ethnische Herkunft, Kultur, Religion, Sprache, Kulturerbe, Weltwahrnehmung usw. haben. Interkultureller Dialog ist erfolgreich, nur wenn er zum kompatiblen, einmütigen, gemeinsamen und friedlichen Handeln der Betroffenen führt. Positive Einstellung beider Seiten und Bereitschaft, einen Kompromiss zu schließen, sind dabei unentbehrlich.

Und was bedeutet interkultureller Dialog für euch?

Before we discuss the issue of intercultural dialogue at school, let's think what 'intercultural dialogue' means, what the purpose of it is, what features it has and what it demands. Below, we are presenting the main coordinator's thoughts on the subject. We are waiting for your reflections...

Agnieszka Grochowska - 08.07.2019 @ 18:19

From the exchange of views to unanimous actions

by Bożena Cudak, VIII LO Kraków / Poland

A survey on intercultural dialogue, commissioned by the European Commission and carried out in 2007 in the form of a survey of 27,000 respondents from 27 countries, showed that more than 50% of participants did not hear the term "intercultural dialogue" or could not define it. Today, this term accompanies us in everyday life: in the media, at school, at work. But what does it actually mean?

I will begin my reflections from the following statement: *"Dialogue means that people left their hiding place, approached each other and began to exchange ideas (...). In the first word of the dialogue, a confession appears: "You are surely right, to a certain extent." It goes hand in hand with a second one, not less important: "I'm sure I'm not fully right." With these attitudes, both sides somehow rise above each other, striving for the common view of things and processes. (...) Dialogue means building reciprocity. ("Ethics of Solidarity", priest Prof. Józef Tischner)*

Yes, we should express our own position in the dialogue. Most of us do not have a problem with that. It is far more important and difficult to listen carefully to what others want to say, and then to try to understand and take it into consideration in our further thinking and acting. And if our opinions are completely different or just contrary? Then, you should try to transform this conflict-provoking situation into cooperation. Personality and cultural differences should not be a hindrance. *"Thus the*

"difference" which some find so threatening can, through respectful dialogue, become the source of a deeper understanding of the mystery of human existence." (Address to the General Assembly of the United Nations Organization - John Paul II, 1995).

For me, intercultural dialogue is an open and respectful exchange of views between people or groups of different ethnic origin, differing in culture, religion, language, cultural heritage, perception of the world, etc. Intercultural dialogue is effective only if it leads to concerted, unanimous, shared and peaceful actions of people involved in it. Both parties' positive attitude and readiness to compromise are a necessity.

And what does intercultural dialogue mean to you?

translated by Agnieszka Grochowska, Agnieszka Serafin

Ein (interkultureller) Dialog sollte immer offen sowie von Respekt und demokratischen Prinzipien geprägt sein.

Beim Finden gemeinsamer Lösungen ergeben sich unterschiedliche Möglichkeiten:

- 1. eine einvernehmliche Lösung, die von allen getragen und akzeptiert wird;*
- 2. ein Kompromiss, bei dem alle beteiligten Seiten Abstriche machen müssen;*
- 3. den kleinsten gemeinsamen Nenner, bei dem alle beteiligten Seiten größere Abstriche machen müssen;*
- 4. keine Lösung, sodass entweder Thema oder Idee aufgegeben werden oder ein Alternativvorschlag gemacht wird, der dann neu diskutiert wird.*

Beim interkulturellen Dialog im Rahmen eines europäischen Projektes kommt natürlich hinzu, dass die Diskussionsteilnehmer das Anderssein ihrer Partner berücksichtigen müssen, d.h. z.B. müssen kulturelle Zwänge, andere Vorstellungen oder andersartige Vorschriften in die Überlegungen mit einbezogen werden.

Doch über allem sollte immer die Bereitschaft stehen, gemeinsam zu einer Lösung zu kommen!

Hermann Hausmann - 06.07.2019 @ 21:04

Ich kann mich euren Ausführungen zum interkulturellen Dialog nur anschließen. Angesichts der kulturellen Vielfalt in allen europäischen Gesellschaften muss ein Dialog zwischen den Kulturen gefördert werden, damit gegenseitiges Verständnis erzielt werden kann.

Dieser Dialog muss geprägt sein:

- von Respekt, Toleranz und Wertschätzung dem Anderen gegenüber,*
- vom Grundsatz der gleichen Würde und Rechte jedes einzelnen Menschen und damit auch der Achtung aller Gruppen unterschiedlicher kultureller, ethnischer, sprachlicher und religiöser Herkunft,*
- von der Bereitschaft, eigene Standpunkte und Sichtweisen zu hinterfragen, eventuell auch aufzugeben, sich auf Neues einzulassen und Kompromisse zu schließen,*
- vom Willen voneinander zu lernen,*
- vom Streben nach gemeinsamen Zielen*

und soll dadurch grenzüberschreitendes gegenseitiges Verständnis fördern, Verbindendes über Trennendes stellen und letztendlich friedliches Zusammenleben gewährleisten.

Maria Fellner - 10.07.2019 @ 10:00

Dear all,

first of all, I would like to thank you for some very insightful comments. I agree that a successful dialogue needs to be based on respect, tolerance and open-mindedness. When it comes to intercultural dialogue this is especially important, since those involved in the discussion will not only bring different kinds of experiences, values and ways of thinking to the table. There may also be differences in the way that people from different cultural backgrounds communicate - how they express their views and comment on the ideas and opinions of others, for example. Therefore, knowledge and understanding

of foreign cultures is essential to a functioning cultural exchange. With knowledge comes the ability to relate to people from different cultural backgrounds.

The goal of intercultural dialogue is, in my opinion, not only to address specific issues or to find a solutions to specific problems. Intercultural exchange is also an excellent way to learn more about foreign cultures, and to promote understanding and interaction between different groups of people. Hence, the dialogue itself is just as important as the result.

Nina Karlström - 25.08.2019 @ 12:47

Liebe Kolleginnen und Kollegen im interkulturellen Dialog,

in dem Artikel bzw. euren Kommentaren fand ich eigentlich all die Grundeinstellungen und Gedanken zum interkulturellen Dialog, die auch mein Verständnis davon prägen. Wie ihr alle, würde ich auch als Erstes Respekt und Wertschätzung dem Anderen gegenüber betonen. Kein richtiger Dialog verläuft ohne die Bereitschaft, zuzuhören, auch wenn es von uns verlangt, an unserem ursprünglichen Standpunkt oder Konzept zu ändern. Allerdings kann ja auch passieren, dass trotz bester Vorsätze kein gemeinsamer Nenner gefunden werden kann. Da braucht man die Bereitschaft, eine neue Basis für den erfolgreichen Dialog zu finden. An diesem Punkt kann ich mich an Ninas Meinung anknüpfen, nämlich der Prozess, dass wir in einen Dialog kommen, kann manchmal genauso wichtig sein, wie ein gelungener Kompromiss. Wir erfahren, wo wir an unsere eigenen Grenzen stoßen, und dies kann wichtige Veränderungen in uns veranlassen.

Tímea Szép - 02.10.2019 @ 18:01

Der 2. Schritt

*In unserer globalisierten Welt, auf dem internationalen Bildungs- und Arbeitsmarkt, und auch am alltäglichen Leben in der multikulturellen Gesellschaft wird der interkulturelle Dialog ein „Muss“. Es ist doch nicht immer leicht, einen richtigen Dialog mit den Vertretern anderer Kulturen zu bauen und diesen erfolgreich zu dem beide Seiten befriedigenden Ende zu führen. Wie hoch die Messlatte ist, zeigen eure obigen Aussagen. **Sollte also interkultureller Dialog schon in der Schule unterrichtet werden?***

Bożena Cudak - 04.10.2019 @ 05:57

*In our globalized world, in the international job market, the international educational market and also in everyday life in our multicultural society intercultural dialogue is becoming a 'must'. However, it is not always easy, to enter into the right dialogue with the representatives of other cultures and to come to a successful conclusion that is satisfactory for both parties. Your statements in the former eTwinning Project 'Read with us! Part 2': Man and his world' have shown that the bar is raised to a high level. **Should intercultural dialogue therefore be already taught at school?***

Maria Fellner - 24.01.2020 @ 09:07

Talking about the question of whether intercultural dialogue should be taught at school, we would say that it is already part of various subjects, such as language classes, social studies or ethics. So, it is important to teach our students an international foreign language so that they are able to communicate with people around the world. Without having such a common, global language, an intercultural dialogue is not possible. Nowadays, we are already trying to prepare our students to understand not only the foreign language as such but also the culture of that country. So, mediation is part of teaching languages. Furthermore, all of our students live in a multicultural society and are aware of the fact that there are cultural differences that might influence a conversation. This is also a big part of social studies and ethics classes at school. It is all about teaching cultural and religious differences and similarities to our students so that they are able to change perspectives and to understand each other. Hence, intercultural dialogue is a part of their lives and the modern society.

Stefanie Techau - 04.10.2019 @ 14:21

To learn foreign languages is certainly a must in today's globalized society and this is something that the students are aware of. And yes, another part of learning languages is learning about the culture; to be able to understand what is expected of you in social situations and in the work place. How is politeness expressed? When is small-talk a must? How do we interpret body language? What topics of conversation should be avoided? These types of more practical matters could help our students in their future lives; both professionally and privately - the intercultural dialogue.

Elisabet Karlsson - 24.01.2020 @ 10:33

Die Frage, ob interkultureller Dialog in der Schule unterrichtet werden soll, stellt sich im Grunde nicht mehr, da die Klassen überwiegend so heterogen sind und sich aus SchülerInnen verschiedener Nationen zusammensetzen. Voraussetzung für einen produktiven Unterricht ist es daher, dass alle Beteiligten problemlos miteinander kommunizieren können. Die Sprache bildet die Basis für einen gelingenden Austausch. Neben der gemeinsamen Sprache braucht es auch ein eigenes Unterrichtsfach, in dem die verschiedenen Kulturen und Wertvorstellungen thematisiert werden.

Ursula und Martina

Martina Zott - 24.01.2020 @ 10:39

Der 3. Schritt

*Viele sind sicher mit der Meinung einverstanden, dass interkultureller Dialog nicht einfach ist, und im Alltag immer häufiger gebraucht wird. Deswegen sollte er schon in der Schule gelehrt werden. So entstehen die Fragen: **Wie sollten wir das machen? Welche Aktivitäten helfen den interkulturellen Dialog beizubringen, und was verhindert das? Worauf muss man aufpassen? Wie sind eure Bemerkungen, Erfahrungen, Schlussfolgerungen aus der bisherigen Arbeit am Erasmus+ Projekt und Hinweise für die anderen Lehrer?***

Božena Cudak - 24.01.2020 @ 06:18

*Most of you agree with the opinion that intercultural dialogue is becoming more and more important in everyday life, but is not always easy. Therefore it should already be taught at school. That's why the questions arise: **How should we do that? Which activities help to encourage intercultural dialogue, which ones prevent it? What are the things to take into account? What are your thoughts, experiences and conclusions drawn from the Erasmus+ project work so far? What is your advice for other teachers?***

Maria Fellner - 24.01.2020 @ 08:47

Die Notwendigkeit des interkulturellen Lernens steht in dieser globalisierten Welt außer Zweifel. Interkulturelles Lernen ist ein Muss.

Dabei müssen wir bedenken, dass nicht alle Schüler und Schülerinnen die gleichen Möglichkeiten für interkulturelles Lernen haben. Hier muss die Schule ausgleichend wirken. Aber wie?

Für erfolgreiches Lernen im interkulturellen Kontext ist eine echte Begegnung zwischen den Schülerinnen und Schülern aus verschiedenen Ländern notwendig. Um diese zu erreichen braucht es großes Engagement der Lehrerinnen und Lehrer, die interkulturelle Begegnungen (z. B. Schüleraustausch, Erasmus-Projekte) ermöglichen. Dabei dürfen wir den Austausch im Rahmen des alltäglichen Unterrichts nicht vergessen. Denn dabei lernen die Kinder den Dialog und die Zusammenarbeit mit anderen Kulturen in der Praxis. Das ist eine wichtige Aufgabe, die die Schule am besten erfüllen kann.

Das Erlernen dieser Kompetenzen setzt sich dann in der beruflichen Ausbildung (Universitäten, Fachhochschulen, ...) und im Berufsleben fort. Deshalb sollten wir früh damit beginnen.

Barbara Marten, Alois Rom - 24.01.2020 @ 10:55

According to the Council of Europe the objective of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging

But how to teach intercultural communication, how to teach students to live together with our differences- that may be differences of sex, language, race, religion or culture. The best way is to make

them face certain real - life situations through role play activity. For example, you may ask the students to imagine the following situations.

- You are taking part in a project and have to travel to a foreign country, you might be worried about some negative image of this culture (food, some traditions you find strange etc.)
- You do not understand the dialect your project partner speaks
- Your partner in a project ,who is staying at your place, refuses to eat pork.

These situations will help the students to imagine how they would react in different circumstances. They will speculate and discuss. The real life situations may help the students to identify similarities and differences between cultural traditions, will make them think. The teacher must be prepared to explain how cultural stereotypes may damage communication. some online research is required, after which the best effective intercultural practices may be brainstormed and discussed.

Evelina Bertok - 01.10.2019 @ 22:25

Der interkulturelle Dialog ist in internationalen Projekten wie z.B. Erasmus+ ein ganz entscheidender integraler Bestandteil. Durch das Aufeinandertreffen von Schülern aus verschiedenen Ländern und Kulturbereichen erwerben sie automatisch Kenntnisse und Fähigkeiten im Umgang mit anderen. Dies gilt ebenso für binationale Schüleraustausche.

Die Umsetzung im Schulbetrieb muss etwas differenzierter betrachtet werden. Die Einbettung im Fremdsprachenunterricht- z.B. in Form von Rollenspielen, Sprachmittlungsaufgaben und Landeskunde - gehört zum Tagesgeschäft. Interkultureller Austausch lässt sich aber auch in verschiedenen anderen Fächern integrieren. Bei Unterrichtseinheiten zu Themen wie der Entstehung der Europäischen Union (Politik, Geschichte), Migration (Politik, Geschichte, Erdkunde), Klimawandel (Politik, Erdkunde) und Wertevorstellungen in verschiedenen Gesellschaften und Religionsgemeinschaften (Religion, Werte und Normen, Geschichte) lassen sich häufig Anknüpfungspunkte finden. Um eigene Ansichten und Meinungsbilder immer wieder zu reflektieren, kontrastieren und gegebenenfalls auch zu adaptieren, ist ein Austausch mit anderen Ländern und Kulturen unerlässlich.

Deike Dahms - 24.01.2020 @ 10:40

In my experience, intercultural competence is most easily developed through authentic encounters - either in real life or online. That's why international exchange projects such as Erasmus+ are so important for our students. Not only do these projects enable the students to develop their language skills, but they also teach them valuable lessons about intercultural differences.

What I especially appreciate about Erasmus+ is the fact that there is a digital platform (eTwinning) which can be used to involve more students than the ones participating in the project. I often let entire classes work on TwinSpace and am hence able to offer them an opportunity to use the target language in an authentic situation where they can practice communicating with and understanding people from several other European countries. I usually let my students work in groups of 2-3. I will ask them to read one or two articles written by students from the other participating countries and then comment on them together. Through reading and reflecting upon the articles the students will learn about new perspectives and they will also learn how to communicate with people from various cultural backgrounds.

Nina Karlström - 24.01.2020 @ 10:41

Grundvoraussetzung für den interkulturellen Dialog ist eine entsprechende Haltung der Lehrpersonen. Diese sollten offen sein für Menschen, egal welchen Hintergrund sie haben. Es geht um ein Interesse, den/die anderen zu verstehen, sie kennenzulernen, in Dialog zu treten.

Dafür ist es schon im Studium von Nöten, soziale Kompetenz zu schulen und im Falle auch zu "erlernen". Es wäre wünschenswert, wenn LehramtsstudentInnen mindestens ein Semester im Ausland verbringen könnten bzw. müssten. Hierfür sind die Erasmusprojekte eine absolut tolle Einrichtung.

Weiteres ist es als Lehrende/r eine unglaubliche Bereicherung, wenn man Projekte wie das Erasmus+ und eTwinning Projekt miterleben kann, es erweitert ungemein den Horizont in jeglicher Hinsicht. Im Schulalltag kann interkultureller Dialog vor allem dann geschehen, wenn Menschen verschiedenster

Herkunft eingeladen werden und SchülerInnen mit ihnen ins Gespräch kommen können. Vielfach kann man dahingehend auch die Möglichkeiten vor Ort nützen, indem man die verschiedensten SchülerInnen nicht nur innerhalb einer Klasse, sondern auch klassenübergreifend miteinander ins Gespräch bringt.

Was verhindert ein oben genanntes Tun? Der Lehrplan ist leider oft so dicht, dass für diese Art des Dialogs häufig keine Zeit bleibt.

Insgesamt ist dieses Projekt ein absoluter Gewinn für alle Beteiligten in jeder Hinsicht (Horizontenerweiterung, Austausch,...) Wünschenswert wäre es, wenn das Wochenprogramm Lücken hätte, in denen unsere Gäste auch Klassen und Lehrpersonen, die nicht direkt am Projekt beteiligt sind, besuchen könnten, um auch ihnen, den so wertvollen Dialog zu ermöglichen. So könnte man z.B. den Literarischen Abend auf den Vormittag legen, um so eventuell auch Klassen den Besuch zu ermöglichen, die nicht am Projekt beteiligt sind. Und SchülerInnen und Lehrpersonen könnten Klassen besuchen und von ihrem Land und Schulsystem erzählen.

SchülerInnenaustausch auch über das Projekt hinaus, wäre immer ein Gewinn. So könnten Interessierte für z.B. eine Woche innerhalb Europas die Schule in einem anderen Land besuchen und so direkt Erfahrungen und Erlebnisse sammeln. Dialog lernt sich am besten im direkten Kontakt - ev. mit entsprechender Vorbereitung und Reflexion. Kosten entstehen nur minimal, da die SchülerInnen in den Familien mitleben könnten.

Karin Eschelmüller - 24.01.2020 @ 10:45

The best way to encourage intercultural dialogue is definitely work in mixed-nationality groups.

Students have to interact. They learn to express their opinions freely, overcome their inhibitions connected with using a foreign language. They listen to the opinions of group members from different backgrounds. Thus, they become sensitive to cultural differences, acquire skills which they cannot learn at school, especially when they live in a rather homogenous society, like Poland, with few minorities.

Teachers supervising the group work shouldn't be too controlling and imposing, however, the group needs a moderator and help during the work. Teachers should let students be creative and make sure that even the shy students have their voice heard and actively participate in discussions, group work, etc.

International lessons give both students and teachers the opportunity to compare and observe different approaches to school, lessons and life in general.

Agnieszka Grochowska - 24.01.2020 @ 11:01

Meiner Meinung nach ist es sehr wichtig, in so einer Umgebung zu arbeiten, wo in dem Team Mitglieder aus verschiedenen Ländern sind. Das ist die Zukunft. Eine Möglichkeit, unsere SchülerInnen diese interkulturelle Arbeit beizubringen ist, die Motivation zur Teilnahme an solchen Projekten. Nicht nur die Teilnahme ist wichtig, sondern die aktive Arbeit an einem Projekt bzw. die Weitergabe der Erfahrungen.

Ich meine, wir müssen offener an anderen Methoden, an Erkennung anderer Kulturen, Bräuchen sein. Um offener sein zu können, meiner Meinung nach, müssen wir unsere SchülerInnen zum Lesen veranlassen – zum Lesen der Bücher oder per Internet. Das Lesen per Internet kann leider gefährlich sein, wir Lehrer müssen sie beibringen um die falschen Informationen zu filtern.

Unsere SchülerInnen, die schon an solchen Projekten teilgenommen haben, geben gern ihre Erfahrungen weiter. Sie sind froh, dass sie ihre Sprachübungsmöglichkeiten erweitern konnten, und haben erkannt, wie wichtig es ist, eine Fremdsprache zu beherrschen. Ich als Lehrerin, versuche neue Methode zu finden, um Informatik in deutscher Sprache wirksamer beibringen zu können.

Emese Eszenyei - 24.01.2020 @ 11:02

In meiner täglichen Arbeit in der Schule - ich unterrichte Literatur - ist es unvermeidlich interkulturell zu denken. Wenn wir aus der Weltliteratur einen Text interpretieren, entsteht ohne Zweifel ein interkultureller Dialog zwischen dem Buch und dem Leser/Schüler.

Eine weitere, sehr wirkungsvolle Aktivität für die Entwicklung der interkulturellen Kompetenzen der Schüler ist ein Schüleraustausch. Die Teilnehmer bekommen einen Einblick in eine andere Kultur, eine andere Lebensweise, sie erleben hautnah, dass die Alltage auch in einer anderen Form funktionieren können.

Bei uns, in Ungarn leben insgesamt 13 Nationalitäten (Minderheiten), also interkulturelle Kompetenz braucht man auch im Alltag - und nicht nur wegen der Globalisierung. 13 Nationalitäten bedeuten 13 unterschiedliche Kulturen. Da unser Gymnasium ein Nationalitätengymnasium ist, halten wir, Lehrer es für sehr wichtig, dass unsere Schüler diese Kulturen kennenlernen und verstehen. Dieses Wissen ist - finde ich - der Grund des interkulturellen Dialogs. Wir als Schule haben Beziehungen zu anderen Nationalitätenschulen, organisieren mit diesen Schulen gemeinsame Programme, nehmen an Veranstaltungen der anderen Nationalitäten teil.

Nach meiner Erfahrung muss man beim Treffen mit anderen Kulturen sehr darauf aufpassen, dass eventuelle Mißverständnisse sofort geklärt werden müssen.

Fanni Mária Örkényi - 24.01.2020 @ 11:02

Mit den neuen Erfahrungen vom Erasmus+ Projekt "Lies mit uns! und vier eTwinning Projekte, und auch dank dem Gedankenaustausch mit den Lehrern von 5 europäischen Schulen ist es mir gelungen, einige Hinweise dafür, wie man mit den internationalen Schulprojekten den interkulturellen Dialog in der Schule unterrichten kann, zu formulieren.

Božena Cudak - 10.07.2021 @ 09:58

Mit Erasmus+/eTwinning zum interkulturellen Dialog

von Božena Cudak, VIII LO Kraków/ Polen

Ohne Zweifeln sind internationale Bildungsprojekte wie Erasmus+ und eTwinning der beste Weg zum interkulturellen Dialog. Dabei ist das gemeinsame Bauen des Dialogs genauso wichtig wie das Ergebnis. In der Schule geht es nämlich um Lernphase. Gerade hier sollten die Schüler die ersten Schritten in diese Richtung machen, damit sie später professionell wirken könnten.

Was wir Lehrer doch bei unserem Lehrprozess berücksichtigen sollten?

1. Nicht ohne Bedeutung ist die gründliche Vorbereitung der Schüler auf das Treffen mit der fremden Kultur und ihren Vertretern, um die s.g. unangenehme und peinliche Situationen zu vermeiden. Es geht hier nicht nur um die entsprechenden Fremdsprachenkenntnissen und die bestimmten sozialen persönlichen Eigenschaften sondern auch um das notwendige Vorwissen über die einzelne Kultur, die im Klassenraum (Filme, Texte, Gespräche) beigebracht werden sollte.
2. Anstatt alleine zu handeln, ist es viel leichter, einen interkulturellen Dialog im Lehrerteam zu unterrichten. Erfahrungsaustausch spielt hier eine große Rolle.
3. Die gemeinsam vereinbarte Kommunikations- und Zusammenarbeitsregeln sind notwendig, um einen Erfolg zu erreichen und auch die Enttäuschung und Missverständnisse zu vermeiden. Die Projektvoraussetzungen sollten den Rahmenbedingungen aller beteiligten Schulen angepasst werden.
4. Die Fremdsprache sollte als Werkzeug des interkulturellen Dialogs betrachtet werden, und der interkulturelle Dialog sollte ein wesentliches Bestandteil des Fremdsprachenunterrichts bilden. Das bedeutet doch nicht, dass man sich mit interkulturellen Bildungsaktivitäten nur zu diesem Schulfach begrenzen sollte. Empfehlenswert sind interdisziplinäre Projekte.
5. Es ist einfacher, die Schüler zu ermutigen, an einem interkulturellen Dialog teilzunehmen, wenn man die Schulaktivitäten dieser Art in eigenen Lehrplan einführt und während der regulären Unterrichtsstunden oder im Rahmen eigenes Unterrichts durchführt.
6. Sowohl Online Aktivitäten als auch direkte Arbeit in internationaler Gruppe bringen große Nutzen mit. Es wird empfohlen, diese beiden Formen nebeneinander zu verwenden. Der Dialog in TwinSpace ist bei den schüchternen und sprachlich schwächeren Schülern besonders behilflich.

- Durch direkte Kontakte, wo man spontan und schnell handeln soll, kann man doch etwas mehr erfahren. Man lernt die Reaktion des Gesprächspartner und seine Denkweise viel besser kennen.
7. Besonders wertvoll ist die Versetzung des Schülers in die Realität anderer Kulturen (Lernen durch Praxis). Das ermöglicht den Schülern sich in den „fremden“ Alltag tief einzutauchen und dadurch auch die hier lebenden Menschen besser zu verstehen.
 8. Um die kulturelle Differenzierung besser kennen zu lernen, sollte der Schüler in unterschiedliche Alltagssituationen versetzt werden und verschiedenen Aufgaben ausüben.
 9. Einer Gruppe von Mitschülern ist es leichter, sich in einem internationalen Team zurechtzufinden, aber manchmal sollte der einzelne Schüler auch alleine gelassen werden, um eine multikulturelle Gesellschaft voll und ganz zu erleben.
 10. Dem Schüler sollte man das Projektziel im Zusammenhang mit der Notwendigkeit, einen interkulturellen Dialog in globalisierter Welt, nicht nur auf dem Arbeitsmarkt sondern auch in allen anderen Lebensbereichen zu bauen, bewusst machen. So verstehen die Schüler besser, zu welchem Ziel sie streben und den Projektaktivitäten bewusster folgen.
 11. Das Unterrichten des interkulturellen Dialogs kann mit den Noten gestärkt werden, wenn diese motivierend wirken.
 12. Der Lehrer sollte mit seinem Handeln für die Schüler ein Vorbild sein, von dem kann man Toleranz, Respekt, Arbeitsstrategie und Verhandlungsgeschick lernen. Nur wenn der Lehrer andere Sichtweisen seiner Schüler berücksichtigt und nach den die beide Seiten befriedigenden Lösungen oder Kompromissen sucht, wird der Schüler dann verstehen, worum es im interkulturellen Dialog geht.

The document reflects only the views of its authors, and the European Commission and the National Agency of the Erasmus + Program are not responsible for its substantive content.



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