

# Fun activities to develop intercultural competence in the English classroom

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10:30 am ~ 14:30 pm

# Five Myths about Intercultural Communication

- Intercultural communication means communicating with foreigners only.
- You need to speak English to become a good intercultural communicator.
- Gaining knowledge about foreign culture is the best way to become a good intercultural communicator.
- The focus of intercultural communication is to learn about other cultures.
- You can not learn intercultural communication in a homogeneous classroom.

# Activity 1: Line Up

- Instruct students to **line up** in a particular order **without speaking**. For example, by birthday, commuting time, the first letter of their mother's first name, ...
- Once they believe they are finished lining up, **ask students to say the answer** out loud.
- If the order is wrong order, a teacher rearrange the line.
- Discuss the following topics in their small group.
  - 1) **How did you feel** when you could not use words to communicate?
  - 2) **How did the group communicate** nonverbally to complete the task?
  - 3) **How do we communicate** in our daily life without words?

# Activity 2: Four Corners

- **Develop questions** to ask students for which you can provide **four possible answers for a question** in the box. For example, **Q: When do you show up to a party?** 1. **5 to 15 minutes early**, 2. **On time** 3. **15 to 20 minutes after** 4. **30 minutes or an hour late**
- Display a pre-made question that has four answer options.
- Students quietly **walk to the corner of the room** that shows their answer choice.
- As soon as every one is sorted, ask students to think about some of the reasons they chose their answer.
- Have a member of the group share the reasons.

**1. 5 to 15  
minutes early**

**2. On time**

**3. 15 to 20 minutes after**

**4. 30 minutes or an hour late**

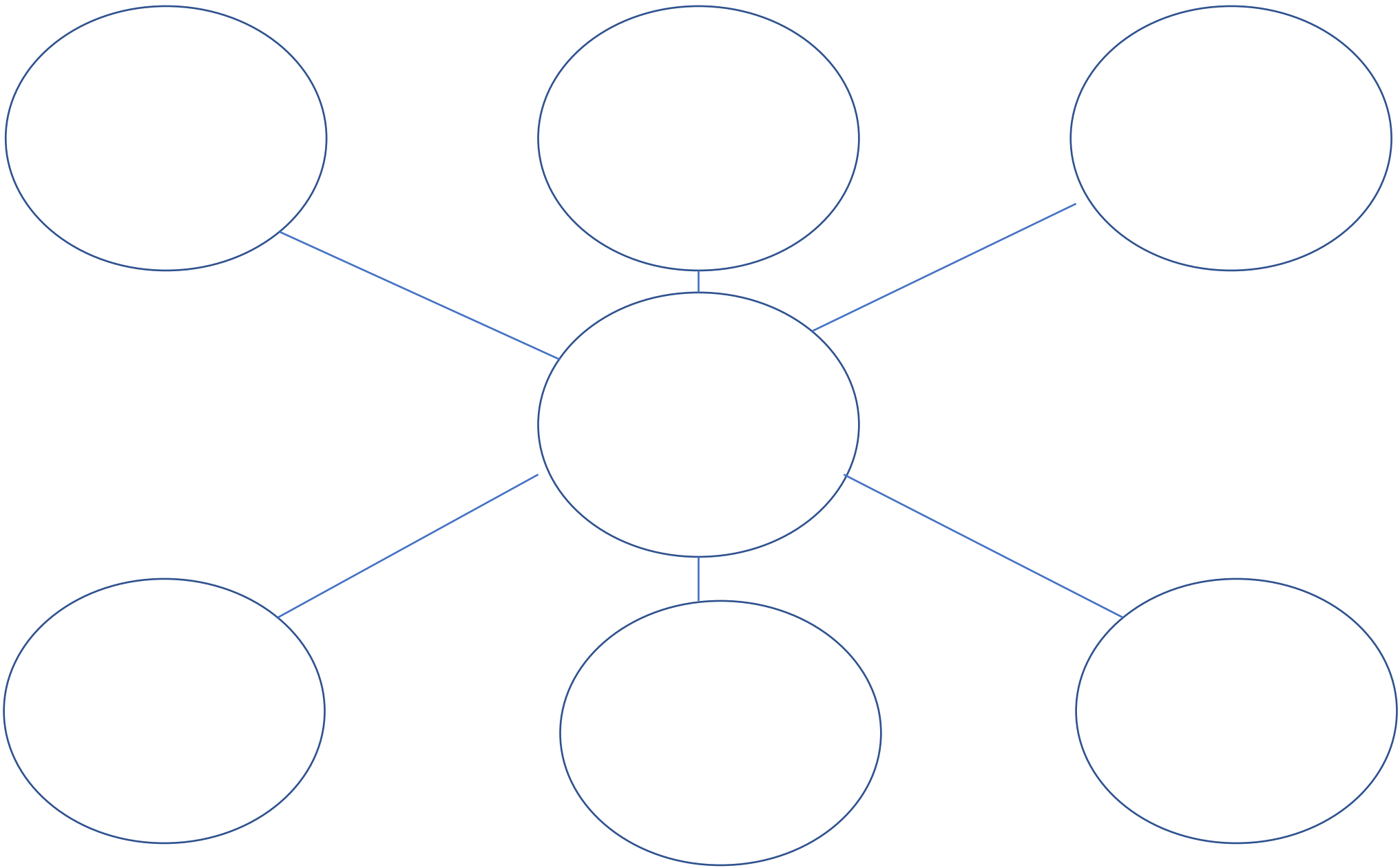
# Chronemics



- The study of how people use and structure time
  - Monochronic (M-time) : **Time is linear**, with one thing after another in a sequential manner. People in these cultures **value punctuality, completing tasks on schedule, and meeting deadline.** “Time is Money” **US, East Asia, England, Japan, Northern Europe**
  - Polychronic (P-time) : **Time is holistic.** People in these cultures **value interaction and relationships** with people, rather than schedules. The Philippines, Mexico, India, Saudi Arabia
- \* US workers, who embraced multitasking fit better into a P-time orientation.

## Activity 3: WHO AM I ???

- Students **put their name in the center circle**. They write **nouns and adjectives that describe an important aspect of their identity**. For example, **teacher, Japanese, music lover, woman, ...**
- Pair up with a partner and share whatever you are comfortable in sharing.
- Listen for both similarities and differences between you and your partner.
- What have you learned by talking to your partner?



**I am a \_\_\_\_\_, but I am NOT \_\_\_\_\_.**



# Activity 3: WHO AM I ???

- Students **write sentences that acknowledge a common stereotype** that they do not think is true about them. For example, **I am a woman, but I am NOT weak.**
- Have students read their statements in a small group.
- Discuss the following topics in their small group.
  - 1) Did anybody hear somebody **challenge a stereotype that you once believed?** If so, **what?**
  - 2) **Where do stereotypes come from?**

# Characteristics of stereotypes

- They are often based on a half-truth.
- They are generated from limited indirect experiences (e.g. TV, books, movies ...)
- They include judgments about cultural others based on one's own culture.
- They have the tendency to become habits of perception.
- They evolves out of fear of persons from minority groups.

## Activity 4: D.I.E. (part 1)

- Show one **ambiguous object** such as hardware or an unusual kitchen utensil and ask the whole class to **tell you something about it.**
- Let the students **touch the object** for 3 minutes or so.
- **Divide the responses into three categories** and ask students **what each category means.**

## Activity 4: D.I.E. (part 1)

- **Explain description, interpretation and evaluation** (what I see, what I think about what I see, what I feel about what I saw).
- Use the **second ambiguous object or a picture** of “other-culture” scene.
- Ask them **first to describe** only what they see. Correct them if they make any interpretations or evaluations.
- **Next**, have them **interpret** and **finally** have them come up with **both positive and negative evaluations**.



## Activity 4: D.I.E. (part 2)

- Divide students into smaller groups.
- Give each group an **ambiguous photograph from a different cultural setting** and ask them to complete the form according to directions.
- After each group fills out their form, ask them to read **one description, two both positive and negative interpretations and evaluations.**
- After their report, the teacher can **share the "real" interpretation** of the picture.

# Description, Interpretation, and Evaluation

**Description:** What you see

**Interpretation:** How you explain what you see

**Evaluation:** How you feel about what you see (positive or negative)

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**Description:**

**Interpretation 1:**

**Evaluation:**

**Interpretation 2:**

**Evaluation:**









# Activity 5: Choose An Image

- Spread out images on a table.
- Invite students to gather around them.
- Ask each student to **choose one image that represents what you learned in the workshop today.**
- Instruct students to take their time choosing an image in silence in order to avoid influencing each other.
- Invite each student to **share their image and reflection** with a partner, a small group, or the larger group.