

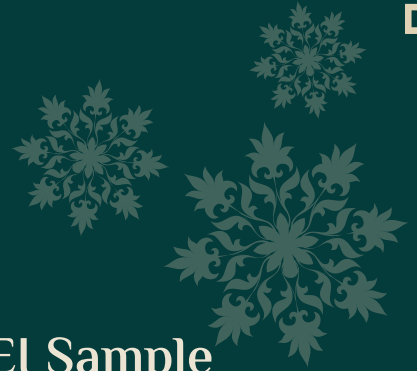
Diversity, Equity, and Inclusion Education through the lens of Intercultural Competence

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مرحبا

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“The role of the language teacher is to develop skills, attitudes, and awareness of values just as much as to develop a knowledge of a particular culture or country.”

(Byram, Gribkova, & Starkey 2002, p.13)

When we teach any course, we need to develop these ICC skills among our learners

How can ICC promote DEI?

ICC Elements

Knowledge and Reflection

Intercultural attitudes

Interpreting and relating

Self discovery and interaction

Critical cultural awareness

SKILLS WE WANT TO DEVELOP AMONG OUR LEARNERS

DEI Skills

Knowledge and Reflection	ICC Elements	Learning and reflecting about self and other Understanding of others' ways of thinking
Intercultural attitudes		Respecting and valuing each individual
Interpreting and relating		Honoring the presence of different types of people with differences in perspectives
Self discovery and interaction		Including every voice and valuing each others' opinions
Critical cultural awareness		Fairness Ability to decenter


How can we ensure our courses reflect these skills?

<https://padlet.com/maaloufm/91cdapa5kgndgubf>




What actions can we take?


Be intentional when selecting materials (images, texts, videos etc.).



Ensure your syllabus sets the tone for diversity, equity, and inclusion.



Create a set of rules and invite students to contribute.



Connect to students' lives and identities.

Action 1

Expectations for participation

- Participants are expected to listen to each other and take turns.
- Where a discussion is chaired, the authority of the chair is respected.
- Even heated debates must be conducted in polite language.
- Discriminatory remarks, particularly racist, sexist and homophobic discourse and expressions are totally unacceptable at any time.
- Participants show respect when commenting on and describing people portrayed in visuals or texts.
- All involved have the responsibility to challenge stereotypes.
- A respectful tone is required at all times.

Action 2

Connecting to students' lives and identities

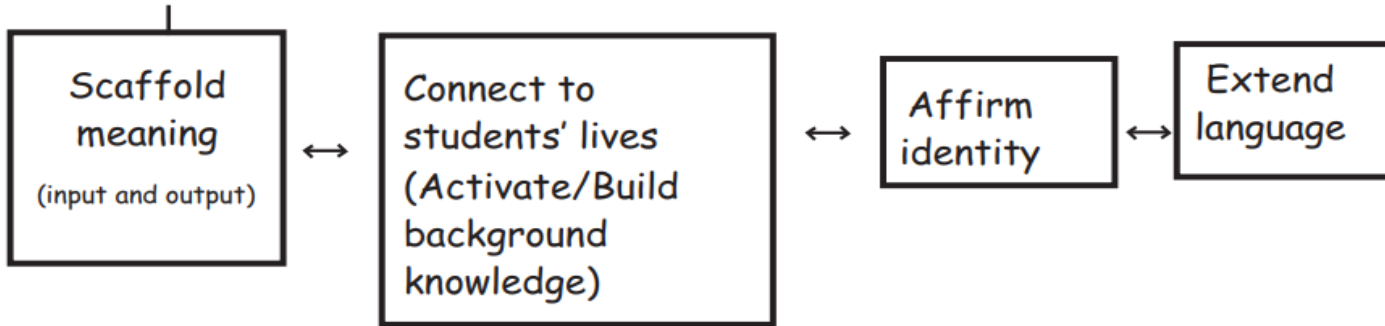


FIGURE 1. The literacy engagement framework.

“Bilingual students’ identities are affirmed when teachers expand the linguistic space for learning by encouraging them to engage with literacy in both their L1 and L2 (e.g., by creating dual-language texts). In situations where language operates as a strong cultural identity marker, such as for many Aboriginal people, identity texts provide opportunity to invoke Aboriginal languages to communicate understandings of their physical and spiritual worlds. For example, words used to identify clan and land memberships can be integrated into identity texts”.

**Creating activities that allow exploration
of ICC and DEI**

DEI + ICC Activity 1

Course name: LYADU-Arabic Level 3

Connection to DEI: A look into identities in texts and videos.

Existing Lesson: Discussion of passages and videos in Arabic class.

Activity : A chart to discuss what identities were covered in the [Gate A4 poem by Naomi Shihab Nye](#). We then revisited this chart and continued to add to it when we read articles and watched videos. We will continue to use this chart at the beginning or ending of each unit and consider which voices are dominant and which are non-dominant

Duration: 20 minutes

Group	Who's dominant	Who's not dominant
Gender		
Gender identity		
Economic class		
Race/Ethnicity		
Religion		
Age		
Body type and dis/ability		

DEI + ICC Activity 2

Course name: LYABD-Arabic Level 1

Connection to DEI: A look into food diversity and inclusion of people practices around meals and discovering the meaning behind it.

Existing Lesson: Exploring the meaning of Tabbuli.

Activity : A detailed lesson provided on the next slides.

Duration: 3 class periods of 45 minutes



Name of national dish	Your national dish	Another national dish
Which country/countries?		
Ingredients?		
Meal or snack?		
Where and when is it eaten?		
What is it accompanied by?		
What are its origins?		
What do people do after eating it?		

DEI + ICC Activity 2

Step 1:

- Why is it considered a national dish?
- What are its ingredients?
- Is it a full meal or a snack?
- Where and when is it eaten?(everyday, on special occasion?)
- What do people do after eating it?
- What is it accompanied by?
- What are its origin? Is it originally eaten by poorer people or the rich?



A sense of openness



Step 2: Filling in the information about Tabbuli and brainstorming together national dishes from other countries –pair work or small groups

Name of national dish	Your national dish	Another national dish
Which country/countries?		
Ingredients?		
Meal or snack?		
Where and when is it eaten?		
What is it accompanied by?		
What are its origins?		
What do people do after eating it?		

Attitudes
Savoir être

Acquiring a knowledge of practices and attitudes

Interpreting & Relating
Savoir comprendre

Interpreting and relating.
Internalizing

Self-discovery

Suggested answers:

Name of national dish	haggis	feijoada	hot dogs
Which country/ countries?	Scotland	Brazil	USA and Canada
Ingredients?	sheep's stomach, heart, liver, lungs and windpipe; onions, suet, oatmeal, salt and herbs	salt pork, pork sausage, ham, salted tongue, pig's knuckle and trotters, black beans, onion, parsley, tomatoes and garlic	Frankfurter sausages (beef or beef and pork); long oval-shaped buns
Meal or snack?	meal	meal	snack
Where and when is it eaten?	usually around 25 January, the birthday of Robert Burns, Scotland's national poet	Wednesdays and Saturdays, often in restaurants	often at sports games
What is it accompanied by?	mashed potatoes ('tatties') and turnips ('neeps')	rice, mandioca flour, sliced kale, sliced orange, hot pepper sauce	optional mustard, ketchup, pickles
What are its origins?	peasant food, later celebrated in a poem by Burns, <i>To a Haggis</i>	peasant food, originally on slave plantations	convenience food at sports games
What do people do after eating it?	at a Burns Supper, they dance, listen to speeches, songs and poems	lie down, doze, chat sleepily . . .	continue watching the game



Interpreting and relating.
Internalizing


Step 3: Researching national dishes of other Arabic countries

Learners might use : Internet, local restaurants, classmates, family members, e-partners, recipe books in libraries etc..

Step 4: For homework- preparing a presentation

Present their findings to the class.

Learners can be invited to bring in a small snack typical of their home country.



Discovery and Interaction
Savoir apprendre

Teachers please be aware of :

Some learners in your class will not eat certain kind of food for religious or other reasons such as dietary restrictions.

Some learners will not make dishes with certain ingredients.



Step 5: Going local

Learners can undertake fieldwork on restaurants in their own community . Which ones are distinguished by national cuisine?

Learners can visit one of the restaurants even if only to look at the menu in the window.



Learner Worksheet:

Name of restaurant

Type of food served

Typical dish and price

Chef's special and price

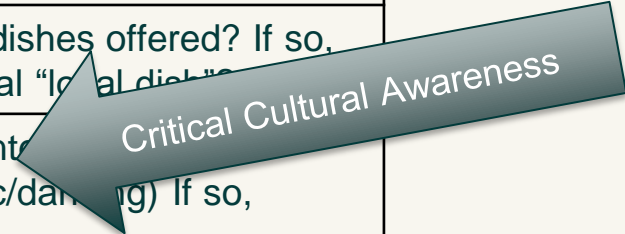
Are any local dishes offered? If so, what is a typical "local dish"?

Is there any entertainment offered?(music/dancing) If so, describe it.

Are there any dishes unfamiliar to you? If so, choose one and find out what the ingredients are and how it is prepared

Do you think the restaurant is expensive? how much will an average meal cost?

Readiness to suspend disbelief about other cultures and belief about one's own.



DEI + ICC – Activity 3

Debating- Students' reflection questions

Questions

How were your arguments similar to the others in your class ? (classmates who took the same stand as you).Please share some of those similar points.

How were they different? Share some different points.

What have you learned about yourself and others after debating about this topic? Explain

Can you share your own personal perspective about this topic? Feel free to explain if your perspective was shifted or changed after the research that you have done about this topic.

Answers

Feel free to check the reflection below on Forms

[Microsoft Forms](#)

Resources for creating DEI/CC activities

<https://socialjusticebooks.org/children-arab-heritage-and-anti-bias-education/>

<https://www.storybookscanada.ca/stories/ar/>

<https://www.worldbank.org/en/region/mena>

<https://sites.utexas.edu/humanitiesinstitute/2020/03/26/naomi-shihab-nyes-gate-a4/>

<https://poets.org/lesson-plan/incredible-bridges-gate-4-naomi-shihab-nye>

[A "sweet" story of a Syrian refugee in Canada](#)

[Our religion calls for equality](#)

[Working has changed the way I think](#)

[Teaching girls in Yemen](#)

[Don't kill your Language](#)



04

Reflection

Share your feedback

REFLECTION



Questions?

Email me

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