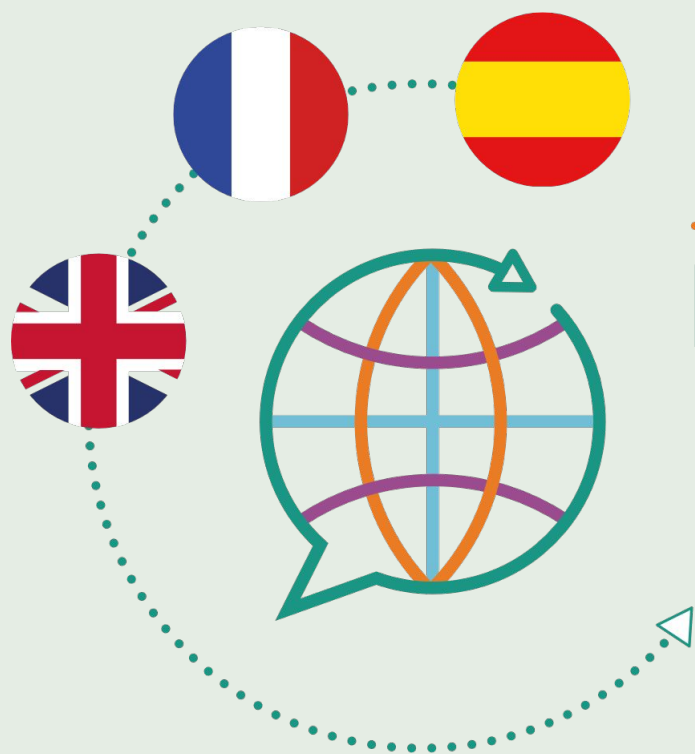




NUOVE INDICAZIONI NAZIONALI

LE LINGUE STRANIERE

INSEGNANO IL DOMANI

**Windows on Multicultural and Multiethnic
English-Speaking Worlds: Intercultural Approaches to ELT**

Dr Leticia Yulita



DEASCUOLA

Aims of the session

- To distinguish between multicultural and intercultural approaches to learning
- To reflect on World Englishes and the multicultural, multiethnic realities of English-speaking societies
- To consider practical pedagogical interventions for intercultural language education

Multicultural or Intercultural?

Situation 1: The teacher prepares a lesson on festivals from different countries. Students learn about Diwali, Ramadan and Christmas, with each tradition presented separately. As part of the lesson, students create a classroom poster with pictures and short texts in English.

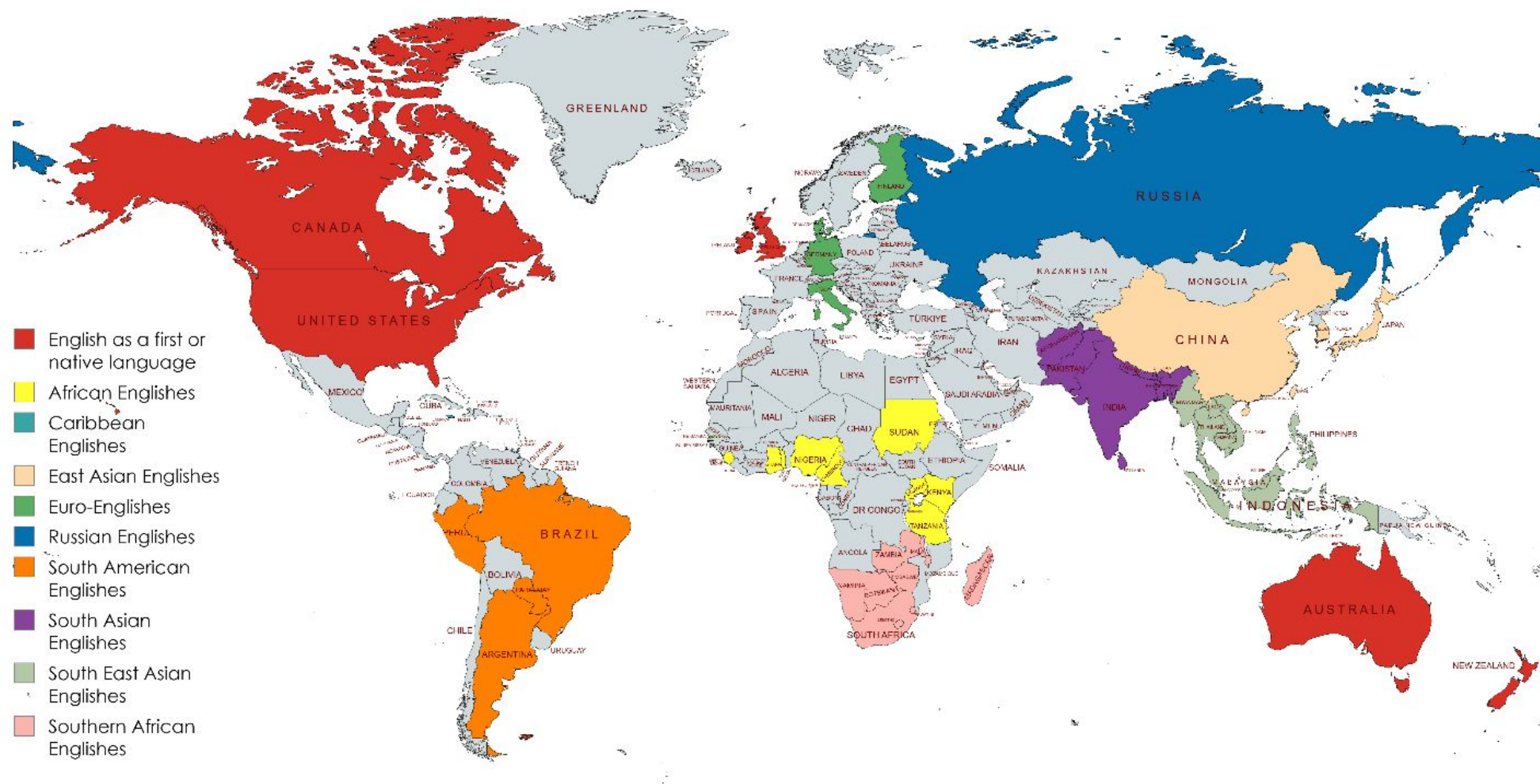
Situation 2: Students learn about Diwali, Ramadan and Christmas and compare the festivals, noting similarities and differences in beliefs, customs and practices. They discuss these traditions and create a poster showing each festival and shared values. The class then talks about peaceful responses to disrespect towards beliefs or customs.

Ideally, a teacher would combine both approaches: multicultural and intercultural.

Core principles of intercultural pedagogy

C	Cooperative learning
L	Learning-by-doing
A	Active
P	Project-based

World Englishes



Created with mapchart.net

Arts-based & creative pedagogies

COOKING VERBS



take



add



stir



mix



blend



combine



How do these words make you feel?

Think about World Englishes. Notice that the cooking verbs are all about 'mixing', 'blending' and 'combining', but there are no verbs like 'cutting', 'chopping' or 'peeling'. Why do you think that might be?

Think about multicultural and intercultural learning. What could the 'ingredients' be?

Apart from a cooking recipe, could you use these actions and adjectives when creating a painting, a piece of music or a poem? Feel free to add new verbs and adjectives!

Poem: 'The British' by Benjamin Zephaniah

In 'The British', Benjamin Zephaniah describes British people as being 'made up' of many different nationalities, like ingredients in a stew.

The poem is often used to show how Britain has been shaped by waves of migration and to explain why contemporary Britain is multicultural and multiethnic.



Around the World in 30 Recipes

Sierra Leone



- Capital: Freetown
- Inhabitants: ca. 5,9 mio
- Main languages: Krio, English

Immediately at the West African Atlantic Coast you can find Sierra Leone, a small country bordering on Guinea in the north and Liberia in the south-east. Small in this case means an area of 71,740 km² - which roughly corresponds to the size of Bavaria, although there are less than half as many inhabitants (5,9 million).

Sierra Leone is home to 18 ethnic groups. The Temne and the Mende are the largest two groups (30 percent each), each with their own languages. Krio, different regional languages make it necessary to have a lingua franca. Krio, which is the most widely spoken language in Sierra Leone. However, the official language remains English. This is, so to speak, a relic of the past when Sierra Leone was a colony of the British Empire until it gained independence from Britain in 1961 (the 27th of April, which marks the end of Sierra Leone's status as colony, is a national holiday).

As Sierra Leone lies 7°-10° north, which is quite near the equator, the climate is tropically humid. The rainy season lasts from May to October with heavy rainfalls especially in July and August, so that it might be appropriate to visit especially in the dry season. The rainy season lasts from May to October with heavy rainfalls especially in July and August, so that it might be appropriate to visit especially in the dry season. The rainy season lasts from May to October with heavy rainfalls especially in July and August, so that it might be appropriate to visit especially in the dry season.

Cucumber & Mint Yoghurt

- Country: Syria
- Contributors: Sausan, Madina, Nada, Nesrin
- Background of recipe: This dish is often served as a complement to rice.
- Number of servings: 10

Ingredients: 1 cucumber, 300 ml plain yoghurt, 1 clove of garlic, fresh mint, salt

Preparation: Dice or grate cucumber into small pieces and add to yoghurt. Dice the garlic and mint into small pieces. Add this to the yoghurt as well as a pinch of salt. Stir well.

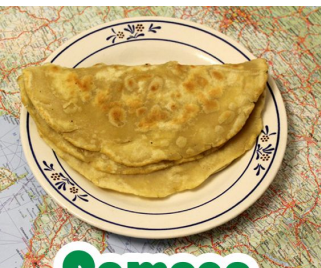


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United States of America

- Capital: Washington, D.C.
- Inhabitants: ca. 318,9 mio
- Main language: English

The United States, the world's third largest country in both size and population, consists of 48 continental states (situated between Canada and Mexico) as well as Alaska and the island chain of Hawaii. Although many Americans only consider the US to be made up of these 50 states, the US also has several commonwealths and territories, i.e. Puerto Rico and the Virgin Islands in the Caribbean basin, and Guam, and Wake Island in the Pacific. Even only taking the 50 states into consideration, the country has a variety of climates, dialects, and cultures due to its vast size. Although there are many different ways to split up the US regions, the United States Census Bureau divides the US into the Northeast, the Midwest, the South, and the West.



Samosa

- Country: Pakistan
- Contributors: Umer and Gulzar
- Background of the recipe: A popular appetizer or snack
- Number of servings: 4

Ingredients: 400 g flour, 240 ml water, a little oil

Preparation: Mix the flour and water together. Roll the dough out and flatten it out into a circle. Cut this in half so you have dough in the shape of two half circles. Put the filling (see recipe below) into this. Roll it up and put it into an oiled pan to fry.



Nigeria

- Capital: Abuja
- Inhabitants: ca. 173,6 mio
- Main languages: English, Igbo, Yoruba und Hausa



This article talks about cooking both Nigerian and Sierra Leonean food. For more information on Sierra Leone, see the article on page 78-85.

The day started at an African supermarket in Munich where I was buying the ingredients needed to cook two West African stews: Egusi Soup (prepared by Mike from Nigeria) and Cassava Leaf Stew (prepared by Jakuba and Joseph from Sierra Leone). Jakuba had given me a list of ingredients, most of which I had tried to purchase at a German supermarket beforehand. Mike, rather than giving me a shopping list, had knowingly told me to call him when I reached the grocery store. I understood why once I arrived at the shop and gave my phone, with Mike on the line, to the store clerk. She started pulling ingredients after unfamiliar ingredient into a basket. At that point, I had a sinking feeling that the fish I had bought for Jakuba at the German supermarket (dried, wrapped fillets of salmon, pre-skinned and gutted) weren't going to work. My feelings were confirmed when I showed Jakuba the fish. His expression said, "What is this for?" Luckily, Mike was happy to share some of the Black Tilapia he had ordered from the African grocery store. Phew... First disaster averted!

We learned that both the Egusi Soup and the Cassava Stew are typical meals prepared in Nigeria and Sierra Leone respectively. Mike explained that he had been preparing Egusi Soup since he was a child. His expertise was apparent as he moved through prepping each ingredient. I was curious how he determined when to add each new ingredient to the stew. He explained: Add an ingredient, let it sit and flavour the stew, wait, relax, add the next ingredient. Some friends had come along with me to help with the cooking, but we found that we had very little to do - in large part because so many of the ingredients were new to us. Here are some of the ingredients we were introduced to:

Afghanistan Soup

- Contributors: Elabe
- Background of recipe: A typical Afghan starter
- Number of servings: 6

Ingredients: 2 onions, 4 carrots, 2 chicken legs, 1 glass of lentils, 1 cup of half peas, 1 cup of tomato puree, 1 sp salt, 1 tsp pepper, 1 tsp kurkuma, 3 l water, vegetable oil, parsley

Preparation: Cut the carrots and parsley into smaller pieces. Chop onions and place them into a preheated pot with vegetable oil. Cook until they get golden. Add chicken, chopped carrots, lentils, half peas and tomato puree. Toss it in the pan and add water. Cook for 5 minutes and add salt, pepper, kurkuma and parsley. Cook for around 45 minutes until the chicken and peas get.

Tip: A day before cooking place the peas and lentils into a glass of water to make them softer.



Ukraine

- Capital: Kiev
- Inhabitants: ca. 42,9 mio
- Main language: Ukrainian



Geographically located in Eastern Europe, Ukraine is Europe's second largest country (603,700 square kilometers) and is surrounded by seven countries: Poland, Slovakia, Hungary, Romania, Moldova, Russia, and Belarus. Ukraine's climate is moderate and yearly average temperatures range from 6 to 9 degrees Celsius - except for in the southern steppes and in Crimea, where yearly average temperatures are slightly warmer (10 to 13 degrees Celsius). Ukraine's half yellow and half blue flag was officially adopted twice - once during the Ukrainian independence between 1917-1920 and then again after the declaration of independence in 1991. The colors are believed to represent the blue skies above yellow wheat fields. During Soviet rule of Ukraine, this flag was forbidden as a national symbol. Instead Ukrainian SSR had its own flag, until it gained independence from the Soviet Union on August 24, 1991 after almost 200 years of being under their domination. Ukrainian cuisine is based on the plentiful grains and staple vegetables - sugar beets, potatoes, grapes, cabbages, and mushrooms, which are grown in the country. One of Ukraine's most popular dishes is borscht, which is a hearty soup that can be made in a variety of ways. Pork is considered to be the national meat of Ukraine, and pork fat is frequently used in cooking. Common dairy products include milk, riashanka (fermented baked milk), synnyk (cottage cheese fritters), and nalynnyk (cheese-filled crepes). Ukrainian desserts include sweet cookies, cakes, and breads, which can be made with honey and fruits.

German Cheese Noodles



- Country: Germany
- Contributors: Andreas Haas
- Background of recipe: A typical Bavarian and Baden-Wuerttemberg dish

Ingredients: 500 g flour, 5 eggs, 250 ml water, 4 tsp salt, 300 g grated cheese (e.g. Allgäu Emmentaler cheese), 3 medium-sized onions, butter

Preparation: For the dough, mix the flour, eggs, salt and water with the help of dough hooks. Depending on the size of the eggs, add water until you achieve a viscous dough which forms bubbles. In hand-sized portions, put your dough through a "Spätzle Grater" into boiling saltwater. If you do not have access to a "Spätzle Plane", wet a cutting board and scrape thin strips of dough into the boiling saltwater using the edge of a broad knife. Let the spätzle boil in the open pot until they float on the surface. Cooking time, depending on the size of the noodles, is about 2-3 min. Remove the finished spätzle with a slotted spoon. Dip the spätzle in fresh cold water. Heat up some butter in a pan, add the spätzle and mix them with the cheese. Continue frying until the cheese threads when you pick up the spätzle with a fork, or until there is a crust of cheese on the bottom of the pot. Slice the onions into rings, let them brown in butter and spread them over the spätzle before serving.



3



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Intercultural service learning

Community engagement + classroom learning + intercultural interaction

COOKING PROJECT: [Around the World in 30 Recipes](#)

Aim: integration of asylum seekers and refugees into society

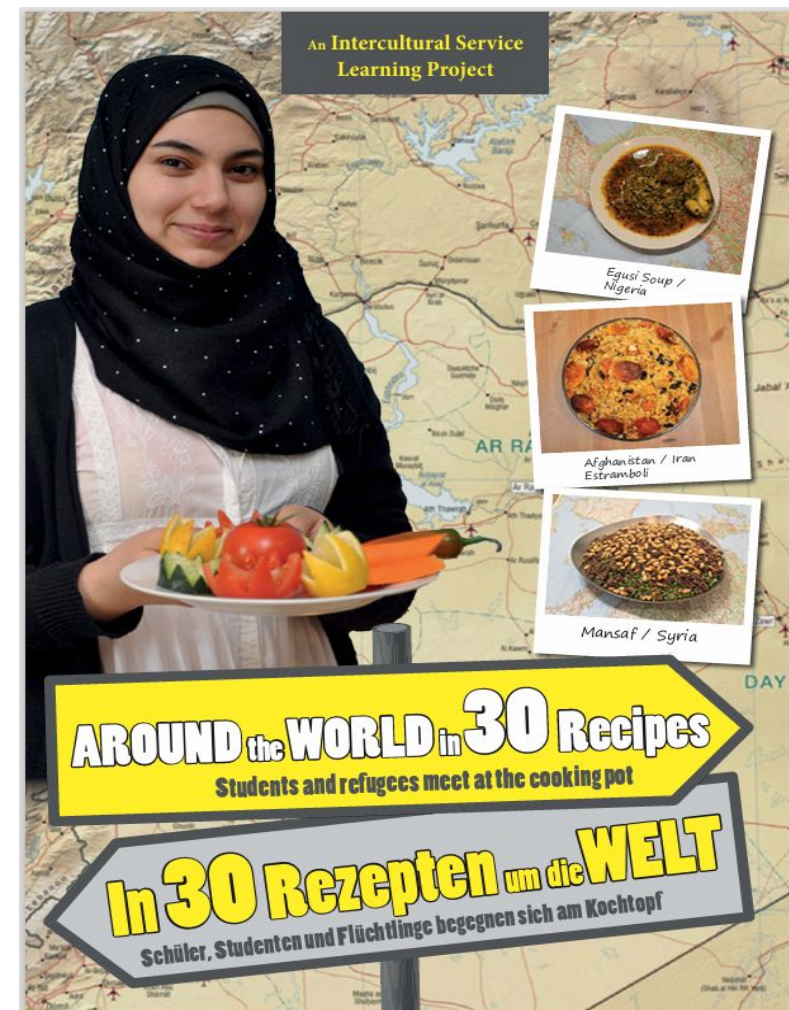
Learners: university/secondary/refugees & asylum seekers

Activities: cooking, eating, socialising, sharing stories

Output: Bilingual cookbook with recipes, refugee stories, country articles with cultural notes

Impact: Book sales raised funds for refugee initiatives (language classes, social activities, integration support)

Event: Celebration



Intercultural learning through images

Sir Mo Farah, British runner originally from Somalia



Cathy Freeman,
Indigenous Australian
runner

Give each image a title.

Put yourself in the
picture.

Put yourself in someone
else's shoes.

Find out about these
runners.

What do you know about
Australia?

Are these runners good
role models? Why/Why
not?

Find out about
Indigenous Australians'
lives today.

Would you like to meet them in real life?
Why/Why not?

CLIL: Write a question
that helps learners use
English to explore or
communicate content
knowledge.

Project Work: Design a
project task that
integrates research,
collaboration and
intercultural learning.

Examples

CLIL

Write a question that helps learners use English to explore or communicate content knowledge.

Why have many Somali people migrated to the UK since the late 20th century?

How have Somali people changed the UK?

Project Work

Design a project task that integrates research, collaboration and intercultural learning.

In groups, research Australia and create a poster highlighting five interesting facts about its people, animals, places, food or culture.

Explain how these aspects of culture might be similar or different from your own.

Enquiry-based learning and critical thinking



Observe

What can you see in the picture?

What colours can you see?

Interpret

What are the people doing?

How do they feel?

Hypothesise

Which country's flag is this?

Where are they?

Challenge

Is this photo taken in the same country as the flag?

What can we not see in this photo?

Reflect

What did you learn from this image?

Which question was most difficult to answer? Why?

Virtual exchange

Work with a partner class in another country.

Notting Hill Carnival (London)

Would you like to be at an event like this? Why/Why not?

Imagine there is a problem nearby. What is the problem? How do people solve it peacefully and calmly?

Draw what other people are doing nearby and what is happening around them.

Are there any cultural celebrations like this in Italy? How are they similar or different?

What can people do to keep everyone safe and the place clean during the celebration?

What can we do to show respect for other cultures?

Students as partners

Music Across Cultures: Work in partnership with your students.

Choose songs that show ideas, people, lives or stories across cultures

Select lyrics that challenge stereotypes

Compare backgrounds of singers from different cultures

**Same country,
different backgrounds**

Create a multilingual and multicultural playlist

Translate, rewrite or draw interpretations of the lyrics

Discuss how heritage influences their music



Dua Lipa, British singer of Albanian heritage

Create a visual storyboard about the song's story

Make a poem, drawing or comic inspired by the song

Record a rap version that reflects intercultural understanding



Dave, British rapper of Nigerian heritage

Intercultural Critical Reflections

Autobiography of intercultural encounters through visual media

To critically analyse images students find in the media (e.g. TV, Instagram, internet)

Must show someone (or several people) from another culture

Must be an image that has made a positive or negative impact on students

Autobiography of Intercultural Encounters

To critically analyse an intercultural encounter

Can be abroad or at home. Distance is not important. It can be someone of a different religion, age or language in Italy.

It must be a meaningful experience. For example, something that surprised students, made them think, or that they enjoyed.

Autobiography of Intercultural Encounters through the Internet

To critically analyse a specific encounter with one person or several people from another culture through online interaction

Must be an online encounter

Distance is not important. It can be someone of a different religion, age or language in Italy.

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Grazie



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