Cultural Dialogue and curriculum design

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Think of some of the changes the new millennium bring to the world
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Misconceptions
Violence
Stereotypes
Conflicts and wars
God says in the Quran (O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with God is that (believer) who has At-Taqwâ (i.e. the pious.) Verily, God is All-Knowing, All-Aware.) Alhojrat: 13..
In June 2008, Saudi King Abdullah bin Abdul Aziz, called for the need to have dialogue between Muslims and Christians and Jews.

To build greater mutual understanding between peoples, through dialogue, so that extremism and radical attitudes that arose within any community could be addressed.
According to Webster Dictionary, "dialogue" is an exchange of ideas and opinions, and a discussion between representatives of parties to a conflict that is aimed at resolution. Dialogue implies that the person who states an argument has tried to understand the matter in question and is using powers of reason as to how and why evidence supports his or her position.
King Abdullah launched a 9 billion riyal project for "education development," laying the ground for bigger changes in curriculum.
A New Vision for the Student

Among other attributes, the Saudi students of the future:

- Is proud of his/her religion and heritage
- Knows how to build and sustain relationships with their peers, their family, and their community
- Is able to communicate in English effectively
- Engages positively with globalization, and communicates with other cultures effectively
- Is a team player with good collaboration skills
- Possesses the values of tolerance and the predispositions for dialogue with others
Future generations must be taught mutual respect from childhood, and school curricula in that regard was essential.
English as an international language has become instrumental as a medium of communication and interaction between various cultural groups across borders.
EFL Cultural Dialogue Based Curriculum Design
Considering students’ ages

For adult learners
Easiest to Design as they will see its usefulness clearly, and so will be motivated to learn.

For Adolescents
Will perceive the purpose less vividly.

For children
It will be too abstract to comprehend.
Objectives

To help students understand their important roles in this society.

To accommodate student's with their native culture.

To promote cultural diversity among Learners.

To develop positive attitudes toward other cultures.

To evaluate the relative strength of a generality concerning the target culture.

understand the linguistic and behavioral patterns both of the target and the native culture.
To develop the communicative skills

To a correct understanding of Islam among Muslims themselves at first and at the whole world.

To develop the ability to compare their native culture to other cultures

To evaluate critically and interpret the results of such comparisons

To apply this knowledge successfully in both verbal and non-verbal communication

To develop the communicative skills
Content: Concepts to be developed

- Knowledge of One's Own Culture
- Knowledge of Different Cultures
- Conflict Resolution
- Impacts of Prejudice
- Social Justice
- Tolerance
- Peace
- Human dignity
- Commitment
- Freedom
- Socio-Cultural Consciousness
- Equality
- Cultural Exchange
Language functions

Critical thinking
- Make inferences
- Provides evidence
- Reasoning

Problem solving
- Identifying

Communication
- Analyzing
- Persuasion
- Excusing

Persuasion
- Introducing

Identifying
- Accepting
- Evaluating
- Expectations
- Comparing
Grammatical Items

- Agreement/disagreement
- Refusing
- Superlatives
- Adjectives
- Adverbs
- Accepting
- Expressing Cause/effect
- Expressing similarities
- Comparatives
- Models
Language topics

- Climate
- Money
- Religion
- Geography
- Holidays
- Vacation
- Sports
- Language
- Education
- History
- Transportation
- Nonverbal communication
- Leisure activities
- Crime
- Family life
- Population
- Eating
Writing the textbooks

Activities, not just 'Discussion:

- Establish patterns of communication
- Relaxed atmosphere
- Group-work
- Student-engaging
- Motivating activities
- Interesting
The Islam Project: Lesson Plans

This page is dedicated to our newest video project, American Muslim Teens Talk. It offers ordering information, lesson plans, discussion guides, and support materials. For a project background, please read the Overview (downloadable Microsoft Word Document). The Overview also provides a list of the sections in the video and their lengths, as well as a list of the lesson plans.

NEW! American Muslim Teens Talk Video & Lessons

Order Here!

Use the name sheet as a handout to help identify the teenagers in the video.

Learning about Stereotypes: How They Form and How to Fight Them

Students investigate the ways they commonly assign identities to people based solely on their appearance. Then, after listening to students in AMERICAN MUSLIM TEENS TALK describe what it feels like to have other people stereotype you and your religion, students learn strategies for overcoming stereotypical thinking through the acquisition of information and the process of dialogue.

Target grade levels: Middle and High School Levels
For use with: American Muslim Teens Talk

Sharing our Roots

This lesson fosters an appreciation of America's ethnic and religious diversity. As students explore and share their own family roots, they learn about those of the teens in AMERICAN MUSLIM TEENS TALK. Students symbolically increase the diversity of their classroom when each student writes an imaginary letter to one youth in the video, welcoming them into their school.

Target grade levels: Middle and High School Levels
For use with: American Muslim Teens Talk
Lesson Plans

Use the search options below to find a lesson plan that meets your classroom needs. Press "Submit Search" when you have identified your search criteria.

You can also simply click "Submit Search"; to browse our entire selection of lesson plans without entering search criteria.

Keywords

Subject
Choose a subject...

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This assessment should drive the curriculum. That is, designer first determine the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills.
Sample unit


Cakir, I. (July 2006) Developing cultural awareness in foreign language teaching. *Turkish Online Journal of Distance Education.* 7 (3).


El-hussari, I. (October 2007) Promoting the concept of cultural awareness as a curricular objective in an ESL/EFL. *1st Mediterranean graduate students meeting in linguistics 2007,* Turkiye: mersin.