

CONTRIBUTING TO THE DEVELOPMENT OF MULTICULTURAL AWARENESS THROUGH ENGLISH LANGUAGE TEACHING IN PRIMARY SCHOOL

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Abstract

Greece has long been considered a homogeneous society and a country that traditionally used to send immigrants to other European countries but had never experienced the phenomenon of immigration at a larger scale. However, the geopolitical changes at the end of 80's and afterwards brought a new reality to the forefront: the emergence of multicultural society with immigrants coming mainly from Albania, and the former countries of the Soviet Union. This reality constituted a challenge for an up to then homogeneous society and an education system which had not been faced with the need to implement any changes or practices for the "Other". After a hotly debated period as to the role of immigrants within Greek society and the educational system, there has been a call for changes not only in the practices used within classroom but also in the curriculum as a whole. Thus, in 2003, the new Cross-Thematic Curriculum Framework for all subjects and foreign languages as well appeared, taking multilingualism and multiculturalism into consideration and attempting to implement them as goals through the new material that was developed alongside with the new curricula. However, voices were raised stressing the superficial only chance for accomplishing these goals, indicating that the emergence only of English-West representations used in the textbooks indicates a latent ethnocentrism in the curriculum and puts strain on the emergence of another approach towards language teaching that promotes multicultural awareness in practice. Multicultural awareness through English supports that the goal of teaching should be such that firstly promotes mutual understanding within the classroom of which students are participants rendering the English language as a tool of communication and better understanding of the people of our community at the very first stage. This approach transcends the primary and superficial goal of the curriculum by adding a more concerted effort to realize the goals of multilingualism and multiculturalism at a smaller scale, that of our classroom and community. The conviction that underlies this approach is that if we achieve the goals above mentioned at the scale of classroom and community, then the broader goal of developing an awareness of linguistic and cultural diversity in different social contexts will be accomplished for certain. The present paper concludes by illustrating how some materials already used in the textbook of 4th Grade of Primary Greek schools may be altered so that the goal of developing multicultural awareness through English teaching comes into effect.

Keywords: Multicultural awareness, English language teaching, Primary school.

1 MULTICULTURAL REALITY

Multiculturalism is not a neutral term. It is the product of an ideology which implies the co-existence of different cultures within the same society and equality of rights. Thus it can be inferred that there can be societies which will not be characterized by power relationships or discriminations¹. The constantly changing international environment led to a changing sociopolitical status. Globalization and international immigration changed the balances in societies. The discussion around multiculturalism and the image of the 'Other' have started taking place sooner or later in all societies. Diversity refers to social groups which are characterized as non-dominant. The 'Other' exists only in relation to the 'self' and diversity is structured through the relationship with the identity². Ozolins and Clynes(2001) have

¹ Taylor, C. (1997). *Πολυπολιτισμικότητα: Εξετάζοντας την πολιτική της αναγνώρισης*. (A.Gutmann, επιμ & Φ. Παιονίδης μεταφρ.). Αθήνα: Πόλις.

² Κυριακάκης, Γ. και Μιχαηλίδου, Μ. (2006). Η Προσέγγιση του Άλλου: Ιδεολογία, μεθοδολογία και ερευνητική πρακτική. Αθήνα: Μεταίχμιο p. 45

stated that no country wants to become multicultural. However, the constant movement of populations and immigration has forced countries to search for ways to handle multicultural diversity³.

2 INTERCULTURAL TEACHING

Pedagogy, as the field which observes and analyses the pedagogical dimensions and challenges of the teaching world has structured a new teaching content that reflects the diversity conditions⁴. Borrelli(1998) states that intercultural teaching aims at reconditioning the pedagogical thought under the lens of new international challenges⁵. So, the most accepted term of intercultural teaching is the one that refers to up to date multicultural situation and aims at developing whatever is prerequisite about the symmetric interaction of different cultures⁶. Multiculturalism is an undeniable reality. This reality is the starting point and analysis of intercultural teaching which is not just one more branch of pedagogy that functions complementarily to traditional pedagogy and teaching. Intercultural teaching does not have a descriptive character and does not simply refer to the meeting of different cultures. On the contrary, it extends to other levels where cultures really interact and not simply co-exist. Intercultural teaching is not:

- Isolated celebrations: the often called 'Intercultural weeks'
- A simple list of characteristics about the groups which are considered to be different
- Educational programmes which aim at specific groups, like compensatory classes
- Mixing students from different backgrounds without promoting positive relationships or other wider aims⁷.

Thus, a priority of intercultural education is the creation of suitable communication conditions in multicultural classrooms. According to Markou, intercultural education may be defined as an effort to change the school and the whole society as well. School and education should ensure equal chances to all children⁸. The basic tenets of intercultural education are the following:

- Equality of cultures: all cultures are deemed as equal and there is neither cultural competition nor cultural hierarchy
- The hypothesis of difference: according to this, children from different backgrounds come to school with different educational capital. The aim of intercultural education is to achieve the equal participation of immigrants' language and culture at school
- The tenet of equal chances: all children should be given the chance to develop all aspects of their personality according to their sociocultural conditions⁹.

Contemporary school and the teacher of today must respond to these new challenges and should prioritise the intercultural aims of their teaching through the development of empathy, critical attitude towards the social roles and the ability to muse on their relationship with the others. After all, intercultural education is expressed through the way of life that the members of a society manifest¹⁰.

³ Τσοκαλίδου, Ρ. (2008). Η αφανής διγλωσσία στο ελληνικό σχολείο: δεδομένα επιτόπιας έρευνας. Στο Ρ. Τσοκαλίδου και Σ. Χατζησαββίδης, *Κοινωνιογλωσσικές αναζητήσεις: ερευνητικά δεδομένα* (σελ. 79-109). Θεσσαλονίκη: Βάνιας.

⁴ Γκόβαρης, Χ. (2007). Διαπολιτισμική παιδαγωγική). Στο: *Ετερότητα στη σχολική τάξη και διδασκαλία της ελληνικής γλώσσας και των μαθηματικών: η περίπτωση των τσιγγανοπαίδων*. (σελ. 22-38). Βόλος: Πανεπιστήμιο Θεσσαλίας.

⁵ Γκόβαρης, Χ. (2007). Διαπολιτισμική παιδαγωγική). Στο: *Ετερότητα στη σχολική τάξη και διδασκαλία της ελληνικής γλώσσας και των μαθηματικών: η περίπτωση των τσιγγανοπαίδων*. (σελ. 22-38). Βόλος: Πανεπιστήμιο Θεσσαλίας.

⁶ Γκόβαρης, Χ. (2007). Διαπολιτισμική παιδαγωγική). Στο: *Ετερότητα στη σχολική τάξη και διδασκαλία της ελληνικής γλώσσας και των μαθηματικών: η περίπτωση των τσιγγανοπαίδων*. (σελ. 22-38). Βόλος: Πανεπιστήμιο Θεσσαλίας.

⁷ Socrates Comenius interproject. Retrieved on 8 March 2013 from the United Nations Scientific and Cultural organization Site.

⁸ Μάρκου, Γ.Π.(1997). Το ερευνητικό πρόγραμμα για τη διαπολιτισμική εκπαίδευση επιμόρφωση των εκπαιδευτικών. Στο: *Διαπολιτισμική εκπαίδευση επιμόρφωση εκπαιδευτικών(μια εναλλακτική πρόταση)*. Αθήνα: Κέντρο Διαπολιτισμικής Αγωγής Πανεπιστημίου Αθηνών.

⁹ Δαμανάκης, Μ.(1989). Πολυπολιτισμική-Διαπολιτισμική Αγωγή: Αφετηρία, στόχοι, προοπτικές. Στο περιοδικό *Τα Εκπαιδευτικά*, 16, 76-87.

¹⁰ Δαμανάκης, Μ. (1997). *Η εκπαίδευση των παλλινოსτούντων και αλλοδαπών μαθητών στην Ελλάδα. Διαπολιτισμική προσέγγιση*. Αθήνα: Gutenberg.

3 THE ENGLISH LANGUAGE COURSE CURRICULUM

Curricula consist one of the fundamental dimensions of educational process. They are always a matter of concern not only for their developers but also for all those who are involved in education in some way. In today's school, curricula and teaching materials express the aims of education at a particular time and place.

In Greece the new English schoolbooks for primary school were based on the Cross-thematic curriculum framework for the modern foreign languages. The latter was based on the Common European Framework for Languages which took all the criteria about teaching foreign languages into consideration, according to the level of language acquisition that every student has achieved. The basic principles and goals of teaching English language are three:

- Foreign language literacy: students should acquire knowledge of foreign language, form, structure and function. They should also acquire foreign language skills so that they will be able to develop effective communication and information management skills and thus function as informed and responsible citizens in social settings.
- Multilingualism: students should develop awareness and understanding of the differences between language and speech. That means they should become familiar with languages other than their own and develop the ability to understand and use the structural, morphosyntactic and functional elements of many languages. These elements can assist pupils to develop the ability to receive and utilize information, express ideas and opinions and adjust their speech and whole attitude to a specific communication situation. Finally, they should develop an awareness of linguistic diversity and how it functions in different social contexts.
- Multiculturalism: students should develop an awareness of cultural and linguistic diversity. In addition, they should develop an understanding and appreciation of people of different linguistic and cultural backgrounds through an awareness of the linguistic and cultural diversity. Furthermore, they should develop multicultural awareness in order to be able to communicate effectively in multicultural and multilingual settings. Finally, they should develop the ability to recognize cultural attitudes as expressed in language and learn the use of social conventions.

4 THE INTERCULTURAL APPROACH AS A COMPLEMENT OF THE COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

In the introduction of Cross-Thematic Curriculum Framework for Modern Foreign Languages, the developers refer to the globalization and immigration as factors which have led to the cultural and linguistic pluralism. The intercultural approach is thus clearly stated.

A new approach about the role of cultural elements has been developed by communicative approach. The communicative approach was affected by sociolinguistics and pragmatics which turn their attention to the use and not the structure of a language¹¹. It is widely accepted that students acquire a foreign language not only by learning its grammar but mainly by developing their ability to communicate in different social and cultural situations. Gradually, the intercultural approach made its appearance due to social and cultural diversity which demanded changes in teaching methodology. The CEFR(Common European Framework for Modern Foreign Languages) states that students and teachers should make the communicative ability a priority: *'Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole'*¹². The Common European Framework for Modern Foreign Languages introduces the intercultural dimension of teaching foreign languages which helps

¹¹ Σαπτιρίδου, Α. (2001). Το πολιτισμικό στοιχείο στο μάθημα της ξένης γλώσσας. Στο Α.-Φ. Χριστίδης (επιμ.), *Εγκυκλοπαιδικός οδηγός για τη Γλώσσα*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας

¹² Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τη γλώσσα: εκμάθηση, διδασκαλία, αξιολόγηση. http://www.pi-schools.gr/lessons/english/pdf/cef_gr.pdf

the interaction between speakers of different languages, culture and identity¹³. Communicative ability is a notion introduced by Hymes¹⁴ and stressed not only the structural but also the sociological components of a language. The intercultural approach in language teaching complements the communicative approach and aims at developing intercultural speakers who will be able to handle the multiplicity of identities and avoid stereotypical behaviour. It will help students get the most of a language education because they will not only develop language skills but intercultural conscience as well.

5 TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) AND MULTICULTURAL AWARENESS THROUGH ENGLISH

Kachru (1985) distinguishes between three models for mapping the global English phenomenon and TESOL correspondingly:

- Inner Circle countries (e.g. the UK), where English is the official language and is used by the majority of the population as their native language
- Outer Circle countries (e.g. India), where English has official (e.g. in education, law, civil service, etc.) and intranational functions and is used as a second language (ESL)
- Expanding Circle countries (e.g. Greece), where English has no official function and is used as a foreign language (EFL)¹⁵.

As we see different teaching models regarding English language teaching came to the forefront and apart the two above-mentioned models, ESL AND EFL, according to Goethals, Teaching English as an International Language (TEIL) has been developed¹⁶.

The traditional teaching model of TEFL refers to teaching Greek Speakers for whom English language has no immediate function within their society. This paradigm tends to make crosscultural comparisons between linguistic and cultural phenomena in the learner's home society and those in target society. On the other hand, the TEIL paradigm places emphasis on the teaching of English to pupils in Greece for whom English medium international interactions are seen as valued possibilities. It also tends to focus on English-medium communication between members of different societies. Thus the focus is intersocial and international.

Finally one more approach regarding TESOL has been developed called MATE (Multicultural Awareness through English). According to this paradigm, teaching of English is based on particular Inner Circle variety such as British English and addresses Greek pupils whose experiences can be characterised as increasingly multicultural. In this paradigm, English is the medium of communication between members of the same culturally diverse society. Thus the focus is intrasocietal and multicultural¹⁷.

So far, it has been indicated that the aim of intercultural dimension is well stated. However, there seems to be a kind of latent ethnocentrism at the aims of developing multicultural awareness through the constant projection of the Western world¹⁸. Phillipson (2009) stresses that although the aim of English Language Teaching is the promotion of multiculturalism, in fact we are led to the emergence of a global monocultural identity. That happens because the English Teaching Curriculum tends to equate multiculturalism with a loose sense of cultural awareness about customs and traditions of the countries where English is spoken as a native language¹⁹. Regarding the principle of multiculturalism

¹³ Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών και Αναλυτικά προγράμματα Σπουδών Υποχρεωτικής Εκπαίδευσης (2003) Αθήνα: Παιδαγωγικό Ινστιτούτο

¹⁴ Hymes, D., (1984), *Vers la competence de communication*. Paris : Hatier-Credif.

¹⁵ Fay, R., Lytra, V.&Ntaveliagkou,M.(2010). Multicultural Awareness through English: a potential contribution of TESOL in Greek schools. In: *Intercultural Education*. 21(6), 581-595.

¹⁶ Papaefthymiou-Lytra, S.(2004). Multi-polar inter-cultural competence. In *Challenges in teacher education*, ed. A.-M. Sougari and E. Joyce, 15–26. Thessaloniki: University Studio Press.

¹⁷ Fay, R., Lytra, V.&Ntaveliagkou,M.(2010). Multicultural Awareness through English: a potential contribution of TESOL in Greek schools. In: *Intercultural Education*. 21(6), 581-595.

¹⁸ Πουζουκίδης, Ν. & Μπαλαμπανίδου, Ζ. Η διαπολιτισμική διάσταση των νέων βιβλίων αγγλικής γλώσσας για το δημοτικό : μια ανάλυση περιεχομένου. Γεωργιογιάννης, Π.(επιμ.)(2010) Στο: 13^ο Διεθνές Συνέδριο: *Διαπολιτισμική Εκπαίδευση-Μετανάστευση-Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας*. Πρακτικά συνεδρίου: *Διαπολιτισμική Εκπαίδευση-Μετανάστευση-Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας*. σ. 348-358. Πάτρα

¹⁹ Kostoulas, A. Developing Multicultural Awareness through English: Reflections on culture and multiculturalism. 4th International Conference Arts and education-A creative way into languages.p.11-15. 6-8 May 2011-Athens, Greece. Athens: 2011

in the curriculum framework for English language teaching, it is interesting to note the suggested activities for cross-thematic projects. They are limited to the organisation of festivities including dancing and eating from different countries or searching of myths from Greece or other English-speaking countries. The existent multiculturalism of the Greek classroom seems to be overlooked and is limited to neutral matters²⁰. The constant projection of images and information mainly from the United Kingdom reinforces the English-centered character of school coursebooks²¹. At the same time there is also a tendency to present the Greek culture and its history and customs but at the same time the other cultures which participate in Greek education are marginalised²².

MATE is based on the fact that identities are fluid and in a process of lifelong cultural learning. Thus, it respects every child who brings their language and cultural repertoire. In any case, despite all the efforts that have successfully been made towards the reinforcement of multiculturalism in Greek classroom and the evident disposition of the curricula to support efforts towards this direction, teachers should be constantly alert so as to avoid national essentialism and stereotypical views, always work to the direction of protecting cultural diversity within classroom and realise that language and cultural diversity is the norm rather than the exception.

²⁰ Κωστούλας, Α. Τα Αγγλικά υπό το πρίσμα της πολυπολιτισμικότητας: κριτική επισκόπηση των εγχειριδίων Αγγλικής γλώσσας του Γυμνασίου και εναλλακτικές προτάσεις. Γεωργογιάννης, Π.(επιμ.)(2011) Στο: 14^ο Διεθνές Συνέδριο: *Διαπολιτισμική Εκπαίδευση-Μετανάστευση- Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας*. Πρακτικά συνεδρίου: 14^ο Διεθνές Συνέδριο: Διαπολιτισμική Εκπαίδευση Μετανάστευση- Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας σ. 465-477. Πάτρα

²¹ Kostoulas, A. Developing Multicultural Awareness through English: Reflections on culture and multiculturalism. 4th International Conference *Arts and education-A creative way into languages*.p.11-15. 6-8 May 2011-Athens, Greece. Athens: 2011

²² Πουζουκίδης, Ν. & Μπαλαμπανίδου, Ζ. Η διαπολιτισμική διάσταση των νέων βιβλίων αγγλικής γλώσσας για το δημοτικό : μια ανάλυση περιεχομένου. Γεωργογιάννης, Π.(επιμ.)(2010) Στο: 13^ο Διεθνές Συνέδριο: *Διαπολιτισμική Εκπαίδευση-Μετανάστευση- Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας*. Πρακτικά συνεδρίου: *Διαπολιτισμική Εκπαίδευση-Μετανάστευση- Διαχείριση Συγκρούσεων και Παιδαγωγική της Δημοκρατίας*. σ. 348-358. Πάτρα

6 SUGGESTIONS- REPOSITIONING ALREADY USED MATERIALS OF THE FOURTH GRADE PRIMARY SCHOOL TEXTBOOK TO THE DIRECTION OF MATE

6.1. Repositioning 'A new student in class'


BACK TO SCHOOL

Lesson 1:

A new student in class

1 Warm - up

☀ Look around your classroom. What is there?
Can you make a list?




2 Listen, read and find

Andrew is a new student in the school. Listen, read and find out: "How many students are there in his class?"

Hi! I'm Andrew and I'm a new student in the school. I'm in D class. I'm from Oxford, England. My mother is English and my father is Greek. My new school is very nice. It's big with large, sunny classrooms, a large playground, a basketball court, a computer room and a music room. There are 25 students in my class. My teacher's name is Mrs Stathaki.

You've got 1 minute to find the secret word. It's Andrew's surname. Write the word:.....Then, count the letters and write down your score:.....



Lesson 1 refers to Andrew, a new comer who is half-British and half-Greek nine-year-old boy who lives in Athens and goes to the primary school. Instead of Andrew or in addition to Andrew, the teacher could use the profile of a newcomer student in class or a profile of an imaginary student from a neighbouring country, preferably of a country from which some students come from. In that way students will be able to come in contact either with a student already present in their classroom or interact with the cultural background of students they already have as classmates. This improves understanding.

6.2. Repositioning the project 'Find out about Olympic Sports'



Lesson 3:

The Olympic Games

Crosscurricular Project

Project 1: Work in groups. Make small posters with pictures of ten Olympic sports. You can use photos from magazines or draw your own pictures. Write the name of the sport under its picture. Try to find names of athletes who are famous for doing these sports. You can find information in books or on the website of the Olympic Games, www.olympic.org, and you can download booklets with photos and information from the site of the Olympic Studies project of the Ministry of Education (Πρόγραμμα Ολυμπιακής Παιδείας, ΥΠΕΠΘ) at http://olympiakipaideia.instore.gr/index_gr.htm.

Look at these examples:



What do you know about these sports? Find information about them and write it in your poster. You can write about the number of the players, the country where this sport is popular, what you need to play it.

Project 2: Work in groups. Look in your History book and see if there are Olympic sports in Ancient Greece that are Olympic sports of today. Find information on how Ancient Greeks did these sports and talk about the differences between then and now. You can visit the site about the Olympic Games of the Ministry of Culture at <http://odysseus.culture.gr/a/1/11/ga110.html>, or that of the Foundation of the Hellenic World (Ίδρυμα Μειζονος Ελληνισμού) at <http://olympics.ime.gr/>.

Idea! You can ask your Physical Education teacher to organize 'School Olympic Games'. Maybe you can be a gold, silver or bronze medallist!

Instead of pictures only of Greek Olympic Winners only, students could be provided with more pictures showing Olympic winners from other countries too, especially from countries of students in class. In that way, the Olympic achievement will not be presented as a Greek privilege only. It will be indicated that all countries participate and win in the Olympics which are an expression of respect to all cultures and an event where every country deserves to be represented.

6.3. Repositioning 'My Country'



THIS IS WHERE I LIVE

Lesson 1:

My country

1 Warm - up

✳ Which is the name of your country? Which is the capital city? Do you know any other European countries? What are their names in English?

2 Listen, read and find

Andrew's classmates, Nick and Sophia want to know about his country. Listen, read and find out: "Which city is Andrew from?"

Sophia: Well, Andrew, tell us about your country. Where is it?

Andrew: It's in Europe, like Greece. Its name is the 'United Kingdom'. It's in the North-West part of Europe. And there are four parts in it: England, Wales, Scotland and Northern Ireland.

Nick: And you are from Oxford, right?

Andrew: Yes, it's a city near London, the capital. It's in England.

Sophia: Can you tell us more about your country?

Andrew: It's a beautiful country. There are a lot of mountains, rivers and trees.

Sophia: Greece is beautiful, too. There are mountains, rivers, trees and beautiful beaches.

Nick: Oh, yes! Beaches!.....

Andrew: The sea!.....Greece is beautiful!

You've got 1 minute to find the secret word. It's a famous place in Oxford. Write the word:.....Then, count the letters and write down your score:.....

Additionally to Andrew and the presentation of the U.K. one might consider presenting the countries of students of their class or of neighbouring countries around Greece which usually constitute the country of origin of many immigrants in Greece and connect them to famous monuments. This can be done by the use of a map and a geographical quiz as an introductory stage.

6.4. Repositioning habits and customs

HABITS AND CUSTOMS

Lesson 2:

British customs

1 Warm - up

☀ Habits can be 'personal' or 'national'. 'National' habits are called *customs*. Do you know any holiday customs that we have? (e.g. at Christmas, at Easter, on National Holidays)? Tell the class.

2 Listen, read and find

Here is some information about customs on two holidays in the UK. Listen, read and find out: "When do children open their Christmas presents in Great Britain?"

Christmas is Britain's most popular holiday.

At Christmas, people decorate the Christmas tree  and their houses, they often send cards  to each other and children sing carols in the street . At home, children have got a stocking  and Father Christmas (Santa Claus)  puts presents in it. They always open their presents on Christmas Day. In the evening the family has Christmas dinner. They eat roast turkey  or beef with fried potatoes and Brussels sprouts. For dessert, they often have sweet mince pies  or Christmas pudding . At Christmas dinner, they put Christmas crackers  on each plate. In the crackers, there is usually a party hat, a riddle and a toy.

Halloween is on 31 October and is a time of pumpkins, candies, ghosts  and witches  and people decorate their houses with 'Jack-o-Lanterns' . On Halloween, children dress up in fancy costumes and they go 'Trick or Treat' from door to door. People give them goodies like candies, caramel apples or popcorn balls. Sometimes there are spooky parties and children often play 'ducking for apples' and 'pin-the-tail-on-the-donkey'.



You've got 1 minute to find the secret words (**two words**). It's an important English Holiday on November 5th. Write the words.....Then, count the letters and write down your score:

Instead of the presentation of British only customs, this lesson provides the teacher with the chance to have students talk about customs of their country or prepare a presentation with customs from the countries of origin of students in class. For example, the celebration of spring in Ukraine, Albania and Greece. In this way, students will come in contact with various customs but mainly they will realise the similarities and differences between customs and develop respect to the customs of their classmates realising that they live in a world where people have similar and different customs just like they have similar and different habits.