

Reaching a Central Place of Understanding Intercultural Sensitivity in ELT - Dynamic Frames for Intercultural Sensitivity

Walead Etri

University of South Australia

Abstract

This paper builds upon a previous paper which explored intercultural sensitivity in a natural English teaching environment in a Saudi Arabian university. A total of nineteen expatriate teachers took part in this case study. Descriptive qualitative data were generated through focus group discussions, interviews, observations and diary entries. The data showed that the context and teachers' biography are two core and static frames of reference for intercultural sensitivity. The data also showed that a further two dynamic frames of reference need to be considered as prerequisites in understanding the place of intercultural sensitivity in English language teaching.

Keywords: cross-cultural communication, English language teaching (ELT), intercultural communication, intercultural sensitivity, TESOL, worldview

Cite as: Etri, W. (2015). Reaching a Central Place of Understanding Intercultural Sensitivity in ELT - Dynamic Frames for Intercultural Sensitivity. *Arab World English Journal*, 8 (1).

DOI: <https://dx.doi.org/10.24093/awej/vol6no2.30>