

# Workshop Proposal: The “Africa Lens” in ELT

## Empowering African Voices: Redefining DEI through a shift in ELT Practices

- **Proposed Duration:** 60 – 90 Minutes
- **Format:** Interactive Workshop
- **Target Audience:** ELT Practitioners, Curriculum Designers, and Teacher Trainers
- **Facilitator:** Anneke VILHUBER, Intercultural Trainer & Language Educator

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### I. Abstract

In an era of global transformation, English must be reclaimed as a tool for local narratives rather than a "foreign cultural export". For learners from diverse cultural backgrounds, this can create intercultural friction where their identity is often "left at the door". This workshop moves beyond teaching materials to explore the **intercultural ecology of the classroom**.

Drawing on **Intercultural Competence** and **Cultural Intelligence (CQ)** frameworks, we examine how to re-center the "Africa Lens". We will move beyond theoretical reflection toward actionable, innovative solutions for Diversity, Equity, and Inclusion (DEI). Participants will transition from being "content deliverers" to "intercultural mediators" who empower students to use English as a tool for local narratives and global authority.

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### II. Workshop Objectives

By the end of this session, participants will be able to:

- **Analyze Power Dynamics:** Identify how "Native-Speakerism" acts as a barrier to authentic intercultural expression.
- **Leverage Cultural Intelligence (CQ):** Apply CQ strategies to help students navigate English-speaking environments without losing their cultural agency.
- **Foster Intercultural Citizenship:** Move beyond linguistic competence toward empowering students to advocate for their inherent perspectives in English.
- **Facilitate the "Third Space":** Create classroom environments where the African identities are not just "represented" but are the primary source of global authority.
- **De-colonize Interaction:** Apply intercultural coaching techniques to validate "World Englishes" and translinguaging as professional standards.

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### III. Workshop Structure & Timeline

Phase	Title	Focus	Activity
Phase 1 (20-25m)	<b>The Mirror: Positionality</b>	Establishing the personal and systemic context of DEI.	<b>The Identity Web:</b> A visual mapping of linguistic and cultural identities, exploring which parts of the "African self" are suppressed in the ELT space.
Phase 2 (20-30m)	<b>The Prism: Epistemic Justice</b>	Analyzing how knowledge and "expertise" are distributed.	<b>The Expert/Seeker Audit:</b> A critical look at classroom roles. Do we cast Westerners as "experts" and Africans as "perpetual learners"?

<b>Phase 3</b> (20-35m)	<b>The Lab: Re-imagining the "Third Space"</b>	Innovation and practical intercultural application.	<b>The Narrative Pivot:</b> Groups transform sterile scenarios into high-stakes intercultural dialogues (e.g., advocating for Moroccan sustainable crafts in a global market).
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#### IV. Methodology & Key Innovations

This workshop prioritizes **Intercultural Critical Awareness** through:

- **The Identity Web:** Utilizing your coaching background to help teachers reflect on the intersection of African identity and English proficiency.
- **Intercultural Competence and Cultural Intelligence:** Shifting the classroom focus to issues relevant to the continent, such as climate resilience and local entrepreneurship, as the "standard" for discussion.
- **Translanguaging as Agency:** Encouraging the strategic use of L1 to scaffold complex intercultural identities in the L2.

#### V. Appendix: The Intercultural Dynamics Audit

*A Tool for the Decolonial Practitioner*

Category	Diagnostic Question for the Educator
<b>Identity &amp; Agency</b>	Does the student feel they must "become Western" to be considered a successful English speaker?
<b>Authority</b>	Are local historical figures and contemporary African heroes positioned as intellectual equals to Western figures?
<b>World Englishes</b>	Are Moroccan or Pan-African accents and idioms treated as "errors" or as valid markers of professional identity?
<b>Positionality</b>	Does the lesson allow the student to speak <i>from</i> Africa to the world, rather than just learning about the world?

#### VI. Facilitator Bio

**Anneke VILHUBER** is a language teacher and certified intercultural coach with over 25 years of experience across Germany, France, the US, Egypt, and Greece. Holding degrees from the University of Grenoble (UGA) and the University of Mannheim, she specializes in the intersection of language education and intercultural learning. Her work focuses on changing the classroom ecology and fostering inclusive environments where students and teachers enrich one another through genuine dialogue.