

## **Teaching Practice in Acculturation Educational Settings: A Case Study on an Integration Course**

**Julio César Tovar-Gálvez<sup>1</sup>**

Department of Didactics of Biology, Martin-Luther University of Halle-Wittenberg, Germany

### **Abstract.**

Teaching practice has the potential to guide acculturation educational processes to cultural inclusion. Acculturation is every change that communities experience during the contact between different cultures. Those changes may lead to social tensions or peaceful connivance. An acculturation process might be inclusive when educational participants symmetrically recognise, validate and use the different cultures as part of the curriculum. The Cultural Bridge (CB) is an approach that teachers might use to design inclusive teaching practices. The CB is the process of recognising the existence of different cultures in the classroom, validating those cultures as ways of living and points of view, and using them as part of the curriculum. Communities can cross the border of their cultures and move to other cultures and learn of them. To guide inclusive teaching practices design, teachers count on two practical principles derived from the CB – Cultural Independence (CI) and Cultural Similarity (CS). This research is a qualitative case study on an integration course. The German government offers integration courses to the refugees. This paper aims to describe the teaching practice of a teacher by using the CB framework. Results evidence a partially inclusive educational process. The case matches the CI principle because the teacher addresses the different cultures during the lessons. However, the case meets the CS principle with many limitations because only immigrants cross their cultural borders while locals do not participate. As a recommendation, integration courses might reach cultural inclusion by engaging the local community in the educational process.

**Keywords:** acculturation, diversity, interculturality, pluralism, teaching