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### **Intercultural Education Praxis: Navigating Theoretical Complexities and Contextual Factors**

Intercultural education can be largely defined as the range of theories, pedagogies and practices that seek to ascertain equitable and meaningful consideration and inclusion of different cultural realities within and beyond a learning space. While this definition may imply that operationalising intercultural education is straightforward and smooth, there are a number of intricacies that problematize educators' task of exercising this educational approach in their classrooms. This talk discusses theoretical complexities (dominance of western knowledges, complicated theories and writing, etc) and contextual factors (time constraints, exams-oriented thinking, class size, etc) as two major factors that render teachers' task to implement intercultural education difficult. The discussion is informed by two empirical studies that investigated EFL teachers' perspectives and practices of intercultural education as well as the types of materials they draw on. This talk clarifies

how teachers may struggle to make use of relevant literature within their classrooms due to different reasons. It also calls for providing educators with effective teacher training that prioritizes contextualizing theory and praxis. Implications for intercultural education theory and praxis are unpacked as they relate to educators' agentic capacity in making sense of, processing and exercising this educational framework.

## References

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