

Intercultural Competence: Encouraging learner reflection

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Intercultural communicative language teaching (iCLT)

Newton, Yates, Shearn, Nowitzki, 2010

1. integrates language and culture from the **beginning**
2. engages learners in genuine **social interaction**
3. encourages and develops an exploratory **and reflective approach** to culture and culture-in-language
4. fosters **explicit comparisons and connections** between languages and cultures
5. acknowledges and responds appropriately to **diverse learners** and learning contexts
6. emphasises **intercultural communicative competence** rather than native-speaker competence.

(Newton et al, 2010, p. 63)



Methodology

- Survey
 - 800 principals
 - ?
 - Chinese, French, German, Japanese, Samoan, Spanish
 - N = 65



Methodology

- Interview – 12 case study teachers
 - 1 Ch, 2 Fr, 2 Ger, 3 Jap, 2 Sa, 2 Sp
 - Level taught
 - Language teaching experience



iCLT encourages and develops an **exploratory** and **reflective** approach to culture and culture-in-language

- Culture – is more than just learning facts
- Culture – involves observing, analysing to develop understanding of own and others' cultures



Reflection

- Reflection is 'that which involves active, persistent, and careful consideration of any belief' (Dewey, 1933, cited in Moon, 1999, p.12).
- Purpose - future improvement (Poole, Jones, Whitfield, 2013; Loughran, 2002)
- Language teacher reflection (Farrell, 2007; Richards & Lockhart, 1994)



Language Learner Reflection

- Decentring
 - Making the 'strange familiar,'
 - Making the 'familiar strange'

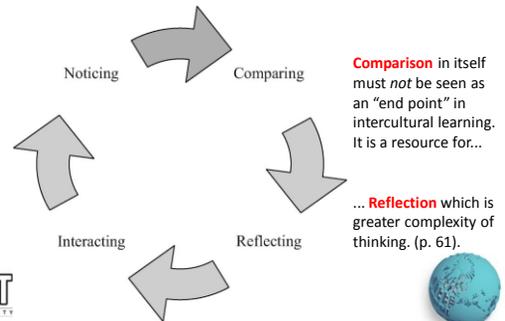


(Byram, Gribkova & Starkey, 2002, p. 7, 23)

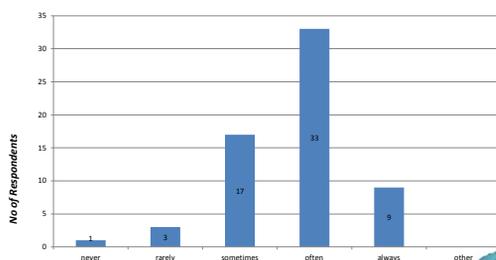


Interacting Processes of Intercultural Learning

(Liddicoat & Scarino, 2013)



Encouraging learners to explicitly notice similarities and differences between own culture(s) and culture(s) of others



Comparisons: Case Study Teacher #7

"And when we do housing... I actually get them to do a little speech **describing their house**, just very basically. And we can **compare** that with Japanese houses, and you do the whole bath system and stuff like that. And you can also pull in ... how radically **different** the houses are in Samoa, or anywhere else where anybody else is from."

(Case Study Teacher #7)



Comparisons: Case Study Teacher #6

- "I had students do a food diary for a week and then we had a look at menus from French school lunchroom and there's huge **differences** between what **they eat** and what **we eat** and how they go about eating that. **We have 10 minutes**...and then the rest of the hour to be outside and run around and do sport." ...The **French people** ... have **an hour** for lunch and ... eat what the government regulations say [they] are going to eat."



Comparison: Case Study Teacher #11

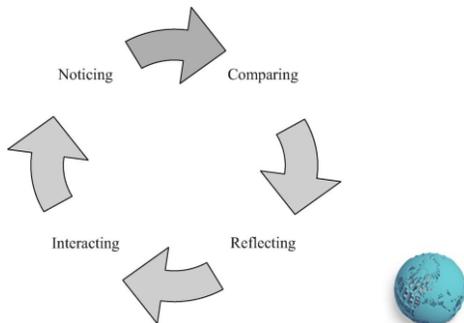
"[the students]... were quite stuck on the uniforms [in Mexico]... and the use of computers, and the fact that in the school there was a lot of **concrete**. .. And how in New Zealand, well it was **grass** and playgrounds and things like that... I just thought it was really good for them to kind of think about, you know, **different** life experiences and things..."

Case Study Teacher # 11



Interacting Processes of Intercultural Learning

(Liddicoat & Scarino, 2013)



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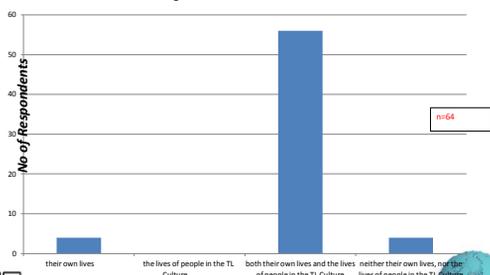
Survey Question 17

- When considering the TL Culture, I ask students to **reflect** on:
 - their **own** lives
 - the lives of people in the **TL Culture**
 - **both** their own lives and the lives of people in the TL Culture
 - **neither** their own lives, nor the lives of people in the TL Culture



Survey Question 17: Results

When considering the TL Culture, I ask students to **reflect** on:



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Comparisons – Reflection Case Study Teacher #9

- Interviewer:
*Now you also said you get your students to **reflect** on both their own lives and the lives of those of the German speaking culture, and can you give me an example as to how you might do that?*
- Teacher Response:
"I would show them] a video... a book... photos... share my experiences. There are a lot of **similarities**, but they are **very, very different** schools. So you know, just a typical school day is just so totally **different**. So that would be an example of how we might look at the **similarities and differences**."



Reflection?

*"All the time, all the time. Every single topic I teach to them we always **compare**, always. Timetables for example. Okay, what is the timetable here and I told them my timetable in my country, which is completely **different**."* (Case Study Teacher #3)



Image from: <https://stupendoustidbits.wordpress.com/page/43/>

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Case Study Teacher #1

- Task set up
 - French school canteen menus
 - Student preferences
 - Food in France, not in NZ
 - French perspective on NZ

Image from <http://www.dijon.fr>



Lunch times in NZ are 'cruel' Case study teacher #1



Case Study Teacher #12

- Task set up
 - Group research on common area of interest
 - Group presentations to class
 - Individual projects
 - Individual presentation to small groups



Image from <http://outsiderjapan.pbworks.com/w/page/36094505/Japanese%20Bathrooms%20%28Tc%20ren%29>



One student's reflections

- Japanese are perfectionists and try to develop ... everyday things to a high degree. People in NZ 'wouldn't want to spend money on something as unimportant as a toilet seat = **making the strange familiar** (Bryam, Gribkova & Starkey, 2002, p.23)
- Japanese may see NZers as a bit unclean or dirty as they don't have separate slippers for going to the bathroom = **making the familiar strange**



Discussion

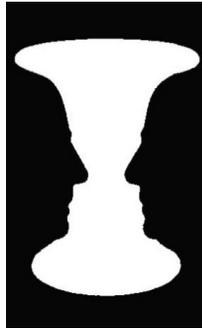


- Why might some teachers not encourage reflection?
- What can teachers do to encourage learners to make the familiar (their own) strange, and the strange (the other) familiar?



Explicit facilitation - puzzle

- Trigger for reflection (Liddicoat & Scarino, 2013; Loughran, 2002; Poole et al., 2013; Schon, 1995).



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Image from <http://opgrc.files.wordpress.com/2013/08/grc-perspective.jpg>

Facilitating reflection - time

- Time and opportunities to reflect (Moon, 1999)
 - Wait time
 - Multiple opportunities
 - Time to personalise



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<http://www.themailadmin.com>

Explicit facilitation – dialogue/interaction

- Dialogue and interaction
 - With others and self
 - Active listening
 - Development of new insights
- Scaffold students from describing to reflecting (Poole et al, 2013).

(Conway & Denny, 2013; Feryok, 2011; Kohonen, 2000; Liddicoat & Scarino, 2013; Moon, 1999; Stanley, 1999)

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Explicit facilitation - Questions

- Establishing a habit of reflection from the beginning (Kohonen, 2000).
 - Concrete questions:
 - *why do you want to learn (TL)*
 - *what do you find easy/difficult and why?*
 - *what skills does language learning include?*

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Explicit facilitation Lower to Higher order questions

- Lower order questions
 - *Where do French students usually eat their lunch?*
 - *Generally, how long are school lunchtimes in France?*

(Adapted from Moon and Saxon (1991) cited in Moon 1999)

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Explicit facilitation Higher order questions

- Develop suppositions and hypotheses
 - *I wonder why French students have long lunches?*
- Focus on personal thoughts
 - *What did you think when you first saw the formal lunch menu?*
- Focus on future action or projection
 - *What would you think if you had a long lunch everyday in a French school canteen?*
 - *If a student from France came to NZ what would they think about your lunch times?*

(Adapted from Moon and Saxon (1991) cited in Moon 1999)

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Language Learner Reflection

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(Byram, Gribkova & Starkey, 2002, p. 7, 23)



Classroom environment

- 'What language teachers need for the intercultural dimension is not more knowledge of other countries and cultures, but skills in promoting an atmosphere in the classroom which allows learners to take risks in their thinking and feeling' (Byram Gribkova and Starkey, 2002, p. 28).
- Teachers need skills to facilitate learner reflection through providing the puzzle, allowing time and space for reflection, and through using carefully constructed questions so learners can make personal sense of their new findings.



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