

Intercultural Competency and Language Learning Symposium
Friday 28 February - Saturday 1 March, 2014
Auckland University of Technology

Teaching and assessing intercultural competence

– developing critical cultural awareness



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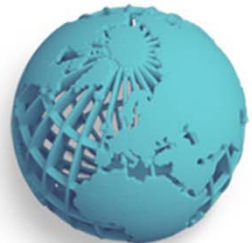
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Teaching and assessing intercultural competence

– developing critical cultural awareness

Outline

1. Group activity
2. Discussion and debrief
3. Developing critical cultural awareness:
 - Experiential activities
 - Conceptual and analytical tools
4. Assessment
5. Conclusion

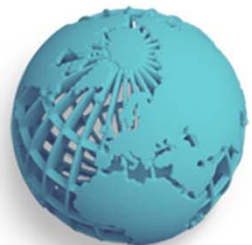


Group activity

- Watch video clip

[An Intercultural Encounter](#)

- What is going on? Make own notes.
- Discuss in groups. Make notes to report back.
- Discussion and debrief



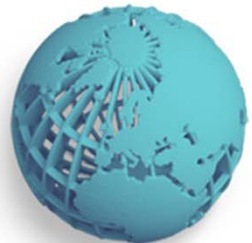
Developing critical cultural awareness

How would you have used this clip?

Additional clip

[Susan Boyle clip:](#)

<https://www.youtube.com/watch?v=JSDoPY9B0wQ>



Components for effective intercultural communication

Byram's model (1997)

	Skills (interpreting and relating) (savoir comprendre) Interpret and compare	
Knowledge (savoirs) Knowledge about 'other' and 'own'...	Education (critical cultural awareness/political awareness) (savoir s'engager) Critically evaluate explicit criteria, perspectives, practices and products	Attitudes (savoir être) Openness and curiosity
	Skills (discovery and interaction) (savoir apprendre/faire) Acquire new knowledge (and apply in real time)	



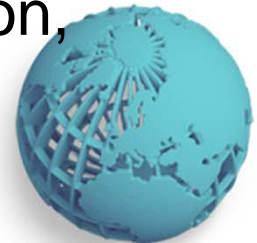
ICC pedagogy

- Development of **cognitive, affective** and **behavioural** components, in addition **to cultural knowledge**, and is demonstrated by such factors as increased **awareness** of one's own **identity and culture** in relation to **others**, and **changes in attitude and behaviour** (Byram & Feng, 2006)
- [These] components are complemented by the **values** a person holds as a part of belonging to a number of **social groups** (Byram, 1997).



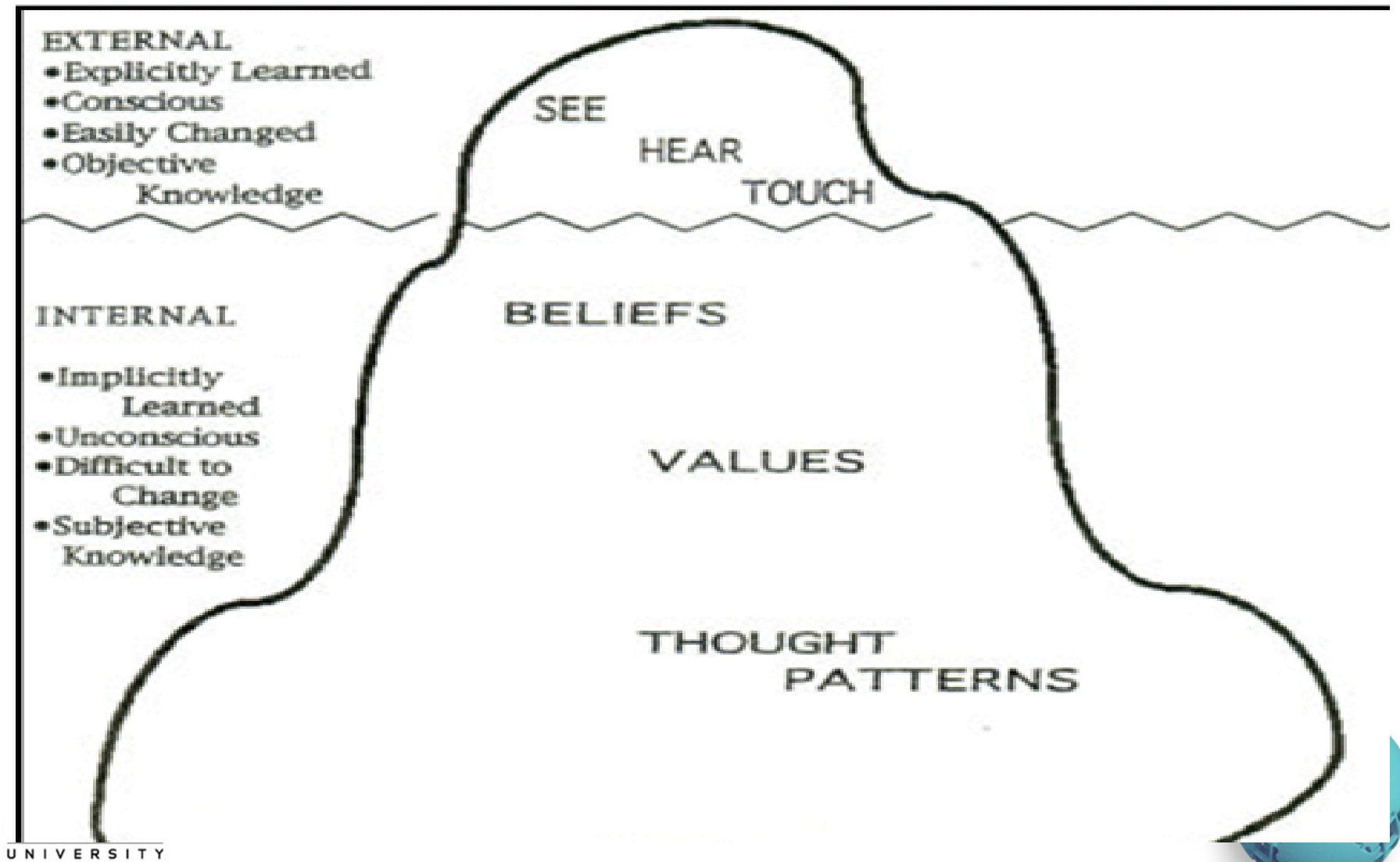
Why develop critical cultural awareness?

- ‘. . . studies have found that foreign language study has no positive effect on attitudes about the speakers of the L2 (Nocon, 1991) and, in some cases, that attitudes are *more* negative after a semester of study (Mantle-Bromley & Miller, 1991)!’ (Phillips, 2003, p. 2).
- Therefore there is a need for specific instruction in order for students to develop empathy for speakers of the L2 because ‘. . . **students do not perceive of themselves as cultural beings, that is as having a culture**’ (Hall & Ramirez, 1993, as cited in Robinson-Stuart & Nocon, 1996, p. 433, as cited in Phillips, 2003, p. 2)



The cultural iceberg

(Weaver, 1998; also cited in Newton et al., 2010, p.39)



Experiential activities to develop the critical dimension

Learning and teaching activities designed for the processes of interpretation, interaction, action/production, and **reflection** including:

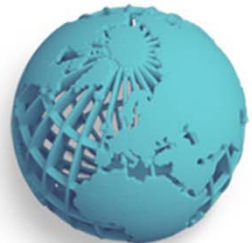
- **Resources** that provide a window on interculturality, attending to the longitudinal progress of learners, constantly building, extending, elaborating on concepts and processes in relation to intercultural language learning.
- **Drawing out**, through interactive talk, questioning, scaffolding
- **Feedback**
- **Explanation** of the implicit conceptions and the explanatory systems of learners that shape how they interpret what they learn, and how they see themselves.
- **Conceptual and analytical tools** for reflection.



Conceptual and analytical tools for reflection

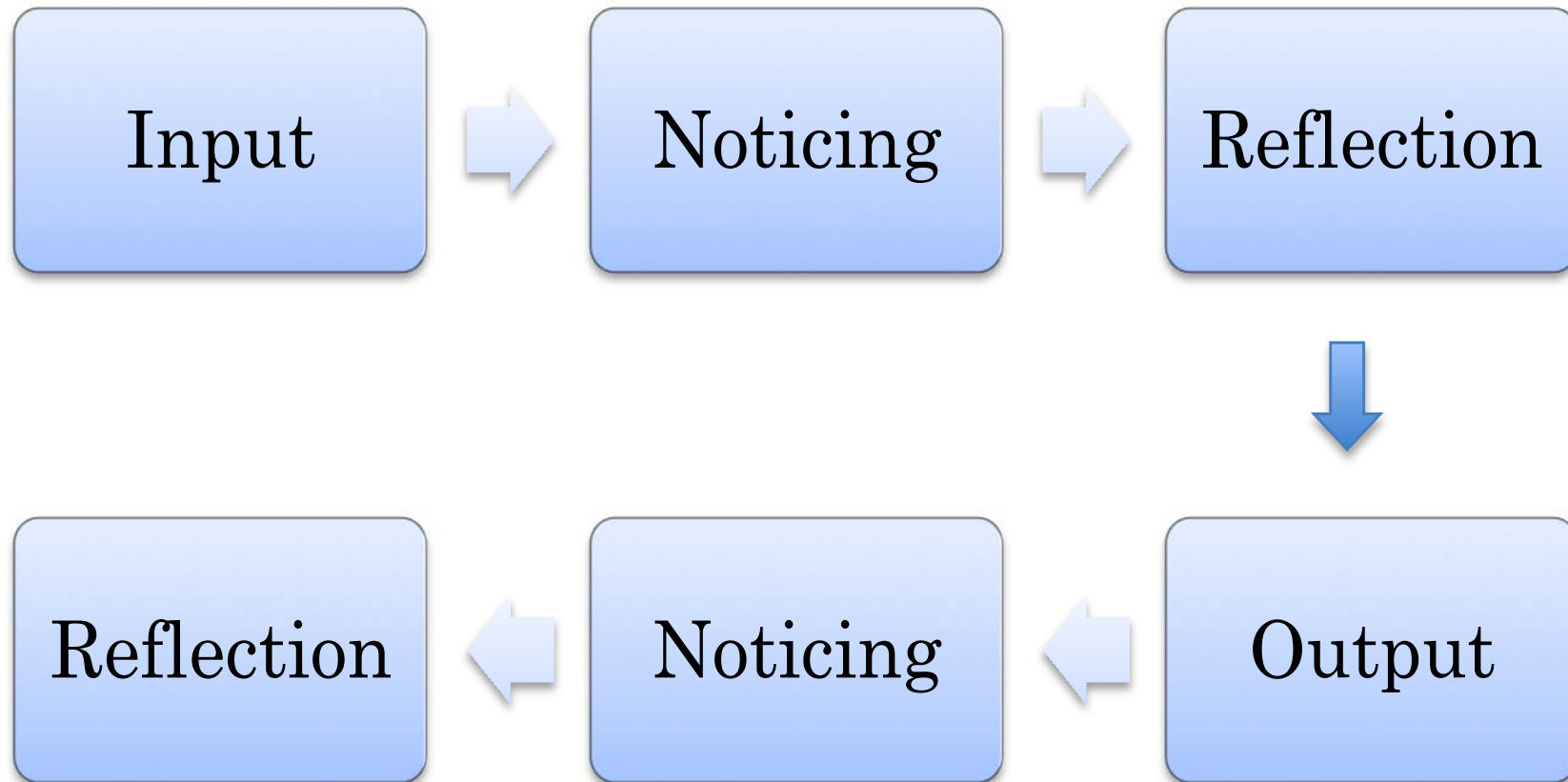
Perceptions of the world are culturally bound, providing a frame for one's view of the world (Phillips, 2003)

- **Values and Beliefs** (Newton et al., 2010)
- Ethnocentrism (Newton et al., 2010)
- Stereotypes and ethnocentrism (Newton et al., 2010)
- Verbal and non-verbal communication (Newton et al., 2010)
- High and low context cultures (Hall, 1976)
- ICU concept (Storti, 1999, as cited in Phillips, 2003, p. 6)
- The DIE process (Kohls, 1996)



A Pathway for developing Intercultural Competence

(Liddicoat, 2002, p. 11; also cited in Newton et al., 2010, p 46)



The DIE process (Kohls, 1996)

D = Description – WHAT?

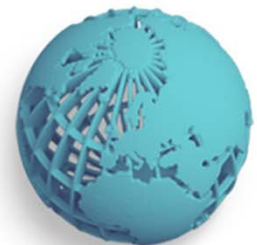
Noticing, drawing on knowledge of own culture for differences and similarities, describing personal responses to comparisons – non-judgmental.

I = Interpretation – WHY?

Explaining differences and personal responses (theory) – critical awareness of self and others.

E = Evaluation – SO WHAT?

Reflect on what has been learnt, what will change – critical awareness of self.



Possible DIE process prompts – blue is for language teaching demonstrating intercultural understanding

- **D** – what **differences** and **similarities** did you **notice** about yourself and your classmates today? Discuss what you learnt about your **expectations, assumptions, values and beliefs from the language you and your classmates were using.**

[D – describe how you applied your new understanding in the role play and what new strategies you tried out; how did you feel when you were using these new strategies? Were you comfortable?]

- **I** - Why do you think **you** had this **attitude** and **behaviour**?

[I – Explain why you thought these strategies were better than those you used before – why you felt the way you did when using these strategies.]

- **E** – How will your **new understanding** of yourself and others **affect how you interact with others in the future?**

[E – Which of the new strategies do you think you will use in future and why?]



Possible grading criteria for assessment for iCLT

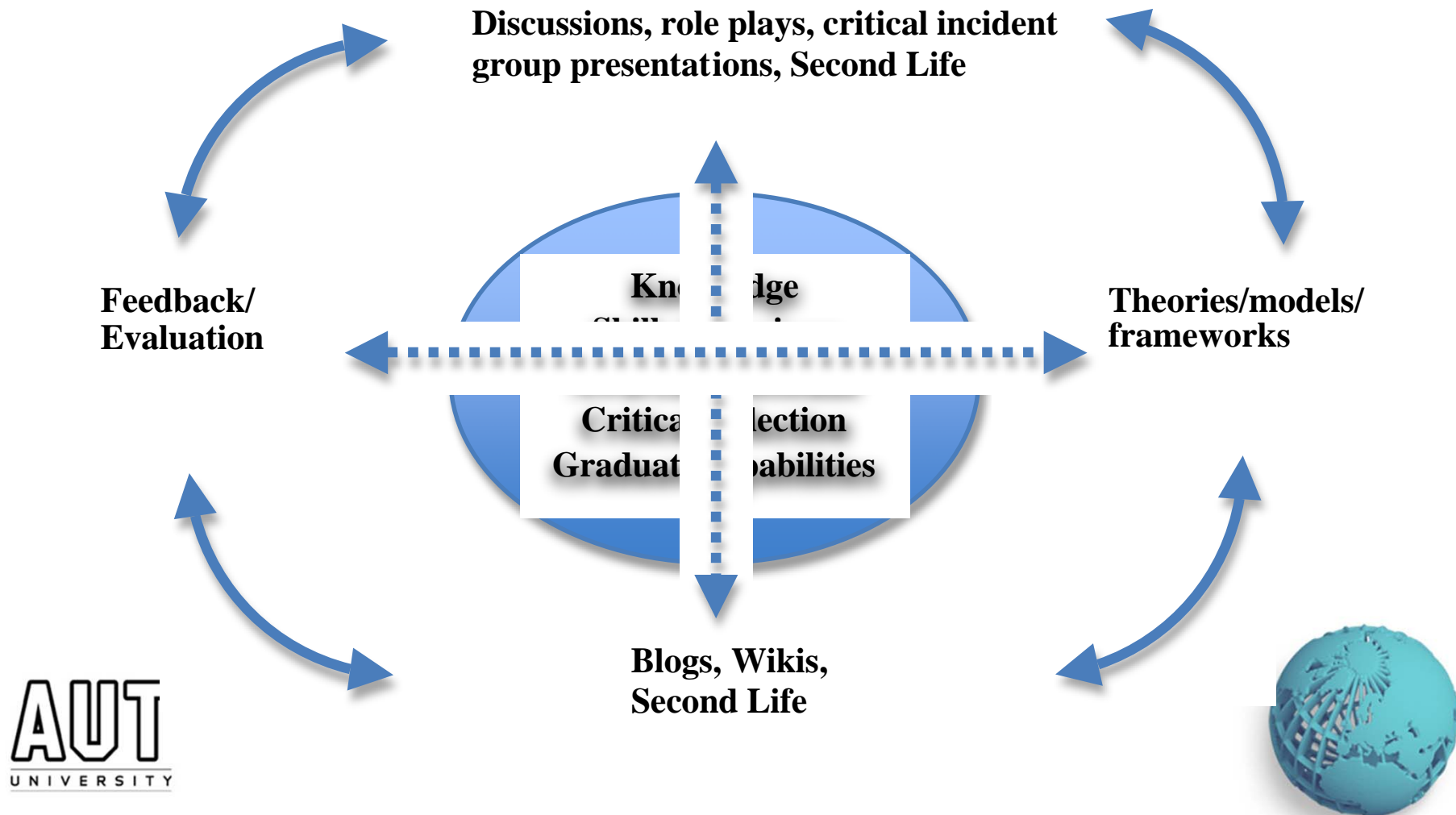
Grading will depend on the activity (**achievement objectives**):

A grade = Very good attempt to

- identify own values and beliefs and how they affected response to . . .;
- evidence of application of new language . . .
- understanding of the relationship between language (verbal and non-verbal) in effective interaction . . .
- identify why some new strategies were more effective than others.



ICC Model for Learning, Teaching and Assessment (Corder & U-Mackey, 2011, p. 192)



Summary of assessments

Formative (required)	4 blogs reflection (200 words) of learning including comments in classmates' blogs (Wks 1-4) lecturer/peer feedback (LOs 1, 2, 3, 4, 5, 6)	Group work		Collaborative learning (including blogs, wikis, in-class and group work discussion) (Wks 1-12) (LOs 1, 2, 3, 4, 5,6)
		4 wikis using DIE structure on progress of group work (research and group dynamics) (Wks 6-10) lecturer/peer feedback (LOs 1, 2, 3, 4,5)	Preliminary Presentation (10 mins per group) progress of group work (Wk 9) lecturer/peer feedback (LOs 1, 3, 6)	
Summative (required)	Preliminary Evaluation of Learning (800-1000 words) based on your 4 blogs and notes from week 5. (Week 5) (LOs 1, 2, 3, 4, 5, 6)	Final Wiki DIE to evaluate learning from the group work (1000-1200 words). Based on your 4 Wiki DIEs and notes from Week 11. (Week 11) (LOs 1, 2, 3, 4, 5 and 6)	Final Presentation (30 mins approx. per group) group work (Week 13) (LOs 1, 2, 3, 4, 5 and 6)	<i>Self and peer evaluation to corroborate evidence for final assessment.</i> (Week 13) (LOs 1, 2, 3, 4, 5,6)



Assessment – triangulation - holistic

Preliminary evaluation of learning

Final evaluation of learning

**Integrating evidence from class activities,
personal reflections in blogs and group work
in wikis**

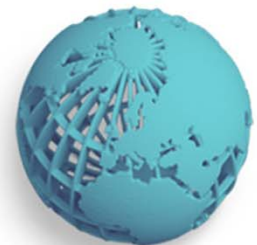
Final Presentation

**Exploration of individual and
group cultural frameworks**

Individual and Group Wikis

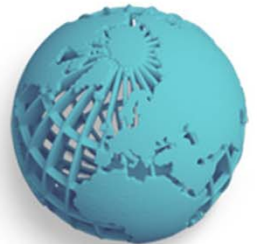
Learning
Outcomes

Self and Peer Evaluations
and students' evaluation of
course/semester's work



Example of student reflection on the Japanese Story Week 3

- Non-language student.
- Shows perspective of someone with no Japanese language and culture background.
- (see handout)



Grading - first summative assessment (Week 5)

Grade A

Very good attempt to evaluate learning over first half of the semester, drawing on consistent weekly DIE reflections. **Very relevant intercultural incidents identified and intercultural knowledge and skills applied and always related to self.**

Good evidence of theory which is also referenced correctly, using APA 6th edition.

Evidence of very good emerging **reflective skills and criticality, pointing to ability to self-assess by identifying own strengths and weaknesses in terms of the learning outcomes.**

Very good evidence **of developing awareness of own identity and worldview, and implications for intercultural interactions.**

Very good evidence of **willingness to interact and collaborate** with others, with regular and relevant intercultural comments in other classmates' blogs. **Very well-structured DIE** with appropriate paragraphs, main points and relevant supporting details.



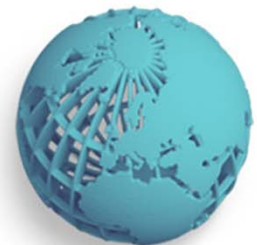
Results grid

Learning Outcomes and assessed work	LO1 Knowledge (theory)	LO2 Skill/behaviour (interpreting, mediating)	LO3 Skill/behaviour (notice, compare, modify behaviour, maintain relationships)	LO4 Attitudes (curiosity, respect, openness, questioning)	LO5 Criticality (critically evaluate, self-assess)	LO6 Graduate Capabilities	
Preliminary Evaluation of Learning (due Week 5)							
Final Wiki DIE on group work (due Week 11)							
Final Presentation of Learning from group work (Week 13)							
<i>Self and peer evaluation to corroborate evidence for final assessment (Week 13)</i>							
							Final Grade

Final Grade (Week 13)

Grade A

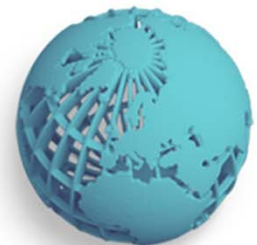
Very good **understanding and application of theory** and specific cultural knowledge to describe, interpret and **evaluate own identity and worldview**, and those of others, particularly group members; very good development of intercultural skills and behaviour **to interact effectively with others**; consistent demonstration of willingness to engage with 'otherness' and **flexibility to adapt or change as appropriate**; a clear **understanding of own intercultural development** and **understanding of intercultural issues over the semester**, clear and rational identification of own **IC strengths and weaknesses** relevant to the learning outcomes, demonstration of graduate capabilities to a high level of proficiency and consistent and **very good quality collaboration**. Very good understanding, **application and use of language/linguistic theory and knowledge** in intercultural interactions.



Evidence of student learning – small extract from final reflection of learning (Week 11)

Through ICC I experienced many intercultural communication and considered other cultures, my culture and myself.

I see my culture differently now. Culture is important for intercultural competence because **if I do not understand even my culture I could not recognise who I am and know the way to find similarities and differences between my culture and others.** At first I thought that **Japan was just my nationality.** However, **Japan influences my norms, values and beliefs but I did not identify it because I construct them unconsciously.** As an example, my personality reflects High Uncertainty Avoidance (Hofstede, 1998). By comparing with Japan and other countries in class, **I discovered that what my culture is and my culture is part of myself, but it is not all of my identity because I do not always follow my culture.**



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Conclusion

- Developing critical cultural awareness does not come naturally, even for teachers (Harvey, Roskvist, Corder & Stacey, 2011).
- Needs input, opportunities for discussion and experimentation, conceptual and analytical tools for discussion and reflection, somewhere to store the reflection, feedback (peer and teacher).
- Our model is for non-language specific but the process can be adapted for language classes.

Useful resource:

http://www.asiaeducation.edu.au/teachers/professional_learning/languages/getting_started/the_asian_languages_professional_learning_project.html



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