Teaching and assessing intercultural competence
– developing critical cultural awareness

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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)

<table>
<thead>
<tr>
<th>Skills (interpreting and relating)</th>
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<tbody>
<tr>
<td>(savoir comprendre)</td>
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<tr>
<td>Interpret and compare</td>
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</table>

| Knowledge (savoirs)                                                     |  |
| Knowledge about ‘other’ and ‘own’…                                      |  |

| Education (critical cultural awareness/political awareness)             |  |
| (savoir s’engager)                                                      |  |
| Critically evaluate                                                     |  |
| explicit criteria, perspectives, practices and products                 |  |

<table>
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<tr>
<th>Attitudes (savoir être)</th>
<th>Openness and curiosity</th>
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<tbody>
<tr>
<td>Critically evaluate</td>
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| 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.

(Liddicoat, Papademetre, Scarino & Kohler, 2003)
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)

- Knowledge
- Skills/behaviour
- Awareness/attitude
- Critical reflection
- Graduate capabilities

Feedback/Evaluation

Discussions, role plays, critical incident group presentations, Second Life

Theories/models/frameworks

Blogs, Wikis, Second Life
## Summary of assessments

<table>
<thead>
<tr>
<th>Formative (required)</th>
<th>Group work</th>
<th>Collaborative learning (including blogs, wikis, in-class and group work discussion)</th>
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</thead>
<tbody>
<tr>
<td>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)</td>
<td>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)</td>
<td>Preliminary Presentation (10 mins per group) progress of group work (Wk 9) lecturer/peer feedback (LOs 1, 3, 6)</td>
</tr>
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<td>Preliminary Presentation (10 mins per group) progress of group work (Wk 9) lecturer/peer feedback (LOs 1, 3, 6)</td>
<td>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)</td>
<td>Final Presentation (30 mins approx. per group) group work (Week 13) (LOs 1, 2, 3, 4, 5 and 6)</td>
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<tr>
<td>Summative (required)</td>
<td>Self and peer evaluation to corroborate evidence for final assessment.</td>
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<tr>
<td>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)</td>
<td>Final Presentation (30 mins approx. per group) group work (Week 13) (LOs 1, 2, 3, 4, 5 and 6)</td>
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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

Learning Outcomes

Final Presentation
Exploration of individual and group cultural frameworks
Individual and Group Wikis

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.
<table>
<thead>
<tr>
<th>Learning Outcomes and assessed work</th>
<th>LO1 Knowledge (theory)</th>
<th>LO2 Skill/behaviour (interpreting, mediating)</th>
<th>LO3 Skill/behaviour (notice, compare, modify behaviour, maintain relationships)</th>
<th>LO4 Attitudes (curiosity, respect, openness, questioning)</th>
<th>LO5 Criticality (critically evaluate, self-assess)</th>
<th>LO6 Graduate Capabilities</th>
<th>Final Grade</th>
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<tr>
<td>Preliminary Evaluation of Learning (due Week 5)</td>
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<tr>
<td>Final Wiki DIE on group work (due Week 11)</td>
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<td>Final Presentation of Learning from group work (Week 13)</td>
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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.
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.

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


