Intercultural Competence: Encouraging learner reflection

Intercultural communicative language teaching (iCLT)

STANZA Spanish Teachers’ Association New Zealand Aotearoa Immersion Weekend 20-21 February, 2015

Heather Richards: heather.richards@aut.ac.nz
Clare Conway: clare.conway@aut.ac.nz

Methodology

• Survey
  – 800 principals
  – 7 Chinese, French, German, Japanese, Samoan, Spanish
  – N = 65

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

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.

(Ne\[0x0]ton et al., 2010, p. 63)

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)

Heather Richards: heather.richards@aut.ac.nz
Clare Conway: clare.conway@aut.ac.nz

School of Language and Culture
Auckland University of Technology
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)

Comparison in itself must not be seen as an “end point” in intercultural learning. It is a resource for...

...Reflection which is greater complexity of thinking. (p. 61).

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.”

Comparisons:
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)

Noticing  Comparing

Interacting  Reflecting

Survey Question 17

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

Survey Question 17: Results

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)
Case Study Teacher #1

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

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

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).

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).

Explicit facilitation - time

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

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?

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?

- Focus on personal thoughts
  - What did you think when you first saw the formal lunch menu?

- Focus on future action or projection
  - If a student from France came to NZ what would they think about your lunchtimes?
  - If you had a long lunch everyday in a French school canteen what would you think?
  - What would you think if you had a long lunch in a French school canteen everyday?

(Adapted from Moon and Saxon (1991) cited in Moon 1999)
STANZA Immersion Weekend 20-21 February 2015
Intercultural Competence

Language Learner Reflection

- Decentring
  - Making the ‘strange familiar,’
  - Making the ‘familiar strange’

(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.

References