Implementing Intercultural Communicative Competence in the EFL classroom

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TESOL Workshop 10.2019
What is ICC?

“The ability to communicate **effectively** and **appropriately** in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2006, p. 247)
- Teacher’s role
- Content
- Assessment
- Activities
- Results
What is your culture?
- English
- Italian
- Woman
- 28/ Twenties
Teacher

- is NOT a culture expert.
- is NOT a representative of her/his cultures.
- Helps students develop attitudes of curiosity towards their own and other cultures.
- Has various roles: counsellor, participant, observer, fellow learner.
Content - What to teach?

Cultural Awareness
Content - What to teach?

“Big C”
culture

VS

“small c”
culture.
## Integrating ICC in a set curriculum

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Content - What to teach?

High-context & Low-context styles of communication
Assessment

Self-assessment
Reflection journals
Interviews
Observations of learners’ performance or behaviours
Critical incident analysis
Surveys
Reflection Journal

Each week, reflect on what you did and learned in your APUT class.

What is a reflection journal?
A reflection journal is like a diary of your learning experiences.

What can you write about in your journal?
What did you learn today?
What activity didn't you enjoy?
Did you hear anything interesting from your classmates?
What would you like to learn more about after today's class?

E.g.

June 6th 2017

Today we talked about 'work'. I enjoyed talking about my dream job with my partner. He wanted to be a police officer, but now he wants to be an interpreter. It was interesting to hear K's idea of work culture in Japan because I had never thought about it that way. I agree with her because...

Today I learned that when I think of working culture in other countries, I always think of the US. I wonder why that is.

In my experience,...

After today's class, I would like to know more about working culture in other countries, like France or Germany because...

There is no word limit for your weekly reflection.
Survey (Quantitative)

- first decide which ICC framework to use
- conduct both pre- and post-course surveys
- analyze data
Survey (Qualitative)

Students’ Self-reported Changes

Compared to September, how have you changed?

- I have confidence to talk to foreigners.
- I learned to not think things in one way and don’t judge their personality only their looks.
- Thinking about other’s thought.
- Generous to others.
- The way to make a friend.
- The way to share my ideas with others.
- I got a dubious brain in good meaning.
- I became to be able to convey my opinions to others.
- I would like to speak and talk with foreigners more easily.
Self-assessment

- Have understanding of other cultures
- Want to learn about other cultures
- Confident in sharing opinions
- Confident in communicating with foreigners
- Think about own values and behaviors
- Think about others' values and behaviors

Comparing April and July.
Activities

● “Describe, Interpret, Evaluate” (D.I.E.)
● Critical Incident Technique (CIT)
● Cultural Role Play
(Bennett & Bennett, 1975)

D.I.E.

DESCRIBE
what you see.

INTERPRET
what you see through your own cultural perspective.

EVALUATE
express your judgement/opinion on what you see.
● Increases cultural sensitivity
● Offers a new perspective
● Increases self-awareness
● Describe. What do you see?

● Interpret. What do you think you are seeing?

● Evaluate. How do you feel about what you see?
Students’ evaluation of activities

3. Do you remember any particular activity or topic which made you change your opinion?

**R.E.E.**

Before class

My brain got to be flexible.

After class

Cultural Images.
Because, I could know there’re always two perspectives and I don’t have to think one way.
Critical Incident Technique

“a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles”

(Flanagan, 1954, p.327)
“Identification of cultural values/standards,
Insights into cross-cultural transitions/adaptation,
Insights into intercultural interaction,
Development and evaluation of training resources.”
(Spencer-Oatey and Harsch, 2016, p. 225)
Let’s Try!!!
1. Which activity did you find most useful for you? Why?

Warm-up questions → we can know each other and it's fun.
and
Critical incidents → we can learn about our personality through some questions.

Critical Incidents
It was fun to know other's thinking.

d. Critical Incidents
It was easy to think about the situation.
Cultural Role Play

● helps suspend judgment

● helps to adopt someone else’s perspective.

● offers learners the opportunity to experience unfamiliar behaviors and situations first-hand in a safe environment.
Let’s Try!!!
Research Results

- There have been changes in the overall ICC development of the whole group.

- Most conclusive findings indicate (1) positive change in attitudes, (2) gained self-awareness of previous negative attitudes, (3) developed will to challenge own perspective, (4) exhibited confidence in employment of ICC skills in conversation.

- One learner confessed he didn’t feel affected by the study because of the short length of it.

- All participants stated that they found value in the course for reasons such as (1) its role in helping overcome or prevent prejudice, (2) its importance as a tool in the global workplace.
“[T]he development of intercultural competence is a lifelong process and that there is no point at which one becomes fully intercultural competent. Further, the process of development becomes crucial through self-reflection, mindfulness, and experiential learning, beyond the classroom. Knowledge alone, such as language, is not sufficient for intercultural competence and in the end, the requisite attitudes of openness, curiosity and respect remain foundational to all else.”

(Deardorff, 2018)
Thank you for joining today!
References


Recommended readings