

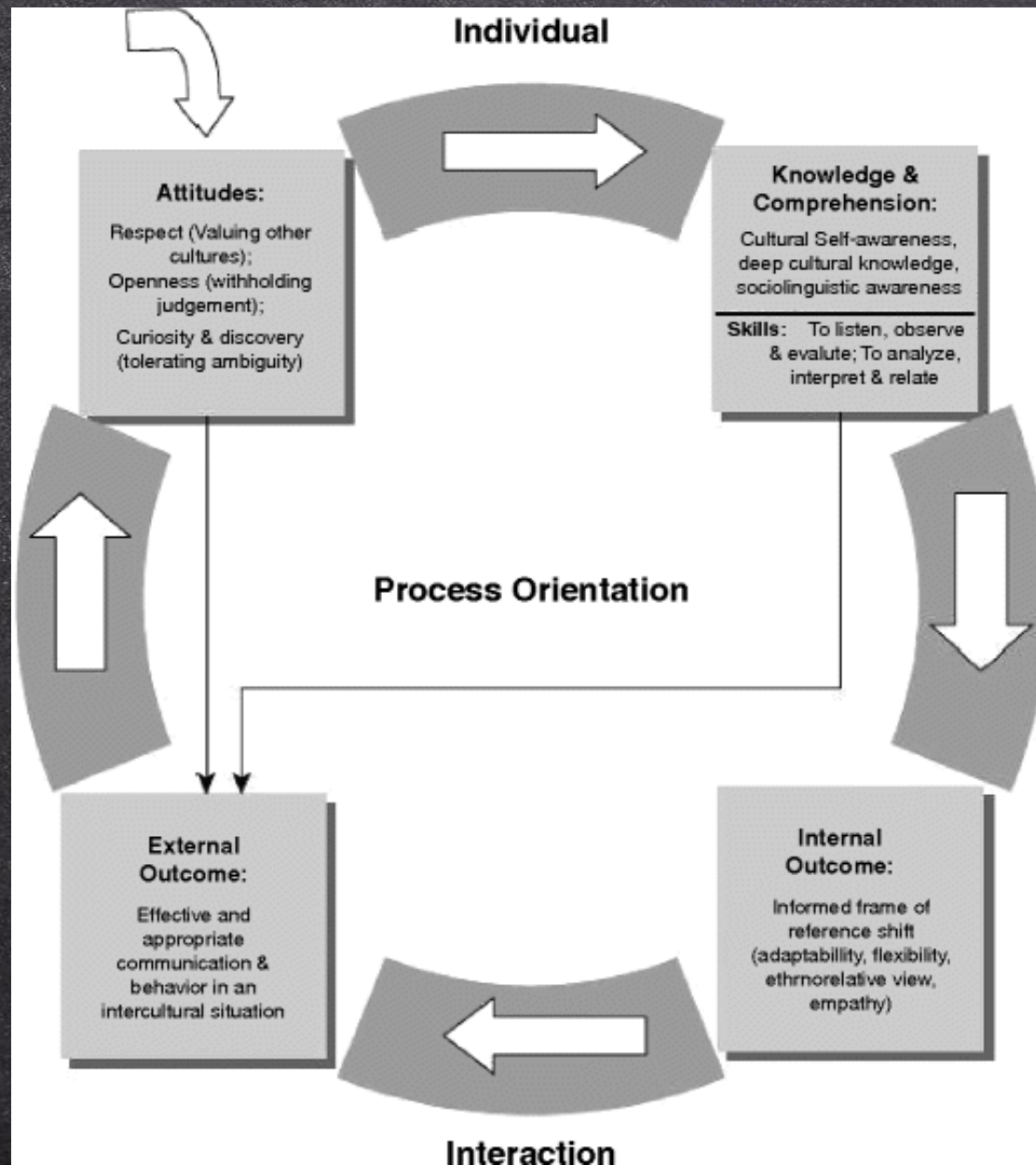
Implementing Intercultural Communicative Competence in the EFL classroom

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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)



Deardorff's Process Model of Intercultural Competence(2006, 2009)

- 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.

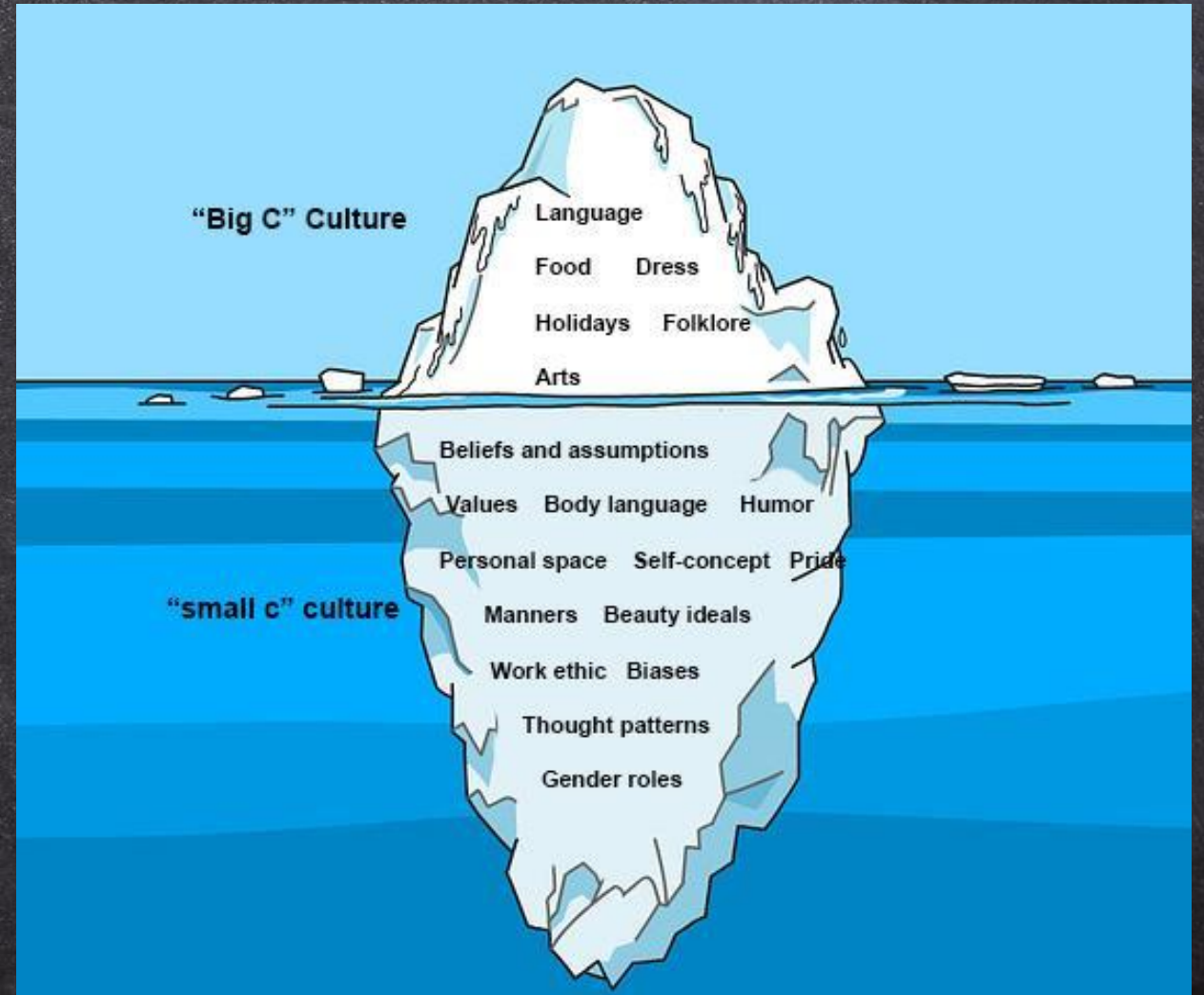
Content - What to teach?

Cultural
Awareness



Content - What to teach?

“Big C”
culture
VS
“small c”
culture.



Integrating ICC in a set curriculum

Date	Topic	Focus Area
April 16th	Orientation	Introduction to the course
April 23rd	Orientation	Cultural Comparison
April 30th	Urban Legends	Perspective
May 7th	Urban Legends	Perspective
May 14th	Beauty and Gender	Beauty values; gender roles
May 21st	Beauty and Gender	Beauty and gender stereotypes
May 28th	Relationships	Social values and family values
June 4th	Relationships	Self-disclosure
June 11th	Happiness	Self-concept
June 18th	Happiness	Personal values
June 25th	Travel	High-context and low-context cultures
July 2nd	Travel	High-context and low-context cultures
July 9th	Culture and Diversity	Diversity
July 16th	Culture and Diversity	Creating identities

Content - What to teach?

High-context
& Low-
context styles
of
communicati
on



Assessment

Self-assessment

Reflection journals

Interviews

Observations of learners' performance
or behaviours

Critical incident analysis

Surveys

Reflection Journals

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 did/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.

9 July 2018

Today, There were two people in class.
However, I was enjoying talking.

We talked about a prejudice.

I have a prejudice to foreigners

I thought all foreigners love to talk with strangers.

Colourful cloths, drinking and being with friends before
I entered this school.

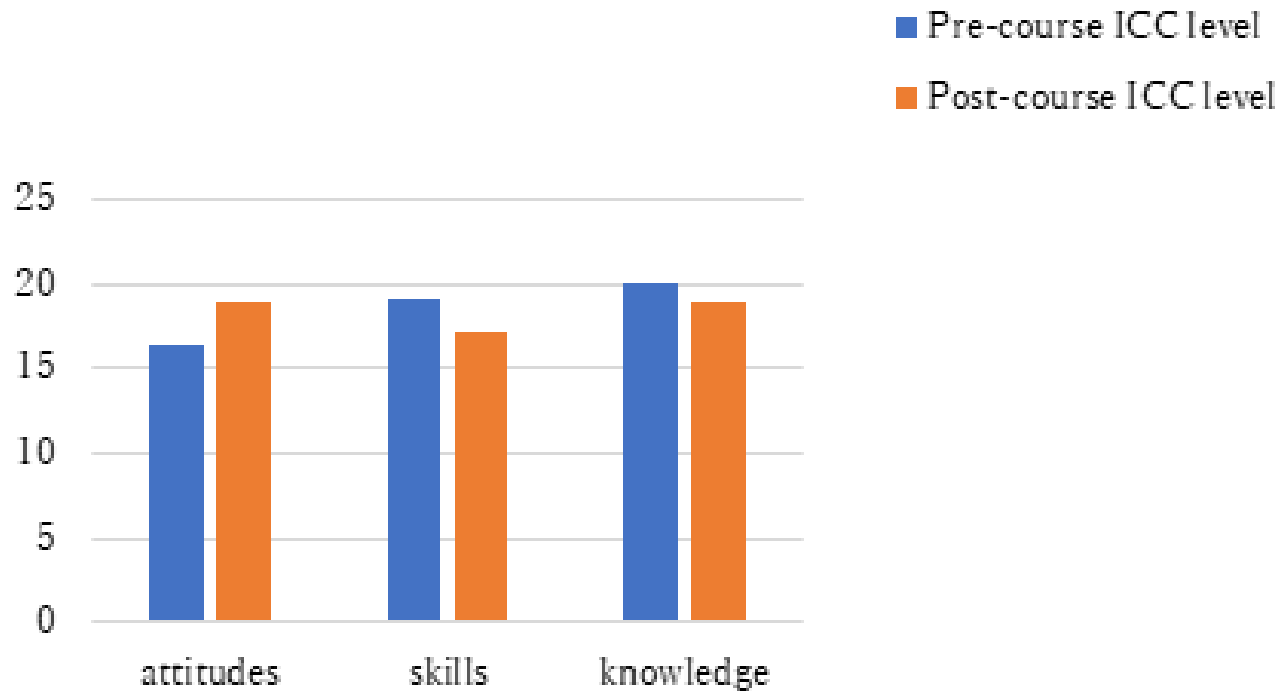
However, I understood not every foreigner love the things.

It changed my idea.

In class, we saw critical incident.

I had an idea that nationality isn't related to
personality. Nationality doesn't create character.

Survey (Quantitative)



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

Survey (Qualitative)

Students' Self-reported Changes

April
Compared to September, how have you changed?

I have confidence to talk to foreigners.

I learned do not think things in one way and don't judge their personality only their looks.

Thinking about others thought.

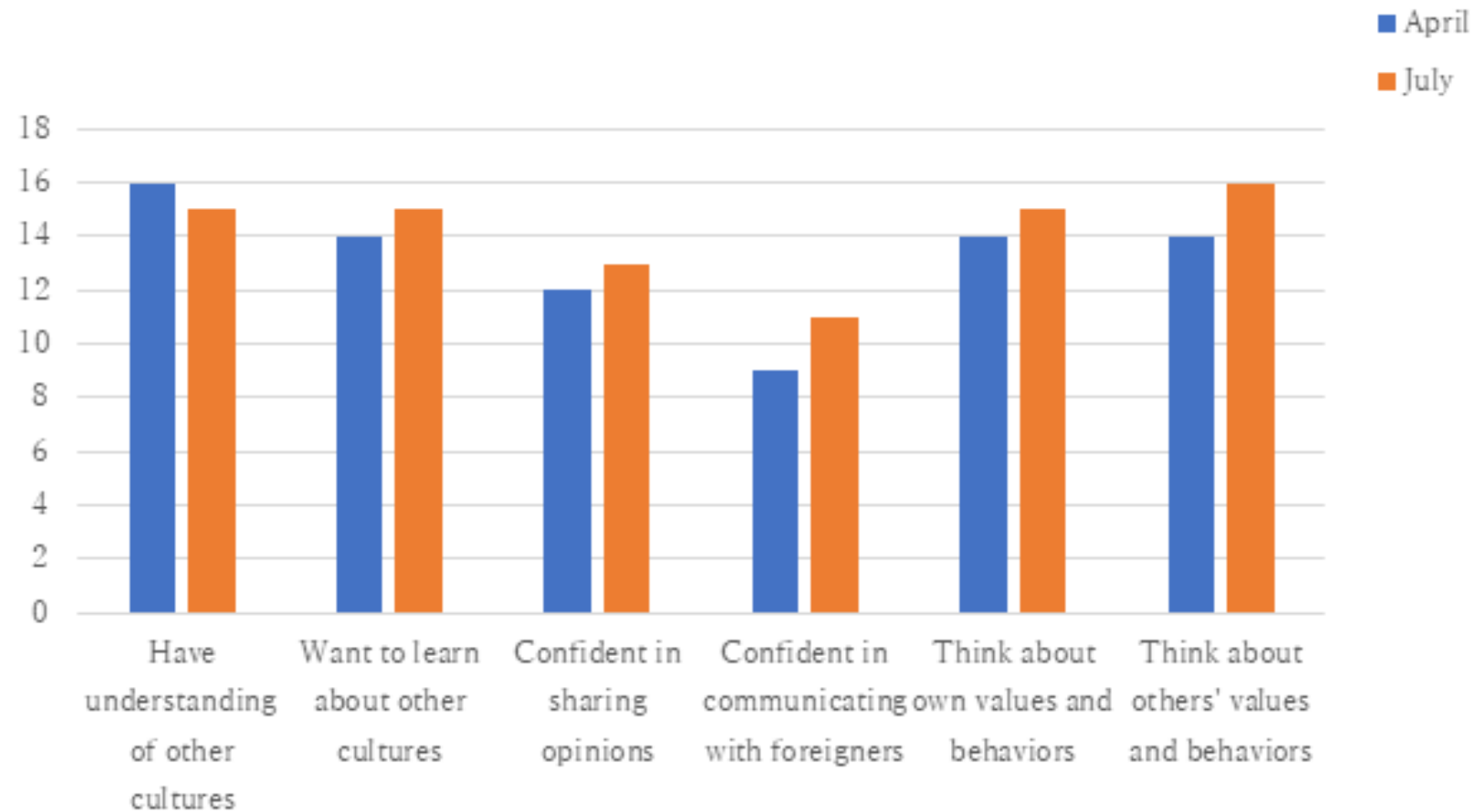
Generous to others.

The way to make a friend
The way to share my ideas with others.
I got a dubious brain in good meaning
うたがわしい心をもった。

I became to be able to convey my opinions to others
give on teachers
Compared to September.

I would like to speak and talk with foreigners in English more easily.

Self-assessment



Activities

- “Describe, Interpret, Evaluate” (D.I.E.)
- Critical Incident Technique (CIT)
- Cultural Role Play

(Bennett & Bennett, 1975)

D.I.E.



DESCRIBE

what you see.

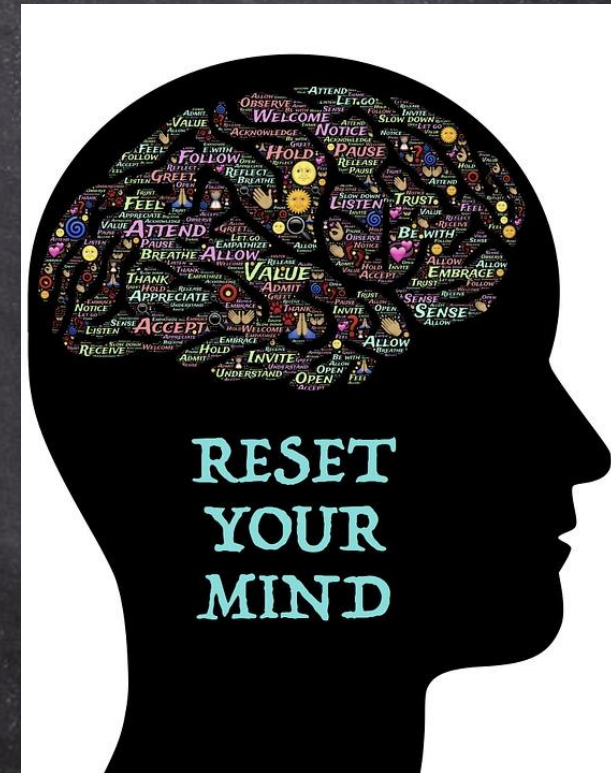
INTERPRET

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?

DCE



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!!!



Students' evaluation of activities

1. Which activity did you find most useful for you? Why?

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

Critical incidents → we can learn about
the differences and the gaps
between ours and the others.

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

d.

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!

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Recommended readings

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