Intercultural Communication and Cooperative Learning

A seminar course for MA students
Lesson 2: Defining Intercultural Competence (ICC)

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Week 2: Intercultural competence (1)

Preview of session:

Activity 1 Peer review of reflective summaries
Activity 2 Discussing extracts from reading
Activity 3 Our intercultural experiences
Summary
Week 2: Intercultural competence (2)

Activity 1 Peer review of reflective summaries (1)

1. Form pairs.
2. You will read each other’s reflective summaries.
3. What do you expect to give and get feedback on?


Developing ICC through Education pdf
Week 2: Intercultural competence (3)

Activity 1 Peer review of reflective summaries (2)

Guidelines for peer review – language
1. There is a high degree of accuracy.
2. The vocabulary used is appropriate.
3. The style is academic.
4. The text is coherent.
5. Documentation of source(s) is appropriate.
Week 2: Intercultural competence (4)

Activity 1 Peer review of reflective summaries (3)

1. Following the points in the guidelines, give feedback to your partner based on a careful reading of his or her reflective summary (15 min).

2. You can submit your first draft now if you like.

3. Or you can improve your reflective summary based on the feedback you received from your partner, and submit a second draft next week.
Week 2: Intercultural competence (5)

Activity 2 Discussion of extracts from reading (1)

1. Read the following extracts and note down individually any story that comes to mind, any personal experience that you associate with these sentences.

2. Form groups of three and exchange stories and experiences.
Week 2: Intercultural competence (6)

Activity 2 Discussion of extracts from reading (2)

“The term identity denotes a person’s sense of who they are and the self-descriptions to which they attribute significance and value. Most people use a range of different identities to describe themselves, including both personal and social identities” (Barrett et al., 2014, p. 13)
Week 2: Intercultural competence (7)

Activity 2 Discussion of extracts from reading (3)

“Culture itself is a notoriously difficult term to define. This is because cultural groups are always internally heterogeneous groups that embrace a range of diverse practices and norms that are often contested, change over time and are enacted by individuals in personalised ways” (Barrett et al., 2014, p. 13).
Week 2: Intercultural competence (8)

Activity 2 Discussion of extracts from reading (4)

“Material culture consists of the physical artefacts which are commonly used by the members of a cultural group (e.g. the tools, goods, foods, clothing, etc.); social culture consists of the social institutions of the group (e.g. the language, religion, laws, rules of social conduct, folklore, cultural icons, etc.); and subjective culture consists of the beliefs, norms, collective memories, attitudes, values, discourses and practices which group members commonly use as a frame of reference for thinking about, making sense of and relating to the world” (Barrett et al., 2014, pp. 13-14).
Week 2: Intercultural competence (9)

Activity 2 Discussion of extracts from reading (5)

“... all cultures are dynamic and constantly change over time as a result of political, economic and historical events and developments, and as a result of interactions with and influences from other cultures. Cultures also change over time because of their members’ internal contestation of the meanings, norms, values and practices of the group” (Barrett et al., 2014, p. 15).
Week 2: Intercultural competence (10)

Activity 2 Discussion of extracts from reading (6)

1. Share one or two of your group mates’ stories in plenary.
2. What did your stories and experiences have in common?
Week 2: Intercultural competence (11)

Activity 3 Our intercultural experiences (1)

1. Try to recall an intercultural encounter you’ve had at home or abroad or that you have read about or seen in a film. Was there anything that you thought was funny or strange? An experience where you felt comfortable, excited, surprised, lost, embarrassed or lonely?

2. To describe the experience(s), complete some of the following sentence beginnings:
Week 2: Intercultural competence (12)

Activity 3 Our intercultural experiences (2)

It was funny ...
It was surprising ...
I was puzzled ...
It was embarrassing ...
It was exciting ...
I felt lost ...
I felt uneasy ...
I was irritated ...
Activity 3 Our intercultural experiences (3)

3. Choose one of the above sentences that you won’t mind sharing with the others in the group. Put the completed sentence on a card. The cards will be collected, shuffled and redistributed.

4. Read out the sentence on the card, try to guess who wrote the sentence and ask questions about the story behind the information on the card. The author can expand on the experience.
Week 2: Intercultural competence (14)

Activity 3 Our intercultural experiences (4)

Questions for the debriefing:
1. What does this activity aim at?
2. How could you adapt it to your EFL teaching for other levels and age groups?
“An intercultural encounter is an encounter with another person (or group of people) who is perceived to have different cultural affiliations from oneself. Such encounters may take place either face-to-face or virtually through, for example, social or communications media. They may involve people from different countries, people from different regional, linguistic, ethnic or religious backgrounds, or people who differ from each other because of their lifestyle, gender, social class, sexual orientation, age or generation, level of religious observance, etc. (Barrett et al., 2014, p. 16).
Week 2: Intercultural competence (16)

Summary: What is an intercultural encounter? What is intercultural competence? (1)

(cont.)

“An interpersonal encounter becomes an intercultural encounter when cultural differences are perceived and made salient either by the situation or by the individual’s own orientation and attitudes” (Barrett et al., 2014, p. 16).
Week 2: Intercultural competence (17)

Summary: What is an intercultural encounter? What is intercultural competence? (3)

“Intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

– understand and respect people who are perceived to have different cultural affiliations from oneself;

... (see next slide)

(Barrett et al., 2014, pp. 16-17).
Summary: What is an intercultural encounter? What is intercultural competence? (4)

(cont.)
– respond appropriately, effectively and respectfully when interacting and communicating with such people;
– establish positive and constructive relationships with such people;
– understand oneself and one’s own multiple cultural affiliations through encounters with cultural ‘difference’”

(Barrett et al., 2014, pp. 16-17).
Week 2: Intercultural competence (19)

Assignment for Week 3:
If you decided to revise your reflective summary, make sure to submit an improved second draft next week.

Read (again) the rest of the Carlos story by Elliot Aronson and the letter sent 10 years later to be prepared for next week’s topic:
https://www.jigsaw.org/history/

Week 2: Intercultural competence (20)

Further reading on intercultural competence:


