FOSTERING LEARNERS’ INTERCULTURAL COMPETENCE WITH CALL

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Why should there be an intercultural focus in language education?

Grammatical errors are less likely to offend than cultural gaffes

(Fantini, 2006)
According to the recent ACTFL Global Competence Position Statement (2014), there is an increased need to foster second language learners’ ability to understand target culture members’ perspectives in addition to honing learners’ language skills.
TERMS ASSOCIATED WITH GLOBAL COMPETENCE

- Transcultural communication
- Cross-cultural awareness
- Global competitive intelligence
- Interactional competence
- Intercultural sensitivity
- Global competence (ACTFL)
- Intercultural (communicative) competence!
- ....and more!
“CAN DO” STATEMENTS FOR ATTENDEES: AFTER THIS PRESENTATION...

1. I can explain the importance of GLOBAL COMPETENCE/intercultural communicative competence (ICC) in the foreign language classroom.

2. I can identify ICC components – definitions, characteristics and components and effective pedagogical strategies that support the development of ICC.

3. I can create ICC activities to use in my language instruction.
Byram (2000) described successful intercultural learners as “conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural” (p.10).
Intercultural competence/ global competence is a key goal of internationalization because it indicates awareness and understanding of situations and people from diverse cultures, attitudes that move beyond ethnocentric thinking.
PROBLEM:
THE LACK OF CONSIDERATION OF FL SKILLS IN INTERNATIONALIZATION EFFORTS

Despite the emphasis on productive and effective communication, direct mention of foreign language learning is rarely mentioned in the tenets of internationalization efforts (Garrett-Rucks, 2016).
A BRIEF INTERNATIONAL COMPARISON OF THE ROLE OF LANGUAGE IN INTERNATIONALIZATION EFFORTS
Monolingual speakers often discount the utility of world languages (Fantini, 2011).
“HOW SHALL I TALK OF THE SEA TO THE FROG
... IF IT HAS NEVER LEFT ITS POND?”

CHUNG TSU, 4TH CENTURY B.C.
LANGUAGES BY DIFFICULTY FOR NATIVE SPEAKERS (FSI)

1. **Category I**: Languages closely related to English: 23-24 weeks (575-600 class hours)

2. **Category II**: Languages with significant linguistic and/or cultural differences from English: 44 weeks (1100 class hours)

3. **Category III**: Languages which are quite difficult for native English speakers
88 weeks (2200 class hours; about half that time preferably spent studying in-country)
KOREAN
(DISCUSS IN SMALL GROUPS FOR ONE MINUTE)

Questions?

1. What level of difficulty?
2. How many weeks to learn it (at a intermediate-mid level of proficiency)?
3. How many hours?
4. Is the culture similar or distant from U.S. culture?

Your Thoughts?

1.
2.
3.
4.
Korean
(Discuss in small groups for one minute)

Questions?

1. What level of difficulty?
2. How many weeks to learn it (at a intermediate-mid level of proficiency)?
3. How many hours?
4. Is the culture similar or distant from U.S. culture?

Your Thoughts?

1. Level 3
KOREAN
(DISCUSS IN SMALL GROUPS FOR ONE MINUTE)

Questions?

1. What level of difficulty?
2. How many weeks to learn it (at an intermediate-mid level of proficiency)?
3. How many hours?
4. Is the culture similar or distant from U.S. culture?

Your Thoughts?

1. Level 3
2. 88 weeks (3 to 4 times more than Level 1 languages)
KOREAN
(DISCUS IN SMALL GROUPS FOR ONE MINUTE)

Questions?

1. What level of difficulty?
2. How many weeks to learn it (at a intermediate-mid level of proficiency)?
3. How many hours?
4. Is the culture similar or distant from U.S. culture?

Your Thoughts?

1. Level 3
2. 88 weeks
3. 2,200 class hours
KOREAN
(DISCUSS IN SMALL GROUPS FOR ONE MINUTE)

Questions?
1. What level of difficulty?
2. How many weeks to learn it (at a intermediate-mid level of proficiency)?
3. How many hours?
4. Is the culture similar or distant from U.S. culture?

Your Thoughts?
1. Level 3
2. 88 weeks
3. 2,200 class hours
4. ??? Depends how you look at it
WHAT IS CULTURE?

- As Block (2003) pointed out, the definition of culture is vast and “the sociological literature is full of definitions and even full-length treatments of culture” (p. 128).

- Center for Advanced Research on Language Acquisition for the purpose of their Intercultural Studies Project follows:

Culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.

(http://www.carla.umn.edu/culture/definitions.html)
When viewing culture as a process of socialization, almost everyone belongs to a number of different groups and categories of people at the same time.

- **(1) the nation-state level** according to one's country, or countries for people who migrated during their lifetime;
- **(2) regional, ethnic, religious or linguistic affiliation levels**, as most nations are composed of culturally different groups;
- **(3) a gender level**, according to whether a person was born as a girl or as a boy and their sexual preferences;
- **(4) a generation level**, which separates grandparents from parents from children;
- **(5) a social class level**, associated with educational opportunities and with a person's occupation or profession.
SYSTEMATIC CULTURE MODELS
(Helpful to talk about culture without perpetuating stereotypes)

Chapter 2

- Onion Model
- Iceberg Model
- Kluckhohn’s cultural dimension model
- Hofstede’s cultural dimension model
SYSTEMATIC CULTURE MODELS

Onion Model

Iceberg Model
**SYSTEMATIC CULTURAL DIMENSION MODELS**

- **Kluckhohn**
  (1962: work with Navajo Indians)
  - 1) Beliefs about human nature: People are good, evil, or a mix
  - 2) Relationships to nature: Dominate the environment, submit to nature, or harmony.
  - 3) Orientation to time: Respect the past, present, or future.
  - 4) Nature of human activity: Living for the moment (being), achieving, or reflecting / thinking.
  - 5) Relationships between people: Individualist-self and family, Collectivist-one’s group, or hierarchical.
  - 6) Conception of space: private, public or a mixture

- **Hofstede**
  (1980, 2001: 117,000 IBM employees; 2011 Minkov includes more Asia)
  - 1) Individualism-Collectivism
  - 2) Power Distance
  - 3) Uncertainty Avoidance
  - 4) Masculinity–Femininity
    Added in 2011 by Minkov (Asia)
  - 5) Long Term—Short Term Orientation
GEERT HOFSTEDE INSTITUTE
FOUND AT:
HTTPS://GEERT-HOFSTEDE.COM
**INDIVIDUALISM-COLLECTIVISM**

**THE DEGREE OF INTERDEPENDENCE A SOCIETY MAINTAINS**

U.S. = 91/100

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**Five Differences between Collectivist and Individualist Societies**

<table>
<thead>
<tr>
<th>Individualism</th>
<th>Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone is supposed to take care of him- or herself and his or her immediate family only</td>
<td>People are born into extended families or clans which protect them in exchange for loyalty</td>
</tr>
<tr>
<td>&quot;I&quot; - consciousness</td>
<td>&quot;We&quot; - consciousness</td>
</tr>
<tr>
<td>Right of privacy</td>
<td>Stress on belonging</td>
</tr>
<tr>
<td>Speaking one's mind is healthy</td>
<td>Harmony should always be maintained</td>
</tr>
<tr>
<td>Task prevails over relationship</td>
<td>Relationship prevails over task</td>
</tr>
</tbody>
</table>
# Power Distance: The Attitude of the Culture Toward Power Inequalities

U.S. = 40/100

## Five Differences between Small- and Large-Power Distance Societies

<table>
<thead>
<tr>
<th>Small Power Distance</th>
<th>Large Power Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents treat children as equals</td>
<td>Parents teach children obedience</td>
</tr>
<tr>
<td>Student-centered education</td>
<td>Teacher-centered education</td>
</tr>
<tr>
<td>Subordinates expect to be consulted</td>
<td>Subordinates expect to be told what to do</td>
</tr>
<tr>
<td>Corruption rare; scandals end political careers</td>
<td>Corruption frequent; scandals are covered up</td>
</tr>
<tr>
<td>Income distribution in society rather even</td>
<td>Income distribution in society very uneven</td>
</tr>
</tbody>
</table>
UNCERTAINTY AVOIDANCE: THE WAY SOCIETY DEALS WITH THE FACT THAT THE FUTURE CAN NEVER BE KNOWN  

U.S. = 46/100

Five Differences between Weak- and Strong- Uncertainty Avoidance Societies

<table>
<thead>
<tr>
<th>Weak Uncertainty Avoidance</th>
<th>Strong Uncertainty Avoidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The uncertainty inherent in life is accepted and each day is taken as it comes</td>
<td>• The uncertainty inherent in life is felt as a continuous threat that must be fought</td>
</tr>
<tr>
<td>• Ease, lower stress, self-control, low anxiety</td>
<td>• Higher stress, emotionality, anxiety, neuroticism</td>
</tr>
<tr>
<td>• Teachers may say ‘I don’t know’</td>
<td>• Teachers supposed to have all the answers</td>
</tr>
<tr>
<td>• Dislike of rules - written or unwritten</td>
<td>• Emotional need for rules – even if not obeyed</td>
</tr>
<tr>
<td>• In politics, citizens feel and are seen as competent towards authorities</td>
<td>• In politics, citizens feel and are seen as incompetent towards authorities</td>
</tr>
</tbody>
</table>
**MASCULINITY—FEMININITY: WHAT MOTIVATES PEOPLE, WANTING TO BE THE BEST (MASCULINE) OR LIKING WHAT YOU DO (FEMININE).**

U.S. = 62/100

**Five Differences between Feminine and Masculine Societies**

<table>
<thead>
<tr>
<th>Femininity</th>
<th>Masculinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum emotional and social role differentiation between the genders</td>
<td>Maximum emotional and social role differentiation between the genders</td>
</tr>
<tr>
<td>Balance between family and work</td>
<td>Work prevails over family</td>
</tr>
<tr>
<td>Sympathy for the weak</td>
<td>Admiration for the strong</td>
</tr>
<tr>
<td>Both fathers and mothers deal with facts and feelings</td>
<td>Fathers deal with facts, mothers with feelings</td>
</tr>
<tr>
<td>Many women in elected political positions</td>
<td>Few women in elected political positions</td>
</tr>
</tbody>
</table>
**LONG TERM—SHORT TERM ORIENTATION:**
How every society has to maintain some links with its own past while dealing with the challenges of the present and future

U.S. = 26/100

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**Five Differences between Short- and Long-Term-Oriented Societies**

<table>
<thead>
<tr>
<th>Short-Term Orientation</th>
<th>Long-Term Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most important events in life occurred in the past or take place now</td>
<td>Most important events in life will occur in the future</td>
</tr>
<tr>
<td>Immediate need gratification expected</td>
<td>Need gratification deferred until later</td>
</tr>
<tr>
<td>What one thinks and says should be true</td>
<td>What one does should be virtuous</td>
</tr>
<tr>
<td>Children should learn tolerance and respect</td>
<td>Children should learn to be thrifty</td>
</tr>
<tr>
<td>Social spending and consumption</td>
<td>Saving, investing</td>
</tr>
</tbody>
</table>
1. Power Distance: 40/100 small—treat children as equals, consult subordinates

2. Individualism: 91/100 strong: people “in it for self”

3. Masculinity: 62/100 “admire the strong, don’t care for the weak—work over family”

4. Uncertainty Avoidance = 46/100 OK with it

5. Long-term Orientation = 26/100 means Short-term oriented society
WHAT ABOUT KOREA?
DISCUSS FOR ONE MINUTE

1. Power Distance: 40/100
   small—treat children as equals, consult subordinates

2. Individualism: 91/100
   strong: people “in it for self”

3. Masculinity: 62/100
   “admire the strong, don’t care for the weak—work over family”

4. Uncertainty Avoidance: 46/100
   OK with it

5. Long-term Orientation: 26/100
   means Short-term oriented society

1. Greater Power Distance or less than U.S.?

2. More Individualistic or Collectivist?

3. More Masculine or Feminine?

4. More or less Uncertainty Avoidance?

5. More Long-term or Short-term orientation?
South Korea Compared to U.S.: Discuss What It Means?

South Korea
in comparison with United States

https://geert-hofstede.com/south-korea.html
WHAT DOES HOSSEDI’S CULTURAL ANALYSIS SUGGEST ABOUT U.S. & KOREAN CULTURES?

1. Power Distance: 40/100
   Small—treat children as equals, consult subordinates

2. Individualism: 91/100
   Strong: people “in it for self”

3. Masculinity: 62/100
   “admire the strong, don’t care for the weak—work over family”

4. Uncertainty Avoidance = 46/100
   OK with it

5. Long-term Orientation = 26/100
   Means Short-term oriented society

1. Greater Power Distance or less than U.S. 60/100

2. More Individualistic or Collectivist? 18/100

3. More Masculine or Feminine? 39/100

4. More or less Uncertainty Avoidance? 85/100

5. More Long-term or Short-term orientation? 100/100
WHAT HAPPENS WHEN YOU TRY TO TEACH U.S. STUDENTS ABOUT SOUTH KOREA? STEREOTYPES OR “OTHERING”?

Defense? (Negative Stereotypes)  Appreciation? (Positive Stereotypes)

Differences between Korean and north American students
Byram (2000) described successful intercultural learners as “conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural” (p.10).
BENNETT (TAKEN FROM):

THE INTERCULTURAL DEVELOPMENT RESEARCH INSTITUTE

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Italy:  Via Francesco Arese 16, 20159 Milano  +39 02 6680 0486

Experience of Difference

Denial | Defense | Minimization | Acceptance | Adaptation | Integration

Ethnocentrism | Ethnorelativism
• Not based on one individual’s concept or choice
• But on a survey of the literature (238 publications)
• Findings from studies conducted in 7 languages (not enough)

ICC…is the complex of abilities needed to perform effectively and appropriately when interacting with those who are linguistically and culturally different from ourselves.

(Fantini, 2015; Fantini & Garrett-Rucks, 2016)
“CAN DO” STATEMENTS FOR ATTENDEES: AFTER THIS PRESENTATION, I CAN...

1. Explain the importance of intercultural communicative competence (ICC) in the foreign language classroom.

2. Identify ICC components– definitions, characteristics and components and effective pedagogical strategies that support the development of ICC.

3. Create ICC activities to use in my language classroom.
IDENTIFYING ICC COMPONENTS
“THE COMPLEX OF ABILITIES”

1. Various characteristics or attributes
2. Three domains or areas
3. Four dimensions
4. Proficiency in the host tongue
5. A developmental process

(Fantini & Garrett-Rucks, 2016)
IDENTIFYING THE COMPONENTS OF ICC

Dimension 2016

Special Issue: Focus on Intercultural Competence

Sarah Allison
Michael Byram
Fabiana Cardetti
Carolina Egurquiha
Alvino E. Fantini
Paula Garrett-Rucks
Inmaculada Gómez Soler
Laura Gugliani
Kristin Hoyt
Ashley Jacobs
Claire Mitchell
Errol M. O’Neill
Mary Rizner
Victoria Russell
Sabine Smith
Hilaria Taft
Manuela Wagner
Kristina Wingate

Editors
Paula Garrett-Rucks
Alvino E. Fantini

Dimensions is the annual volume of peer-reviewed articles sponsored by 2016 Joint Conference of the Southern Conference on Language Teaching, the Foreign Language Association of Georgia, and the Southeastern Association of Language Learning Technology.

Figure 3. Intercultural communicative competence and sub-components
ICC CHARACTERISTICS

- Patience
- Sense of humor
- Curiosity
- Motivation
- Self-reliance
- Perceptiveness
- Clear sense of self
- Open-mindedness

- Flexibility/adaptability
- Tolerance for differences
- Empathy
- Non-judgmental (Suspend judgment)
THREE ICC DOMAINS OR AREAS

1. Establish and maintain relationships

2. Communicate with minimal loss and distortion

3. Collaborate to accomplish tasks of mutual interest or need
FOUR ICC DIMENSIONS

Awareness + Attitudes, Skill, Knowledge

Attitudes

Knowledge

Skills

Awareness
I can question my preconceived ideas and become more open to interacting with people from other cultures.
Knowledge

“Can-Do” statements for learners

I can explore and analyze facts about my own culture and the target culture.
Skills
“Can-Do” statements for learners

I can discover through practice how to communicate and form relationships with individuals from other cultures.
ICC = SELF-AWARENESS AND IDENTITY TRANSFORMATION (STOP MONOLINGUALISM!)

Mexico Builds Border Wall To Keep Out U.S. Assholes

Citizens across Mexico hope that the new Asshole Wall will stem the tide of that visit from the US each year to aggressively drink, vomit.
3Ps: Products / Practices / Perspectives

Example Activity

Cultures Standard: Relate cultural practices to perspectives
1. Self-Awareness + Identity Transformation

What do you know about cultural views toward smiling?

1. Your own culture (driver’s license)
1. **Self-Awareness + Identity Transformation**

<table>
<thead>
<tr>
<th>1. Your own culture (driver’s license)</th>
<th>2. French culture (carte d’identité)</th>
</tr>
</thead>
</table>

What do you know about cultural views toward smiling?
2. Student as Inquirer

Student
- researcher
- knowledge discoverer
- anthropologist

Teacher
- facilitator
- guide
- mentor

Knowledge is shared, new values and opinions are considered and students take ownership of their own learning.
Inquiry Research Options

1. Interview native speaker
2. Open-ended Internet research
3. Provide links to relevant information
4. Provide relevant information
3. Create an Environment of Curiosity and Inquiry

What do you know about smiling practices?

- 1. Your own culture (driver’s license)
- 2. French culture (carte d’identité)

Venn diagram:

- Your culture
- Both cultures
- French culture
ICC—SELF-AWARENESS AND IDENTITY TRANSFORMATION THAT FOSTER RESPONSIBLE GLOBAL CITIZENSHIP

“Peace cannot be kept by force; it can only be achieved by understanding.”
“CAN DO” STATEMENTS FOR ATTENDEES:
AFTER THIS PRESENTATION, I CAN...

1. Explain the importance of intercultural communicative competence (ICC) in the foreign language classroom.

2. Identify ICC components – definitions, characteristics and components and effective pedagogical strategies that support the development of ICC.

3. Create ICC activities to use in my language classroom.
Paradigm Shifts in Teaching and Learning Language

Learning about language

Using language to communicate

Accessing content through language

From CLT to Literacy-Based Instruction (Hiram Maxim ☺️)
**WORLD READINESS STANDARDS (2015)**

**New Cultures Standards**

Learners use the language to **investigate, explain, and reflect on** the relationship between the products, practices and **perspectives** of the cultures studied.

**Former Cultures Standards**

Students **demonstrate an understanding** of the relationship between the products, practices and **perspectives** of the culture studied.
ENGAGING CULTURAL RESOURCES TO COMMUNICATIVE OBJECTIVES

Preparing BEGINNING learners to “investigate, explain, and reflect” in their L1 outside classroom instruction time with:

1. Hypermedia Texts
2. Online Classroom Discussions
3. The Flipped Classroom Model
1. HYPERMEDIA TEXT USE:
PREPARING FOR MEANINGFUL CLASSROOM DISCUSSIONS

Garrett-Rucks, Howles, Lake (2015)
SCAFFOLD READING COMPREHENSION WITH ROLL-OVER TRANSLATIONS, IMAGES & AUDIO FILES

Liberté de Paul Eluard, 1942

Sur mes cahiers d'écolier
Sur mon pupitre et les
Sur le sable sur la neige
J'écris ton nom

Cliquez ici pour écouter les paroles:

Cliquez ici pour continuer:
SUPPLEMENTAL CULTURAL INSTRUCTION: ACCESSING THE AUTHOR'S PERSPECTIVE

**Introduction: l'auteur**

L'auteur du poème Liberté est Paul Éluard.

Éluard était ami de plusieurs artistes surréalistes, et ami intime d'André Breton et Pablo Picasso.

Sa première femme, Gala, elle aussi était amie intime de Max Ernst et Salvador Dali.

(Now, please do **Question 1** on the right side then continue to the next page by pressing the forward arrow below)

**Faites l'exercice suivant**

**Question 1:** The author, Paul Éluard, is commonly associated with which artistic movement based:

a) Impressionism
b) Romanticism
c) Surrealism
d) Modernism

---

**Introduction: l'auteur**

Pendant la Seconde Guerre mondiale, Éluard quitte Paris avec sa femme, Nusch, pour faire partie de la Résistance, des mouvements et groupes clandestins contre les nazis.

(Now, please do **Question 2** on the right side then continue to the next page)

**Faites l'exercice suivant**

**Question 2:** What is "la Résistance"?

a) Bug spray
b) French movements that fought against the Nazi German occupation of France
c) Collaborators with the German Nazis
d) English movements against the French
SUPPLEMENTAL CULTURAL INSTRUCTION: THE POLITICAL CONTEXT

Liberté de Paul Eluard, 1942

Introduction: le contexte politique

Liberté est un poème écrit en 1942 durant la Seconde Guerre mondiale.

À ce moment-là le nord de la France est occupé par l'armée allemande depuis 1940.

Cliquez ici pour continuer:
CLASSROOM TIME?

Prior to hypermedia, classroom time involved the instructor talking ABOUT the text.

With hypermedia, classroom time with students talking about the text, and what it might mean for French citizens.
2. MEANINGFUL CULTURAL DISCUSSIONS OUTSIDE CLASSROOM INSTRUCTION TIME

- Exposure to cultural practices:

  Carnegie Mellon’s Open Learning Initiative (OLI) explicit cultural instruction (written for Americans about French culture)

- Exposure to diverse French perspectives

  Authentic texts and YouTube Interviews with French informants

- Comprehensible discussions comparing French and U.S. cultural practices where learners’ agency is respected

  Online classroom discussion board in English (preserving target-language use in classroom)

  (Garrett-Rucks, 2013a)
DISCUSSION 1: GREETINGS
SMILING, EMBRACING/LA BISE AND PERSONAL SPACE
DISCUSSION 2: EDUCATION
PRIMARY SCHOOL, MIDDLE SCHOOL/HIGH SCHOOL, AND UNIVERSITY
DISCUSSION 3: FAMILY LIFE
LIFE EXPECTANCY, CHILDREN, MARRIAGE, AND THE PACS
PEDAGOGICAL TASK: 5 WEEK DISCUSSIONS PER TOPIC

- **Phase 1:** Access the Online Lesson (explicit cultural differences) and authentic texts
  
  Week 1: First Posting
  Week 2: Response Postings

- **Phase 2:** Access interviews with 4 French informants (French informants’ perspectives of French cultural practices)

  Week 3: First Posting:
  Week 4: Response Posting
  Week 5: Final Posting (public) and Post Discussion Essay (private)
THE FRENCH INFORMANTS

- Florence
- Sophie
- Thomas
- Aunt Anne
OVERCOMING STEREOTYPES: CAPTURING THE TRANSFORMATIVE PROCESS

- 21 years old
- No international travel experiences
- “maybe a ‘B’ student. She does not ask questions about culture. She’s already challenged enough and others saw she wasn’t getting it.”
LAUREN:
GENERAL IMPRESSIONS OF FRENCH CULTURE
(INITIAL QUESTIONNAIRE)

- I picture them [the French] as either being well groomed and dressed nicely or look unpresentable and smelling like garbage. I also think of romance.

- The only negative aspect I can think of is that they are snobby and rude. I have heard they are rude to American tourists a number of times. I have heard this from friends and my former French teacher in middle school.
THE FRENCH INFORMANTS

- Florence
- Sophie
- Thomas
- Aunt Anne
“The only negative image I have of French people is that they rarely smile. However, I don’t think of them as rude or strict people anymore. I realize that I grew up thinking smiling at a person was a polite thing to do, they just grew up thinking the opposite way (that it was overbearing or flirtatious).”
3. THE FLIPPED CLASSROOM MODEL: PREPARING FOR INTERPRETIVE TASKS

IN THE FLIP

many cultures like the aztecs, mayans and many others.

Understanding Mexicans: Día de Muertos

Actividades Culturales y Artísticas

Inauguración 10º Festival de Tradiciones de Vida y Muerte.
Fecha: 30 de octubre | Horario: 17:00 h | Lugar: Explanada

IN CLASS

Slide from Mansori, Witten, & Cottrel (ACTFL, 2015)
THE FLIPPED CLASSROOM MODEL: PREPARING FOR INTERPRETIVE TASKS

IN THE FLIP

IN CLASS

Slide from Mansori, Witten, & Cottrel (ACTFL, 2015)
THE FLIPPED CLASSROOM MODEL: PREPARING FOR INTERPRETIVE TASK ON WEATHER

IN THE FLIP

Slide from Mansori, Witten, & Cottrel (ACTFL, 2015)
ADDITIONAL ICC ACTIVITIES TO USE IN THE LANGUAGE CLASSROOM: DIMENSION 2016

Curricular Level
1. Preparing a Global Workforce: Languages for Specific Purposes (Risner & Egúsquiza)
2. Connecting Language Learning to STEM (Wagner, Cardetti, Byram)
3. Teacher Preparation: Spain vs. U.S. (Russell et al.)

Classroom Level
1. Students as Ethnographers in the Local Francophone Community (Hoyt)
2. Teaching Pragmatics with Online Video Program (Gómez Soler & O'Neill)
3. Service-Learning/Overcoming Fears (Gugliani)
4. Web 2.0 Use—Pinterest / House Hunters International (Mitchell)
5. Simulated Moving Abroad Project: Investigating Practices, Products, Perspectives (Smith)
“CAN DO” STATEMENTS FOR ATTENDEES: AFTER THIS PRESENTATION, I CAN...

- Explain the importance of intercultural communicative competence (ICC) in the foreign language classroom.
- Identify ICC components – definitions, characteristics and components and effective pedagogical strategies that support the development of ICC.
- Create ICC activities to use in my language classroom.
Why should there be an intercultural focus in language education?

- Increasingly Globalized Workforce
- Personal Growth
- Professional Growth
- Humanitarian Growth
- Calls in the Field:
  - ACTFL (2014)
  - MLA (2007)
- Responsible Global Citizenship

Grammatical errors are less likely to offend than cultural gaffes.
IMPORTANCE OF LANGUAGE IN ICC?

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”

Nelson Mandela
1918-2013
Comments and Questions?

PRUCKS@GSU.EDU

HTTPS://GSU.ACADEMIA.EDU/PAULAGARRETRUCKS

(Can-Do Statements for Intercultural Communicative Competence used in SC, UT & KY)
You (we) must be the change that you (we) wish to see in the world.

M. Ghandi
Intercultural Development Inventory (IDI)
This 44-item questionnaire assesses intercultural development along a continuum ranging from ethnocentrism to ethnorelativism (SIT learning assessment tool).

Cross-Cultural Adaptability Inventory (CCAI)
This self-assessment questionnaire measures adaptability in the four dimensions of Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy.

European Language Portfolio
This tool, developed by the Council of Europe in collaboration with the Common European Framework, uses three parts (a passport, a language biography, and a dossier) to self-assess of intercultural competence (Karen-Margrete Frederiksen, “Foreword: Intercultural Competence”).
## Assessment

<table>
<thead>
<tr>
<th>INTERCULTURAL COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>N.CPP</td>
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<tr>
<td>A.CPP</td>
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<tr>
<td>Understanding of Cultural Perspectives</td>
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<td>N.CP</td>
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<td>A.CP</td>
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<tr>
<td>Participation in Cultural Interaction</td>
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<tr>
<td>N.CIA</td>
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Kentucky Can-Do Statements for Intercultural Communicative Competence