Interculturality: Where Language Meets Culture

Aleidine J. Moeller
Sheri Hurlbut
University of Nebraska-Lincoln
I can

辣 discuss the importance of intercultural communicative competence (ICC) in the foreign language classroom.

辣 list the common themes that emerged from ICC models and describe basic characteristics of each.

辣 evaluate and reflect upon activities designed to build ICC in the classroom.

辣 create ICC activities to use in my foreign language classroom.
Why should there be an intercultural focus in language education?
Why should there be an intercultural focus in language education?

ACTFL Standards
Why should there be an intercultural focus in language education?

ACTFL Standards

Language ↔ Culture
Why should there be an intercultural focus in language education?

ACTFL Standards

Language ↔ Culture

Globalization
Why should there be an intercultural focus in language education?

Grammatical errors are less likely to offend but cultural gaffes surely will.
Teaching Culture vs Teaching Interculturality
Teaching Culture vs Teaching Interculturality

Practices
Products
Perspectives
Teaching Culture vs Teaching Interculturality

Practices
Products
Perspectives

Language skills + cultural knowledge in order to interact appropriately
Intercultural Communicative Competence: Where Language Meets Culture

Openness
Curiosity
Empathy

Working together for common purpose
Intercultural Communicative Competence: Where Language Meets Culture

- Openness
- Curiosity
- Empathy

→ Working together for common purpose

- Evaluating own perceptions, feelings, behaviors

→ Self-knowledge and understanding
Intercultural Communicative Competence: Where Language Meets Culture

- Openness
- Curiosity
- Empathy

Working together for common purpose

Evaluating own perceptions, feelings, behaviors

Self-knowledge and understanding

Becoming a mediator

Explaining/interpreting different perspectives
Interculturally competent FL speakers...

- Possess skills, attitudes, values and knowledge about the culture
- Turn intercultural encounters into intercultural relationships
Culturally appropriate interaction

- Occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness
Three Themes Common to ICC Research Models

1. Self-awareness & identity transformation

2. Student as inquirer

3. Developing ICC is a process
# Common ICC Research Themes

## 1. Self-awareness & Identity Transformation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts internal evolution from ethnocentrism to ethnorelativism</td>
<td>Focuses on self-awareness as the key component in building bridges to other cultures</td>
<td>Addresses the attitudes, knowledge, and skills needed to interact successfully in intercultural situations</td>
<td>Creates a continuous process of working on attitudes, knowledge, internal outcomes, and external outcomes related to intercultural competence</td>
</tr>
</tbody>
</table>
English: The early bird gets the worm.

German: Morgenstund’ hat Gold im Mund

Spanish: El que madruga, Dios lo ayuda

French: L’avenir appartient à ceux qui se lèvent tôt

Hindi: Kaal kare so aaj kar, aaj kare so ab Pal mein parlay hoegi, bahuri karega ka

Gujarati: Vehlo te pehlo

Marathi: Hajir to vajir

Russian: Кто рано встает, тому Бог даёт

Mandarin: 慢鳥先飛
Proverbs: Uncovering Cultural Values

- **English**: The early bird gets the worm.

- **German**: Morgenstund’ hat Gold im Mund

- **Spanish**: El que madruga, Dios lo ayuda

- **French**: L’avenir appartient à ceux qui se lèvent tôt

- **Hindi**: Kaal kare so aaj kar, aaj kare so ab Pal mein parlay hoegi, bahuri karega ka

- **Gujarati**: Vehlo te pehlo

- **Marathi**: Hajir to vajir

- **Russian**: Кто рано встает, тому Бог дает

- **Mandarin**: 笨鸟先飞
Common ICC Research Themes

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.
Create an environment of curiosity and inquiry

New Orleans, Louisiana
Common ICC Research Themes

3. Developing ICC is a Process

- Deardorff, 2006
Common ICC Research Themes
3. Developing ICC is a Process

Portfolio Assessment
• critical reflection
• self-evaluation
• feedback

- Deardorff, 2006
Attitude Exploration

- **O**: Observe what is happening
- **S**: State objectively what is happening
- **E**: Explore different explanations for what is happening
- **E**: Evaluate which explanation is the most likely one

-Deardorff, 2006

https://www.youtube.com/watch?v=UodlOEVonKk&list=PLEE8505B894A70F40&index=2
https://www.youtube.com/watch?v=vaZCYlKxYwk&index=1&list=PLEE8505B894A70F40
Byram’s Model of Intercultural Communicative Competence

- Attitudes
- Knowledge
- Skills
Attitudes

I can question my preconceived ideas and become more open to interacting with people from other cultures.
I can explore and analyze facts about my own culture and the target culture.
Skills

I can discover through practice how to communicate and form relationships with individuals from other cultures.
Exploring Artifacts

Situation: You have just arrived in America and a new acquaintance has invited you to your first 4th of July party. When you arrive, your host greets you warmly and asks you to sit down while she gets you a drink. You notice an object on the table. As you wait for your drink, you begin to question the purpose of the object in front of you based on its appearance and any prior knowledge you have of Americans and their celebrations.

With your group, answer the following questions:

1. What is the object called?
2. What is its purpose?
3. How does the object relate to the 4th of July?
4. What is your impression of Americans based on this object?
Reflection

After you receive your M&M, find your color group and discuss the following questions (from an educator’s perspective) based on the activity you just experienced:

1. What type of preparation did the teacher have to do? Did the teacher have to be an expert in the target culture?

2. Who did the work during the lesson? Why was this type of culture lesson effective?

3. How did this activity address Byram’s attitudes, knowledge, and skills?

4. What ideas do you have for building on this activity in order to incorporate language practice and conversation?
I can

✧ …discuss the importance of intercultural communicative competence (ICC) in the foreign language classroom.

✧ …list the common themes that emerged from ICC models and describe basic characteristics of each.

✧ …evaluate and reflect upon activities designed to build ICC in the classroom.

✧ …create ICC activities to use in my foreign language classroom.
Interculturality: Where Language Meets Culture

Aleidine J. Moeller (amoeller2@unl.edu)
Sheri Hurlbut (shurlbut2@unl.edu)
University of Nebraska-Lincoln