

Module 2: INTERCULTURAL COMMUNICATION

Extended Module – English

Table of Contents

1. What is my level of intercultural communication competence?	2
2. Which strategies help me to solve (intercultural) conflicts in the classroom?	3
2.1 Analysis of a critical incident.....	3
2.2 Four steps to a constructive conversation	3
3. Peer advice	5
3.1 How can I support intercultural communication skills and cultural awareness in my language lessons?	5
3.2 How can I support intercultural communication skills and cultural awareness in language lessons?	6
3.3 How can I support intercultural communication skills and cultural awareness in language lessons?	6
REFERENCES	8
WORKSHEETS: IC – Extended Module.....	10
Worksheet 1: Overview of the module	11
Worksheet 2: Self-reflection	12
Worksheet 3: Critical Incident.....	15
Worksheet 4: Peer case advice procedure.....	16

1. What is my level of intercultural communication competence?

Intercultural communication competence requires an ability to reflect upon oneself (A), respect (B), knowledge (C), flexibility in terms of behavior (D) and openness (E). The analysis matrix provided (worksheet 2) based on the findings by Kempen & Engel (2017) contains information on each individual facet that will help you to reflect upon your own strengths and weaknesses. Download the matrix and fill it in.

Optional task (20’):

Take a moment to note down your intercultural skills for overcoming difficult intercultural interaction situations. Make a note of your fears and internal feelings of resistance that you have with regard to intercultural interactions. In addition, make a note of positive phrases that could give you the strength to deal with these situations in future.

Example:

Situation: I am uncomfortable when I have the feeling that my counterpart is lying to me.

Positive sentence: My tolerance for ambiguity helps me, nevertheless, to meet my counterpart with an open mind and to discover sides to him/her that I appreciate.

2. Which strategies help me to solve (intercultural) conflicts in the classroom?

There is not only one way of understanding and resolving conflicts or misunderstandings in the classroom. Below are a few different strategies for you to try out and evaluate alone and in a small group.

2.1 Analysis of a critical incident

Can you think of a recent situation in which there was a misunderstanding in one of your language lessons? Reconstruct the situation and try to decode the misunderstanding using the “4-ears model” by Schultz von Thun, the different communication styles according to Lewis and the components of Müller-Jacquier. Use the learning materials from the basic module to help you do so.

Use the flow chart provided in worksheet 3 and allow yourself 20 minutes.

2.2 Four steps to a constructive conversation

You want to talk with students or parents about an incident in your class. The following aspects will help you to prepare for it and hold a constructive conversation.

1. Positive introduction and I messages to describe the problem

“I really like your vivacity and zest for life. You make me laugh and it puts me in a good mood. But, if I want to concentrate on working with you, noise distracts me, and it makes it hard for me to keep my train of thought.”

2. Express feelings

“Your behavior today / recently has really unsettled me. Because otherwise I really like your liveliness, it irritates me that you show so little consideration.”

3. Share a need.

“I want to be able to concentrate when I am working. However, I can't do that if you talk so loudly with the others.”

4. Include the other person

“What do you think about this? Do you have a suggestion about how we could change things?”

Optional task (10’):

Turn again to the critical incident that you described before, put yourself in the situation again and formulate a suitable phrase for each of the steps mentioned above.

3. Peer advice

Peer advice is a tool for mutual advice between colleagues within a team for subject-related, social or individual problems. The tool is useful for making mutual suggestions for learning processes at both subject and relationship levels, discussing possible solutions and exchanging knowledge and individual working techniques in a problem-oriented way.

Task (90’):

Make a group of three with other teachers in the project and set up a 90 minute meeting via Zoom. Each person has 30 minutes to seek peer advice on a specific “problem” during their language lessons, which may be subject-related, social or individual. Proceed as follows (see worksheet 4).

3.1 How can I support intercultural communication skills and cultural awareness in my language lessons?

Research has already shown some good approaches to developing intercultural competence and cultural awareness among learners through education in general and specifically in language lessons.

Task (30’):

Read chapter 4 and chapter 5 in the text by Barrett et al. (2014) and make a note of the central themes, concepts, ideas and/or concerns that are addressed.

In summary, note ten aspects that in future you want to take into account in your teaching.

3.2 How can I support intercultural communication skills and cultural awareness in language lessons?

In chapters 1+2, Tomalin & Stempleski (2013) collated a few methods for developing cultural awareness among learners.

Task (30'):

Try 3 or 4 methods in your classroom. Write a brief report in which you present the methods and discuss your experiences with them. Upload the report to the course.

3.3 How can I support intercultural communication skills and cultural awareness in language lessons?

Based on the knowledge gained from the texts, you are now in a position to professionally evaluate classes and advise colleagues.

Task (60'):

Sit in on two lessons given by a language teacher at your school. Take your notes from the previous tasks and make notes on the individual aspects while you are there.

Then reflect together with the teacher on the importance and meaning of intercultural communication skills when teaching languages and conducting lessons. Use the following questions to structure the discussion:

Questions for reflection (see interview guidelines from [rolecatcher](#)):

1. How do you adapt your communication style when you are working with people from a different cultural background?
2. How do you ensure that your actions and decisions are culturally sensitive?

3. Have there been situations in which you had to deal with cultural differences in a conflict situation? Describe them.
4. How do you deal with situations in which you are not familiar with the cultural norms of the students or their parents?
5. Were there phases during which you aimed to support the intercultural communication competence of the learners? Explain how you went about it.
6. In your view, are language lessons best suited to supporting intercultural communication competences among learners?

Finally, write a brief report of a maximum of 3 sides, which should be structured as follows:

- Introduction (short introduction to the topic, information on the school, class, etc.).
- Description of and reflection on the classes that you sat in on.
- Description and evaluation of the review conversation.
- Discussion of the findings and recommendations for the teacher.
- Conclusion.

REFERENCES

- Arasaratnam, L. A. (2009). The development of a new instrument of intercultural communication competence. *Journal of Intercultural Communication*, 9 (2), S. 1-8.
<http://www.immi.se/intercultural/nr20/arasaratnam.htm>
- Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural communication competence: Identifying key components from multicultural perspectives. *International Journal of Intercultural Relations*, 29 (2), S. 137-163.
- Bolten, J. (2007). *Interkulturelle Kompetenz*. Erfurt: Landeszentrale für politische Bildung.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching. A practical introduction for teachers. Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe.
https://discovery.ucl.ac.uk/id/eprint/1562524/1/Starkey_InterculturalDimensionByram.pdf
- Centro per lo Sviluppo Creativo Danilo Dolci (2018). Practice. Verhinderung von Radikalismus durch kritische Denkkompetenzen. <https://practice-school.eu/de/exercise-1-cultural-tree-exercise-for-self-reflection/>
- Dähling, C., Standop, J., & Weinberger, A. (2020). Interkulturelle Fallgeschichten mit Schulbezug. Critical Incidents für die Ausbildung interkultureller Kompetenz [Online-Supplement]. *DiMawe – Die Materialwerkstatt*, 2 (1), S. 34-40.
<https://doi.org/10.4119/dimawe-3364>
- Demorgon, J., & Kordes, H. (2006). Multikultur, Transkultur, Leitkultur, Interkultur. In: Nicklas, H., Müller, B., & Kordes, H. (Hg.): *Interkulturell denken und handeln. Theoretische Grundlagen und gesellschaftliche Praxis*. Frankfurt a. M.: Campus, S. 27-36.
- Hall, E. T. (1959). *The Silent Language*. New York: Bantam Doubleday Dell Publishing Group Inc.

- Kempen, R., & Engel, A. (2017). Measuring intercultural competence: development of a German short scale. *Interculture journal: Online-Zeitschrift für interkulturelle Studien*, 16 (29), S. 39-60.
- Lewis, R. D. (2000). *Handbuch internationale Kompetenz*. Frankfurt/New York: Campus.
- Litters, U. (1995). *Interkulturelle Kommunikation aus fremdsprachendidaktischer Perspektive*. Tübingen: Gunter Narr (Gießener Beiträge zur Fremdsprachendidaktik).
- Lüsebrink, H. J. (2016). *Interkulturelle Kommunikation. Interaktion, Fremdwahrnehmung, Kulturtransfer 4., aktualisierte und erweiterte Auflage*. Stuttgart/Weimar: Metzler.
- Mecheril, P. (2002). Kompetenzlosigkeitskompetenz. In: Auernheimer, G. (Hg.): *Interkulturelle Kompetenz und pädagogische Professionalität*. Opladen: Leske & Budrich, S. 15-34.
- Rösch, H. (2017). *Deutschunterricht in der Migrationsgesellschaft. Eine Einführung*. Stuttgart: Metzler.
- Schröer, N. (2009). *Interkulturelle Kommunikation. Einführung*. Essen: Oldib.
- Schulz von Thun, F. (1981). *Miteinander Reden (Bd. 1). Störungen und Klärungen: Allgemeine Psychologie der Kommunikation*. Reinbek: Rowohlt.

WORKSHEETS: IC – Extended Module

List of Worksheets

Worksheet 1: Overview of the module	11
Worksheet 2: Self-reflection	12
Worksheet 3: Critical Incident	15
Worksheet 4: Peer case advice procedure.....	16

Worksheet 1: Overview of the module

Knowledge & Recognition	Reflect & Evaluate	Action & Design
	(1) What is my level of intercultural communication competence? (10-30 min.)	
		(2) Which strategies help me to solve (intercultural) conflicts in the classroom? (110-120 min.)
(3a) How can I support intercultural communication skills and cultural awareness in my language lessons? (30 min.)	Optional: (3c) How can I support intercultural communication skills and cultural awareness in language lessons? (60 min.)	(3b) How can I support intercultural communication skills and cultural awareness in language lessons? (30 min.)

Worksheet 2: Self-reflection

Intercultural communication competence requires an ability to reflect upon oneself (A), respect (B), knowledge (C), flexibility in terms of behavior (D) and openness (E). The analysis matrix provided (worksheet 2) based on the findings by Kempen & Engel (2017) contains information on each individual facet that will help you to reflect upon your own strengths and weaknesses.

Task (10’):

First read each sentence beginning and the possible answers. Then mark the extent to which each statement applies to you (1 = does not apply, 2 = applies a bit, 3 = applies moderately, 4 = applies quite a bit, 5 = applies a lot).

Self-reflection

1 2 3 4 5

1. I am able to recognize my own culturally-led behavior.
2. I am aware of my own cultural imprinting.
3. I am well able to express my own world view.
4. It is easy for me to describe what my culture is about.

Respect

1 2 3 4 5

1. I respect the way that people from other cultures behave, even if I do not endorse this behavior.
2. I respect the values of people from other cultures, even if they do not correspond to my own values.
3. I accept the opinion of people from other cultures, even if it does not correspond to my own personal opinion.
4. In general it is easy for me to show respect to others.

Knowledge

1 2 3 4 5

1. I pick up knowledge about the history, politics and social structures of other cultures.
2. I take an interest in the literature, art and music of other cultures.
3. I am interested in understanding cultural values and the religious beliefs of other cultures.
4. I find out about the rules for expressing non-verbal behaviors in other cultures.

Flexibility in terms of behavior

1 2 3 4 5

1. I am able to adapt to intercultural communication and learning styles, even if this behavior seems unusual to me.
2. I change my non-verbal behavior (e.g. facial expression, gestures) when an intercultural situation requires me to do so.
3. I change my verbal behavior (e.g. accent, pitch) when an intercultural situation requires me to do so.

Openness

1 2 3 4 5

1. I find it easy to listen and observe in a foreign context.
2. I do not like replying to questions from people from other cultures.
3. I feel comfortable with opening myself up to people from other cultures.
4. I enjoy seeking out contact with people from other cultures.

Optional task (20’):

Take a moment to note down your intercultural skills for overcoming difficult intercultural interaction situations. Make a note of your fears and internal feelings of resistance that you have with regard to intercultural interactions. In addition, make a note of positive phrases that could give you the strength to deal with these situations in future.

Example:

Situation: I am uncomfortable when I have the feeling that my counterpart is lying to me.

Positive sentence: My tolerance for ambiguity helps me, nevertheless, to meet my counterpart with an open mind and to discover sides to him/her that I appreciate.

Kempen, Regina & Engel, Anna (2017): Measuring intercultural competence: development of a German short scale. In: *interculture journal: Online-Zeitschrift für interkulturelle Studien* 16 (29), S. 39-60.

Worksheet 3: Critical Incident

Can you think of a recent situation in which there was a misunderstanding in one of your language lessons? Reconstruct the situation and try to decode the misunderstanding using the “4-ears model” by Schultz von Thun, the different communication styles according to Lewis and the components of Müller-Jacquier. Use the learning materials from the basic module to help you do so.

Use the flow chart and allow yourself 20 minutes.

Tasks (20’):

1. Describe the critical incident as accurately as possible.
2. Formulate hypotheses as to the causes of the misunderstanding.
3. Look at the incident from the perspective of the person you were interacting with and supplement your notes on the first two tasks (**perspective dimension**).
4. Think about the affective level to which the misunderstanding belongs: was it a fault with the communication process, the relationship building process or was the personal dignity of the interaction partner violated (**affective dimension**)? Use the “4-ears model” by Schulz von Thun to help you!
5. Think about which structural differences or differing communication and cultural practices might have been behind the misunderstanding (**cognitive dimension**). Make a note of your thoughts. Refer to the communication styles according to Lewis and the components according to Müller-Jacquier.
6. Write down 2-3 strategies to prevent this misunderstanding in future (**action-oriented dimension**).
7. Briefly describe comparable situations and intercultural misunderstandings that you have experienced yourself (**learning-oriented dimension**), and draw comparisons.

Based on: <https://www.uni-kassel.de/mumis/www.mumis-projekt.de/mumis/index.php/ci-training.html>

Worksheet 4: Peer case advice procedure

Description of problem (5 min.):

The first person seeking advice describes the problem as specifically and as vividly as possible. Also describe your thoughts and feelings. Finally, formulate a specific question about which you are seeking advice.

Initially the advisors listen, then ask questions to make sure they have understood correctly. At this stage, own thoughts and feelings or suggested solutions are not yet expressed.

Problem definition and choice of interpretation (5 min.):

One after the other the advisors outline their view of the problem. They discuss what the actual problem or central question is. In so doing, it is important to keep the specific question of the person seeking advice in mind.

The person seeking advice chooses the interpretation that in his view comes closest to the nub of the problem. If no-one fully understands the problem, the person seeking advice clarifies their interpretation.

Advice and solution strategies (10 min.):

The advisors gather different suggested solutions for the key question. They include different approaches and perspectives. First of all the person seeking advice only listens, observes from a distance and, if necessary, makes notes.

The advisors each write down one suggested solution without any further discussion, read them out and give them to the person seeking advice. The latter accepts the suggestions without further comment.

Feedback (5 min.):

The person seeking advice selects their preferred solution from among those offered. She explains how much she thinks the suggestions will help her. It is important that the advisors

accept that the person seeking advice is autonomous and will select the solution(s) that she believes to be most appropriate for her.

Final flash feedback (5 min.):

All participants reflect upon the following questions (the person seeking advice speaks last):
How did I find the peer advice session? What did I learn? What else would I like to share in the group?

Additional rule:

Personal conflicts with individual people should not be the central topic of the advice session. Comments about persons who are not present must be constructive and respectful.