Intercultural Competence – the ‘force’ behind Global Citizenship

Sandra Caon-Parsons & Paula Dimmell
UECA PD Fest Sydney 2016
Overview

1. What is a Global Citizen?
2. What are the implications for English Language teaching?
3. Our Program
4. Sample tasks
5. Evaluation
6. Constraints
7. Where to now...
What does being a Global Citizen mean to you?
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What does being a Global Citizen mean to you?

Identity 2016: 'Global citizenship' rising, poll suggests

By Naomi Grimley
Global affairs correspondent

“What is 'global citizenship' anyway?

For some, it might be about the projection of economic clout across the world. To others, it might mean an altruistic impulse to tackle the world's problems in a spirit of togetherness - whether that is climate change or inequality in the developing world.

Global citizenship might also be about ease of communication in an interconnected age and being able to have a voice on social media.

And for many, it will be about migration and mobility. We are, after all, witnessing the biggest movements of people since the World War Two.”

What are the implications for us, as educators?

Global Citizenship includes these skills:

- Flexibility, creativity, being proactive
- Developing increased self-confidence
- Problem solving, decision making
- Critical thinking
- Effective communication skills
- Team and group work
- Building collegial networks
- Ability to operate in diverse cultural environments
- Appreciate multiple perspectives and diversity
- Develop tolerance to change and awareness of specific cultural nuances
- Acknowledge and accept varieties of English as being the ‘norm’

Our pathway to Global Citizenship is through promotion of intercultural awareness and understanding.
Why is it important for teachers?

• **Good Practice**
  ➢ “**Good teaching across cultures will:**
    • Focus on students as learners
    • Respect and adjust for diversity
    • Provide context specific information and support
    • Facilitate meaningful intercultural dialogue and engagement
    • Be adaptable, flexible and responsive to evidence
    • Prepare students for life in a globalised world”
  
  (Learning and Teaching Across Cultures : Good Practice Principles – Office for Learning and Teaching and IEAA)

• **Professional Development**
Why is it important for our students?

**Essential for success in 21st century**
- Employability and workplace
- Study
- Social life

**Essential for success at The University of Adelaide**
- Graduate Attributes
- Internationalisation of the Curriculum
Graduate Attributes University of Adelaide

1. Deep discipline knowledge
2. Critical thinking and problem solving
3. Teamwork and communication skills
4. Career and leadership readiness
5. Intercultural and ethical competency
6. Self-awareness and emotional intelligence
Internationalisation of the Curriculum

“...a curriculum with an international orientation in content, aimed at preparing all students for performing (professionally/socially) in a global context"  

Includes strategies such as:
• analysis of international case studies.
• tasks that require students to discuss, analyse, evaluate information
• addressing global / economic / political / environmental / social / ethical / health issues in course content.
• group tasks where members are from different cultures / nationalities, and which draw on their different backgrounds.
• using the experiences of international students as a tool to inform learning of all students in the course / class.
How can we embed this into our curriculum as a language centre?

Diverse students – different cultures - homestay

➢ Therefore, they have the skills to be Global Citizens!!!!!

*Regular contact with diversity does not necessarily produce intercultural understanding in students, faculty and staff. Rather, intercultural understanding is the product of intent and design* (Habacon 2014).
Towards Intercultural Awareness for Global Citizenship

- **2013**
  - Facilitate intercultural awareness and understanding
  - English as a ‘lingua franca’

- **2014**
  - Development of activities
  - Information to teachers
  - Introduce formal structured program
    - Schedule, lesson plans and materials

- **2014**
  - Embedded at the ELC as an ‘across program’ initiative
  - Funding for further development

- **2015**
  - Part of Education Managers’ roles
  - Continuous development

- **2016**
  - English Courses Review at ELC
  - Embedded into objectives and curriculum of courses
Towards Intercultural Awareness for Global Citizenship

Domain 1: Knowledge and understanding
- Social justice and equity
- Diversity
- Peace and conflict

Domain 2: Skills
- Critical thinking
- Expressing ideas effectively
- Respect for people
- Cooperation and conflict resolution

Domain 3: Values and attitudes
- Sense of identity and self-esteem
- Empathy and sense of common humanity
- Value and respect for diversity
## Curriculum

<table>
<thead>
<tr>
<th>Knowledge and understanding (KU)</th>
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<tbody>
<tr>
<td><strong>1. Social justice and equity</strong></td>
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<tr>
<td>1.1 Basic rights and responsibilities</td>
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<td>1.2 Understanding of global debates</td>
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<tr>
<td>Activity</td>
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<tr>
<td><strong>1.</strong> Everyday Global Citizenship</td>
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<td><strong>2.</strong> Looking through Windows</td>
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<td><strong>3.</strong> Expressing Opinions</td>
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<td><strong>4.</strong> Traditional games</td>
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### Knowledge and understanding (KU)

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<tbody>
<tr>
<td>1.1 Basic rights and responsibilities</td>
<td>2.1 Awareness of similarities &amp; differences between cultures. Understanding issues of diversity</td>
<td>3.1 Our actions have consequences</td>
</tr>
<tr>
<td>1.2 Understanding of global debates</td>
<td>2.2 Deeper understanding of different cultures and societies</td>
<td>3.2 Strategies for tackling conflict.</td>
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</table>
Process
Scheduling

Timetable for Fourth Cross Class Activity
4 January – 5 February 2016

Please scroll down and find your name and who you are matched with. Please make contact with your partner class ASAP to arrange the 60min session

**For a Monday morning Session**

<table>
<thead>
<tr>
<th>Scheduling</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>GEAP 4/5 Red Amy</td>
<td>8.05</td>
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<td>GEAP 3A Green Sotiria</td>
<td>11.06</td>
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<tr>
<td>GEAP 3B Blue Asher</td>
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<td>11.04</td>
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<tr>
<td>GEAP1A/B Red Anna</td>
<td>8.10</td>
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<tr>
<td>PEPS1 Evita Schultz 307a/b</td>
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<td>308a/b</td>
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<td>PEPS4 Karima Ligertwood 111</td>
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<td>PEP 1 Angela</td>
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<td>GEAP 3B Green Jo</td>
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<td>GEAP 3A Red Mai</td>
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<td>GEAP 3B Red Rani</td>
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<td>GEAP 2 Red Joanna</td>
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<td>PEP 2 Helen</td>
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<td>PEP 10 Lyn</td>
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<td>PEP 7 Alison</td>
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<td>PEP 20 Marie Ligertwood 111</td>
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<td>PEP 8 Luigina Hughes 111a</td>
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<td>PEP 30 Eva</td>
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<td>PEP 3 Mireille</td>
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<td>PEP 32 Luisa</td>
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<td>PEP 26 Jeanne-Marie Ligertwood 112</td>
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<td>PEP 35 Catharine Hughes 111b</td>
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<tr>
<td>PEP 14 Natasha</td>
<td>9.02</td>
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<td>PEP 28 Miki</td>
<td>11.01</td>
<td>11.02</td>
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<td>PEP 12 Helen</td>
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<td>PEP 33 Anne-Marie</td>
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<td>PEP 16 Rawane</td>
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<td>PEP 24 Shervin</td>
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Dear PEP and GEAP teachers,

Thank you for your cooperation last Semester with the ELC Global Citizenship program. In general, there was an overwhelmingly positive response from students with many of them reporting that they had enjoyed and benefited from the opportunity to work with other students outside of their usual classroom and culture. Using your feedback and the students’ evaluations, we have devised 5 activities which we will email to you at the start of every 5 week cycle.

To begin, we will start with a ‘getting to know you’ (GTKY) activity which also introduces the program, and then as the Semester progresses, we have devised some more in-depth tasks. Our best advice to you is to complete these tasks early in the 5 week cycle. Then if you want to arrange other cross class activities please do so as most students responded that they would like to participate more than just once every 5 weeks.

**Instructions**

- Make contact with your scheduled partner teacher and arrange a date and time
- GEAP classes finish a week earlier than PEP classes, so please arrange accordingly
- Conduct the first activity with your class prior to meeting the other class
- Allow for a minimum of 60 minutes with the other class
- Pre-teach vocabulary if needed (lower level classes)
- Some lower level classes practiced before the scheduled event and reported that this helped with their confidence when they actually met the other class.

**Attached are:**

- the rationale for the program.
- the task to be completed sometime in the next 5 weeks (Being a Global Citizen').
- aims, objectives and ideas on how to conduct the session. Remember to extend the session and encourage as much speaking practice as possible.
- the schedule of which class is with which class.

**Background information about the program:**

Many Universities around Australia and the world are offering ‘Global Citizenship Programs’, designed to help students develop the skills necessary to be a global citizen. Here at the ELC we have decided to introduce a cross-class program called “Developing your Global Citizenship Skills”. We are asking all teachers and students to be involved.

**As more than one billion people now use English as a second or additional language, largely to communicate with other second language users, the goal of this program is to help students:**

- develop communication skills across cultures
- acknowledge and be accepting of other varieties of English being the ‘norm’
- develop tolerance to ambiguity, conflict and change
- develop awareness of specific cultural nuances when communicating with others
- appreciate multiple perspectives and diversity
- enhance their leadership skills
- enhance their problem solving skills
- increase maturity, self-confidence and independence
- improve and expand their relationships
- develop collegiate networks

We believe the outcomes of such a program will be very beneficial to our students. So, in order to make this easy for teachers to implement, we provide the materials necessary and clearly state the requirements from you. We are asking for just 60 mins every 5 weeks in your program.
# Sample Task

<table>
<thead>
<tr>
<th>Semester 2, 2015</th>
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<tbody>
<tr>
<td><strong>Everyday Global Citizenship</strong></td>
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## Activity 1a: Preparation for Cross Class Activity (20 mins)

### Being a Global Citizen

**About the Activity**
This activity achieves a practical purpose as students start to think about ideas that will be discussed in more details with another class. It encourages considerations and discussions of different opinions and cultural experiences. This activity also serves as an introduction to the ideas and principles of Global Citizenship.

**Aim/s**
- To give students a context for the program
- To activate prior knowledge
- To review / learn language necessary for subsequent activity
- To be inclusive

**Suggested Procedure**
Students discuss the following questions in small groups. Key vocabulary items should be elicited or reviewed to ensure students have a clear understanding of them.

1. What is a ‘citizen’?
2. In schools you receive an education (a right), and you must obey school rules (a responsibility). Name other rights and responsibilities that come with citizenship.
3. What does ‘Being a ‘Global Citizen’ mean to you?

This should be followed up with whole class feedback and completed before students meet the other class.

**Possible problems and solutions**
- Depending on the level of your class you may need to do some vocabulary work with them before they do the task.
Could you use these activities with your students?
Student Evaluations
How much did you enjoy today’s activity?
Why?

Opportunity to practice listening and speaking skills

• sharing/exchange ideas on different topics
• using English in a different situation than the usual class
• Talking about interesting topics
• Practise pronunciation
• Find out our shortcomings
• Improve vocab
• Practise casual English
• Listen to another teacher
• Speak more rather than listen to teacher

Speaking with people of different cultural backgrounds

• Increase interaction between cultures
• Broaden our ‘horizons’
• Open our minds
• Understand ‘different thinking’
• Understanding different cultures
• Increase knowledge of another country
• Exchange experiences
• Understanding different accents

Other responses

• Different focus
• Relaxation from assignments
• Improve confidence
• Increase interest in English
• More fun
• Practise critical thinking
• Speaking without pressure
• Overcome shyness
• Motivated when meeting new people
• A change
How often?

- Once a week: 42.7%
- Once every two weeks: 41.5%
- Once every 5 weeks: 15.8%
Constraints and Challenges

• Packed curriculum (give schedule)
• Teachers unclear of rationale (send rationale / go to staff meetings / PD)
• Engaging all teaching staff and management
• Lack of vocab / low confidence in expressing ideas (highlight pre-teaching vocab / context setting prior to activity)
• Mono-cultural environment in some classes (review activities and amended to include other cultures through visuals / prompts & looking at differences within cultures)
• Our time (interest and logistics)
Where to now?

• Assessment
  ➢ With integration into the objectives of the programs at the ELC, do we assess the progressive development of intercultural competence? If so, how?
  ➢ “Fit for purpose” assessment
  ➢ Whose responsibility is the assessment?

• Building a bank of materials

• Continuous data collection to ensure quality of the program

• Presenting to wider university community to see if it can be implemented across different faculties
YOUR ATTENTION

I THANK YOU FOR
References


Learning and Teaching Across Cultures : Good Practice Principles – Office for Learning and Teaching and IEAA http://www.ieaa.org.au/documents/item/124


