



**MONASH**  
College

# INTERCULTURAL COMPETENCE IN EAP FOR ACADEMIC SUCCESS AND COMMUNITY ENGAGEMENT

Presenter: Thuy Dinh  
Monash College



**LSA:** I think your essay needs some improvement.

**Student:** Why?

**LSA:** As you see, there is no topic sentence and evidence to support your argument. Don't you agree?

**Student:** No

**LSA:** Ok let me clarify ...

**Student:** I don't understand



MONASH  
College

English language proficiency and intercultural competence (IC) significantly impact international students' academic success, psychological well-being and study/ life satisfaction

(Young, Sercombe, Sachdev, Naeb & Schartner, 2013)



# OUTLINE

- IC, EAP and academic performance
- Frameworks of ICC and Meta-cultural competence
- Activities and reflection

## Monash Graduate Attributes

Monash University prepares its graduates to be:

1. responsible and effective global citizens who:

- a) engage in an internationalised world
- b) exhibit cross-cultural competence
- c) demonstrate ethical values

2. critical and creative scholars who:

- a) produce innovative solutions to problems
- b) apply research skills to a range of challenges
- c) communicate perceptively and effectively



Your unit & course learning outcomes build towards this

## Formal and informal academic communication

- Oral presentation
- Tutorial participation
- Socratic seminars
- Groupwork discussion in and out of class
- Consultations with academics, LSAs, counsellors etc
- Daily communication
- Professional communication
- Written communication



**Intercultural Communicative Competence**

Linguistic  
Competence

Sociolinguistic  
Competence

Discourse  
Competence

**Intercultural Competence**

**Skill of  
Interpreting/Relating**  
(savoir comprendre)

**Knowledge**  
(savoirs)

**Critical cultural  
awareness**  
(savoir s'engager)

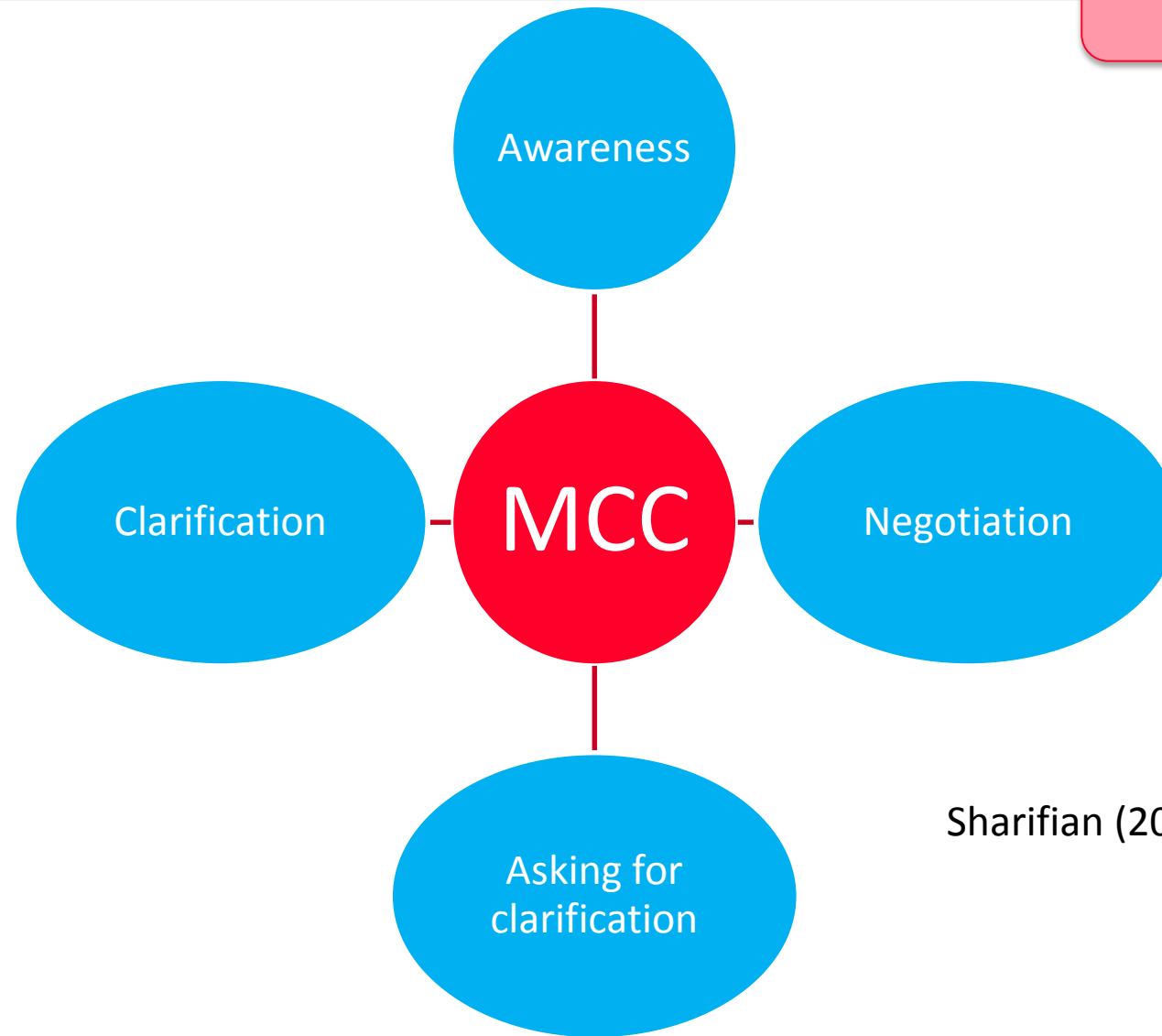
**Attitudes-  
Curiosity/Openness**  
(savoir être)

**Skills of  
discovery/interaction**  
(savoir apprendre/faire)

Byram (1997, 2000)

Cultural  
conceptualisations

Schema



Sharifian (2013)



- In an intercultural approach, it is a central objective of language learning to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture.

(Council of Europe, 2001: 1, cited in Corbett, 2010:1)

- the promotion of intercultural, rather than native-speaker, competence;
- the promotion of an awareness of other varieties of English;
- the promotion of multiculturalism in the classroom;
- the promotion of instructional materials that include both local and international cultures;
- the promotion of socially and culturally sensitive teaching methodology

(Renandya, 2012)

## Activity 1: Conversation analysis

- **Aims:** expose students to various possible scenarios between people of various backgrounds at their immediate contexts and daily life  
encourage them to analyse, interpret, discuss and repair (AIDR)

Ex: This is a conversation between a Professor and a student

A: Hi Phong, how are you?

B: Hi Professor, I'm good. How are you?

A: Pretty well. Why don't we sit down?

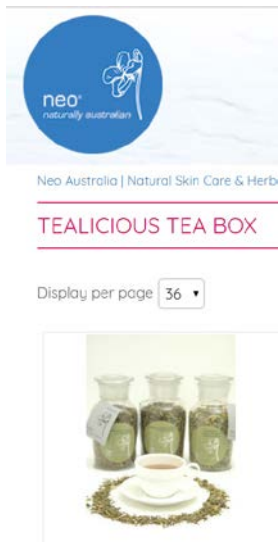
B: Because you don't tell me to

A: Ok I'm telling you now

1. Do you think this conversation is an example of successful communication? Why or why not?
2. Why do you think the student replies "because you don't tell me to"?
3. If you were the student or Professor, how would you rephrase the responses?

## Activity 4: Lingua-scape portfolio

- **Aim:** Raise students' awareness of the socio-linguistic landscape in Australia and enhance their understanding of Australian English, other varieties, multiculturalism, lexical innovations, semantic variations, functions
- **Instructions:** Create a portfolio of words/ phrases/ expressions that you find in your local area in Australia (road signs, banners, daily conversations etc.) that interest you and have implications for your communication



## Activity 3: Conversational partners

- **Aims:** Encourage communication across cultures and contexts

- **Resources:**

An article/ text – guided questions – discuss

Topics – pairs/ groups

- **Steps:**

Preparation

Discussion

Reflection – learning diary

- What they did
- How they did
- What they will do





# Activity 3: Comparative and speculative tasks

- What do you expect people to be doing in the kitchen?
- What activities usually occur in the kitchen in your culture?

## A DESCRIPTION (1)

### Describing a room – relative pronouns, participles

1 Think of your favourite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favourite room is ... I like it because ...

Show a partner your plan and talk about your room.

2 Read the description. Why is this kitchen more than just a room where you cook and eat?

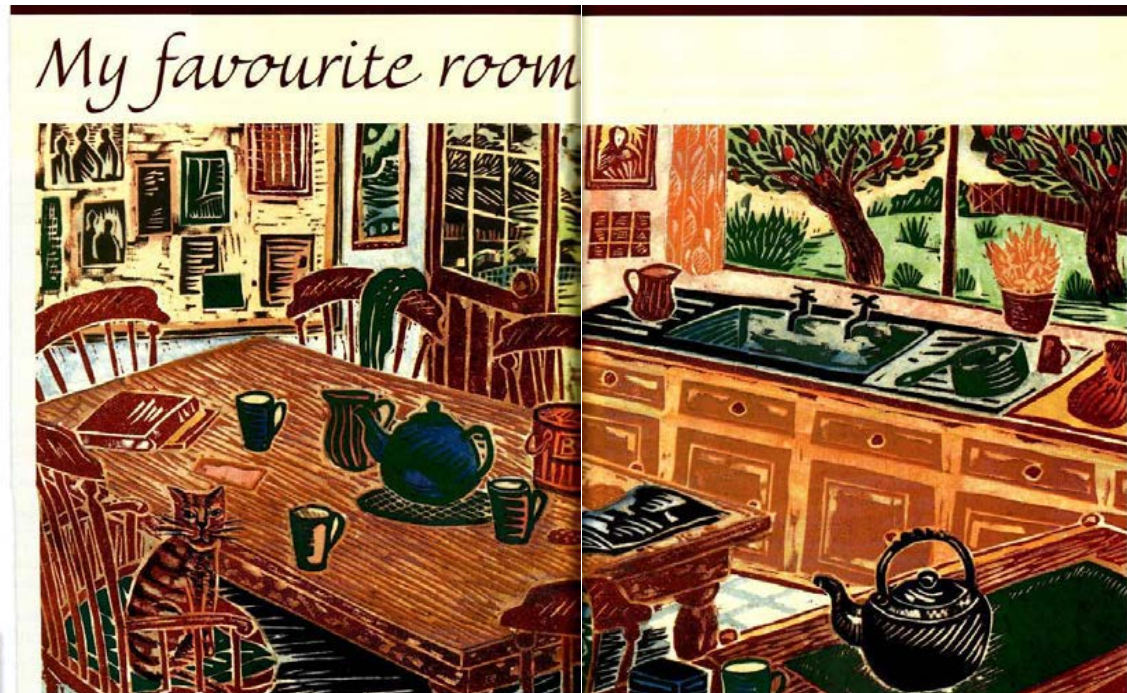
3 Complete the description using these relative clauses:

- which tells the story that we're going to next Saturday
- where we cook and eat
- whose family have all emigrated
- which is the focal point of the room
- which means we haven't seen
- I like best
- who are cross and sleepy
- where family and friends come together

## GRAMMAR SPOT

- Underline the relative pronouns in exercise 3. What do they refer to? When do we use *which*, *who*, *that*, *where*, and *whose*?
- Look at these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?  
This is the room **which** I like best. / This is the room **which** has a good view of the sea.  
He's a friend **who** we haven't seen for years. / He's a friend **who** lives in London.
- Look at these examples of participles. Rewrite them with relative pronouns.  
I have so many happy memories of times **spent** there.  
There is a large window **looking** out onto two apple trees in the garden.

▶▶ Grammar Reference 6.5 and 6.6 p143



The room in our house (1) \_\_\_\_\_ is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only (2) \_\_\_\_\_, but it's also the place (3) \_\_\_\_\_.

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) \_\_\_\_\_, before sending them off to school; or special occasions such as homecomings or cooking Christmas dinner. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, (5) \_\_\_\_\_. There is a large window above the sink, looking

out onto two apple trees in the garden. There's a big, old cooking stove at one end, and at the other end a wall with a huge notice board (6) \_\_\_\_\_ of our lives, past, present, and future: a school photo of the kids; a postcard from Auntie Nancy, (7) \_\_\_\_\_ to Australia; the menu from a take-away Chinese restaurant; an invitation to a wedding (8) \_\_\_\_\_; a letter from a friend (9) \_\_\_\_\_ for years. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door (10) \_\_\_\_\_ they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

Soars, L., & Soars, J. (2010). *New Headway. Intermediate. Student's Book*. Oxford: Oxford University Press, p.110-111

## Activity 6: Role-play

- Academic contexts
- Daily contexts

## Discussion and creation

- Cultural taboos
- Slangs
- Non-verbal communication
- Politeness and impoliteness
- Cultural topic cards
- Essay writing topics that enhance intercultural competence



## Teaching content

- Research reports/ essays on cultural topics

## Teachers' approach

- Comments – give chance for students to negotiate identity and clarify
- Linguistic micro-aggression avoidance

## Topics for speaking and writing

- Cultural boxes



# Thank you!!