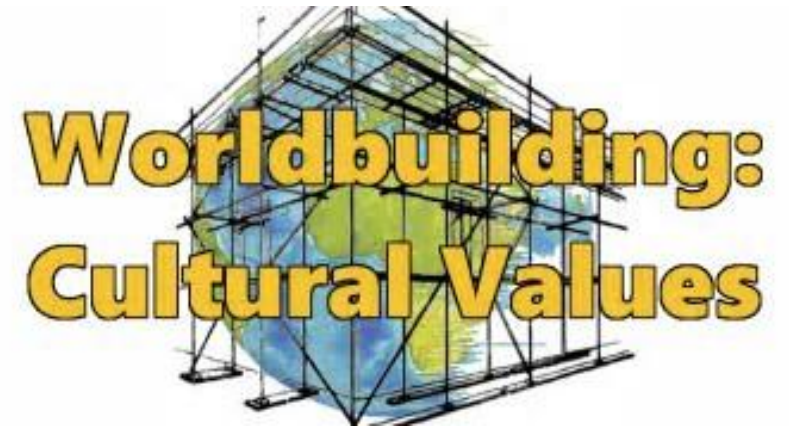


Developing interculturality through English with creative and critical thinking



Prof Lixian Jin
Prof Martin Cortazzi

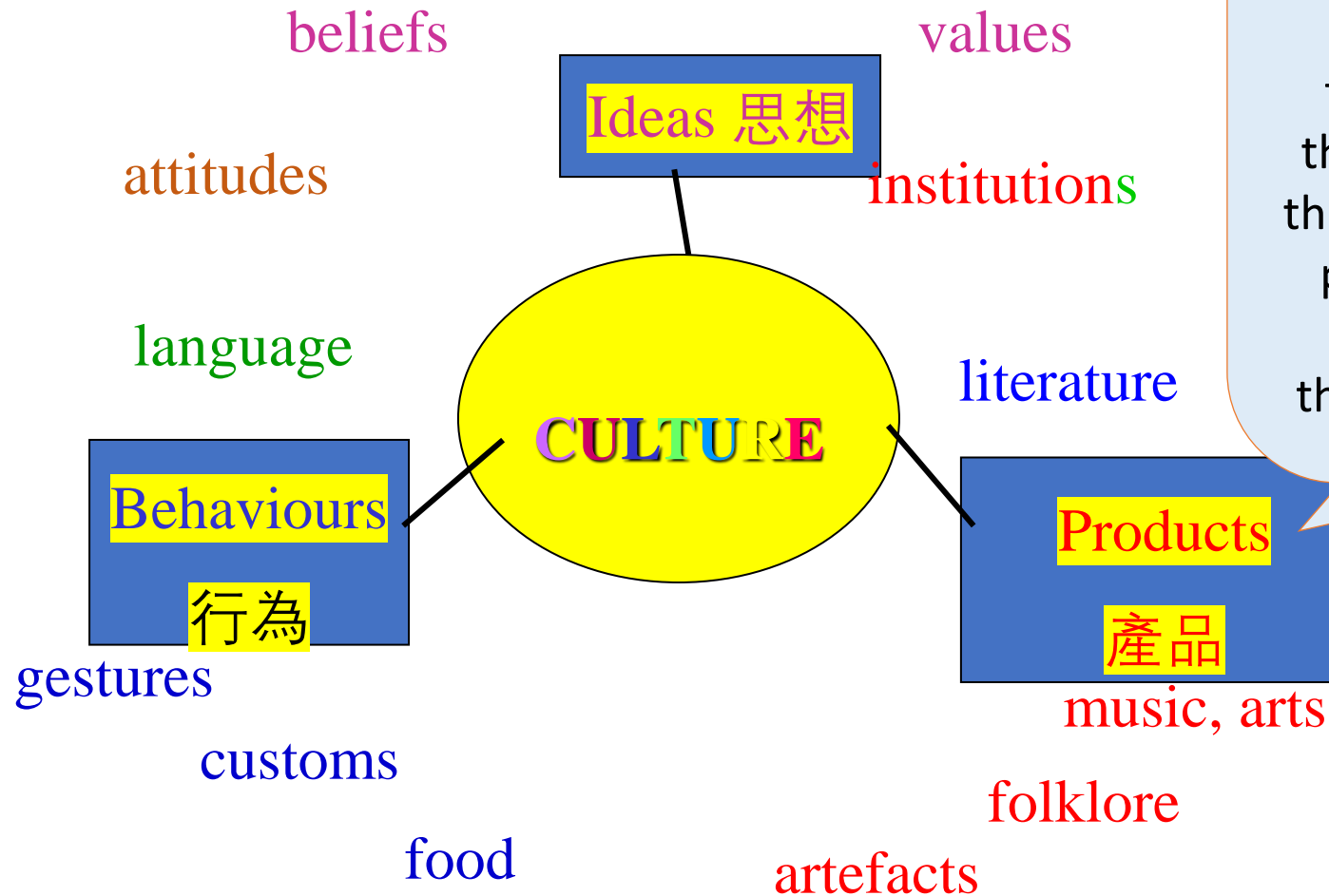


Outline

- Culture, communication & intercultural communication
- Classroom examples of intercultural communication (IC)
- Intercultural communication competence (ICC)
- Critical thinking and creativity for SLT
- Six approaches to teaching IC
- Conclusion



What is Culture?

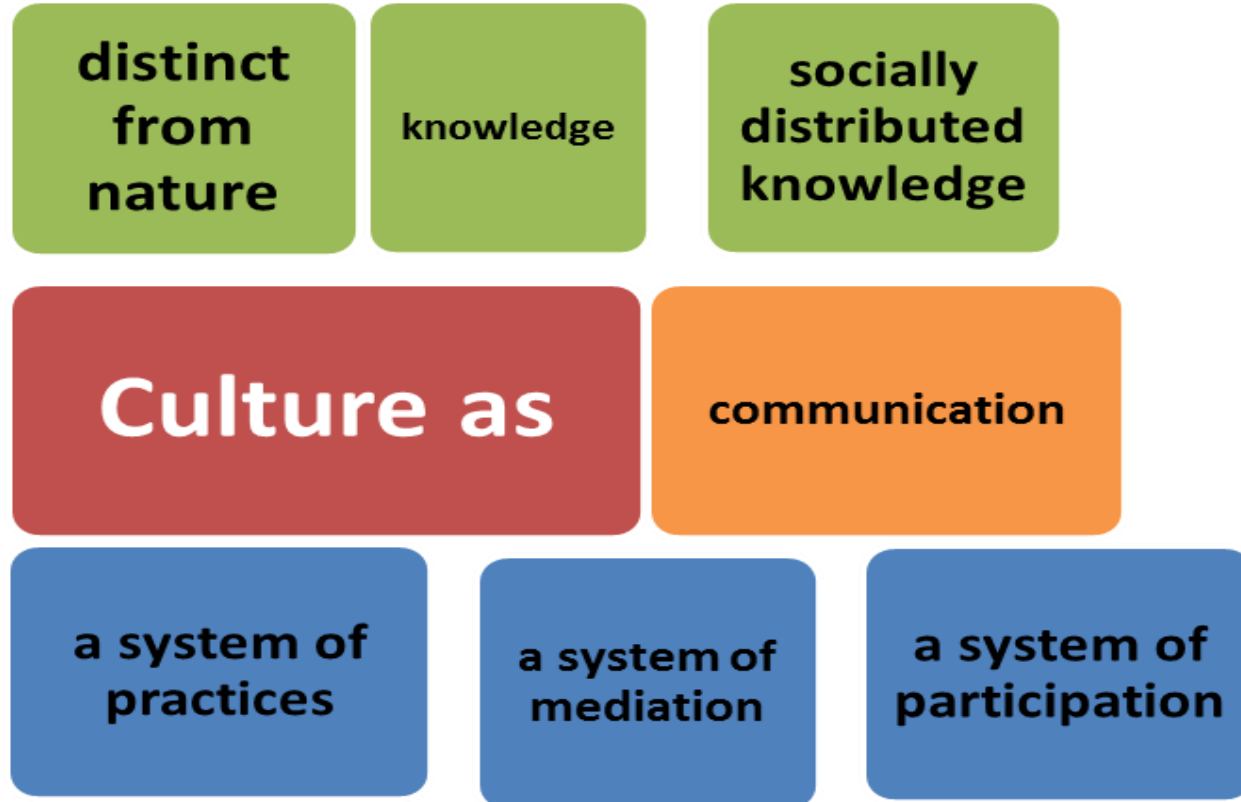


Culture is not just 'things, people, behaviour, or emotions. It is rather an organization of these things. It is the forms of things that people have in their mind, their models for perceiving, relating, and otherwise interpreting them' (Goodenough 1964: 36)

Brief **Definitions** of Culture

- The **man-made** part of the environment
- The know-how that a person must possess to get through the task of daily living in order to function in a particular society.
- Culture is necessarily **subjective** and involves assumptions, ideas and beliefs which are often **not articulated**. Participants may **not be explicitly** aware of them. (Jin & Cortazzi 1993 p.84)

What is culture? Beyond definitions



What are your definitions of culture?

What is communication?

Four characteristics;

communication is:

- *A holistic phenomenon* (整體現象): the message of one person cannot be understood without referring to other participants and to the whole system of a network of relationships and identities;
- *A social reality* (社會現實): it is based on common meanings people conventionally give to verbal and non-verbal behaviour, depending on different contexts;
- *A developmental process* (發展過程): the content, contexts and roles or processes are changing and being transformed or evolving;
- *An orderly process* (有序的過程): the shared meanings are generally orderly and have patterns and linguistic and social rules.

Intercultural Communication Competence - ICC

The ability to communicate *effectively* in IC contexts, includes:

1. *appropriate* uses of *language*, with logic, evidence and arguments
2. *attitudes* of curiosity and openness,
3. *relativising* the self and valuing the other;
4. *knowledge* of the self and others, and of cultures and social interaction;

Intercultural Communication Competence - ICC

The ability to communicate effectively in IC contexts, includes:

5. *skills of interpreting* (and explaining) speech events and social contexts from other cultural perspectives;
6. *skills of discovering* new knowledge of cultures, interaction and cultural practices (developing research, elicitation or reflective practice);
7. *critical cultural awareness* to assess or evaluate perspectives, practices or products in one's own and other cultures (Byram 1997)

A 5-step critical thinking approach to IC situations

(after Facione & Gittens, 2013: 117)

I dentify the problem or locate the issue

D eepen your understanding, ask for relevant information

E numerate options and anticipate consequences

A ssess the situation, make a preliminary decision

S crutinize and review the process, check and correct the decision if necessary

'Learning: the treasure within' 'Intercultural competencies'
(UNESCO 1996; 2013)

LEARNING TO KNOW

To know about cultural others and one's own culture'

To interpret information about other cultures (and one's own)

LEARNING TO DO

To interact with cultural others, apply knowledge gained

To learn from and through interaction

LEARNING TO BE

To reflect on our social self

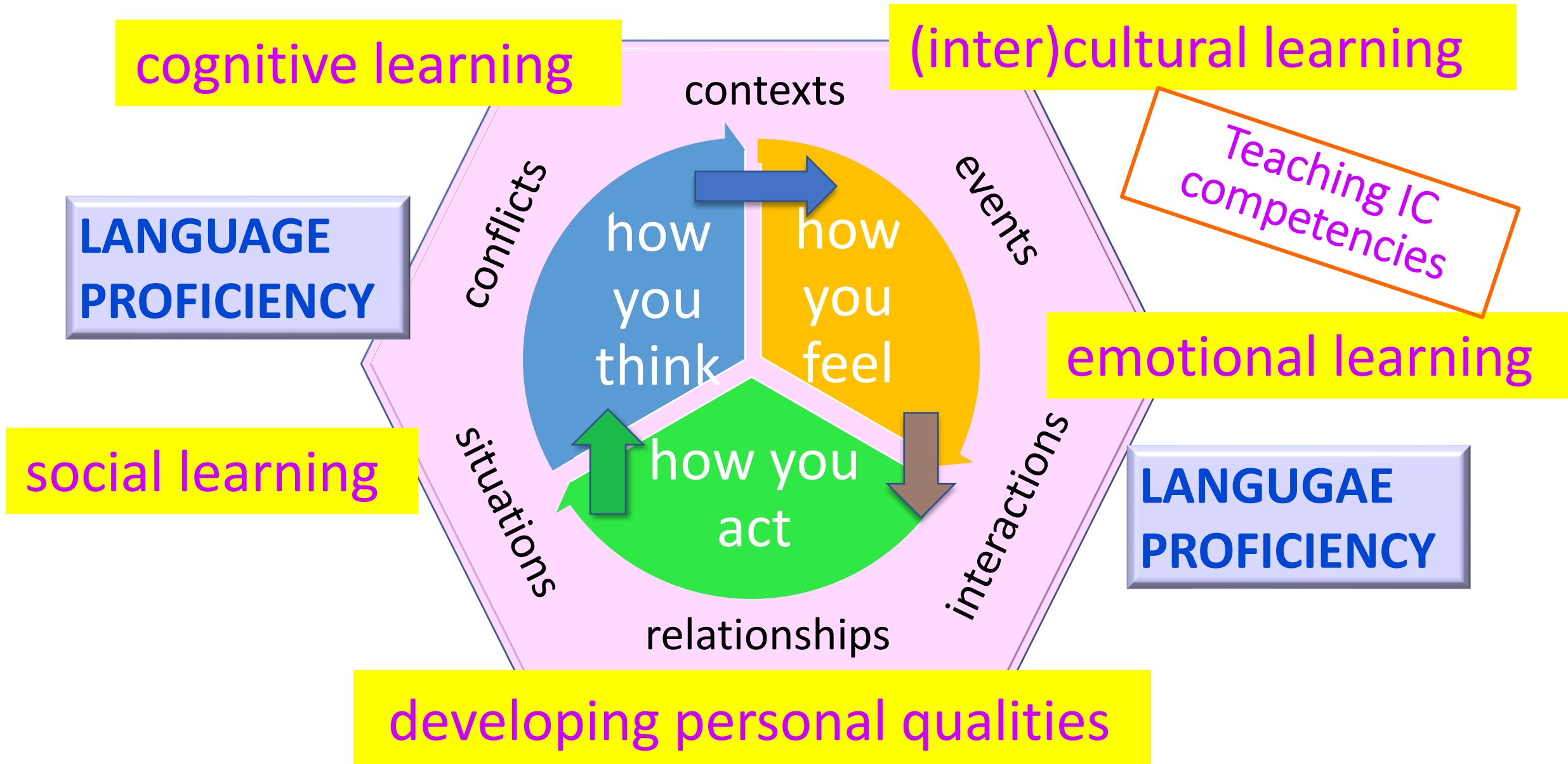
To reflect on our place in the world

LEARNING TO LIVE TOGETHER

To show respect and mutual trust in exchange and intercultural dialogue

To create space for interactions, experiences, values and overlapping lives

Teaching IC
competencies



Some common skills and dispositions: Critical thinking & ICC

Facione (1990, 2013)
Delphi 46 scholars
+ 200 academics and
policy makers (Jones
1994)

Critical Thinking

COGNITIVE

observation analysis
inference evaluation
self-regulation explanation
reflection

Deardorff (2009)
Delphi 23 scholars
+ Q 24 universities

ICC

AFFECTIVE

curious open-minded flexible judicious
truth-seeking recognizes alternatives
alert for opportunities self-confident
trusts self /other generally well-informed
honest to face own bias

Clarifying IC competencies (Jin & Cortazzi, 2021)

KNOWLEDGE

ATTITUDES

SKILLS

Openness and desire to develop all these patiently

Contextual knowledge +

Cultural knowledge: general and specific +
Cultures of learning

Linguistic knowledge: +
discourse, phonological, sociolinguistic, pragmatic

Reflection
Reflexivity

Meta-communicative ability

COMMUNICATON

Respect for others
Understanding diversity +
Critical awareness
Self-awareness of own worldview
Seeing from others' perspectives

Observing +
Listening +
Analysing
Interpreting
Evaluating

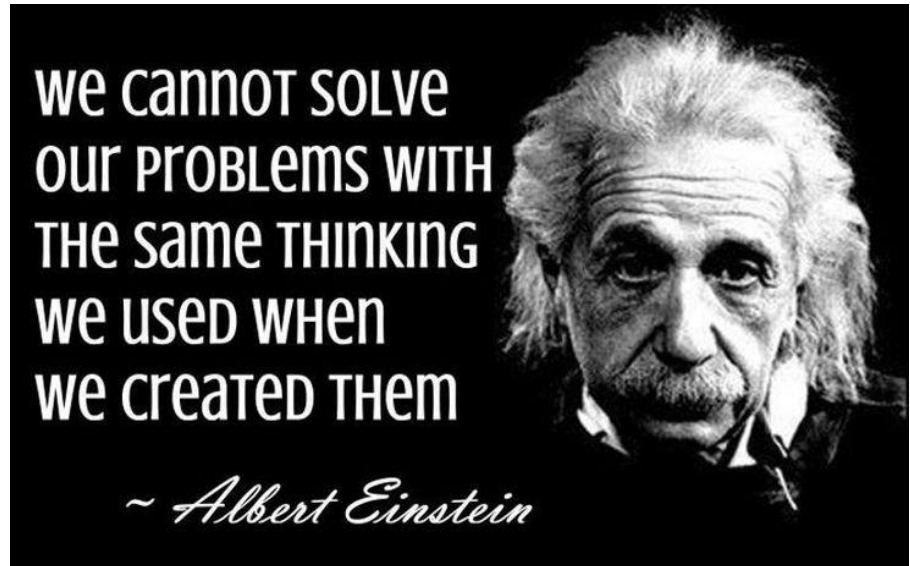
Openness +
Curiosity
Open-mindedness
Mindfulness

Relating, building relationships
Empathy
Engagement +
Teamwork
Problem-solving
Mediation
Intercultural dialogue

Adaptability +
Flexibility +
Creativity
Resilience

Developing creativity and critical thinking in English language teaching

CREATIVITY IS
INTELLIGENCE
HAVING FUN
-ALBERT EINSTEIN



Critical Thinking Assessment Test (CAT, 2016)

Skills assessed by CAT instrument, (2016)
Cookeville, TN: Tennessee Tech University

Evaluating Information

- Separate facts from opinions
- Interpret numerical information in graphs
- Understand the limitations of correlational data
- Evaluate evidence and identify inappropriate conclusions

Creative thinking

- Identify alternative interpretations for data or observations
- Identify new information that may support or contradict a hypothesis
- Explore how new information can change a problem

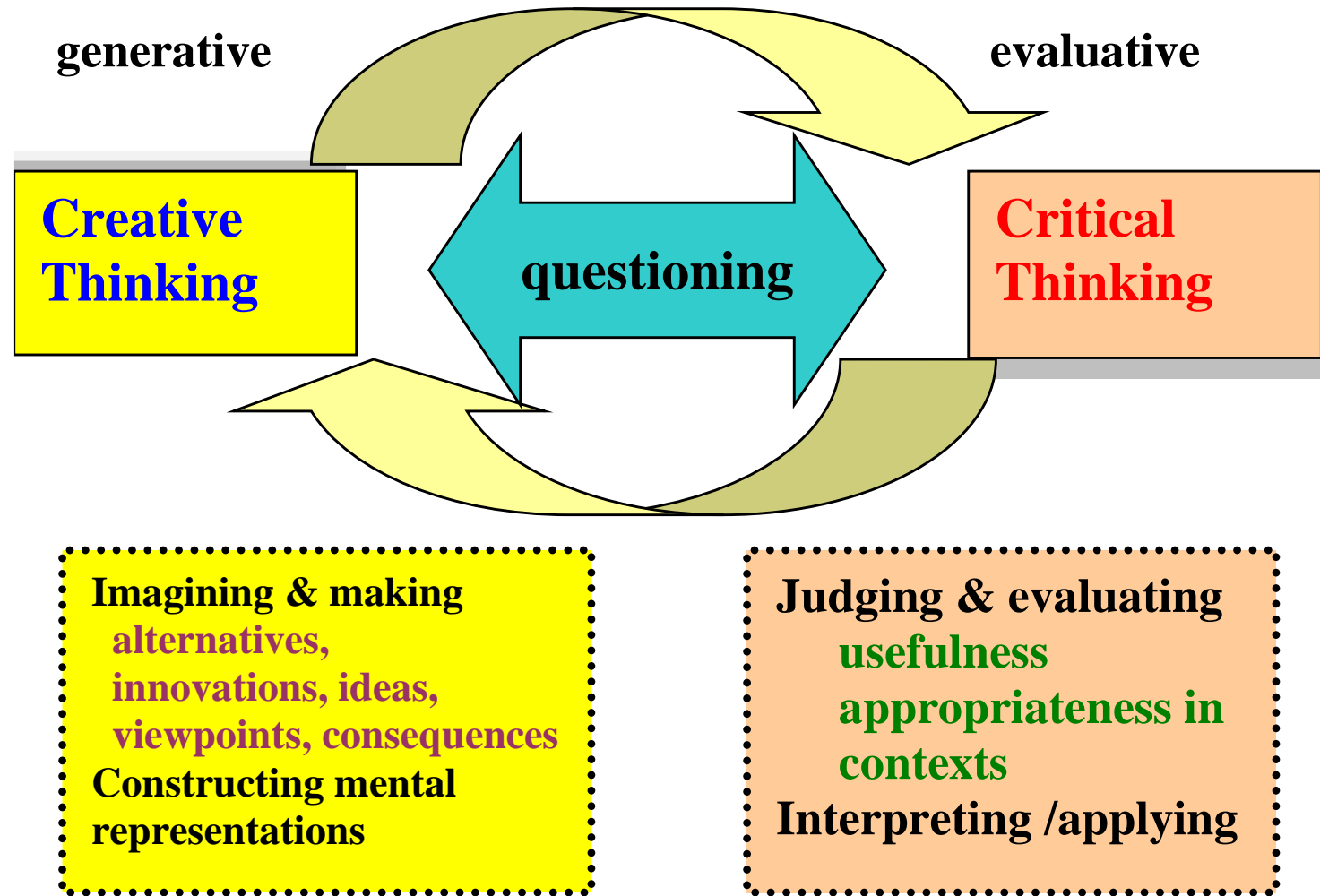
Learning and Problem Solving

- Separate relevant and irrelevant information
- Integrate information to solve problems
- Learn and apply new information
- Use mathematical skills to solve real world problems

Communication

- Communicate ideas effectively

Balancing Creative and Thinking Skills



Developing a creative classroom

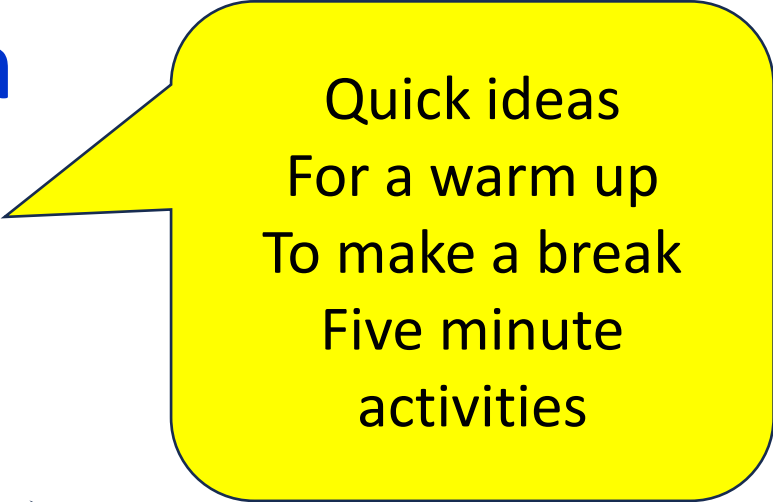
- ✓ Teachers model creativity by teaching creatively
- ✓ Build Ss' self-efficacy, reward creative ideas and outcomes

Encourage

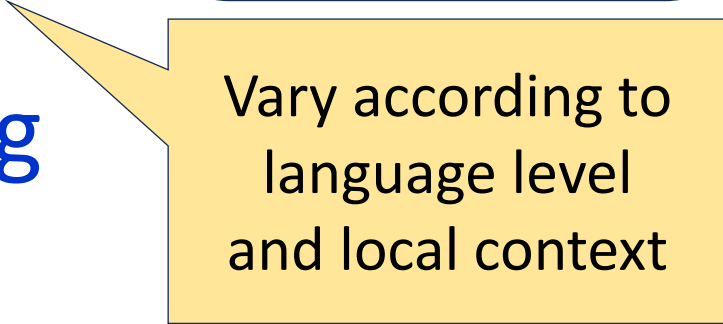
- ✓ creative ideas, imagining alternatives, taking other viewpoints
- ✓ tolerating ambiguity, taking sensible risks, play to strengths
- ✓ creative collaboration in pairs, groups and teams
- ✓ be prepared to define and re-define problems
- ✓ Identifying and overcoming difficulties
- ✓ promoting self-regulation, self-development,

Some basic principles with short tasks

1. Make it easy to begin with
2. Encourage participation
3. Extend the activity
4. Exploit possibilities
5. Build sequences of learning



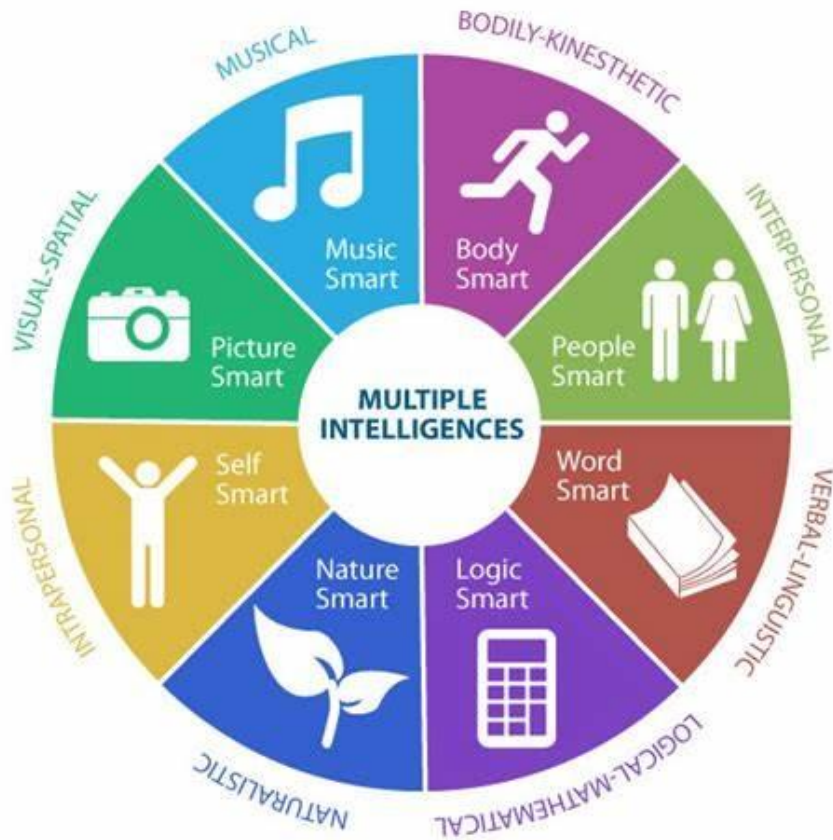
Quick ideas
For a warm up
To make a break
Five minute
activities



Vary according to
language level
and local context

Different ways of learning

Howard Gardner (1943-)
Psychologist
Theory of multiple intelligences



Influential ideas about intelligences interpreted as learning styles learning styles which have entered ELT teacher training

Applying 10 linguistic- educational principles

1 **Meaning** ↔ **Relevance**

Language development is driven by making **meaning** and what is needed or personally **relevant**

2 **Repetition** ↔ **Variation**

Learners need opportunities for **repetition** of similar language but also for **variation** so that the language is different in some aspects

Applying 10 linguistic and educational principles

3 Simplification ↔ Complexity

Language must be kept relatively **simple** yet should lead to **complexity** in expression and **challenge** in thinking

4 Give models ↔ Encourage independence

Learners need **model** examples but also need to use them or go beyond them **independently**

Applying 10 linguistic and educational principles

5 Interaction ↔ Reflection

Interaction integrates social skills for individuals, but also need involvement in **reflection** on processes [metacognition]

6 Collaboration ↔ Autonomy

Collaboration of working in pairs, groups and teams needs balance with **autonomy** and **individual** learning

Applying 10 linguistic and educational principles

7 Verbal ↔ Visual

Verbal elements of language can be complemented by **visual** and **multi-modal** elements to enhance expression, participation and thinking

8 Challenge ↔ Criteria

Challenge by extending sequences in activities towards greater application and engage learners in using **criteria** for evaluation and assessment

Applying 10 linguistic and educational principles

9 Accuracy ↔ Fluency

using **correct** standard language, avoiding errors, though this may be simplified; yet articulating language with **fluency** and expression at a normal speed with minimal hesitation

10 Play safe ↔ Take risks

Play safe by using known language, maintain confidence or **take risks** by trying to be interesting, creative with your own voice

What are the current theories and approaches on IC teaching?

**Jin, L. & Cortazzi, M. (2017) Teaching and Learning Intercultural communication.
In Eli Hinkel (Ed.) *Handbook of Research in Second Language Teaching and Learning*, Volume III. London: Routledge. pp.399-415**

Six approaches for IC Teaching and Learning

A Linguistic approach
语言方式教学法

A Culture comparison approach
文化方式比较法

A Competency-based approach
能力培养法

A Problem-solving approach
困境问题解决法

An Experiential approach
实践体验法

A Praxis approach
社会实践运用法

The following six approaches can be all used in intercultural learning

The **first three** emphasize the impact of linguistic competence on intercultural communication competence and vice versa; 前三個強調語言能力對跨文化交際能力的影響，反之亦然；

The **last three** show how second language learning can be practised in and out of class; 最後三個展示瞭如何在課堂內外練習第二語言學習；

So how shall we do this
in *College English* teaching?

A Linguistic approach
语言方式教学法

A Problem-solving approach
困境问题解决法

A Culture comparison approach
文化方式比较法

An Experiential approach
实践体验法

A Competency-based approach
能力培养法

A Praxis approach
社会实践运用法

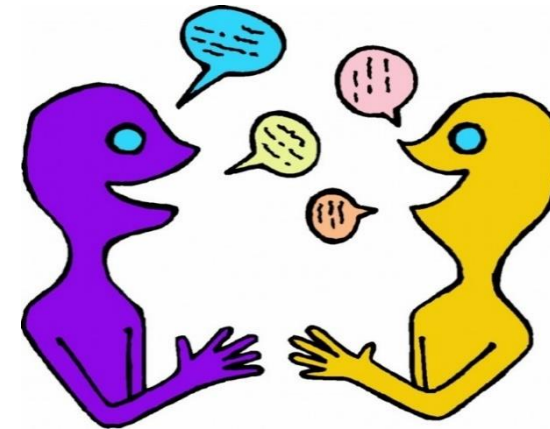
Six approaches in Teaching and Learning IC

Salient in researched IC literature

1. A linguistic approach of examining ways of speaking

语言方式教学法探究语言的运用

- Ethnographic research in linguistic anthropology and sociolinguistics in the study of 'ways of speaking' of different speech communities gives insights into IC situations.



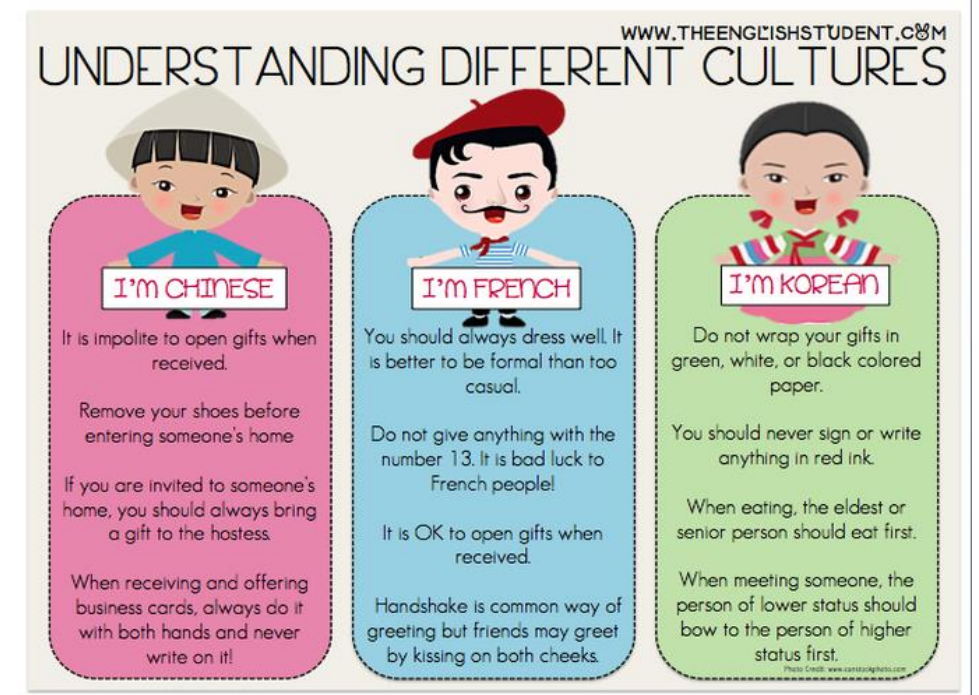
Six approaches in Teaching and Learning IC

Salient in researched IC literature

2. A culture comparison approach of looking at dimensions of cultures

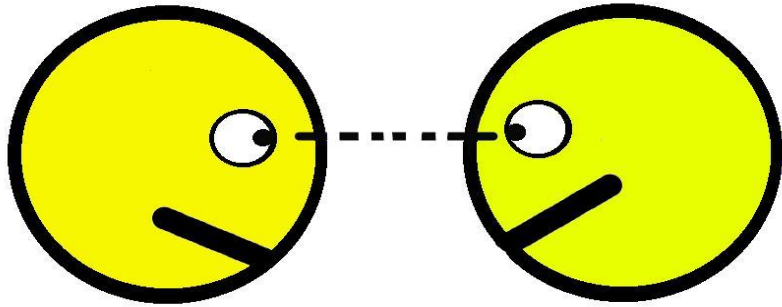
文化方式比较法探索文化的各种层面

- Much-disseminated research of dimensions (e.g. Hall 1990; Hofstede et al. 2010) are widely applied to teaching IC but current directions in current IC emphasize students' critical thinking. Hence a research angle is how far classroom participants are aware of and react to critiques.



Six approaches in Teaching and Learning IC

Eye-Contact



Salient in researched IC literature

3. A competency-based approach which focuses on developing knowledge and personal skills;

能力培养法提高跨文化的知识和技能

- To develop IC competence in language teaching, it is usually thought of as developing the knowledge, skills and abilities which learners need to participate in IC interaction appropriately, effectively and adaptively.
- a teachable schema for students: the **ABC** of IC: **affect** (including emotions, attitudes, motivation), **behaviour** (skills in communication, interaction, relationships) and **cognition** (knowledge, beliefs) (Landis and Bhagat 1996; Spencer-Oatey and Franklin, 2009)

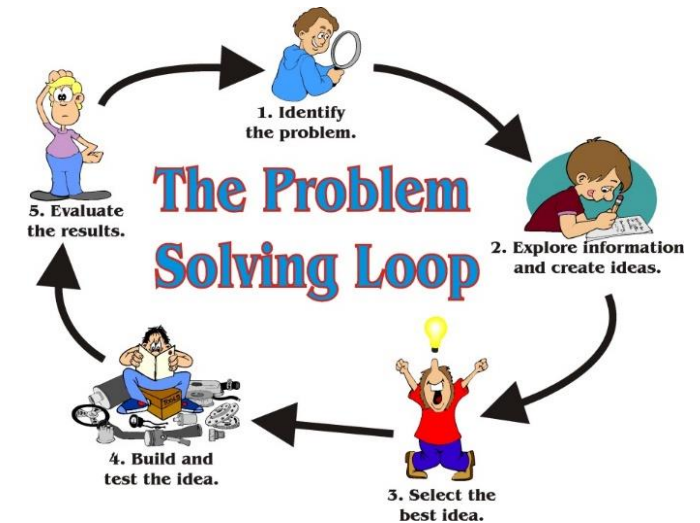
Six approaches in Teaching and Learning IC

Roots in researched educational theory and practice:

4. A problem-solving approach in which participants are encouraged to analyse situations and find solutions

困境问题解决法使得参与者分析问题找到解决方案

- This approach presents a series of problems in specific contexts to be solved in collaborative groups in steps of exploring issues, considering relevant knowledge after research or staff support, listing likely solutions and assessing their feasibility, then writing up a report (Boud and Feletti, 1997)



Roots in researched educational theory and practice:

5. An experiential approach which develops evaluation and reflection on experience or training; 实践体验法 通过实践或培训去培养反思能力

- Experiential approaches seek to develop learning through personal discovery in cultural contacts and engagement in face-to-face interaction.



Six approaches in Teaching and Learning IC

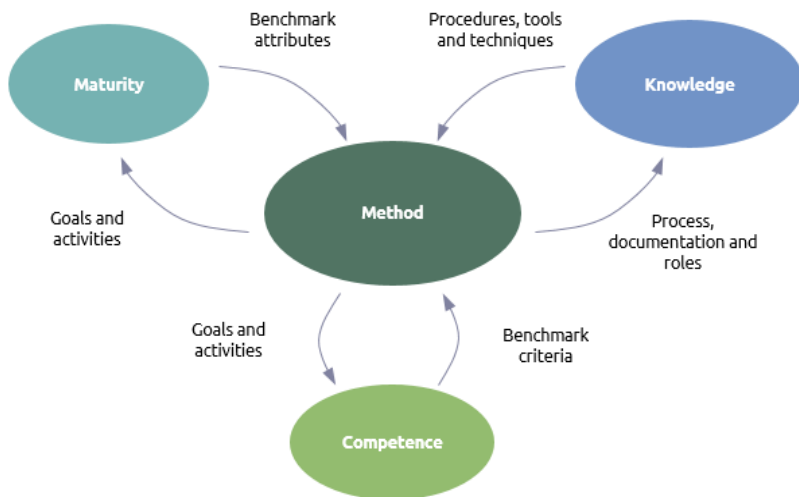
Roots in researched educational theory and practice:

6. A praxis approach in which participants take relevant responsible action.

社会实践运用法 去实施有责任感的行动。

This framework seeks to combine IC-based research with research oriented to education, the context of most IC teaching and learning.

- Praxis has been introduced for IC development of global visions and creating greater social justice. This is not simply 'practice' of classroom learning but is the effort to attain social ideals through committed transformative action (Sorrells 2015).



A 'simple' **intercultural** English greeting example leading to **critical evaluation** and **creativity**



Students' Acrostics about understanding IC

ACCEPT

Approve others' shining points.

Care for others' feelings

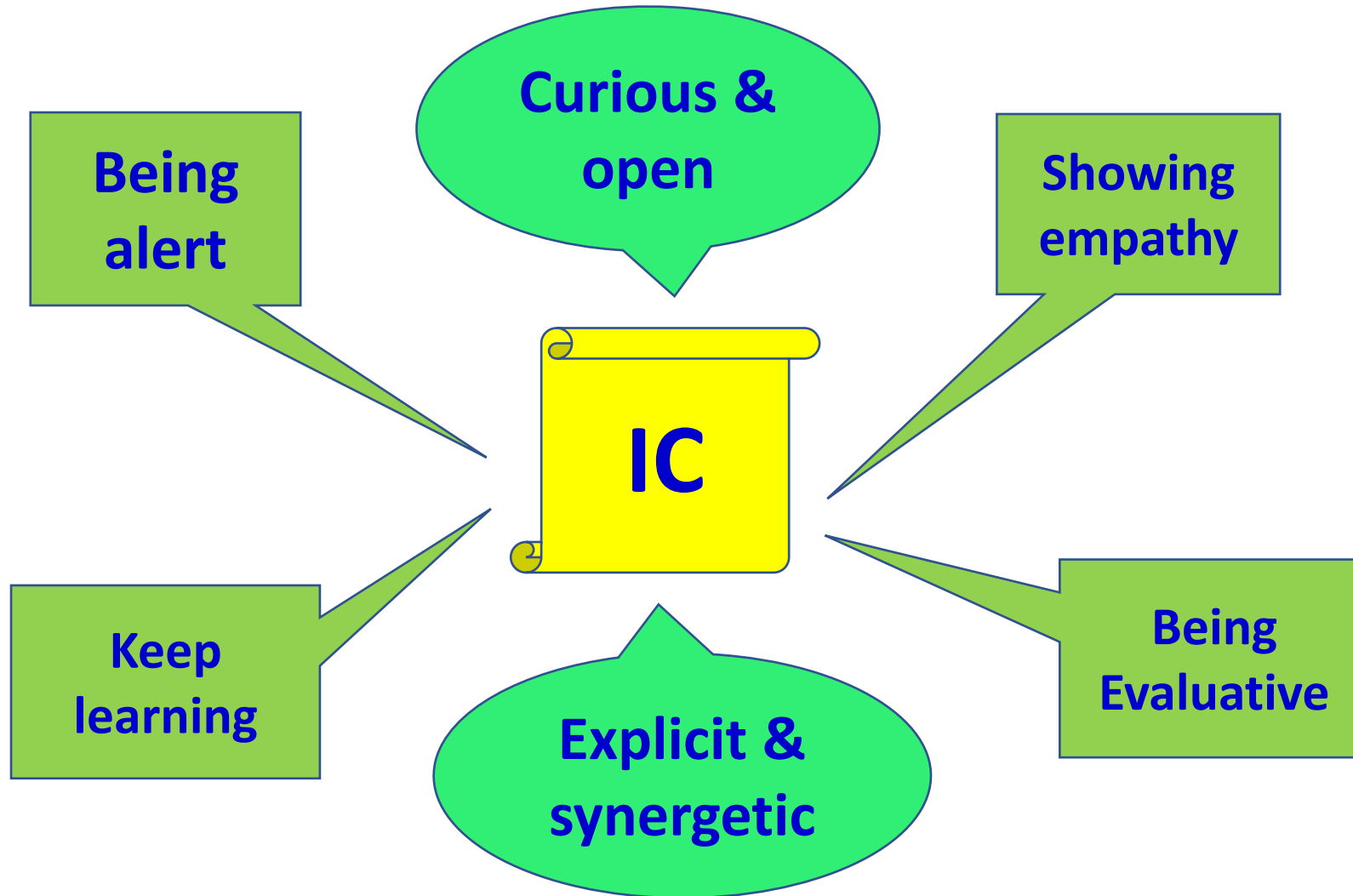
Create equal channel with people

Exclusion from others is wrong

Prevent prejudice

Tolerance for mistake of others

IC in Action



Conclusions

- **Teaching IC is not only about the cultural knowledge of your own and others' cultures, but a way to reflect and understand the meanings revealed from other cultural activities**
- **Teachers need to have a framework with the understanding of IC theories to guide students' learning; rather than mainly delivering English textbook content; we need to have challenges and creativity in English teaching to reach a Gold standard**
- **Criticality and Creativity are ways of thinking, processes and skills which can be developed and enhanced through IC teaching**
- **English teaching can be used as a way not only for improving learners' English competence, but also their IC & critical thinking skills and creative ways to solve problem solve life problems.**
- **Involve students in interaction to develop a deeper understanding of meanings over a seemingly 'simple' sentence so that they use more complex language to explain their thinking and analysis; they use their cognitive skills and intelligence to create more ways, including multimodality to express themselves.**