# Models of Intercultural Competence
# and
# the Development of Self-awareness and Self-evaluation in Intercultural Experience.
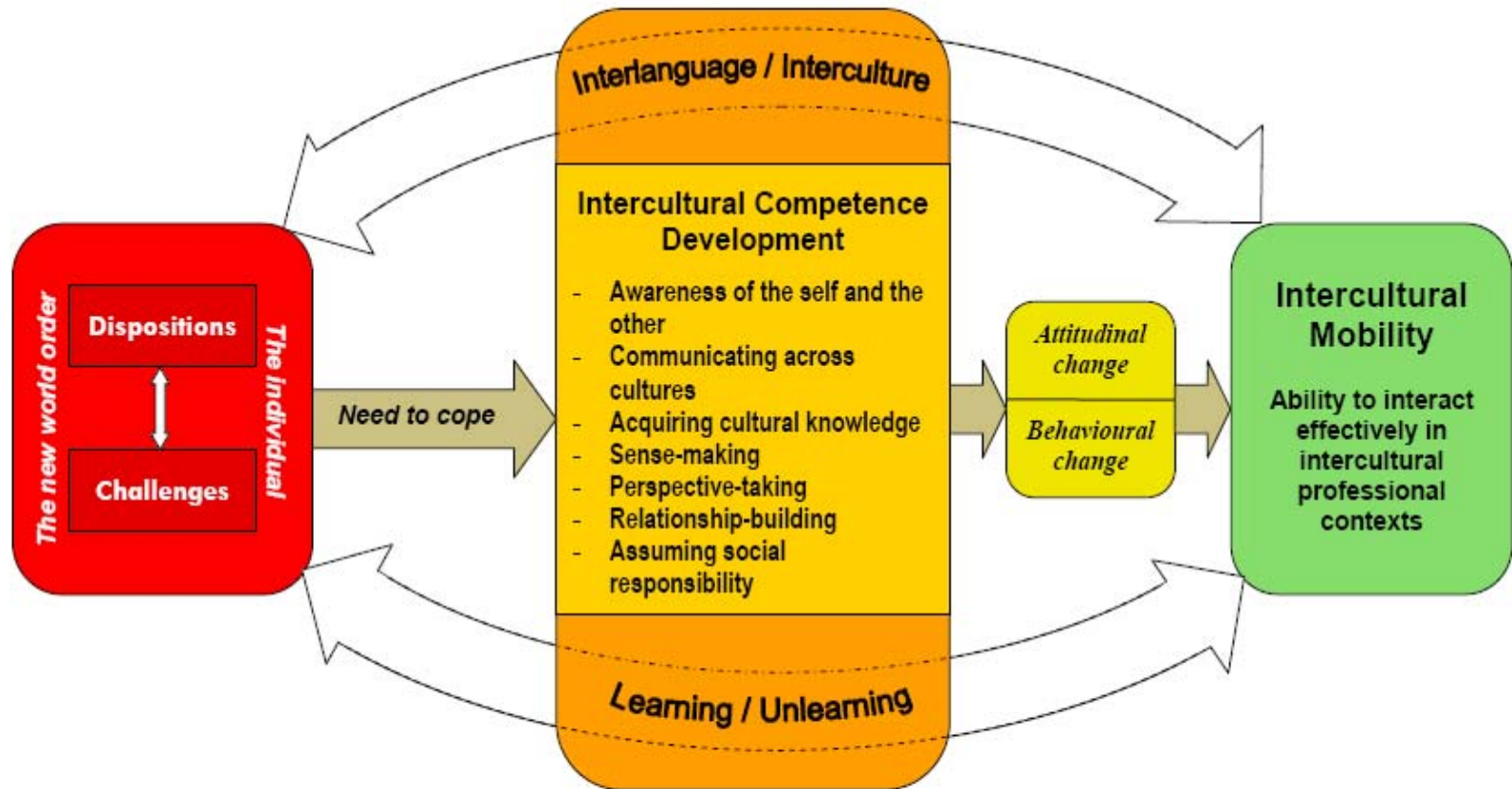
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# ICOPROMO Model

- The ICOPROMO model is <span style="color:red">transformational</span> in that it articulates the journey the individual undergoes when <span style="color:red">becoming aware</span> of intercultural challenges as a result of his/her mobility or that of others with whom he/she must communicate effectively.

- It then describes <span style="color:red">how and what that individual must learn</span> in order to communicate more effectively,

- the <span style="color:red">impact of that learning</span> on his/her attitudes, behaviour and communicative performance and

- the <span style="color:red">on-going experience of encountering new challenges</span> and learning new knowledge and techniques to meet them.

# ICOPROMO
## THE DEVELOPMENT OF INTERCULTURAL COMPETENCE FOR PROFESSIONAL MOBILITY: A TRANSFORMATIONAL MODEL

**Interlanguage / Interculture**

**The new world order** — **The Individual**

**Dispositions**

**Challenges**

**Need to cope**

### Intercultural Competence Development

- Awareness of the self and the other
- Communicating across cultures
- Acquiring cultural knowledge
- Sense-making
- Perspective-taking
- Relationship-building
- Assuming social responsibility

*Attitudinal change*

*Behavioural change*

### Intercultural Mobility

Ability to interact effectively in intercultural professional contexts

**Learning / Unlearning**

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# Models (in English - OED)

- A representation of structure (e.g. architect's set of designs)

- Type of design (pattern, build, make - blueprint)

- An object of imitation (e.g. a person or work that is proposed for imitation – a perfect exemplar)

# Modèles (French – Petit Robert)

- Ce qui sert ou doit servir d'objet d'imitation pour faire ou reproduire qqch = archétype (un élève modèle)
- Personne ou objet dont l'artiste reproduit l'image
- Personne, fait, objet possédant au plus haut point certaines qualités ou caractéristiques qu'en font le représantant d'une catégorie
- Ce qui représente sous une forme concrète ou restreinte une classe, une catégorie
- Objet type déterminé selon lequel des objets sembalables peuvent être reproduits à multiples exemplaires
- Objet de même forme qu'un objet plus grand mais exécuté en réduction

# 'Models'

1 'Model' as ideal – the 'model pupil' – a perfect exemplar – for imitation

2 'Model' as schematisation – representing a category in concrete or simplified terms – possessing to the highest degree the characteristics representing a category

3 Model (mould) for producing many copies

4 'Model' as (reduced description – 'model train' (small replica)

5. Artist's model (human or nature morte)

ICOPROMO model

1 above: 'what the individual must learn'

2 above: 'articulates the journey'; 'impact of that learning'

3 above: used for producing multiple copies (?)

Not 4 and not 5

# 'possessing to the highest degree the characteristics representing a category'

- **Intercultural Competence (Development)**
  - **Awareness of the self and the other**
  - **Communicating across cultures**
  - **Acquiring cultural knowledge**
  - **Sense-making**
  - **Perspective-taking**
  - **Relationship-building**
  - **Assuming social responsibility**

**Is it / can it / should it be comprehensive/exhaustive – 'a small replica' (4 above)?**

**Can only the artist produce the (self) portrait – each model unique (5 above)?**

# Links between models – quotes from ICOPROMO book

- Sense-making involves the capability to **interpret documents, facts, incidents/events** or any other emerging cultural artefact. This is very much related to <span style="color:red">what Byram et al. (2002: 13) call the 'skills of interpreting and relating / savoir comprendre</span>', defined as 'the ability to interpret a document or event from other culture, to explain it and relate it to documents or events from one's own'.

- But interpretation is not enough, sense-making also implies **making meaning**. The intercultural citizen has to make meaning of new or unexpected documents or events. <span style="color:red">In Byram et al.'s terms (2002: 13) these are the 'skills of discovery and interaction / savoir apprendre – faire</span>', the 'ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction'.

Links between models – quotes from ICOPROMO book

- Finally, sense-making entails **identifying/perceiving and understanding prevalent values, beliefs and norms in a situation**. These are not always apparent and failure to identify and understand them may well result in misunderstandings.

- # But not 'critical' (nor is INCA)
- No link - Byram's (and Autobiography – see later) <span style="color:red">critical cultural awareness</span> is different. Designed for foreign language *education.*
- ***Different purpose?***

# Purposes and models

ICOPROMO book:

- The potential users of the materials developed in this project are
  - undergraduate and graduate students (with a background in social sciences), who are preparing for their professional careers;
  - managers and employees, with an academic background in the social sciences, who are either preparing to work in different cultural surroundings or who need to develop language and cultural awareness to cope with the intercultural workplace.

Byram 1997:

- The assessment of an individual's ability to communicate and interact across cultural boundaries is facilitated by a detailed description of the process involved and definition of what is expected of the individual. It is an advantage to the assessor but also to both teacher and learner. (….) I shall describe and define Intercultural Communicative Competence (ICC) as it relates to foreign language teaching. (…) in order to offer a model of ICC capable of informing discussion of teaching and assessment.

- Models and materials are (should be?) designed for purposes

# 'Assessment' or 'evaluation'? 'Évaluation' or 'reconnaissance'?

- Assessment = allocating to point on scale
  - Success = performance / activity - dependent on competence of assessee (on a scale)
  - Reductionist – simplifying complexity – changing words to numbers  - perhaps a necessary evil
- Evaluation = judgement against criteria which include values
  - Success = engagement with 'other' – dependent on assessee *and the other*
  - Judgement depends on moral and ethical views but whose?

# Example

- English examination at German university on Ireland – Professor believes it is colonialism, student expresses racist views against Catholics at CEFR C2 level – what grade?

- Communicative competence = CEFR C2

- Intercultural competence (eg Attitudes of curiosity and openness) = 'fail'?
  - Who fails? Student or professor?

# Example of grid - non-empirical INCA 'Intercultural Portfolio'

| Dimension | Level 1<br>Basic | Level 2<br>Intermediate | Level 3<br>Full |
|---|---|---|---|
| Openness | **O1.1** When uncertainty arises from cultural difference, I adopt a tolerant attitude as long as the issue is not a sensitive one for me.<br>**O1.2** Sometimes I may jump to conclusions about different behaviour that I later realise were not entirely correct. | **O2.1** I now see the uncertainties that can arise from intercultural encounters as an interesting challenge, provided that the issues involved are not sensitive for me.<br>**O2.1** I react neutrally to cultural differences, rather than hastily categorising them as good or bad. | **O3.1** I am aware of ways of coping with ambiguous situations even when these give rise to inner moral conflicts that are serious for me.<br>**O3.2** I fully respect the right of those from other cultures to have different values from my own and can see how these values make sense as part of a way of thinking. |

# Critique of grids and hierarchies

- Zarate, G. et Gohard-Radenkovic, A. 2004, *La reconnaissance des compétences interculturelles : de la grille à la carte.* Paris : Didier/CIEP

  «Pour que le potentiel innovant que peut apporter l'entrée interculturelle aux démarches d'évaluation voie le jour, faut-il se hâter de les assimiler aux mécanismes évaluatifs déjà mis au point ou ne vaut-il pas mieux reconnaître leur spécificité, afin d'éviter le piège d'un « scientisme de type behaviouriste doctrinaire où l'imagination, indispensable à tout renouvellement, n'ait plus de place » (Richterich) ? »

BUT  - can we wait?

# A middle way – self-evaluation / reconnaissance de soi

- Autobiography purpose:
  - self-description leading to increased (meta-) awareness and self-evaluation

  BUT lacks dynamic (unless done several times with comparison)

- ICOPROMO
  - Can it be used for self-description / evaluation?

# Another model of intercultural (communicative) competence:
## CoE Autobiography

- **Acknowledgement of the identities of others** involves noticing the social identities which they bring to an intercultural event, realising that such identities may not be familiar, and acknowledging their value and rights.

- **Critical cultural awareness** involves noticing and critically evaluating on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

- **Respect for otherness** is manifested in curiosity and openness, readiness to suspend belief about (the 'naturalness' of) one's own culture and to believe in (the 'naturalness' of) other cultures.

- **Tolerance for ambiguity** is the ability to accept lack of clarity and ambiguity and to be able to deal with it constructively.

- **Empathy** is the ability to project oneself into another person's perspective and their opinions, motives, ways of thinking and feelings. Empathetic persons are able to relate and respond in appropriate ways to the feelings, preferences and ways of thinking of other persons.

- **Behavioural flexibility** is the ability to adapt one's own behaviour to different requirements and situations.

- **Communicative awareness** is the ability to recognise different linguistic conventions, different foreign language skills and their effects on discourse processes, and to negotiate rules appropriate for intercultural communication.

- **Knowledge** of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction

- The skill of **knowledge discovery** is the ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, attitudes and skills under the constraints of real-time communication and interaction

- **Interpreting and relating** involves an ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own

# Autobiography – theory / practice
## (input from INCA, Byram, Zarate)

- Attitudes/affective capacities
  - Acknowledgement of identities of others
    - Autobiog 'Who else was involved?'
  - Respect for otherness
    - Autobiog: 'The other people… way of seeing it…'
  - Tolerance for ambiguity
    - Autobiog: 'I can see similarities and differences…'
  - Empathy
    - Autobiog: 'The other people … following feelings…'

# Theory and practice (continued)

- Behaviour
  - Flexibility
    - Autobiog: 'How do you see your responses now?

  - Communicative awareness
    - Autobiog: 'I needed to talk/write … differently…'

# Theory and practice (continued)

- **Cognitive capacities**
  - Knowledge
    - Autobiog: 'I already knew things about….'
  - Knowledge discovery
    - Autobiog: '…I tried to find out by asking questions…'
  - Interpreting and relating
    - Autobiog: 'The experience involved something … similar…'
  - Critical cultural awareness
    - Autobiog: 'There were aspects …I approve/disapprove…'

# What kind of model?

1 'Model' as ideal – the 'model pupil' – a perfect exemplar – for imitation

2 'Model' as schematisation – representing a category in concrete or simplified terms – possessing to the highest degree the characteristics representing a category

3 model/mould for producing many copies

4 'Model' as (reduced description – 'model train' (small replica)

5. artist's model

1 above: for (implicit) imitation  - and as criteria for self assessment / evaluation

2 above: possessing characteristics but not a clear schematisation – not dynamic

5 above: self-potrait – unique

Not 3 and not 4

# Conclusion – back to models

- Other models exist
  - INCA, staircase, iceberg, Bennett, etc, etc and others can/will be invented
- Do we need them all? How do we use them?
- Are they descriptions/categorisations OR do they include explanations of cause and effect – with potential for prediction?

- Questions:
  - What kind of model?
  - What purpose(s)?
  - What relationship with other models?
  - Description or prediction?
  - What use in teaching and/or learning?
  - What use in assessment / evaluation?

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