



Instruments to Evaluate the Development of Intercultural Competence

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Introduction



The present study analyzes the development of Intercultural Competence (IC) of university students that are pre-service English teachers.



They have to meet the objectives to become bilingual and bicultural individuals.



The curriculum is based on the Common European Framework of Reference (CEFR). This framework guides the syllabi.



One of the objectives in the programs of English language classes is to develop both linguistic and intercultural competence.

Objectives

1.

To evaluate and promote the development of **Intercultural Competence** reached by 12 students of EFL. They are pre-service teachers in levels **A2 and B2** according to the CEFR.


2.

Public University in Central Mexico

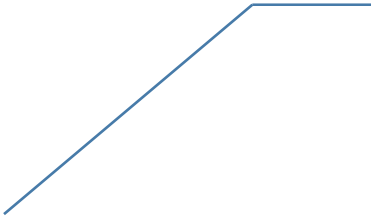
Future English teachers:
increasing demand of ELT

Little or no experience using English in authentic contexts

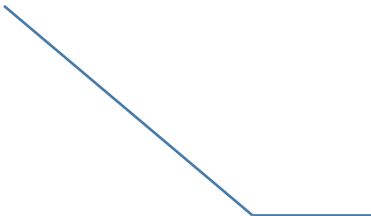
Research Question



What knowledge, abilities and attitudes do students express and show during the development of Intercultural Competence?



Instruments to collect data adapted from Huber-Kriegler, Lázár & Strange (2003).



Based on the list of resources in the Framework of Reference for Pluralistic Approaches (FREPA)

Theoretical Framework

English as a global language

Critical Language Awareness

- Students reflect upon their context and sociolinguistic environment. (Ecology of language, Haugen, 2001)

Intercultural Competence

Knowledge

Skills

Attitudes

Critical awareness

The Common European Framework of Reference (2018 versión)

The Framework of Reference for Pluralistic Approaches (FREPA)

Methodology



Qualitative study

Single case study (12 students)

Use of the list of resources in the FREPA to guide the design of instruments.

Analysis of categories: Knowledge, abilities, attitudes, and critical awareness.

Participant observation, analysis of activities, institutional documents, and introspective verbal interviews.

Instruments

1.

- General Information format to select participants.

2.

- **Two-Part Questionnaire** (reflection about the **knowledge** of their own IC)

3.

- Interview 1 to discuss their answers.

4.

- Design of **5 instruments** (handouts with activities) to observe **skills, attitudes**, and their **critical awareness**.

Summary of participants

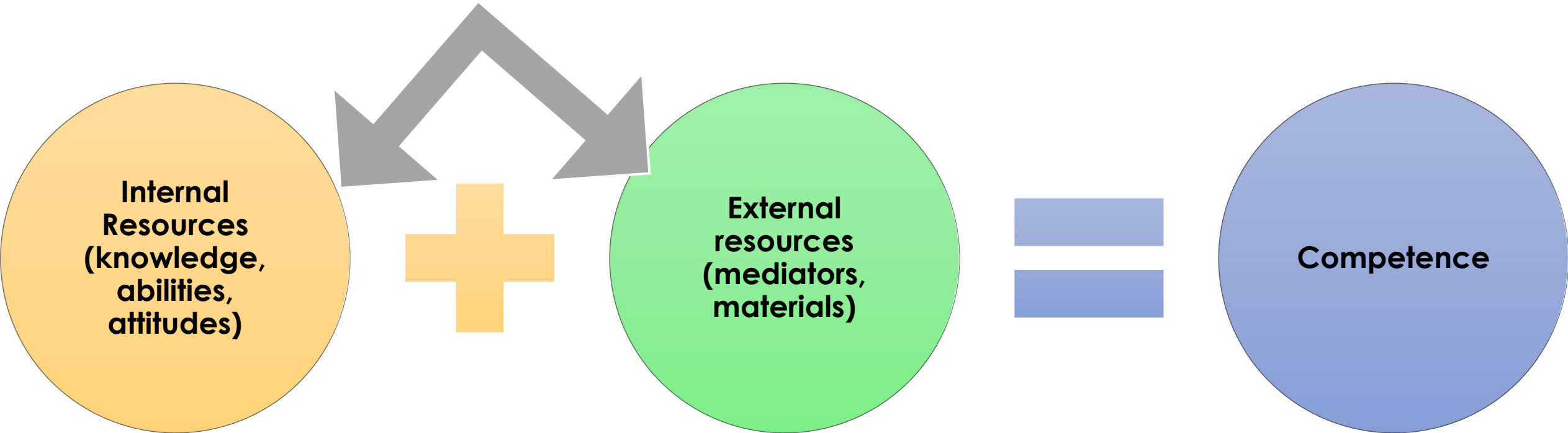
	A2	B2
Age	17-20 years old	19-26 years old
Gender	6 women	3 women – 3 men
Years studying English	1-5	5 – 9
Experience living in other countries	NONE	NONE
Permanent contact with English speakers	NONE	NONE
Permanent contact with speakers of indigenous languages	NONE	NONE



The instruments

FREPA

Learning/ teaching
activities



Pluralistic Approaches (Candelier, 2008)

- There is an increasing number of students who will receive formal instruction or education in a language different from their mother tongue.
- PA include a series of strategies aimed to develop both linguistic and intercultural competence in the languages the student speaks and or learns.
- PA aim to modify the traditional methodologies used to teach languages and cultures. Their bases are integration and transfer of information in all the languages the student speaks or learns.
- Unlike the CERF, Pluralistic Approaches are regarded as a continuum describing global competencies.

Pluralistic Approaches (Candelier, 2008)

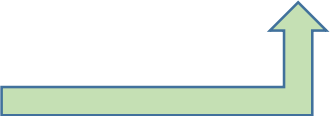
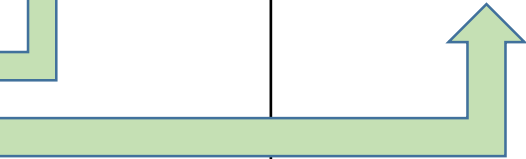
(a) Integrated didactic approach

(b) Intercomprehension between related languages

(c) Intercultural Approach

(d) Awakening to languages

* (d) It is related to the students' task to value and respect other languages and cultures in the same way they value their own culture.

	Questionnaire Part I	Questionnaire Part II	Interview 1	Handouts for Participant Observation
Consists of	<p>10 items</p> <p>KNOWLEDGE</p> 	<p>5 items</p> <p>ABILITIES & ATTITUDES</p> 	<p>The student explains the five items in abilities and attitudes.</p>	<p>5 items</p> <p>ABILITIES & ATTITUDES</p> <p>Related to 5 items of knowledge. These are different from those in part II of the questionnaire.</p>
What do students do?	<p>Students choose from a scale 0-5 and give examples.</p>	<p>Students read five situations and answer the questions.</p>	<p>Students comment their answers to questionnaire II</p>	<p>Students respond to a series of situations in handouts and they participate in class discussions.</p>

A closer look ...

Instruments one and two (in Spanish)

They are given a 10 item self evaluation. Then, they provide an example to make sure they understand the situation

Students have a scale to evaluate their own competence

They are given a situation. They decide how they would react in that situation. Then, they are asked how they would react if they were in a different position in the same situation

Participant observation

Instrument 1	Instrument 2	Instrument 3	Instrument 4	Instrument 5
Conversation topics (taboo topics)	Intercultural relationships	Food and drink	Complaining and criticizing	Directness
Decide if they are acceptable to start a conversation with a person of the same age whom you meet for the first time at a fairly informal social event like a party in your culture Age, Family relationships, Health, politics, money?	What is your reaction to the conflict described above? Who is more right and who is more wrong? Put yourself in the position of the parents. Prepare arguments for or against the reaction of the parents and say what she should do.	Take these (English) idioms, metaphors and sayings and compare them to usages in your language. Idiom L1 It's a piece of cake Translation <i>Es pan comido</i> Explanation	Does your culture tend to be more direct or indirect when giving opinions? b) Can you be more direct when you want to tell a close friend that you do not like the way he/she looks (when asked to give an opinion)? Is it the same if a classmate asks you to give an opinion about his/her outfit?	Would you need to adapt your vocabulary, use of grammar structures, speed and pronunciation to produce a written or oral speech of the following examples? Speech type 1. To write or tell a children's story YES NO It depends

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		Translation Es pan comido	the way he/she looks (when asked to give an opinion)? Is it the same if a classmate asks you to give an opinion about his/her outfit?	
		Explanation		

They have to answer different exercises, participate in role-plays, read texts, and contrast their skills and attitudes in both the L1 and L2

Preliminary results

- Self evaluation regarding student's knowledge of their own resources.
 - + Has knowledge about variations in languages {regional / social / generational / professional / specific-public related (international English, "foreigner talk")
 - Knows that one can build on the (structural / discursive / pragmatic) similarities between languages in order to learn languages.
- They have little or no knowledge of their own intercultural competence, that is, they are not aware of the resources they already possess in their mother tongue and how they can transfer these to learn English.

Preliminary results (Ctd.)

- Only in one out of the five situations students show and expect empathy from others.
- Students show courtesy, tolerance, respect and other values but they do not expect others to act in the same way.
- Students consider contextual elements of the context such as kinship or age in order to react to a situation.

Preliminary results (Ctd.)

- Students have limited knowledge of the resources in their mother tongue, although they activate when they are faced with critical incidents.
- It is necessary to work on the knowledge of students' own abilities and put it into practice in different communicative situations.
- The language classroom must represent a space where students have the opportunity to practice what they already know and be given situations to hypothesize about the expectations others have about them as bilingual and bicultural speakers. (Meissnery et al. 2004)

Introspective verbal interview

- Results suggest that when faced with certain situations, students activate their linguistic and non linguistic resources to communicate.
- Students show empathy towards people who do not speak any of the languages the learner speaks.
- This is consistent with Pluralistic Approaches because students make use of different verbal and non verbal resources to interact and communicate.

Pluralistic Approaches (the role of the CERP and the FREPA in the Mexican context)

- Pluralistic Approaches vs a post-colonial context (status of languages)
- It is necessary to make students aware of the value their own language and culture have and make it a starting point to continue developing intercultural competence.

Pluralistic Approaches (the role of the CERP and the FREPA in the Mexican context)

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Thank you!

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