

Developing Intercultural Communicative Competence in Online Environments

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Outline of Presentation

1. What is ICC?
2. How is it related to similar concepts like “multi-cultural sensitivity?”
3. Why is it important for teachers?
4. How do teachers (and others) develop ICC?
5. How can this work in online environments?



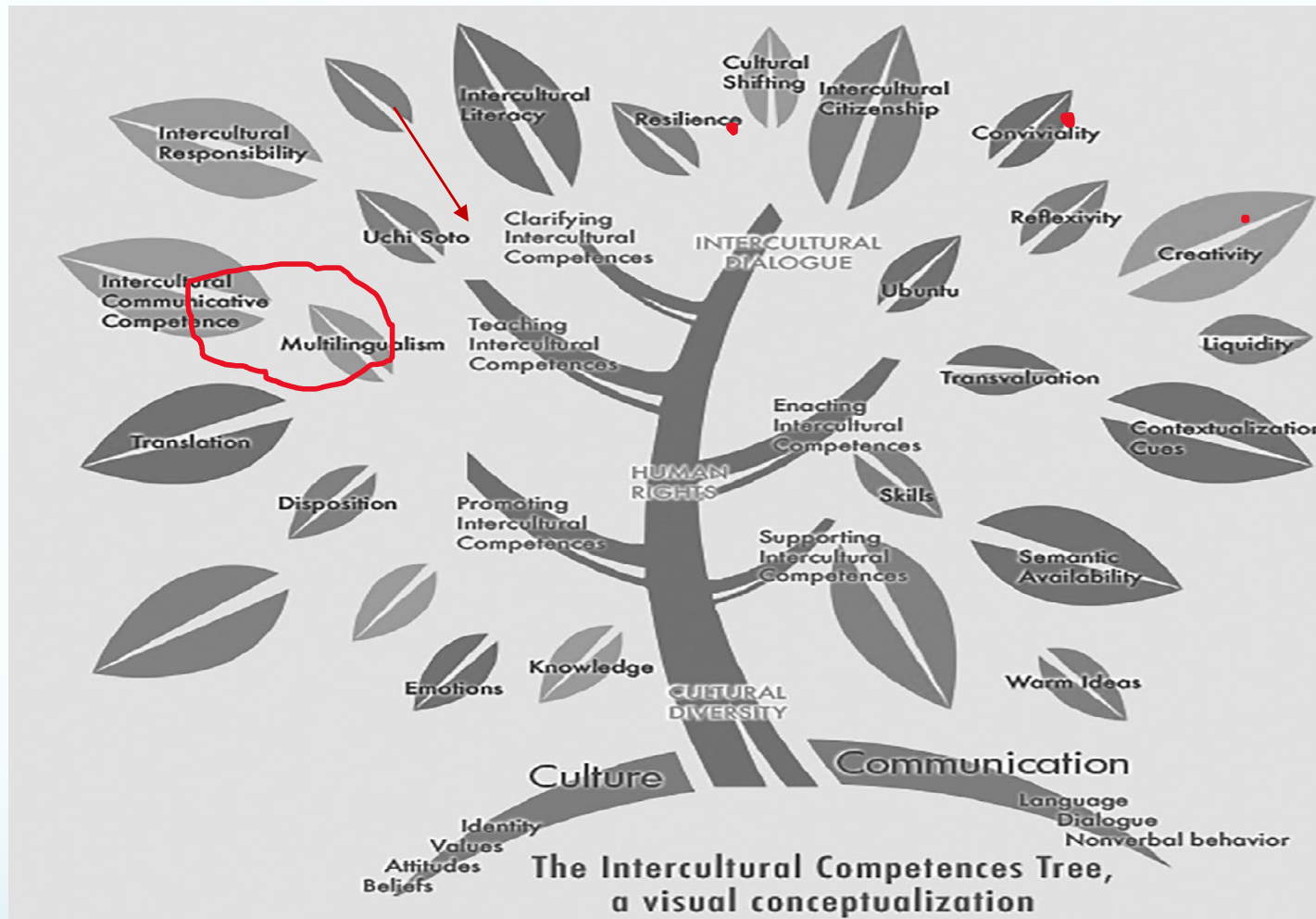
I. What is ICC?

Intercultural Communicative Competence

“Intercultural competence refers to the skills, attitudes, and behaviors needed to improve interactions across difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders.”



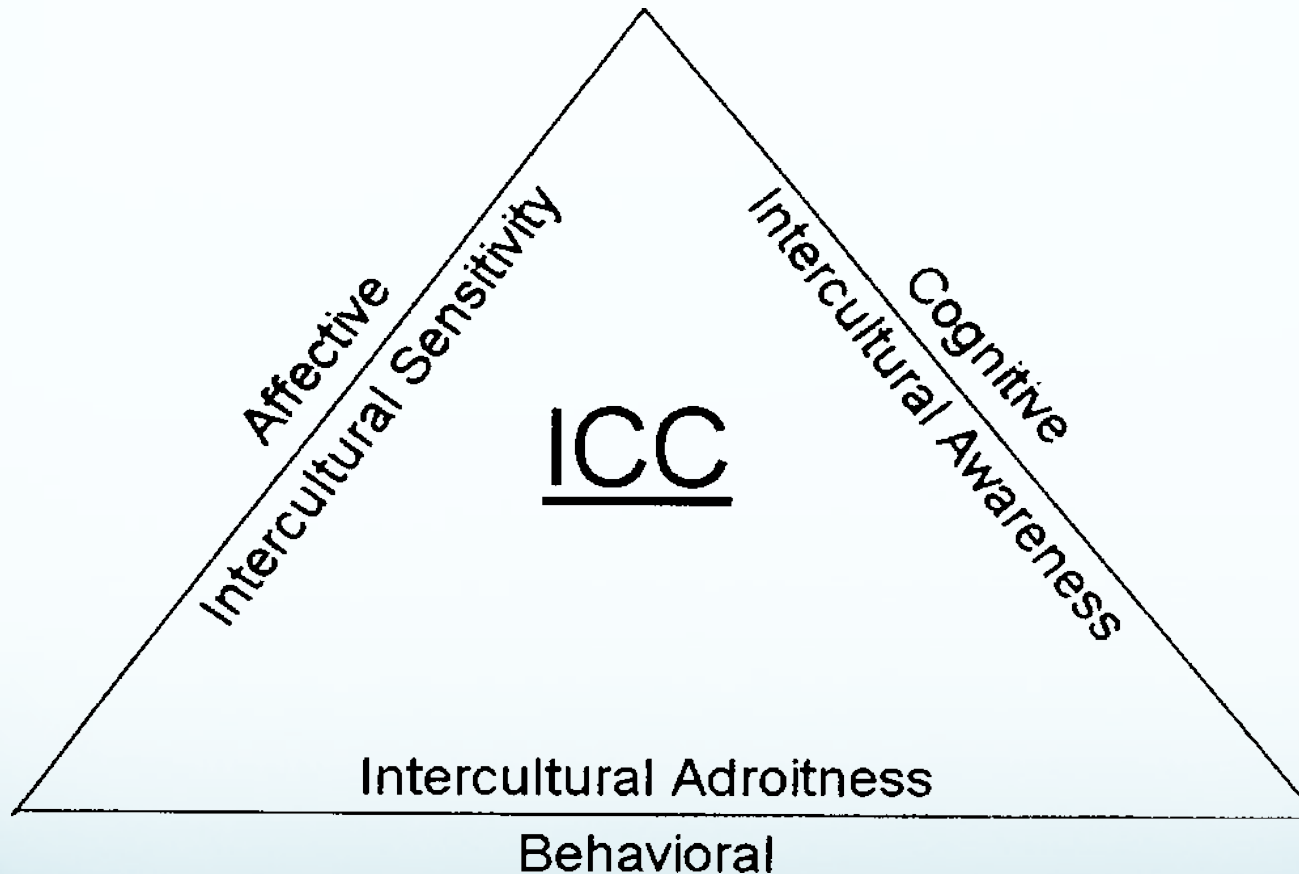
Deardoff's Tree



Roots: Culture (Identity, Values, Attitudes, Beliefs, etc.) and Communication (Language, Dialogue, Nonverbal behavior, etc.)
Trunk: Cultural Diversity, Human Rights, Intercultural Dialogue
Branches: Operational steps (Clarifying, Teaching, Promoting, Supporting and Enacting Intercultural Competences)
Leaves: Intercultural Responsibility, Intercultural Literacy, Resilience, Cultural Shifting, Intercultural Citizenship, Conviviality, Reflexivity, Creativity, Liquidity, Contextualization Cues, Transvaluation, Ubuntu, Semantic Availability, Warm Ideas, Skills, Uchi Soto, Multilingualism, Disposition, Emotions, Knowledge, Translation, Intercultural Communicative Competence. Some of the leaves have been left free so that this tree, which is very much alive, can be complemented upon the rich diversity of contexts available worldwide.



Dai & Chen's Triangle



Beyond Language

- Personal Attributes: Awareness of self and self confidence
- Communication Skills: Flexibility and interaction management
- Psychological Adaptation: Manage stress, tolerate ambiguity
- Cultural Awareness: Aware of values and customs



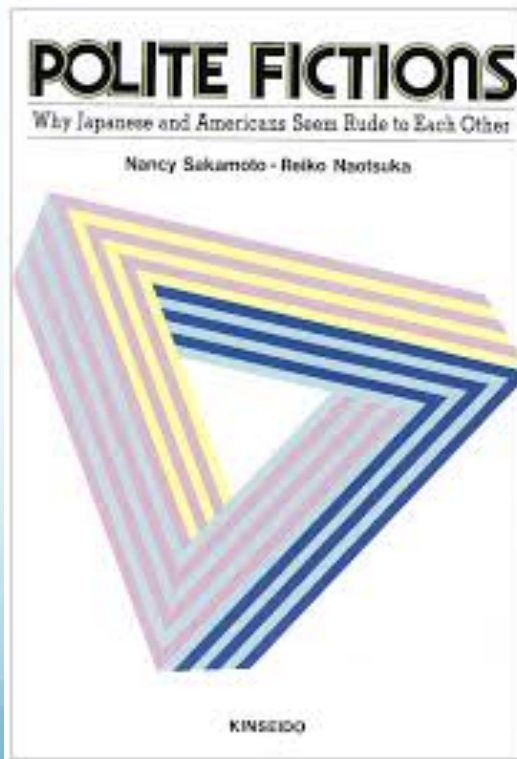
II. Similar Concepts

- Cross-cultural Communication
- Trans-cultural Sensitivity/Communication
- Multi-cultural Teaching Competency
- “the understanding of the distinct characteristics of our own and others’ cultures”



ICC in Japan

- Communication Association of Japan
- Society for Intercultural Education, Training and Research
- Japan Society for Multicultural Relations
- Examples:
 - 甘えの構造
 - Polite Fictions



Inward Diversity

ICC can be applied to the diversity that exists **within** a society.

国際教育一>人権教育一>多文化教育

Source: Tsuneyoshi, Okano & Boocock (2011), pp. 13-14. Minorities and Education in Multicultural Japan. Routledge.



III. Why Do Teachers Need ICC?

“Although individuals and communities are more connected than ever, conflicts and misunderstandings persist between and within societies. Hate speech spreads the idea that diversity and unity are irreconcilable and fuels violent acts that can dissolve the social fabric in the long term. “



Working with Diverse Populations

“Teaching in a U.S. school is increasingly an intercultural phenomenon ... teachers are frequently not of the same race, ethnicity, class, cultural background, and linguistic dominance as their students...”

“Most teachers don’t receive training in college to work with students whose first language and culture are different from their own.”

Source: Claudia McCalman. “International Instructor Preparing Teachers for Multicultural Classrooms in the United States: Teaching Intercultural Communication Competence Online.

Davis, Cho & Hagenon [Intercultural Competence and the Role of Technology in Teacher Education](#)



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Culture Brokers

- “serving as the bridge or link between different cultural groups and as an advocate for individuals or groups”
- Self-reflection
- Active Listening
- Observe Classroom Interactions



Professional Competency



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Leadership
Institute

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CURRENT FELLOWS

TESTIMONIALS

COMPETENCIES ▾

NEWS



Foundational Leadership Competencies: Diversity, Equity, and Cultural Competence

Explore and Challenge Inequity

Emerging

- Explore and acknowledge their personal identity and cultural background.

Developing

- Realize and understand that forms of oppression and inequities such as racism, sexism, classism, etc. are real

Performing

- Respond consistently in an appropriate and effective manner to challenge inequities.

Transforming

- Model, propose, design, and/or implement equitable policies and practices to promote diversity and inclusion.



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Source: <https://www.teacherleadershipinstitute.org/competencies/foundational-leadership-competencies-diversity-equity-and-cultural-competence/>

IV. Developing ICC

- I understand the various communication styles among different racial and ethnic minority students in my classroom.
- I establish strong, supportive relationships with racial and ethnic minority parents.
- I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.



V. ICC in Online Environments

- Pandemic
- Increased Access
- Continual Skill Development
- Integral Part of the Profession



Principles of ICC Online

- Integrate and validate multiple perspectives
- Emphasize application and problem solving
- Ensure equity of access to communication



Example: Online ICC

OL 3300: Teaching the International Student [July 2018]

2178 - 201718FA

Recent Announcements

OL 3300: Teaching the International Student [July 2018]

[Edit](#) [⋮](#)

This course is designed to provide you with material and activities that can assist you in online classes that enroll significant numbers of international students. The course is designed for instructors who have not had extensive experience dealing with international students, or who have only worked with international students in advanced degree programs that afford considerable one-on-one interactions. Because on-line courses do not have these same affordances, we developed this course to assist faculty in preparing to work with international students in an online environment. Given the projected growth trends for World Campus, we expect see more and more international students enrolling in online courses and programs.

You will find multiple links to various resources, but the main focus of the course is to develop your own awareness and confidence in your intercultural communicative strengths, and to assist you in thinking about how you can promote these same competencies or strengths among your students. The course content is agnostic with regard to academic or professional fields and draws on studies from education, business and other disciplines.

If you are unfamiliar with the Canvas learning management system, we encourage you to go to the [Penn State Canvas Learning Center](#). There are many resources available to you about this new learning management system. However, you may find that by using the left menu items and exploring each one, this new learning management system is quite intuitive.

Ready to begin? Review the [Course Syllabus](#) (or click on the "Syllabus" link in the left navigation menu) for more information on expectations and course completion requirements. Next, click on Modules on the left navigation menu and get started with Week 1 Module 1!

Import Existing Content

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Coming Up [View Calendar](#)

Nothing for the next week

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Collaborations

COVID Schedule

Settings



ICC in the Online Classroom

- Explicit Communication
- Proactive Organization of Groups and Group Tasks
- Facilitate Cultural Interaction



Some Practical Tips

- Demonstrate “storytelling about cultural interactions”
- Use blogs, wikis or an LMS to stimulate exchange
- Use feedback to promote communication
- Encourage learners to form their own groups online



Further Reading

- Deardoff, D. (2020). Manual for Developing Intercultural Competencies – Story Circles. UNESCO. 7 place de Fontenoy, Paris
- Kelly, W. (2008). Applying a critical metatheoretical approach to intercultural relations: The case of U.S.-Japanese communication. In M. K. Asante, Y. Miike, & J. Yin (Eds.), The Global Intercultural Communication Reader (pp. 263-279). New York: Routledge.
- Sakamoto, Nancy & Reiko Naotsuka. (1982). Polite Fictions: Why Japanese and Americans Seem Rude to Each Other. Kinseido: Tokyo.
- Takai, Jiro. (2017). “Intercultural Communication: A Japanese Perspective” in Stephen Croucher (ed.) Global Perspectives on Intercultural Communication. Routledge. New York: Routledge.



End

Please feel free to email me if you have questions or comments that we do not have time to address today:

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ありがとうございます!



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