Pedagogical Approaches to Intercultural Competence Development

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Abstract: The volume generously provided by Cambridge Scholars Publishing in 2020 and edited by Christine E. Poteau entitled Pedagogical Approaches to Intercultural Competence Development is organized into seven chapters. Beyond the generic theme of interest under which they come together (Pedagogical Approaches to Intercultural Competence Development) and which gives unity to the volume, each chapter is a small universe in itself, unique, interesting, topical, and attractive as a perspective of approach, design, arguments, contents, applications, implications, bibliography. Therefore, the volume can be covered in full, as a holistic approach to the phenomenon, or by chapters, depending on the interest of the reader and his area of expertise. In full agreement with the theme (and, as it were, to increase the diversity of perspectives), it is proposed as a volume that brings together contributions from different geographical and socio-cultural areas (Brazil, Hawaii, Israel, Japan, USA, Ukraine), to researchers and educators with backgrounds in various fields, concerned with the same major problem (enhancing pedagogical approaches and expanding intercultural competence skill development) and finding solutions that, beyond their immediate focus can allow the emergence of suggestions with a higher degree of applicability or generation of explanatory models. That is why, although the analyses are focused on different specific aspects of the problem (in each chapter), the perspective of approach/solution is one that rises towards the global, in which the answers and proposals of the authors are related to the interdisciplinary approach (e.g.: the need to globalize curricula and identify diverse pedagogical challenges in the development of intercultural competence). One of the effects aimed at following this journalistic approach refers precisely to the development of initiatives across fields of experiential learning and the initiation of cooperation programs for a stronger global community.

Keywords: *interculturality, intercultural competence, intercultural communicative competence, multiculturality, intercultural learning.*

Chapter I

Fostering Intercultural Communicative Competence in an English for Academic Purposes Course (by Fern Sakamoto) (pp. 1-30) offers research from Japan. In line with the requirements of the global society that requires increasingly functional acquisitions to ensure intercultural communication, the author provides us with the design and results of research elaborated to support the foundation of the Intercultural Communicative Competence (ICC) training process. The chapter describes the content of the compulsory English for Academic Purposes (AEP) module in a private Japanese university, ICC Pedagogies, and examines its effectiveness in cultivating ICC in students. The results of the qualitative study revealed a series of interesting implications highlighted by the study participants regarding knowledge (about their own culture and other cultures) and skills (abilities to adapt, collaborate, listen, converse, defer judgment). Regarding the development of attitudes, the author is circumspect, in the context of the obtained data. The conclusions of the chapter highlight the opportunities that such a course offers for the development of ICC.

Chapter II

International Business Negotiations in a Global World: Cultural Sensitivity Development in Multicultural Law Classes (by Nellie Munin and Yael Efron) (pp. 31-66) describes an example of good practice in an International Business Negotiations course at Zefat Academic College School of Law in Israel. The experience presented refers to how twenty students (nine Jews and eleven Arabs) were introduced to Chinese business culture to stimulate cultural sensitivity. The basic lever used was the Multi-Stage Simulation didactic method (a rolling plot with different modular stages played by participants throughout the course) capitalized in six sessions (24 hours). Imaginary plots have cultural implications and target business interests, alternative costs, legal contexts, cultural conflict of values. Beyond the creative approach, the authors do not forget to identify some of the weaknesses of the training proposal: the difficulty of portraying a different culture, time framing, the difficulty of using English as a foreign language for all participants creates difficulties in understanding.

Chapter III

An Interdisciplinary and Empirical View of Literary Education: Using Original and Translated Poetry in the Classroom (by Anna Chesnokova and Sonia Zyngier) (pp. 67-86) exposes a hermeneutic approach with an impact on readers'

emotional responses. The chapter presents data from a large-scale empirical study of 995 university students from three national groups and four foreign languages (English, Portuguese, Russian, and Ukrainian) who had to refer to the poem Annabell Lee by E.A. Poe which they had read in the language in which it was written as well as in the translated version in their mother tongue). The authors show that examining the reactions of students who cover the text in this double way reveals cultural differences of approach, differences that can not be ignored. From a pedagogical point of view, the research reveals the intercultural implications of reading an original and translated literary text, as well as the interactive involvement of students in the reception and interpretation of the text, aiming at increasing their cultural sensitivity, an understanding of how the languages used provide insights from other people and other paradigms so that students are sensitive to the implications of using translations in the reception of a literary text, visible implications at the individual level but also by the cultural group to which the readers - students belong. The use of linguistic analysis of literary texts allows teachers to choose how to use the texts they will use, depending on the needs of particular learning groups, to develop the intercultural competence of reading literary texts. The research results indicate that when students from different cultural groups read the text in their mother tongue they managed to feel at higher levels certain states transmitted by the text: romance, melancholy, beauty, nostalgia, warmth, dreaming (Brazilian group), sadness, sincerity (Ukrainian group). The authors argue, in the spirit of D. Kolb's paradigm, that reading texts both in the original version and in the version translated into the mother tongue must be a personal experience. To this end, they suggest that traditional classroom activity be replaced with laboratory classes or workshops, forms of organizing the activity that would allow students to see the limitations and benefits "of translations in action, enabling learners to move from noticing problems to understanding the principles that generated them" (p. 77-78). At the end of the chapter, the authors offer suggestions for different types of activities that can be organized in this way, expressing their conviction that this type of approach becomes a significant element in building/developing intercultural competence in reading literary texts.

Chapter IV

Shared Experiences of Effective Core Content-Area Teachers with High English Learner Populations (by Jennifer Burr) (pp. 87-106) provides a set of educational reading practices that can be used with even the most reluctant English learners (EL). The author starts from the finding that in the face of

the growing linguistic diversity of students, adequate training of teachers is required to be able to know and manage their different learning and emotional needs. The reader will be able to follow a qualitative study, a phenomenological narrative approach based on an interview that will highlight the experiences of ten middle school teachers who worked with English learners. Among the results obtained by referring to the four research questions that guided the research, we mention the most important: 1. Regarding the implemented educational practices - providing visual support, peer support, utilizing the technology initiative to introduce various platforms for student collaboration, ongoing and varied types of assessments; 2. On the strategies used by teachers to build an effective relationship with HE in the classroom and with their families: knowing students' previous acquisitions, making students feel important; 3. Regarding the *challenges teachers experience when working with Els in the core content area classroom*: the involvement of parents in the educational process, the emphasis on both deep learning of both academic vocabulary and academic content, students' concern about academic expectations, and their tendency to give up; 4. On the types of *professional development actions of teachers working with Els*: how to become interactive, how to capitalize on them immediately and more easily, and how to benefit from feedback from peers and administrators. The interviewed teachers indicated that beyond the content of learning, which is very important, building interactions with students was paramount.

Chapter V

Academic Literacy and Global Citizenship Development in English for Academic Purposes (EAP) (by Christine E. Poteau) (pp. 107-124) proposes an extension of the curriculum towards the development of intercultural and linguistic research to include the ever-increasing role of predatory publishing. Research ethics is an important component of academic training and extending these concerns to the teaching of English for Academic Purposes can only be beneficial at a time when students can easily be tempted to quickly access data from the digital world without paying attention to the component of quality, integrity or fraud. Developing an extremely current and relevant topic, the author successively analyzes, in the subchapters of her study, aspects such as: Thwarting Predatory Publishing, Predatory Publishers Stylistics, Role of Intercultural Competence and Intercultural Communicative Competence in Language Education, EAP Practitioner Resources to Expand Course Content and Goals. While the first two offer suggestions on the contents that should enrich the curriculum, the last two

focus on the pedagogical dimension of the approaches, targeting teachers, what they need to develop, and, respectively, with what resources. The author concludes that the approach to fight for the eradication of harmful and fraudulent information must be collaborative, from a dual perspective: both of the academic disciplines that include such content in the curriculum (as an interdisciplinary approach) and as an extension of this approach (which must be to increase to as many academic disciplines as possible, from as many universities as possible). The final exhortation "Let this mark the beginning of a global effort towards strengthening ties with a goal of improving our ephemeral coexistence" (p.118) is mobilizing in this direction.

Chapter VI

Bridging the Gap: Understanding the Restorative Nature of Indigenous Legal Systems (by Lorinda Riley) (pp. 125-150) explores several justice models with a primary focus on indigenous restorative models using three case studies. It starts from the Conventional Justice System, as it is presented in its historical development, starting from ancient Rome to the contemporary American legal system. Following the presentation and analysis of the three Maori First Law case studies, Navajo Peacemaking and Hawaiian Ho oponopono, the author reveals a set of principles by which she intends to restore the balance and relations between the parties and the community. The pedagogical perspective of the study is highlighted in the second part of the study which opens the way to intercultural competence. Highlighting some challenging assumptions is the foundation on which some suggestions of the expanded curriculum will be outlined, precisely because the current curriculum in schools is incomplete.

Chapter VII

Transformative Intercultural Learning: Research Practice in Teacher Education (by Roxanna M. Senshyn) (pp. 151-150) offers a perspective from the USA, with a focus on educational contexts characterized by great cultural diversity. Such classes require the creation of an inclusive environment, which allows the capitalization of formative approaches in which the needs of children with diverse linguistic and cultural backgrounds can be respected. Teacher training for such contexts becomes very important and the author's proposal for the development of intercultural competence is transformative learning. After analyzing the most relevant reasons that support transformative learning, the author highlights its main theoretical, practical, and research aspects that correlate it with the development of intercultural competence.

The application component is made by reference to the global context, local context, and classroom context as well as approaches to intercultural learning and development connected with each of them. Of real utility are the openings to designing learning opportunities based on interpersonal and intergroup contact, practical ideas for implementing transformative intercultural learning, and reflecting on and assessing transformative intercultural learning. The author suggests that we seek pedagogical approaches in line with this issue while making critical connections with other relevant issues, such as inclusion, equity, and justice in society.

Instead of closing…

Fully agreeing with the editor's point of view "integrating diverse disciplines, considering unique pedagogies, and working across fields enable faculty and researchers to more fully engage in connecting disciplines to community matters" (Christine E. Poteau, p. Xiii) we invite you to a journey full of suspense. Bridges are built between unity and diversity, research and school, pre-university and university environment, between theory and practice, between proposals and achievements, between individual - institutions - community, all interrelated from the perspective of an intercultural pedagogy of experiential and transformative type with major formative values. We wish you a pleasant journey and wonderful discoveries!

Acknowledgment

References

Poteau, E. C. (2020). *Pedagogical Approaches to Intercultural Competence Development*. Newcastle: Cambridge Scholars Publishing.