

EMBEDDING INTERCULTURAL LEARNING INTO WORLD LANGUAGES: ITALIAN AT PURDUE

PART I
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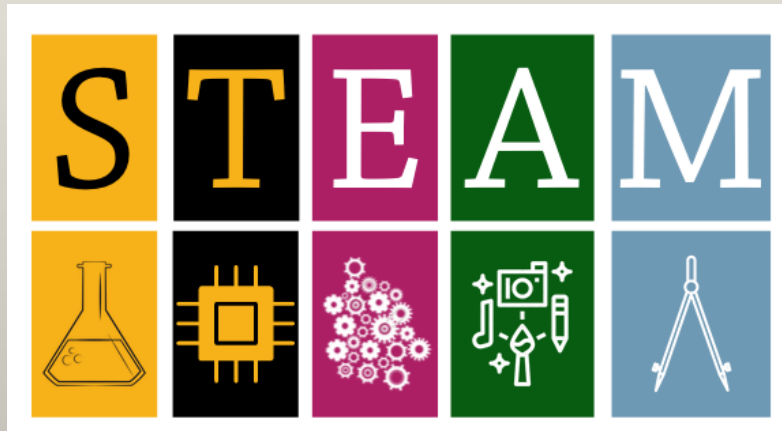
ITALIAN CURRICULUM FOR THE 21ST CENTURY

PROJECT DESCRIPTION:

1. Communicative proficiency
2. STEAM
3. Intercultural learning (ICL)

Based on:

- design thinking principles for the needs analysis
- backward design to determine the learning outcomes, assessment, and learning activities



INTERCULTURAL GOALS:

- Integrate an explicit and systematic IC perspective at all levels of curriculum
- Develop learners' intercultural knowledge, skills and attitudes as defined by the AAC&U VALUE Rubric for Intercultural Knowledge and Competence
- Intercultural communicative competence: a set of complex abilities to interact effectively and appropriately with people who are linguistically and culturally different from us



STEP 1: IDENTIFY DESIRED OUTCOMES

➔ What key IC skills will your students be able to do better?

Breakdown by level:

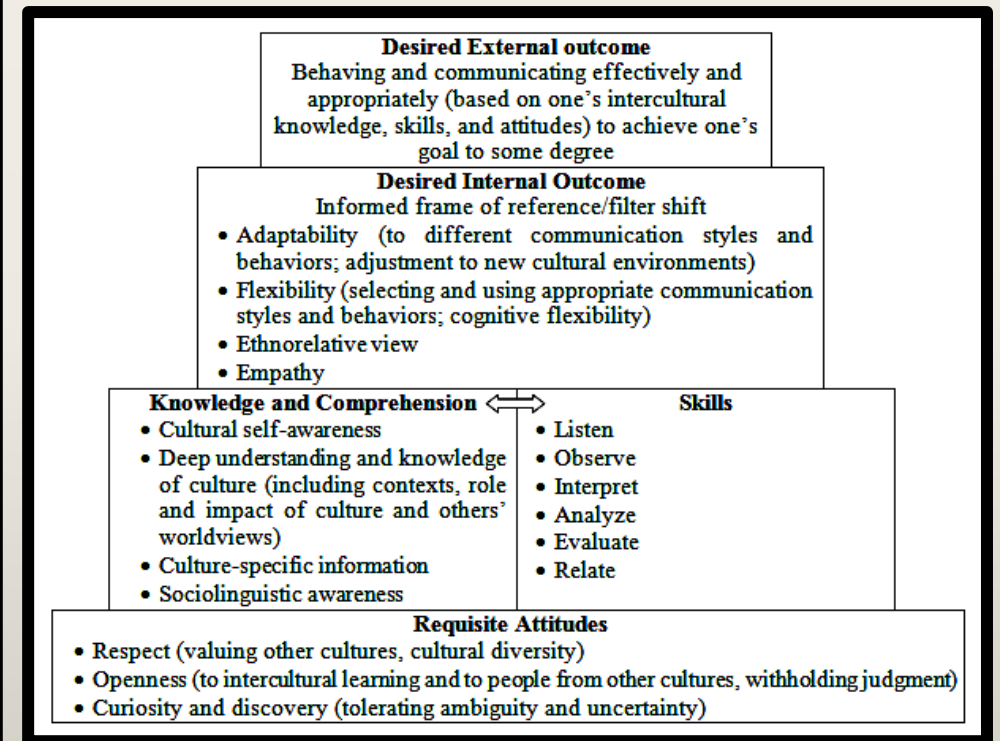
✓ ITAL 101-102: **Openness & Curiosity** (affective attitudes)

✓ ITAL 201 -202: **Self-awareness & Cultural Worldview Frameworks** (cognitive skills)

✓ ITAL 301-302: **Empathy & Verbal and Nonverbal Communication** (behavioral skills)

Knowledge
Cultural self-awareness
Knowledge
Cultural worldview frameworks
Skill
Empathy
Skill
Verbal & Nonverbal Communication
Attitude
Curiosity
Attitude
Openness

AAC&U Rubric of Intercultural Knowledge and Competence in conjunction with Deardorff pyramid of Intercultural Competence



Pyramid Model of Intercultural Competence (Deardorff, 2006, 2009)

STEP 2: DETERMINE ACCEPTABLE EVIDENCE

➔ Through what evidence will students demonstrate achievement of desired outcomes?

Formative Assessment Methods:

- ✓ Group debriefing of each IC activity (Lab)
- ✓ Individual reflection assignment after IC Lab
- ✓ Written instructor feedback

Summative Assessment Methods:

In beginner courses:

- ✓ ASKS2+Post Survey

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S ²)						AFTER EXPERIENCE
As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:						
Where are you now?						
1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.	
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ✓ ASKS2+Retropre Survey

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S ²)						IN RETROSPECT
Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:						
REFLECTING BACK...						
1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.	
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In advanced courses:

- ✓ Individual IDI (Intercultural Development Inventory)
- ✓ Final ICC Reflection

STEP 3: ALIGN LEARNING EXPERIENCES

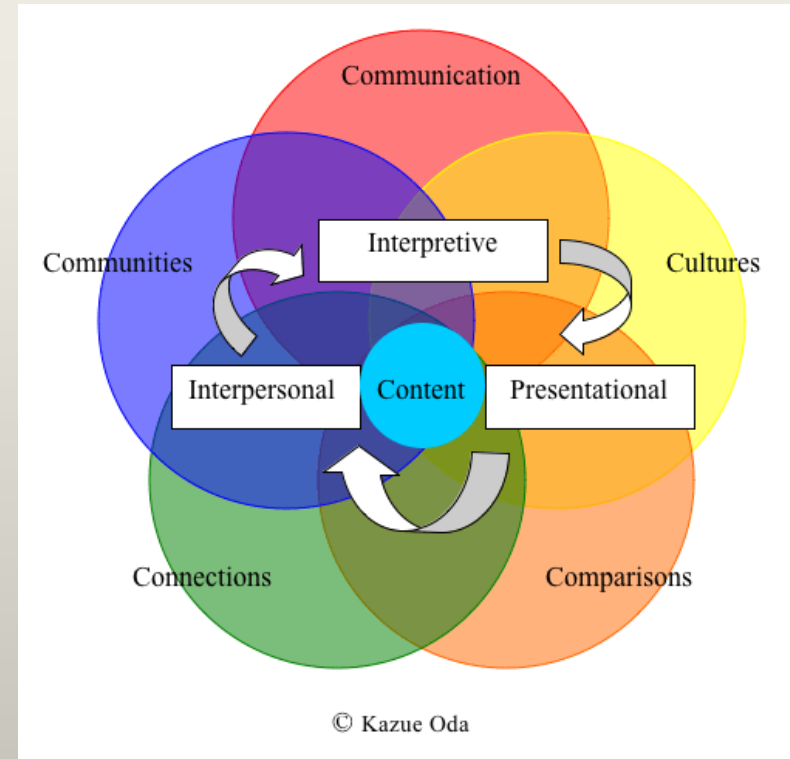
➔ What specific activities will help students attain the ICC outcomes?

- Introductory Lab
- Three Intercultural Labs (experiential activities) targeting the development of a specific intercultural skill
- Student reflection assignment on each IC Lab

➔ The activities are based on already developed materials that have been validated for ICC building (see Sources)

Preliminary considerations:

- How can IC Labs be meaningfully integrated into the curriculum (cultural topics, vocabulary, grammar structures, functions, tasks)?
- How can we maximize the use of target language during IC labs at all levels?
- How can the IC Lab activity be utilized to develop proficiency in the three modes of communication?



BEGINNING ITALIAN: IC LABS ITAL 101



IC LAB1: "MY NAME IS"

- ✓ Practicing **curiosity** by asking questions and seeking out answers about naming practices in own and other cultures and sharing information;
- ✓ Connecting practices to deeper cultural perspectives
- ✓ **Source:** adapted from *52 Activities for Improving Cross-Cultural Communication*; **HubICL:** <https://hubicl.org/toolbox/tools/51/objectives>



IC LAB 2: "YES/NO"

- ✓ Practicing **openness**, tolerance for ambiguity, and emotional resilience in potentially frustrating intercultural situations of miscommunication;
- ✓ Practicing how to suspend judgment of unfamiliar behaviors by temporarily adopting a different nonverbal communication style (Italian gestures)
- ✓ **Source:** adapted from *Building Cultural Competence: Innovative Activities and Models*



IC LAB 3: "D.I.E."

- ✓ Practicing **openness by suspending judgment**
- ✓ Practicing openness toward alternative interpretations and evaluations of culturally different practices, products and perspectives
- ✓ **Source:** adapted from *52 Activities for Improving Cross-Cultural Communication*; **HubICL:** <https://hubicl.org/toolbox/tools/25/downloads>

BEGINNING ITALIAN: IC LABS ITAL 102



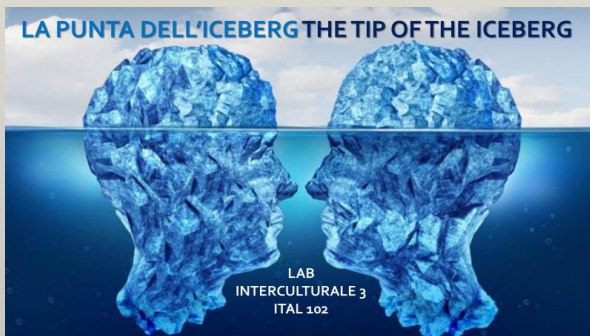
IC LAB1: "INTERCULTURAL DETECTIVES"

- ✓ Using assessment as a learning tool
- ✓ Assessing reflection responses against the AAC&U Rubric for "openness"
- ✓ **Source:** CILMAR + the Italian team



IC LAB 2: "BRIDGING BEHAVIORS"

- ✓ Practicing how to stay **open** to interaction and to suspend judgment in situations perceived as negative and exclusionary
- ✓ **Source:** adapted from *52 Activities for Improving Cross-Cultural Communication*
- ✓ **HubICL:** <https://hubicl.org/toolbox/tools/9/objectives>



IC LAB 3: "THE TIP OF AN ICEBERG"

- ✓ Understand the connection between cultural values (deep) and practices (surface)
- ✓ Practicing **openness** to develop skills and strategies for being aware, inclusive, sensitive, and successful in bridging differences
- ✓ **Source:** adapted from *Building Cultural Competence: Innovative Activities and Models*

INTERMEDIATE ITALIAN: IC LABS ITAL 201 & 202



ADVANCED ITALIAN: “IO, L’ALTRO – ME, THE OTHER”

FOCUS ON “I”/SELF/IDENTITY

- ✓ *Who am I?* Adapted by Chuck Calahan
<https://hubicl.org/toolbox/tools/80/objectives>
- ✓ Poem modelled on “Valore” by Erri de Luca



FOCUS ON “OTHERNESS”

- ✓ Italian South
- ✓ Italian immigration and emigration
- ✓ Language and dialectal diversity

FOCUS ON EMPATHY

IC Lab A Flower’s Point of View

- ✓ imaginative perspective-taking
- ✓ the possibilities and limits of empathy
- ✓ shifting perspectives & listening actively

Source: Stahl, A.

<https://hubicl.org/toolbox/tools/270/downloads>

IC Lab Scenery, Machinery, People

- ✓ how we place people into categories and how we are placed in categories by other people
- ✓ how empathy impacts relationships

Source: Jones, J.

<https://hubicl.org/toolbox/tools/109/objectives>

Final ICC reflection: <https://padlet.com/tatjanawilliams72/zfpxqcewvmaq>

ADVANCED ITALIAN: “BRIDGING CULTURES THROUGH COMMUNICATION”

FOCUS ON CULTURE

- ✓ Notion of culture; generalizable characteristics of Italian culture
- ✓ “Voices From the Past” (<https://hubicl.org/toolbox/tools/77/objectives>)
- ✓ “My cultural autobiography” (<https://hubicl.org/toolbox/tools/21/objectives>)
- ✓ Iceberg of culture, Personal/cultural/universal
- ✓ Italy according to Hofstede



IL RITMO DELLA CONVERSAZIONE



FOCUS ON VERBAL AND NONVERBAL COMMUNICATION & BRIDGING (mediation, negotiation of meaning)

- ✓ Formal and informal registers, direct and indirect communication styles, nonverbal communication, low and high context culture, monochronic & polychronic culture
- ✓ Language for professional purposes, pragmatics
- ✓ **IC Lab Pacing** (<https://hubicl.org/toolbox/tools/57/objectives>)
- ✓ **IC Lab Code Switching: Direct/Indirect** (<https://www2.pacific.edu/sis/culture/>)

HOW DO INTERCULTURAL LABS WORK?

PRE-LAB ACTIVITY

- Cultural discovery & investigation
- Interactive lecture, video
- Sometimes homework

LAB FLOW

- Introduction and explanation of activity
- Small-group discussion or pair activity
- Whole-class debrief
- Takeaways

REFLECTION ASSIGNMENT

- Individual written reflection on IC Lab

POST-LAB INTEGRATION

- Revisiting IC Lab topic and skills
- Integration as a warm-up activity, a review, a writing assignment, a discussion forum topic

HOW TO GO VIRTUAL?

SYNCHRONOUS

- Zoom, WebEx, Google Hangouts, Skype
- Maintains live interaction and discussions, no major changes in the flow
- Break out rooms for small-group or pair discussion
- Immediate response from all participants: Mentimeter, polls, chat

Mentimeter <https://www.mentimeter.com/app>
Flipgrid <https://info.flipgrid.com/>
Moodle <https://moodle.com/>
Padlet <https://padlet.com/>

ASYNCHRONOUS

- LMS (Brightspace, Canvas, Blackboard) or Moodle, Padlet, Flipgrid
- Self-paced, more time to process and reflect on the activity itself
- Ample time to complete the activities and the reflection

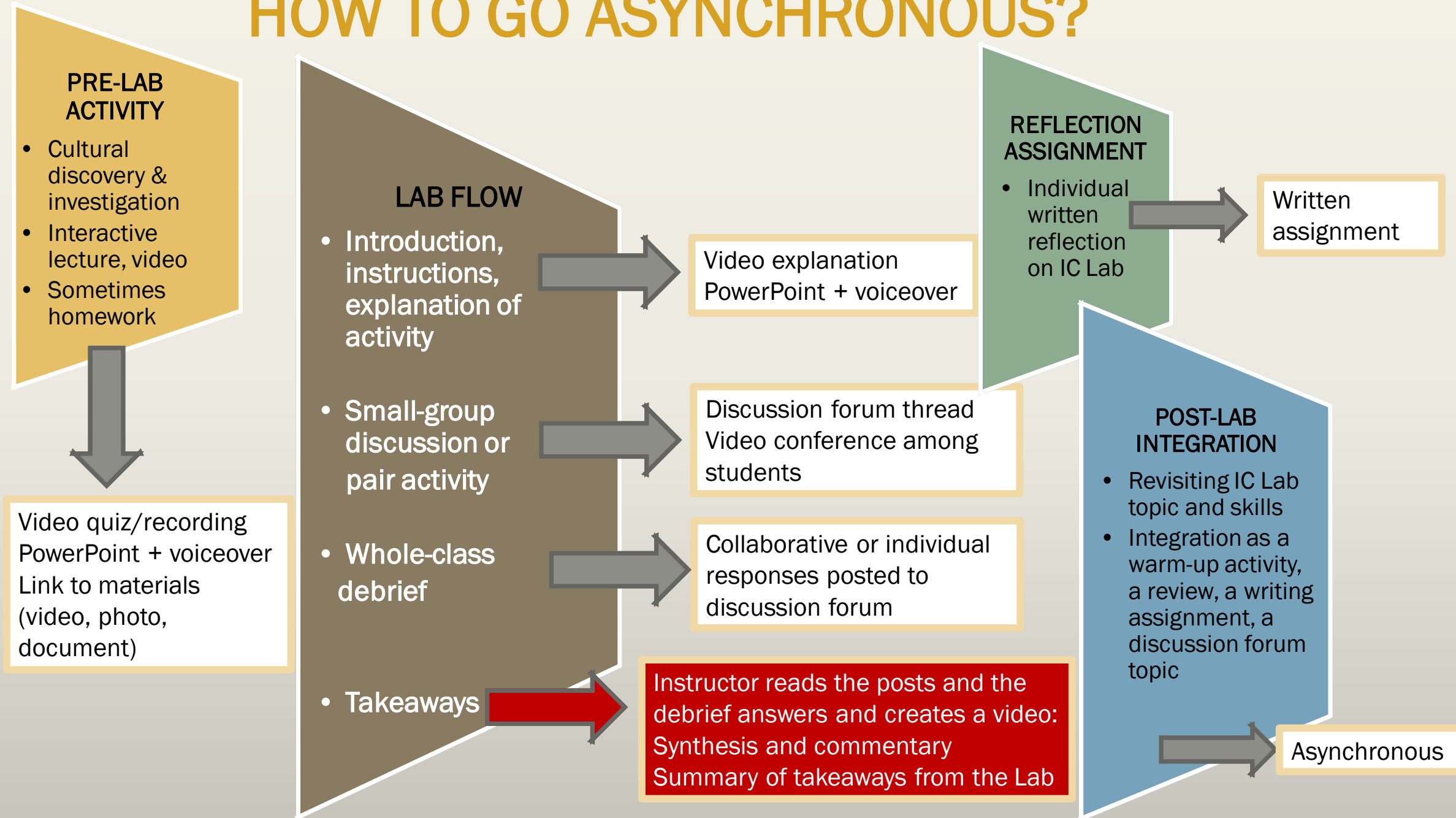
COMBINATION

- Asynchronous elements: information, instructions, explanation
- Synchronous: interaction, discussion, debrief

DIFFICULT TO REPLICATE ASYNCHRONOUSLY: EXPERIENTIAL ASPECTS

- Engaging experiential activities, role playing, simulation of real-life situations that make participants experience in a holistic way (physically, affectively, emotionally, cognitively) what it would feel like to be in such a situation
- Insight-based, leading to an “Aha moment”

HOW TO GO ASYNCHRONOUS?



EXAMPLE: ITAL 101 IC LAB



- ✓ Practicing **curiosity**
- ✓ During Week 3, in English & Italian
- ✓ **Curriculum connection:** pronunciation, greetings and introductions, titles, formal vs. informal, nouns and adjectives, gender, number, agreement

PRE-LAB ACTIVITY

- Cultural discovery & investigation
- Interactive lecture, video
- Homework

- Watch the video on "Cultural Practices for Naming Around the World (in English) and in Italy (in Italian)"
- Watch the video "Say My Name" (Chinese naming practices) <https://www.youtube.com/watch?v=Z9flOzmpShI> and "Black sounding names and their surprising history" https://www.youtube.com/watch?v=gjiGBpdmk_I
- Complete the homework and post to the group discussion forum: Reflect on your own name.

What are the origins of your given name and your family name?

How do you feel about your name? Why do you feel this way about your name?

Has your name ever changed? Who made the change? Why was the change made? What impact did your name change have on you? If not, have you thought about changing your name? If you could have chosen your name, what would it have been?

LAB FLOW

- Small-group discussion forum
- Small-group collaborative debrief
- Whole- group video debrief synthesis and takeaways

- Students read the posts by the members of their discussion group (3 students) and comment on each other's posts
- As a group, students collaborate to answer the debrief questions on discussion forum

LET'S TALK ABOUT IT: DEBRIEF & TAKEAWAYS PARLIAMONE: DISCUSSIONE & CONCLUSIONI

CURIOSITY/CURIOSITÀ

- What resources did you/could you use to gather information about the origin of your name?
- Did your small-group discussion generate any follow-up questions? Did you discover any new/creative/unusual/intriguing/surprising information or methods for gathering information? What are they?
- What feelings did these discussions evoke for you? Why?
- Did you form any hypotheses about why naming is done in certain ways in other cultures? If yes, how would you test these hypotheses?
- What were the ideas for creating a respectful environment?
- Has this activity as a whole prompted you to learn more or is this information sufficient for you?

- Watch the video "Lab Interculturale 1: Video Debrief Synthesis and Takeaways" (naming practices and their connection to individual and group identity and creation of respectful environment)

REFLECTION ASSIGNMENT

- Individual written reflection on IC Lab

Reflection Assignment Questions:

- What resources and strategies (other than the Internet) can you use to gather information about how your culture (and other cultures) practice naming or understand naming?
- If confronted by a name or naming practice unfamiliar to you, what would you do? Who would you ask for insight or where would you look for answers?
- Do you have any additional observations/insights on the topic of connection between curiosity and intercultural competence?

POST-LAB INTEGRATION

- Revisiting IC Lab topic and skills
- Integrated extension questions

▪ **Say their name activity:** record yourself pronouncing the Italian names on this list (in Italian). **What Italian name did you find most interesting/ familiar/ unfamiliar/ difficult to pronounce and why?** (in English or Italian)

▪ **Guess their gender activity:** practice noun gender endings by turning female names into male and vice versa (Maria → Mario) **What is the common practice in your language/culture: are names usually only male/female, or can they be unisex?**

▪ **Guess their origin activity:** students work with a list of last names deriving from adjectives for color (Verdi), physical or personality trait (Bassi, Gentili), or a place (Milanese) and have to guess their origin and use them to qualify nouns (ex.: Bassi → from basso → la sedia è bassa) **What is the common practice in your language/culture: do names usually derive from adjectives? Examples?**

▪ **Video/written presentation of family:** as part of the assignment, comment on your family members' names and your last name (it can be an invented family)

▪ **"What's in a name" activity:** with instructor's help, students skim the newspaper article about the Italian court ordering a family to choose a gender-specific name for their daughter. **In discussion forum, students express and exchange their feelings and opinions on the topic.**

Chiamano la figlia Blu, genitori convocati dal Tribunale: "E' un nome unisex, va cambiato"

SOURCES FOR IC LABS

Books and Rubrics:

- Association of American Colleges & Universities (AAC&U). *Intercultural knowledge and Competence VALUE Rubric*. www.aacu.org/value-rubrics. 2009.
- Berardo, Kate, and Darla K. Deardorff. *Building Cultural Competence: Innovative Activities and Models*. Sterling: Stylus, 2012. Print.
- Deardorff, D.K. "The Identification and Assessment of Intercultural Competence as Student Outcome of Internationalization at Institutions of Higher Education in the United States." *Journal of Studies in International Education*, vol. 10, 2006, 241-266.
- . Ed. *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: SAGE Publications, Inc., 2009.
- Stringer, Donna M, and Patricia A. Cassidy. *52 Activities for Improving Cross-Cultural Communication*. Boston: Intercultural Press, 2009. Print.
- Thiagarajan, Sivasailam "Thiagi." *Jolts! 36 Brief Activities To Explore Diversity and Inclusion*. Bloomington: Workshops by Thiagi, 2017.

Websites:

- HubICL at Purdue: <https://hubicl.org/> (create a free account)
- AFS Teachers' Activity Toolbox: <http://www.afsusa.org/educators/teachers-toolbox/>
- Education Abroad On-line Pedagogy Toolkit: <http://www.uky.edu/toolkit/>
- On-Line Cultural Training Resource for Study Abroad: <https://www2.pacific.edu/sis/culture/>
- Thiagi's Free Training Games & Activities: <http://thiagi.net/archive/www/games.html>