

TESOL 2016 International Convention & English Language Expo
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50
Reflecting Forward
1966-2016

Panel by SC & IC Interest Sections:
Defining, exploring, and measuring cultural competence
Measuring cultural competence

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Overview of presentation

- Culture and language
- Intercultural communicative competence
- Cultural components
- Inventory of Cultural Components
- Findings of a related study
- A coursebook analysis
- Conclusion and implications

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2

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Language and culture

- No doubt: Language and culture are related (Su, 2008).
- **What do we mean by culture?**
- Simply: A way of life (Chastain, 1988).
- **What about cultural awareness?**
- It requires awareness of
 - attitudes,
 - values,
 - beliefs, and
 - perceptions (Zehir Topkaya & Demir, 2011).

3

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Include cultural elements in language classes

- Language classes should include cultural elements.
- In the case of teaching English:
 - **Whose culture (Alptekin, 2002)?**
- For any foreign language class:
 - **Which cultural elements?**

4

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Identify cultural components to measure cultural competence

5

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Cultural components

EXTERNAL

- Explicitly Learned
- Conscious
- Easily Changed
- Objective

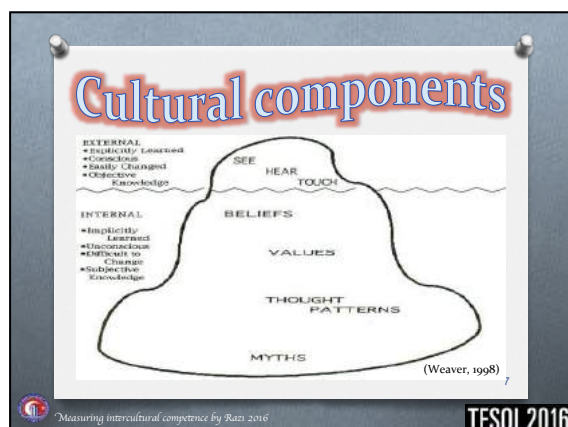
Knowledge

SEE HEAR TOUCH

6

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Inventory of Cultural Components (ICC – Razi, 2012)

- o ICC includes 45 items in 9 sub-categories:
- o Intellectual values
- o Lifestyles
- o Behaviours
- o Media
- o Artistic values
- o Family
- o Minor values
- o Major values
- o Formal values

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Inventory of Cultural Components

oIntellectual values	oUnique values	oBehavioural values
o thoughts	o people's unique dances	o non-verbal behaviour patterns
o habits	o people's unique jewellery	o verbal behaviour patterns
o beliefs	o people's hobbies	o people's behavioural patterns
o traditional values	o particular skills	o means of communication
o etiquette	o people's unique tools	o people's reactions to particular situations
o ethics	o dressing habits	
o ideas	o food	
	o games	

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Inventory of Cultural Components

oMedia	oArtistic values	oFamily
o television shows	o music	o family life
o news broadcasts	o cinema	o taboos
o popular web sites	o art	o people's relations with each other
o advertising	o literature	o people's daily life
o scientific/technological accomplishments		
o printed materials such as newspapers and magazines		

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Inventory of Cultural Components

oMinor values	oMajor values	oFormal values
o public holidays	o history	o legal system
o weather conditions	o geography	o politics
o traffic rules	o country	o economy
o travel habits	o philosophy	

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ICC study by Razi & Tekin (in press)

- o Aim: Reveal the opinions of academics and trainee teachers at language teaching departments regarding the cultural components to be integrated into language teaching.
- o Faculty of Education, Canakkale Onsekiz Mart University, Turkey
- o English Language Teaching,
- o German Language Teaching,
- o Japanese Language Teaching, &
- o Turkish Language Teaching.
- o 2011-2012 academic year, spring semester
- o N = 655 (n students = 620 & n academics = 35)

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ICC study: Participants

Language Teaching Depts.	Year								Total
	1st		2nd		3rd		4th		
	Gender		Gender		Gender		Gender		
	Female	Male	Female	Male	Female	Male	Female	Male	
English	39	13	48	17	29	12	47	17	214
German	32	7	11	3	14	3	13	1	64
Japanese	16	11	6	8	16	7	10	6	60
Turkish	45	17	39	28	26	21	34	10	232
Total	132	48	94	56	95	43	104	44	420

Academics ($n = 35$):

Majority ($n = 30$, 85.7%) Turkish nationality.

No bilinguals.

At least one FL; majority more than one ($n = 24$, 68.6%)

$n_{male} = 22$, 62.9%, $n_{female} = 13$, 37.1%

13

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Subcategories of ICC

Sub-categories	Mean	SD
Behaviours	3.95	0.85
Family	3.90	0.92
Intellectual values	3.87	0.75
Artistic values	3.83	0.83
Major values	3.63	0.79
Media	3.43	0.83
Formal values	3.23	1.00
Lifestyles	3.14	0.86
Minor values	2.72	0.86

14

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ANOVA Departmental differences

Component Group	Language Teaching Departments	Mean difference	p
Behaviours	Japanese > German	.46	.001
	Japanese > Turkish	.36	.003
Artistic values	English > Japanese	.33	.008
	German > Japanese	.59	.000
Minor values	German > Turkish	.40	.000
	German > Turkish	.30	.019
Major values	German > English	.49	.000
	Turkish > English	.20	.039
Formal values	German > Turkish	.29	.012
	German > English	.60	.000
	Turkish > English	.40	.000
	German > Japanese	.70	.000
	Turkish > Japanese	.50	.000

15

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ANOVA: Classes

ANOVA indicated significant differences:

$F(3, 616) = 7.673$, $p < .001$

Bonferroni post hoc criterion

Senior year participants ($M = 3.69$, $SD = .57$) significantly scored higher than both freshmen year participants ($M = 3.39$, $SD = .62$, $p < .001$) and the sophomores ($M = 3.48$, $SD = .54$, $p = .007$).

Language teaching departments may revise their curriculums by referring to the procedure suggested by Korzilius, Hoof, and Planken (2007) to develop IC awareness among university students.

16

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Independent samples t test multiple FLs

- Does learning or acquiring more languages result in differences?
- Significant differences between language learners with single ($M = 3.47$, $SD = 0.60$) and multiple ($M = 3.57$, $SD = 0.57$), $t(653) = -2.208$, $p = .028$, $d = 0.17$ FLs with a small effect size.
- Such a difference might be the result of language socialization as discussed by Shi (2006).
- Consider how learning a new language changes one's life (see Abu Sarah, 2016).

17

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Discussion of findings

- For a vast majority of individuals, the interaction can be triangled by the addition of country as cultural borders are synonymous to national borders to many (see Bayyurt, 2006).

18

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Complimentary research

- Complimentary research studies:
 - Durgun & Razi, 2014
 - Şahan, Şahan, & Razi, 2014
 - Daysak & Razi, 2015
 - Karaağaç Tuna & Razi, in press
- Another related component:
 - **Geography???** (Razi & Bücü, 2015)

19

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- Contribution of 'NGL - Life' in developing intercultural communicative competence.
- ELF & World Englishes.
- Geography is one of the essential cultural components (Razi, 2012):
 - Rich NG database, not only from inner circle countries (see MacDonald, Badger, & Dasli, 2006).
- Motivation and ICC.

20

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The role of coursebooks (Ilhm, 1996)

- Coursebooks enable cultural contact for learners:
 - The effects of using **authentic materials** in teaching.

21

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Types of culture: Target, source, and international

- **Target Culture:**
 - American and British cultures.
- **Source Culture:**
 - Students' own culture.
- **International Culture:**
 - A variety of cultures in English or non- English speaking countries around the world except the target and source cultures.

22

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Themes of culture: Big C vs. little c

- **Big C:**
 - Political, economical, historical, literature/ artistic, scientific, geographical, administrative, political, religious, educational features (Chastain 1988; Lafayette, 1997).
- **Little c:**
 - Daily routines: food, holidays, living style, customs and values (Lafayette, 1997; Pulverness 1995; Tomalin & Stempleski 1993).

23

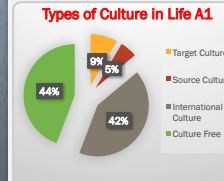
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Dispersion of activities

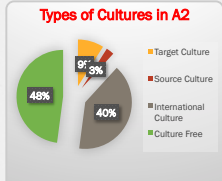
A1	A2
Target culture = 11	Target culture = 13
Source culture = 7	Source culture = 4
International culture = 54	International culture = 58
Culture free = 57	Culture free = 69
Total = 129	Total = 144

Types of Culture in Life A1



(Findings by Bücü, 2015)

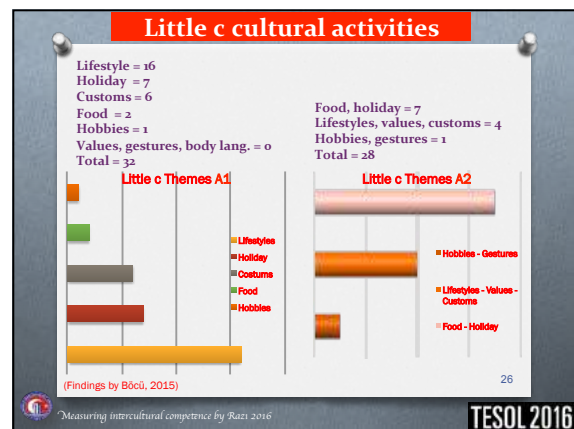
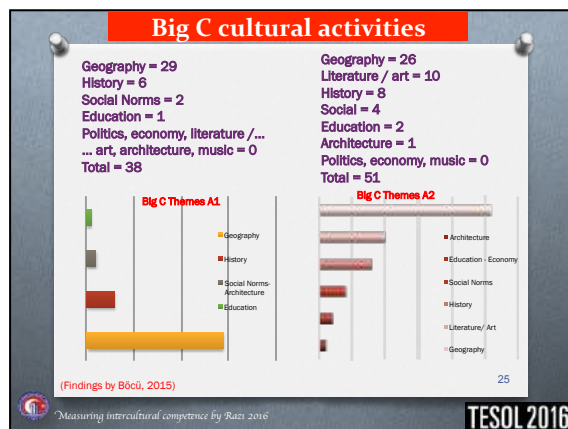
Types of Cultures in A2



24

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Discussion of 'Life' findings

- Geography is the dominant theme.
- Life calls attention to the international features of English language:
- Have the potential to develop intercultural skills.

27

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Conclusions & Implications on Assessing Cultural Competence

- Culture consists of several components:
- Take different components into consideration in the assessment of cultural competence.
- Consider the differences among target, source, and international cultural values.
- Assessment of cultural competence should not deal only with learners but take other factors into consideration, such as:
- teachers,
- policy makers,
- coursebook authors, and
- instructional technologies (books and videos).

28

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29

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50
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