

Intercultural Competence in FSL

INTERCULTURAL COMPETENCE IN FSL

DOMINIQUE SCHEFFEL-DUNAND



Intercultural Competence in FSL Copyright © by Dominique Scheffel-Dunand is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

CONTENTS

Introduction 1

Part I. [Intercultural Competence Tips, Ideas and Overview](#)

1. Tips to Incorporate Intercultural Competence Skills in Lesson Planning 5
2. Intercultural Competence - Ideas for the classroom 8
3. Overview of the different assessment techniques to evaluate IC 14

Part II. [Criteria for evaluating an Intercultural Competence resource or activity](#)

Part III. [Evaluating Learners' Progress from IA to IC in Relation to the Three Savoirs](#)

Appendix 25

This is where you can write your introduction.

PART I

INTERCULTURAL COMPETENCE TIPS, IDEAS AND OVERVIEW

1.

Tips to Incorporate Intercultural Competence Skills in Lesson Planning

by Taciana de Lira e Silva [CC BY-NC-SA 4.0](#).

Here is a video you can watch: [What is Intercultural Communicative Language Teaching?](#) by Peggy Marcy.

© All rights reserved.

Step one: Reflection

- Why am I teaching this topic?
- Did my students show interest in learning this subject beforehand?
- How am I going to incorporate my students' cultures and interests into their learning?
- How am I going to promote open-mindedness, curiosity (savoir-être), and mediation (savoir-faire) during this learning activity?
- Do I have enough knowledge of the subject (savoirs) I intend to teach?

Step two: Learning goals

- Choose an intercultural goal.
- Choose a linguistic goal.
- Consider incorporating the action oriented approach with 'can do' statements.

Step three: How learning is going to happen

- Skits
- Gestures, videos
- Games, discussions, art, comics
- Presentations and interviews.

Step four: Material for activities to reinforce learning

- Art supplies (e.g., bristol boards, glue, clay, paint)
- Tablets for research, art, etc.
- Photos

- Food
- Other

Step five: Strategies to promote thinking

Use a KWL chart before you begin teaching to explore students' prior knowledge of the subject (there is no wrong answer), what they would like to learn about the topic, what they learned, and what is not clear yet (this will happen at the end of the learning process).

- Encourage students to investigate new topics and make connections with their daily lives. Divide the class into groups and ask questions about the topic to be taught (e.g. What do you think about...? What... does this mean to you? How? Why?).
- Help students become aware of their own cultural biases and cultural stereotypes.
- Ask students to find similarities and unbiased differences between their culture and the one they are learning about.

Step six: Engagement in learning through collaboration

Through authentic activities, based on students' and teachers' life experiences, teachers can promote cultural understanding, foster student reflection on stereotypes, and avoid/address areas of bias, blind spots, and cultural stereotypes.

- Internet-based intercultural contact
- School-community links and partnerships
- Students' critical reflection on their intercultural experiences and on their own cultural affiliations
- Role plays and simulations, analysis of texts, films, and plays, etc. (Barrett, 2018)

Instructional methods

That transform classroom activities into linguistic, social and cultural learning experiences, and foster the development of IC:

- Cooperative learning
- Project-based learning (including Culturally responsive project-based learning)
- Interdisciplinary learning

Assessment of intercultural competence

Through an exit ticket:

- Share one thing you learned (knowledge/savoirs).
- Which steps did you take to get to this conclusion ? How did you learn this (Metacognition includes a critical awareness of one's thinking and learning) ?
- Share one thing you enjoyed and why (attitude, or savoir être), and
- Share one thing you would like to learn about this topic (curiosity or savoir être).

2.

INTERCULTURAL COMPETENCE - IDEAS FOR THE CLASSROOM

Themes

Opening questions

Have you had the opportunity to include intercultural awareness and competence in your teaching?

If yes, would you like to share one positive experience and/or one struggle with your peers?

World Cup

Teaching strategy

Use of KWL Chart as a thinking invitation.

- **What they Know** about the subject
- **What they Want** to know.
- **What they have Learned.**

Challenges

Timing: Where to place this intercultural approach in the pedagogical sequence?

Note

Through the example of the World Cup happening in Qatar, a lot of students learned about the status of alcohol in other countries.

Camerise insight

You can promote awareness anytime, it does not specifically have to be in a unit.

A student-centered strategy is to invite the students to present the subject themselves.

The teacher can invite them to answer questions like:

Who, in our class, is from a country that is participating in the World Cup?

Dans la classe, qui vient d'un pays qui participe à la Coupe du monde?

Ideas from the Meeting Chat

Painting national flags to hang around the classroom and talk about the countries.

We've been listening to the FIFA song Arhbo by Ozuna and Gims. The song is in 4 languages, including Arabic and Spanish. My quiet students who happened to speak some Arabic felt SO proud!

Winter Celebrations

Teaching Strategies

Instead of referring only to Christmas, using the expression "Winter Celebrations" can be more inclusive. Not everyone celebrates Christmas and not at this time of the year.

Resource used in class

A book called *Noël autour du monde*. We found several results:

Noël autour du monde, [Éditions de l'envolée](#).

Noël autour du monde, [Éditions Kimane](#).

Pour aller au-delà de l'enseignement du vocabulaire, axer sur le thème des moments en famille. Une question comme : *Grand-mère, comment tu célébrais Noël?*

Défi

Pour certain.e.s enseignant.e.s, il est plus difficile de parler d'autres célébrations qui n'appartiennent pas à leur propre culture.

Le point de vue de Camerise

L'enseignant.e n'est pas forcé.e de tout connaître. En choisissant une posture de découverte et en admettant qu'on ne sait pas tout, des sujets nouveaux peuvent être explorés.

Clothing

Ideas from the Meeting Chat

Perhaps you can show different cultural clothing and have students identify colours of their clothing, and perhaps use this as a transition to your clothing unit.

Food

Teaching strategy

The idea originally came from a resource published on Camerise repository by Taciana de Lira e Silva: [LES FRUITS TROPICAUX – TROPICAL FRUIT – GRADES 3–6 IMMERSION, AND GRADES 6–8 CORE FRENCH](#)

Ask the class: *Qu'est-ce que c'est un fruit tropical?*

Depending on the grade, the conversation can go deeper: *Are Tropical fruits related to the Tropics?*

In French, some people call them "Fruits exotiques". Does it sound the same to you? Why?

Show them this picture. *Qu'est-ce que c'est? Ça vient d'où?* These questions are explored in A1 level, suitable for beginners.

Opinion question: *Est-ce que c'est un fruit tropical?* and point to the fruit.

Answers are simply: oui/non or justified with higher levels.

Reveal the origins of the fruits. For example, with this [interactive content](#).

Ideas from the Meeting Chat

Perhaps you can also have students identify colours for food items around the world, and perhaps add in texture words of what the food looks like (*lisse...*)

Recently, I went to Newfoundland, and learned that, before, all the poor kids would go to school with Lobster because they came from fishing families.

Bringing awareness that even in Canada, it's interesting to see how differently we grow up and the food that we have.

Les inventeurs

Stratégie d'enseignement

Choisir un livre, dans ce cas il s'agissait de [Eurêka! C'est parti!](#) publié chez CEC.

Inviter les élèves à observer les inventeurs et inventrices présentés dans le livre.

Demander de décrire le résultat. La majorité sont des hommes. Identifier les femmes dans le livre.

Tâche : rechercher des inventeurs canadiens avec la peau colorée.

Le Jour du Souvenir

Stratégie d'enseignement

Grade 5, Core French

Parler des différents symboles de commémoration comme le Coquelicot mais aussi, moins connu, le [Bleuet de France](#). Demander s'ils en connaissent d'autres?

Utiliser le poème qui suit et remplacer le mot "coquelicot" par "bleuet" avec les changements appropriés (couleur).

Le jour du souvenir est un jour spécial.

Je porte un coquelicot rouge.

Le coquelicot est une fleur rouge et jolie.

Je porte le coquelicot sur ma chemise.

Le jour du souvenir est un jour spécial.

Je porte un bleuet bleu.

Le bleuet est une fleur bleue et jolie.

Je porte le bleuet sur ma chemise.

Les cookies au chocolat

Teaching strategy

You cannot bake chocolate chip cookies without the co-dependence of countries.

You need chocolate from another country.

Help them build the representation of distance by using a map.

Use a distance they can relate to help them scale (from your school to your house enables to introduce the distance from Toronto to Africa).

Another notion: resources were not distributed as easily in the past. (Bananas in Europe were not common)

Anti-racism discussion

Ideas shared for a class promoting the values of anti-racism:

- Permettre à tous les élèves de se sentir représentés dans l'espace de la classe, de l'école.
- Bringing in other languages and celebrating accents
- Parler de Nos origines, avec la fiche pédagogique de TV5 Monde.
- Listen to songs from different countries and with different languages.
- Porter des vêtements de sa culture, des vêtements traditionnels.
- Prévenir que dans sa deuxième langue, on n'a pas forcément une connaissance fine de l'utilisation des termes respectueux pour parler d'une autre culture que la sienne.
- En prévenant son auditoire, on peut mettre en avant notre sensibilité à ce sujet et démontrer son ouverture à apprendre et à s'améliorer.
- I share my experiences with my French students and they open up about their back-

grounds and identities.

3.

OVERVIEW OF THE DIFFERENT ASSESSMENT TECHNIQUES TO EVALUATE IC

This work “Overview of the different assessment techniques to evaluate IC” is adapted from OpenAI ChatGPT, “Evaluating Intercultural Competence” prompt (July 14, 2023). “Overview of the different assessment techniques to evaluate IC” is licensed under CC BY-NC-SA 4.0 by Mirela Cherciov.

The recommendations presented in this evolutive document are not an exhaustive list. Therefore, we invite you to add other methods that you found promising in your classrooms. You can do this by adding comments directly on the document and we will make sure to incorporate them in later versions of this document.

Activities and methods to evaluate intercultural competence in FSL (allow for observation of task-related behaviours and skill development)	Description and notes (educators and peers observe how learners demonstrate specific intercultural skills or attitudes)	Type of savoir
1. Language Proficiency Assessment	Begin by assessing the learner’s language proficiency to communicate and interact with individuals from different cultural backgrounds using the target language. This can involve testing their reading, writing, listening, and speaking skills through standardized language tests or assessments.	Savoir
2. Cultural Awareness Tests	Create tests or scenarios that assess the learner’s awareness of cultural differences, norms, values, and behaviors. This could include multiple-choice questions, short answers, or essay questions that prompt learners to discuss how they would handle culturally sensitive situations.	Savoir-faire
3. Cultural Knowledge	Evaluate the learner’s knowledge of the culture associated with the target language. This can include questions about history, geography, traditions, customs, holidays, and important cultural figures.	Savoir
4. Role-Playing Simulations Games	Design role-playing activities where learners must interact with characters from different cultural backgrounds using the target language. Assess how well they adapt their communication style, address potential cultural misunderstandings, and display open-mindedness.	Savoir-faire
5. Cultural Presentations Projects	Have learners research and present on a cultural topic related to the target language. This demonstrates their ability to gather information, analyze cultural differences, and communicate effectively.	Savoir
6. Reflective Essays	Assign reflective essays where learners discuss their experiences interacting with native speakers or individuals from different cultures. Ask them to reflect on challenges faced, lessons learned, and strategies they employed to bridge cultural gaps.	Savoir-être

<p>7. Group Discussions Debates</p>	<p>Organize group discussions on culturally relevant topics in the target language. Observe how learners engage in cross-cultural dialogues, actively listen to different perspectives, and express their thoughts respectfully.</p>	<p>Savoir-être</p>
<p>8. Cross-Cultural Communication Tasks</p>	<p>Design communication tasks that involve learners interacting with native speakers through written communication (emails, chats) or spoken interactions (audio or video calls). Evaluate their ability to understand context, use appropriate language, and adapt to the communication style of the interlocutor.</p>	<p>Savoir-être</p>
<p>9. Cultural Sensitivity Scenarios</p>	<p>Present learners with scenarios that require them to navigate potentially sensitive cultural situations. Assess their responses for cultural awareness, empathy, and effective communication strategies.</p>	<p>Savoir-être</p>
<p>10. Portfolio Assessment Journals Interest inventories Anecdotal records</p>	<p>Have learners compile a portfolio showcasing their growth in intercultural competence over time. This could include samples of their written and spoken interactions, cultural reflections, and self-assessments.</p>	<p>All three savoirs</p>
<p>11. Self-Assessment</p>	<p>Encourage learners to self-assess their intercultural competence using rubrics or checklists that outline key components of effective intercultural communication.</p>	<p>Savoir-faire and savoir-être</p>
<p>12. Peer evaluations and feedback</p>	<p>Incorporate peer evaluations and feedback where learners assess each other's intercultural communication skills. This provides multiple perspectives on their abilities.</p>	<p>All three savoirs</p>

PART II

CRITERIA FOR EVALUATING AN INTERCULTURAL COMPETENCE RESOURCE OR ACTIVITY

Checklist of criteria for evaluating a new IC resource or activity created by Mirela Cherciov for Camerise, [CC BY-NC-SA 4.0](#) is part of the course Intercultural Competence in FSL: A Teacher Practical Collaboration Envisioning a Change of Action in French Teaching and Learning by Taciana de Lira e Silva, Jason Harper, Mirela Cherciov and Pauline Le Bot. [CC BY-NC-SA 4.0](#)

Checklist of criteria for evaluating a new IC resource or activity

Indicators	Your comments
<p>Allowing continuity Does the resource/activity allow for continuous assessment ? As we will further explore, IC development is a construct that is built over time. Therefore, in order to be able to capture this progression, a series of such activities would ideally unfold over a longer period of time.</p>	
<p>Allowing observation Does this resource/activity allow you to become an observer of the process of IC development in your students? <i>Additional reflexive questions:</i> Does an activity that involves new ways to interact (<i>savoir-faire</i>) between students allow for the development of this skill to be observed? Since <i>savoir</i> is mostly an observable competency, do the exams and quizzes used assess learners' <i>savoir</i>?</p>	
<p>Encouraging curiosity, respect and conscious reflection Does the resource/activity trigger curiosity, interest, respect for the unknown as well as conscious reflection on interculturality, which are all relevant to assess <i>savoir-être</i>?</p>	
<p>Showing reliability To what degree the information you are gaining through observing this activity is a reliable measurement in relation to the learner evaluation rubrics established?</p>	

PART II

EVALUATING LEARNERS' PROGRESS FROM IA TO IC IN RELATION TO THE THREE SAVOIRS

Evaluating Learners' Progress from IA to IC in Relation to the Three Savoires

An adaptation by Mirela Cherciov Camerise, [CC BY-NC-SA](#)

Using the assessment rubrics:

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level performance. The rubrics are meant for use in evaluating and discussing student learning in terms of IC development, not for grading.

To measure the progression on the IA – IC continuum, the indicators are: benchmark (1) and milestone (2) associated with IA, and milestone (3) and capstone (4) associated with IC.

The context of FSL adds complexity because IC may need to be expressed through limited linguistic skills. These rubrics are especially suited for Grades 9–12 in immersion or extended programs, and can serve as formative guidelines for all learners.

	Capstone 4 IC	Milestones 3 IC	Milestones 2 IA	Benchmark 1 IA
Knowledge / Savoir <i>Developing cultural self-awareness and observation</i>	Articulates insights into own cultural rules and biases, seeking complexity and recognizing how experiences shape these rules.	Recognizes new perspectives about own cultural rules and biases.	Identifies own cultural rules and biases, with preference for those shared with own cultural group.	Shows minimal awareness of own cultural rules and biases.
Note: This category can also be graded through a test, where the grade continuum can move from surface knowledge to partial, adequate, and sophisticated.				
Knowledge / Savoir <i>Developing knowledge of cultural worldview frameworks, ability to shift frames of reference, and behavioral adaptation</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture.	Demonstrates adequate understanding of cultural complexity.	Demonstrates partial understanding of cultural complexity.	Demonstrates surface understanding of cultural complexity.
Skills / Savoir faire <i>Cultivating empathy and promoting understanding and acceptance among people from different cultures</i>	Interprets intercultural experience from own and more than one worldview and acts supportively.	Recognizes intellectual and emotional dimensions of more than one worldview.	Identifies components of other cultural perspectives but responds with own worldview.	Views others' experiences through own cultural worldview.
Skills / Savoir faire <i>Verbal and nonverbal communication Participating in intercultural dialogue by negotiating shared meanings, identity, and belonging</i>	Articulates complex understanding of cultural differences in verbal and nonverbal communication and negotiates shared understanding.	Recognizes and participates in cultural differences and begins to negotiate shared understanding.	Identifies some communication differences and is aware misunderstandings can occur.	Has minimal understanding of communication differences and cannot negotiate shared understanding.

<p>Attitudes / Savoir être <i>Cultivating curiosity through active listening, effective communication, openness, non-judgment, and sensitivity to differences</i></p>	<p>Asks complex questions about other cultures and articulates answers reflecting multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks answers.</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures.</p>
<p>Attitudes / Savoir être <i>Cultivating openness and acknowledging multiple cultural identities and senses of belonging</i></p>	<p>Initiates and develops interactions with culturally different others and suspends judgment.</p>	<p>Begins to initiate interactions and begins to suspend judgment.</p>	<p>Expresses openness but has difficulty suspending judgment, while showing willingness to change.</p>	<p>Is receptive to interaction but has difficulty suspending judgment and is unaware of own judgment.</p>

Learners' Progress from IA to IC in Relation to the Three Savoires is adapted from The Intercultural Knowledge VALUE Rubric by the Association of American Colleges and Universities, CC BY-NC-SA 4.0.

This is where you can add appendices or other back matter.