

Assessment of ICC/IC

1. Assessing intercultural communicative competence: test construction issues (Liljana Skopinskaja)

- assessment should be formative rather than summative – i.e. during the course as an ongoing process)
- should be continuous – by teacher or students themselves (self-assessment) – can be a form of pre-, while- and post-testing
- objective tests possible for knowledge (skills, attitudes are subjective → holistic assessment – kind of general global impressionistic judgement)
- direct – e.g. assessing a role play, discussion of another culture's attitudes in small groups, indirect = pen-and-paper test (testing knowledge)
- for testing cultural knowledge: multiple-choice, true/false statements, short question-answer tests possible
- testing skills: role plays, simulations, case studies, problem-solving of critical incidents in which students are required to discuss, debate, solve problems and play roles in pairs or small groups
- testing / assessing attitudes: reflective essays, visual literacy tasks (pictures/posters) which aim at evaluating student's perception of the value systems of different cultures
- culture log
- profile diagram – agree/disagree
- portfolio

Component/level	low	medium	high
<p>Knowledge/savoirs</p> <p>learners' understanding of similarities / differences between the world of origin and the world of the target language community</p>	<p>Level of recognition: I can produce simple descriptions in writing or orally and identify a limited number of cultural facts related to their own culture, or to the target language culture, when questioned the I may refer to stereotyped cultural ideas or images</p>	<p>Level of comparison: I possess diversified cultural images and concrete knowledge about cultural facts, can gradually build on and modify the information acquired, are able to compare cultural facts with their own life experience, regroup different types of cultural characteristics</p>	<p>Level of analysis: I demonstrate a deep knowledge of specific characteristics of other cultures, e.g. products and practices, traditions, values etc., and a clear perception of diverse cultural images, can infer meaning from different sources, analyse, appreciate, and evaluate different types of cultural characteristics (Lussier et al. 2007)</p>
<p>Intercultural know-how / savoir faire (skills of discovery and interaction)</p> <p>linguistic aspect of communicative competence, degree students are able to function and interact in the target language, how students adjust to the requirements of the social and cultural environment of the target language culture, how they are able to mediate in intercultural exchanges, how they integrate experiences in the target language to use efficiently their communicative competence as intercultural speakers</p>	<p>I. are able to function in the target language, linguistically correctly but socially in an inappropriate manner, displaying little experience of interaction in ambiguous intercultural contexts</p>	<p>L are able to use appropriate verbal and non-verbal language, adjusting themselves to conflicting intercultural situations and reacting appropriately in social encounters</p>	<p>I. are able to participate successfully in intercultural interactions, taking into account the sociocultural context as well as the input obtained from their interlocutors, easily mediating between the conflicting interpretations of cultural phenomena</p>
<p>Intercultural being/savoir être</p>	<p>Cultural awareness:</p> <p>learners display a basic understanding of the differences in beliefs, attitudes and values across cultures.</p>	<p>Critical Awareness:</p> <p>L. demonstrate openness, interpreting critically their own cultural identities, and accepting the fact that other cultures may have different beliefs and values.</p>	<p>Transcultural internalisation</p> <p>Students are able to empathise with other cultural identities, trying to imagine themselves in the position of other people and so to share their beliefs and values, reshape their opinions, and integrate new cultural perspectives. L. are able to take the role of mediators in situations of tension, or cultural misunderstanding.</p>

Assessing ICC

Knowledge	Skills	Attitudes	Samples of integrative testing
<p>⇒ savoirs (knowledge – small “c” culture, capital “C” culture, ways of life, customs, music, arts, architecture, literature, history, individual and social norms, diversity in ways of living ...)</p> <ul style="list-style-type: none"> □ pen-and-paper tests □ multiple-choice □ true/false statements □ short question-answer tests □ but also: proverbs - analysing them (cultural facts), explain what conception of love is reflected in the proverbs, how is this similar or different from your own culture 	<p>⇒ savoir faire (Byram: skills of discovery and interaction, behavioural profile, concerned with different forms of behaviour in the target language and culture)</p> <p>⇒ linguistic aspect of communicative competence, degree students are able to function and interact in the target language, how students adjust to the requirements of the social and cultural environment of the target language culture, how they are able to mediate in intercultural exchanges, how they integrate experiences in the target language to use efficiently their communicative competence as intercultural speakers</p> <ul style="list-style-type: none"> □ role plays = direct testing □ simulations □ case studies □ CIs □ Role play: friends from the Middle East are baffled by the number of commercials featuring half-naked bodies. (A = explains why this is a successful strategy in most Western countries, B = expresses his/her surprise) □ Cartoons 	<p>⇒ intercultural being / savoir être</p> <p>⇒ 3 levels: cultural awareness, critical awareness, transcultural internalisation</p> <ul style="list-style-type: none"> □ discussion of other cultures’ attitudes □ reflective essays □ CIs □ visual literacy tasks (pictures/posters) – S’s perception of value systems/of different cultures – wedding ceremony (comparison) □ face-to-face encounters □ virtual encounters (e-mail encounters) – interaction journal – describing and reflecting on new aspects, facts □ portfolio 	<ul style="list-style-type: none"> □ Years 8-10: Symbolism of Remembrance Day – picture of poppy, poem by John McCrae – What does the poppy stand for as a symbol? What importance does the event have in British memory and in German memory? Compare. (Describing perspectives of other cultures, knowledge and taking over the point of view) □ Upper-level secondary school (gymnasiale Oberstufe) – film <i>East is East</i> – Powell’s speech on Immigration Act (1971), interpretation of the speech ... (background knowledge, skill of interpretation of the speech in the context of the film) <p>⇒</p>

General remarks:

assessing ICC teacher becomes an observer of the intercultural learning process rather than of its end product

that’s why self-evaluation reports, observation checklists, also culture log, portfolio, profile diagram (self-evaluation)

integrative testing not only testing the three dimensions in a discrete-point test