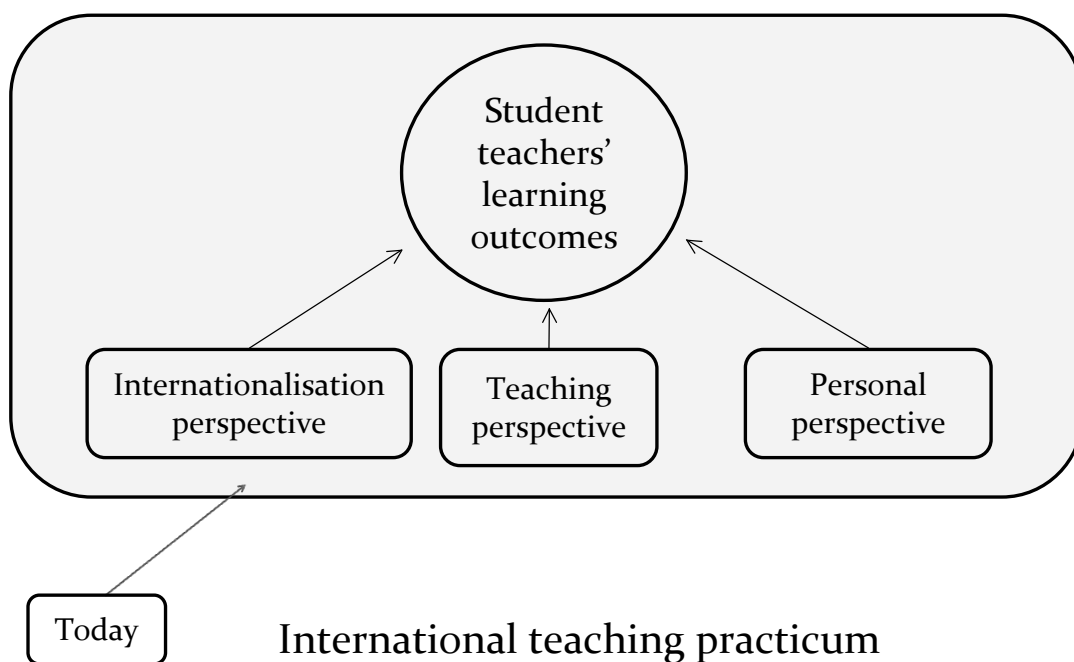


Cultivating intercultural competence through international teaching practicum: A conceptual perspective

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Context of this presentation:





Content:

- Internationalising the curriculum
- International experience
- Intercultural competence: the principles
- International teaching practicum
- Deakin's Global Experience Program
- Specific context of international teaching practicum to develop intercultural competence



Internationalising the curriculum

- Internationalisation is defined as 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution (Knight & de Wit, 1997).
- Internationalising the curriculum is defined as 'an attempt to introduce an international orientation in content, aimed at preparing students for performing (professionally/ socially) in an international and multicultural context, and designed for domestic students as well as foreign students' (OECD, 1996).



Common initiatives in internationalising the curriculum

- Facilitating study abroad and educational exchange to broaden and enrich students' cultural experiences;
- Learning about other languages and cultures as a way of developing their skills of intercultural communication;
- Preparing students to work in the global knowledge economy (Rizvi, 2007)



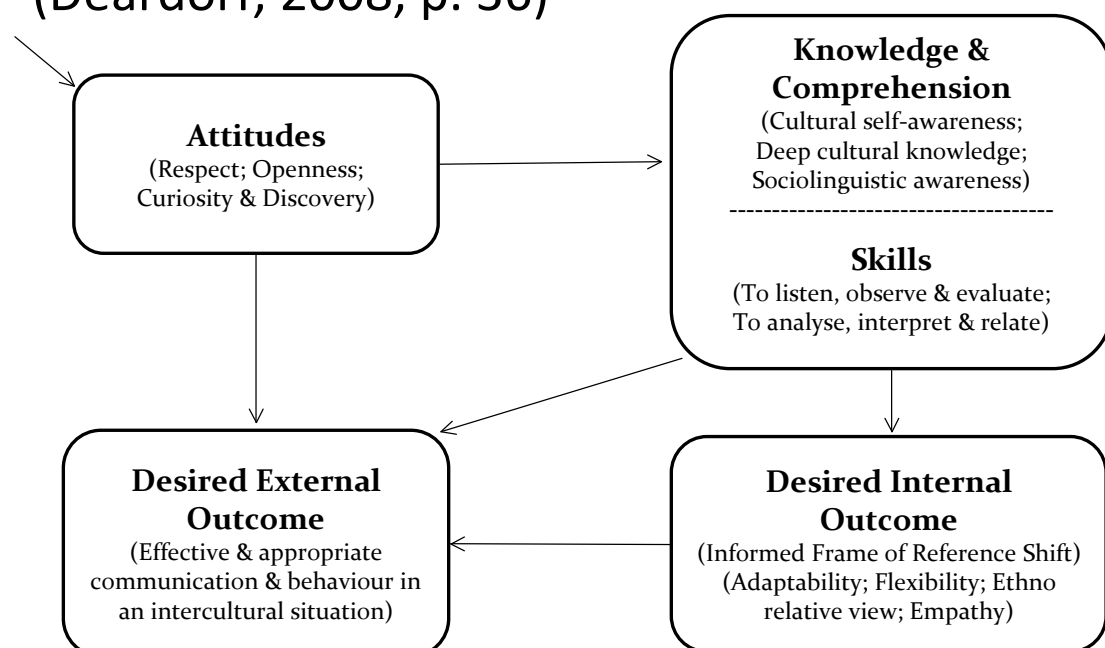
International experience

- Popular constructions : to provide international experience for students
- Study Abroad; Student Exchange; In-country language program; and International teaching practicum program
- Gains from international experience:
linguistics improvement, relationships with other cultures, attitude change, personal growth such as independence, confidence and openness

International experience

- Many studies on education abroad have mentioned intercultural competence as the expected student outcome.
- Intercultural competence is defined as :
'the ability to communicate effectively and appropriately in intercultural situation based on one's intercultural knowledge, skills and attitudes'
(Deardorff, 2004, P. 194)

Process model of intercultural competence- (Deardorf, 2008, p. 36)



Principles to develop intercultural competence - (Bennet, 2008, p.17)

1. Cultural knowledge does not equal cultural competence.
2. Language learning may not be sufficient for culture learning.
3. Disequilibrium may lead to satisfaction .
4. Cultural contact does not necessarily lead to competence.
5. Cultural contact does not always lead to a significant reduction of stereotypes.

Specific aspects for culture learning

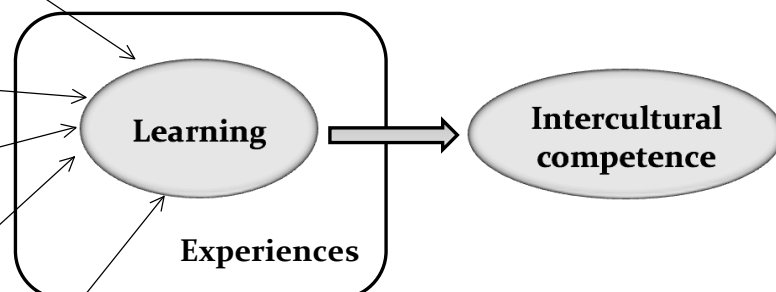
- Meaningful interaction (Deardorff, 2008);
Cultural difference (Paige, 1993)

- Field work
(Byram, 1997)

- Reflection
(Paige, 1993; Byram, 1997;
Deardorff, 2008)

- Preparation
(Paige, 1993; Deardorff, 2008)

- Intercultural mentor
(Byram, 1997; Paige, 1993)





International teaching practicum

- Few studies conducted by Australian Universities
- Typical practicum:
 - Practice teaching;
 - English as the language of instruction;
 - Short duration: one to fifteen weeks.
- Gains include:
 - cross-cultural experiences;
 - personal growth;
 - professional benefits;
 - intercultural studies.
- Negative outcome: undeveloped world view



Deakin's Global Experience Program-Deakin (2009)

In this program, student teachers are expected to:

- Undertake normal teaching responsibilities
- Conduct extra curricular activities
- Write a reflective report
- Attend a series of pre-departure preparation seminars

They are supervised by teacher educator and supervising teacher at the location

Specific context for intercultural learning in international teaching practicum

- Plan and conduct teaching in different culture.
- Design and deliver extra curriculum activities.
- Community learning through various contacts with wider school community.
- Reflective thinking practice.
- Teacher educator and supervising teacher have roles as intercultural advisor.

Cultivating intercultural competence from international teaching practicum

