

An illustration of four diverse people (two men and two women) holding a large white banner. The banner contains text about cross-cultural understanding and global citizenship. The background is a solid light blue color.

CROSS-CULTURAL UNDERSTANDING

GLOBAL CITIZENSHIP AND INTERCULTURAL (COMMUNICATIVE) COMPETENCE

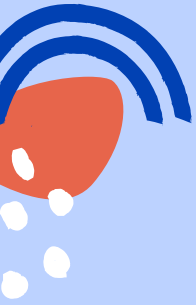
chapter 15

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Learning Objectives

1. *Define global citizenship*
2. *Identify the traits and characteristics of global citizens*
3. *Define what is meant by 'global competency'*
4. *Identify and explain the core elements in the global competence model*
5. *Discuss the ethical obligations of global citizens*
6. *Explain what is meant by 'intercultural competency'*
7. *Define intercultural (communication/communicative) competence and identify fundamental components*
8. *Define what is meant by 'the intercultural speaker' or 'intercultural mediator'*
9. *Discuss intercultural citizenship and its relation to intercultural competence*
10. *Explain the difference between 'culture-specific' and 'culture-general' approaches to intercultural education*
11. *Describe four models of intercultural competence/sensitivity*
12. *Identify and describe the relationship between second language proficiency and intercultural competence*
13. *Identify requisite competencies for today's global society*
14. *Describe ways to enhance one's intercultural competence and intercultural/global citizenry*



INTRODUCTION

This chapter begins by exploring what is meant by global citizenship, global competency, intercultural competency and intercultural citizenship. We then examine several models of intercultural (communication/communicative) competence and discuss the construct of the 'intercultural speaker' in relation to second language speakers. Attention is drawn to the vital role of language in intercultural competency.

Jackson, 2014





Global Citizenship

What is global citizenship and what does it mean to be a global citizen in today's increasingly complex world? What are the qualities and duties of global citizens? How can one acquire the dimensions of global citizenship? In the new millennium, why is it essential to take steps in this direction? What is the relationship between identity, language, global citizenship and ethics?.

Jackson, 2014

CITIZENSHIP

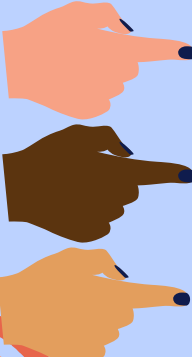
In political philosophy, for example, citizenship is generally viewed as a series of rights and responsibilities associated with the individual as a member of a political community. Typically, this includes such aspects as civic, economic, linguistic, political and social rights as well as duties or obligations.

Jackson, 2014



CITIZENSHIP AND SENSE OF BELONGING

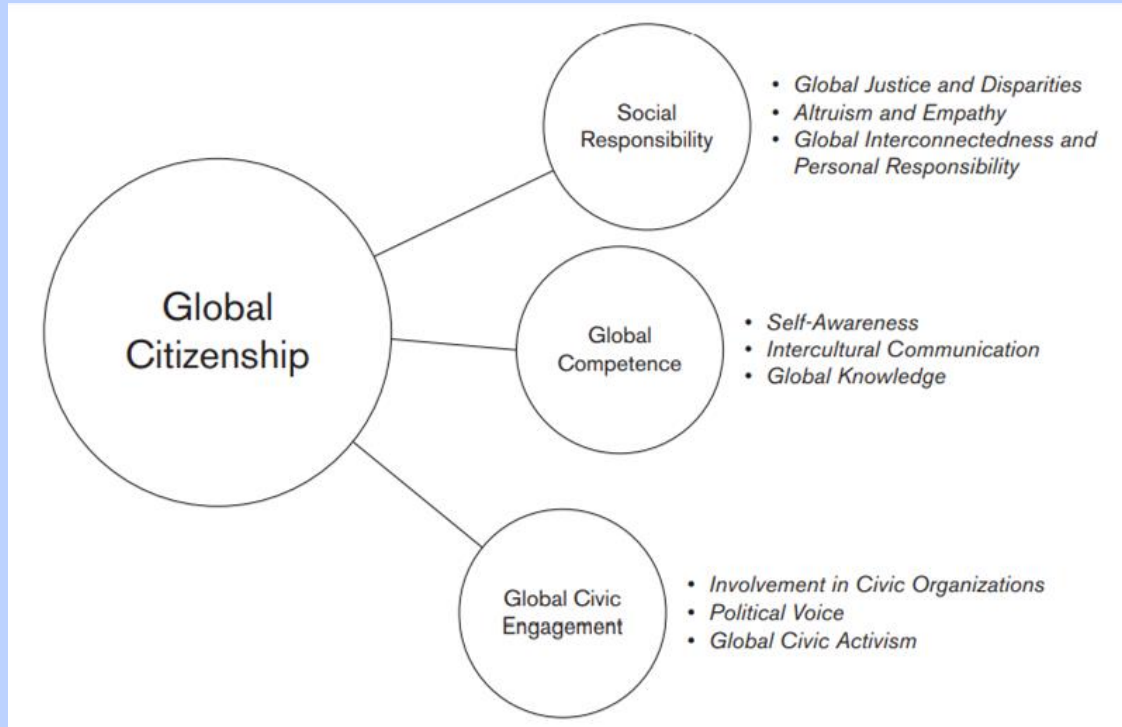
Within the context of democratic societies, citizenship involves:

- 
- Three stylized hands in orange, brown, and light orange pointing to the right, positioned to the left of the list items.
- A status (which confers on the individual the rights to residence, vote and employment)
 - A feeling (sense of belonging to a community)
 - Practice (active participation in the building of democratic societies)

(Osler, 2005: 12–13, as cited in Jackson 2014)



Conceptions of Global Citizenship



(Morais and Ogden, 2011, as cited in Jackson, 2014)

Conceptions of Global Citizenship

Global citizenship entails ‘awareness of and commitment to societal justice for marginalized groups, grassroots environment, nonviolent and authentic democracy, environmental care, and North-South relations based on principles of equity, respect, and sharing’.

(For Toh, 1996: 185, as cited in Jackson, 2014)

The core elements in this framework are:

- **Social responsibility** (the perceived level of interdependence and social concern for others, the society and the environment)
- **Global competence** (‘having an open mind while actively seeking to understand others’ cultural norms and expectations and leveraging this knowledge to interact, communicate and work effectively outside one’s environment’)
- **Global civic engagement** (‘the demonstration of action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation’).

(Andrzejewski & Alessio 1999; Lagos 2001; Paige, Stallman, & Josic’ 2008, in Morais & Ogden 2011: 448, as cited in Jackson, 2014).

WHAT IS A GLOBAL CITIZEN?

- A global citizen is 'someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices'. Instead of seeing oneself as only narrowly connected to a particular region or nation, individuals who identify themselves as global citizens possess a sense of belonging to a world community.

(Israel, 2012: 79, as cited in Jackson, 2014)

- Global citizens may still have fond feelings for their 'heritage, lineage, and culture' but are free of the 'illusion' that their identities are 'separate from everyone else's'. Their sense of self embraces a concern for all humankind and the future of the planet. People with a global identity are also sometimes referred to as international or world citizens

(Gerzon, 2010: xxi, Jackson, 2014)

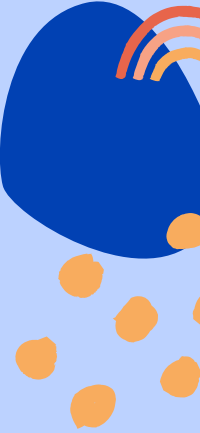
WHAT IS A GLOBAL CITIZEN? (Cont'd)

The traits and actions of global citizens

A number of traits and behaviors have been linked to global citizens. For Daisaku Ikeda, a Buddhist philosopher, peace builder and educator, the following are essential elements:

- ❖ The wisdom to perceive the interconnectedness of all life and living.
- ❖ The courage not to fear or deny difference; but to respect and strive to understand people of different cultures, and to grow from encounters with them.
- ❖ The compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places

(Ikeda n.d., as cited in Jackson, 2014)



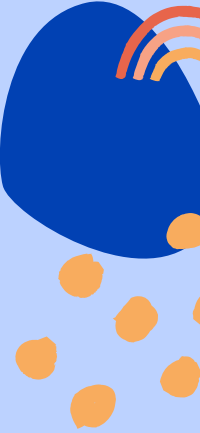
WHAT IS A GLOBAL CITIZEN? (Cont'd)

Our ethical responsibility

Instead of seeking selfish aims (e.g. the sole betterment of one's community or ingroup at the expense of others), global citizens recognize the dignity of every human being and proactively seek the common good for society and the environment. With this in view, Patel, et al. (2011) recommend that all of us resolve to:

- ☑ Develop an understanding of global interrelatedness and interdependence
- ☑ Respect cultural diversity
- ☑ Fight racial discrimination
- ☑ Protect the global environment
- ☑ Understand human rights
- ☑ Accept basic social values

(Patel et al. 2011, as cited in Jackson, 2014)



GLOBAL CITIZENSHIP ACTIVISM

Global citizenship activism can take many forms. For example, individuals or groups may lobby for changes in local, national and international policies and practices that impact the environment. They may join initiatives designed to curb global warming and protect the Earth's ozone level. Activists may also join organizations that aim to solve pressing global problems (e.g. famine, regional conflicts, pollution, economic disparity, unequal opportunities to learn international languages). As well as contributing to worldwide humanitarian relief efforts, individuals may organize and actively participate in activities and events that celebrate global diversity (e.g. rich variations in art, language, culture, religion, music, cuisine) and promote equitable, harmonious intercultural interactions.

Jackson, 2014



GLOBAL COMPETENCY

There are many definitions of global competence (sometimes referred to as 'transnational competence')

A globally competent person as an individual who has knowledge of current events, the capacity to empathize with others, the ability to maintain a positive attitude, second language competence and an appreciation of foreign ways of doing things.

(Lambert, 1996, as cited in Jackson, 2014)

a globally competent individual possesses sufficient substantive global knowledge (e.g. understanding of cultures, languages, global events and concerns), perceptual understanding (e.g. open-mindedness, sophisticated cognitive processing, resistance to stereotyping) and intercultural communication skills (e.g. adaptability, empathy (concern for others), cross-cultural awareness, intercultural mediation, intercultural sensitivity) to interact appropriately and effectively in our globally interconnected world.

(Olson and Kroeger, 2001, as cited in Jackson, 2014)



GLOBAL COMPETENCY (Cont'd)



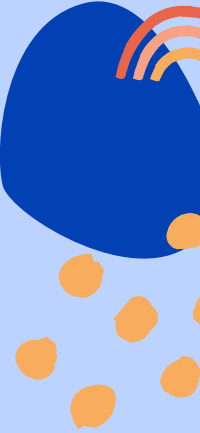
Based on the findings of his study, Hunter (2004) developed the **global competence model** to provide a framework for international educators to prepare **'global-ready graduates'** (individuals who are adequately prepared for a diverse workforce and society that necessitates intercultural and global competencies).

(Hunter, 2004, as cited in Jackson, 2014)

INTERCULTURAL COMPETENCY

Refer to intercultural traits, knowledge and behaviors related to one's interactions in any intercultural situation or context (e.g. in one's home environment or in international settings).

(Jackson, 2014)



INTERCULTURAL COMPETENCY (Cont'd)

01

Intercultural (communication) competence

Intercultural communication competence is 'the ability to acknowledge, respect, tolerate, and integrate cultural differences that qualifies one for enlightened global citizenship'.

(ibid: 357, as cited in Jackson, 2014)

Good intercultural communicators have **personality strength** (with a strong sense of self and are socially relaxed), **communication skills** (verbal and nonverbal), **psychological adjustment** (ability to adapt to new situations), and **cultural awareness** (understanding of how people of different cultures think and act).

(Jandt, 2007, as cited in Jackson, 2014)



INTERCULTURAL COMPETENCY (Cont'd)

02

Intercultural communicative competence

Intercultural communicative competence focuses on 'establishing and maintaining relationships' instead of merely communicating messages or exchanging information (**Byram, 1997, as cited in Jackson, 2014**). This involves 'accomplishing a negotiation between people based on both culture specific and culture-general features that is on the whole respectful of and favorable to each' (**Guilherme, 2004: 297, as cited in Jackson, 2014**).



INTERCULTURAL COMPETENCY (Cont'd)

02

Intercultural communicative competence

Intercultural communicative competence and the intercultural speaker

The close relationship between language, culture and intercultural competence is conveyed in the notion of the intercultural speaker to describe foreign language/culture learners who successfully establish intercultural relationships while using their second language (Byram & Zarate, 1997, as cited in Jackson, 2014).

Intercultural communicative competence and the intercultural citizenship

The enrichment of citizenship education with an international dimension' coupled with the infusion of a 'political/citizenship dimension' in second or foreign language education. This approach to intercultural citizenship brings together 'the general dimensions of attitudes, knowledge and behavior' common to both citizenship and language education (Byram, 2011, as cited in Jackson, 2014).

INTERCULTURAL COMPETENCY (Cont'd)

03

'Effective' and 'appropriate' intercultural communication

Intercultural communicative competence is 'a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself'. Implicit in this definition are: individual traits and characteristics (e.g. personality); the domains of relationships, communication and collaboration; the dimensions of knowledge, attitude (emotional response to people/things), skills and awareness; proficiency in the host language and a developmental process. **Effective intercultural communication** relates to one's perception of one's performance in intercultural encounters, drawing on an 'etic' or outsider's view of the host/second language culture. By contrast, the notion of **appropriate intercultural communication** is linked to how one's behavior is perceived by one's hosts (i.e. an 'emic' or insider's understanding of what is acceptable in the host/second language culture).

(Fantini, 2007, as cited in Jackson, 2014)



INTERCULTURAL COMPETENCY (Cont'd)

04

A common definition of intercultural competence

Intercultural competence is 'the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes'. Although the language dimension (e.g. use of a second language) was not made explicit, it is mentioned in related publications.

(Deardorff, 2004, as cited in Jackson, 2014)





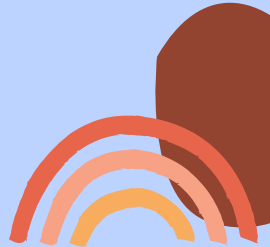
MODELS OF INTERCULTURAL COMPETENCE

Building on their understandings of intercultural communication and intercultural effectiveness, numerous scholars (e.g. speech communication specialists, applied linguists, interculturalists, international educators) have devised models of intercultural competence.

Byram (1997), Chen and Starosta (2008), M.J. Bennett (1993) and Deardorff's (2004)



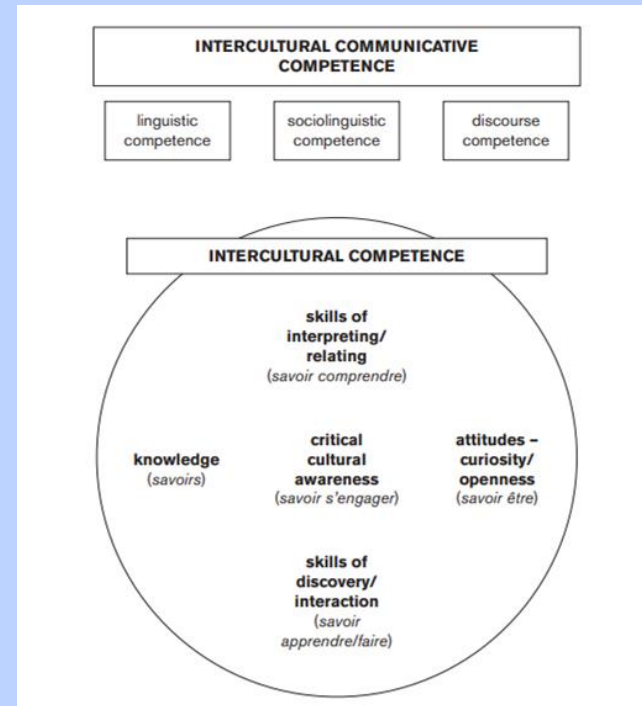
(Jackson, 2014)



MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

Byram's model of intercultural communicative competence

In the first part of his model, Byram (1997) cites the following linguistic elements as characteristic of an interculturally competent second language speaker (the intercultural speaker or mediator):



(Byram, 1997, as cited in Jackson, 2014).

MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

Byram's model of intercultural communicative competence

In the first part of his model, Byram (1997) cites the following linguistic elements as characteristic of an interculturally competent second language speaker (the intercultural speaker or mediator):

- ❑ **Linguistic competence:** the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
- ❑ **Sociolinguistic competence:** the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings that are taken for granted by the interlocutor or are negotiated and made explicit with the interlocutor.
- ❑ **Discourse competence:** the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes.

(Byram, 1997, as cited in Jackson, 2014).

MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

Byram's model of intercultural communicative competence

The second part of this framework identifies five *savoirs* or components that are linked to the cultural dimension of the intercultural speaker's competence. The first two are considered prerequisites for successful intercultural/interlingual communication:

- ❑ **Intercultural attitudes (*savoir être*):** curiosity and openness, readiness to suspend disbelief about others cultures and belief about one's own intercultural attitudes.
- ❑ **Knowledge (*savoirs*):** of social groups and their products and practices in one's own and in one's interlocutor's country.

(Byram, 1997, as cited in Jackson, 2014).

MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

Byram's model of intercultural communicative competence

Finally, the next three components feature the skills deemed necessary for successful communication across cultures and languages:

- ❑ **Skills of interpreting and relating (savoir comprendre):** ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
- ❑ **Skills of discovery and interaction (savoir apprendre/faire):** ability to acquire new knowledge of a culture and to operate this knowledge in real-time communication.
- ❑ **Critical cultural awareness (savoir s'engager):** an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

(Byram, 1997, as cited in Jackson, 2014).



MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

Chen and Starosta's model of intercultural communication competence

Their conceptual framework consists of three 'equally important', interrelated dimensions that work together to create 'a holistic picture of intercultural communication competence':

- (1) affective or intercultural sensitivity
- (2) Cognitive or intercultural awareness and
- (3) Behavioral or intercultural adroitness. This model does not, however, deal explicitly with intercultural interactions in a second language.

(Chen and Starosta, 2008, as cited in Jackson, 2014).





MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

The developmental model of intercultural sensitivity (DMIS)

'Intercultural sensitivity' refers to the developmental process that impacts an individual's psychological ability to deal with cultural differences (**Bennett and Bennett, 2004, as cited in Jackson, 2014**).

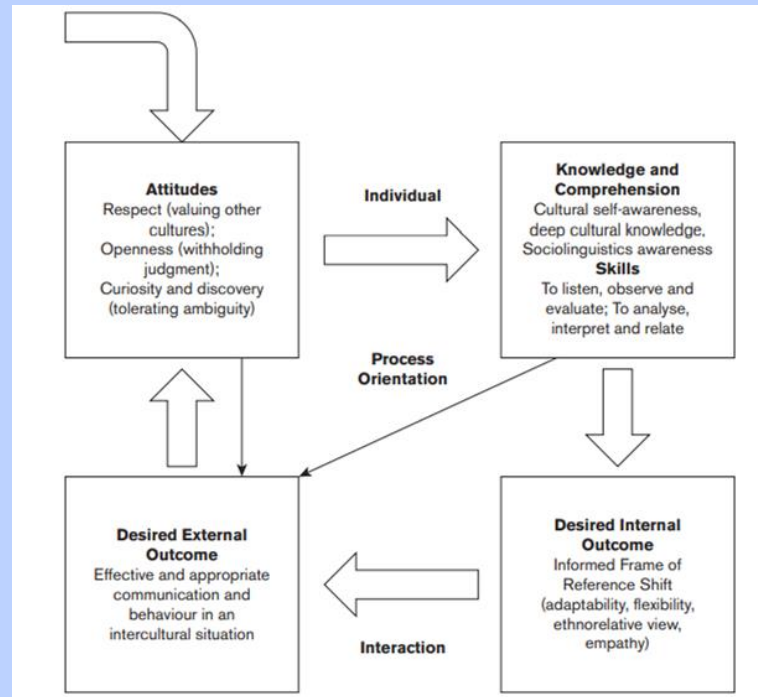
In this theory, intercultural sensitivity is associated with personal growth and the development of an intercultural mind, 'a mindset capable of understanding from within and from without both one's own culture and other cultures' (**Bennett et al., 2003, as cited in Jackson, 2014**).

The DMIS assumes a social construction of identity, positioning it as relational and subject to change. This perspective is aligned with contemporary critical and poststructuralist notions of identity (**e.g. Guilherme 2002; Noels et al. 2012; Norton 2000, as cited in Jackson, 2014**), which recognize the fluid, contradictory nature of this construct. In contrast with traditional views of identity as fixed, static and unitary, this perspective allows for the impact of globalization and intercultural contact and the evolution of hybrid, global identities.



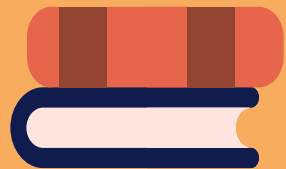
MODELS OF INTERCULTURAL COMPETENCE (Cont'd)

The process model of intercultural competence



(Deardorff, 2004: 194, as cited in Jackson, 2014)





SECOND LANGUAGE PROFICIENCY AND INTERCULTURAL COMPETENCE

“. . .As a communication endeavor, language competence is defined as the ability to use the language as an insider. The DMIS creates a parallel to language competence by defining cultural competence as the ability to interpret and behave within culture as an insider. As a humanistic enterprise, language learning creates an awareness Knowledge and Comprehension Cultural self-awareness, deep cultural knowledge, Sociolinguistics awareness and appreciation of language itself. The DMIS parallel is that intercultural sensitivity involves an awareness and appreciation of culture itself.

(Bennett et al., 2003, as cited in Jackson, 2014)



SECOND LANGUAGE PROFICIENCY AND INTERCULTURAL COMPETENCE (Cont'd)

Their knowledge of second language (L2) conversational styles, their willingness to accept differences in communication styles and their interest in the topics of conversation. 'Although an appreciation for the complexity of language and an understanding of the relationship between language and culture do not produce proficient, bilingual learners', Edstrom (2005: 32), as cited in Jackson (2014) notes that, 'these concepts may contribute to the formation of informed, tolerant learners who appreciate the difficulty of mastering an L2'.



(Edstrom, 2005, as cited in Jackson, 2014)

REQUISITE COMPETENCIES FOR TODAY'S GLOBAL SOCIETY

What competencies are necessary for individuals to become responsible, ethical global citizens in today's diverse world? What knowledge, attitudes and skills are vital for success in today's global workforce and society?

(Jackson, 2014)



REQUISITE COMPETENCIES FOR TODAY'S GLOBAL SOCIETY

Knowledge

*Attitudes: Personal and
social responsibility*

Skills



ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

History shows that we human beings have both the capacity to open our eyes, minds, hearts, and hands—and to close them. We have the capacity to build an interdependent, peaceful global civilization and to splinter and fragment into endless conflict. We can see the world narrowly, or broadly, depending on which parts of ourselves we are able to develop. Indeed, wherever we may live, the drama of the Earth itself is occurring within each of us. If we are willing to open our eyes, minds, hearts, and hands, then every one of us can become a global citizen. Yes, everyone.

(Gerzon, 2010: xxiv, as cited in Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

01 Become more self-aware

Become more aware of your preferred self-identities and communication styles and identify the cultural behaviors that seem to annoy or disturb you the most. Then, make an effort to change your attitude so that you approach intercultural situations with a more positive mindset. By developing the habit of critical reflection, you can gain a better understanding of what you need to improve. This process of discovery, reflection and growth can be ongoing throughout your life.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

02

Observe and actively listen

Be an active listener. As well as paying attention to what is being said, active listening means noticing how and when ideas are conveyed, as well as what is not being said. In intercultural interactions, also keep in mind that you may not be interpreting messages in the way that the speaker intended. Consider the possibility of other perspectives and resist the temptation to make quick, negative assumptions about the speaker and his or her linguistic or cultural background. Avoid stereotyping!

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

03

Cultivate openness

Overcoming ethnocentric tendencies and developing an intercultural or ethnorelative mindset is a critical goal for all citizens. Ethnocentrism refers to an attitude that one's ways of being are superior to others. Whereas an ethnocentric individual may regard cultural difference as inferior and unacceptable, an open-minded individual or intercultural person is receptive to new ideas and behaviours.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

04

Display respect

Within the context of intercultural communication, respect signifies positive regard for an individual from a different cultural background, whereas tolerance implies going along with behaviors that one does not necessarily respect or accept. In this regard, tolerance can be viewed as patronizing. For example, tolerating religious diversity suggests that one feels superior to people from other faiths.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

05

Be empathetic (not sympathetic)

Effective intercultural communicators have the ability to empathize with the worldviews and situations of people who have a different linguistic and cultural background. Empathetic behaviours include nonverbal actions that indicate you are attending to the messages of others (e.g. facial expressions of concern) as well as verbal expressions (e.g. words that convey solidarity).

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

06

Learn another language

Intercultural speakers take advantage of opportunities to use their second language. They don't wait for people to approach them; they initiate intercultural interactions and demonstrate a high level of willingness to communicate in their second language and enhance their intercultural competence. They make an effort to share their feelings and ideas with people from diverse backgrounds. Bilingualism and biculturalism can both be great assets in today's globalized world.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

07

Seek feedback

In intercultural interactions, you can get a sense of how effective and appropriate your verbal and nonverbal actions are by paying close attention to their reactions. Of course, it is also possible to misread signals or be unsure of their response so it can be very helpful to get honest and frank feedback from intercultural friends.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

08

Be engaged in the world

Explore opportunities for involvement in your community and beyond. Don't wait for others to come to you with ideas about what you can do. Be proactive! Become interested, informed and involved in local and global issues. Working cooperatively with others, you can make a valuable contribution to your community and our global society. Through your actions you can become a more effective intercultural and global citizen. As well as helping others, your involvement can enrich your life by adding meaning, purpose and diversity.

(Jackson, 2014)





ENHANCING INTERCULTURAL (COMMUNICATIVE) COMPETENCE AND GLOBAL CITIZENSHIP (Cont'd)

Practical steps that you can take to become more globally-minded and intercultural:

09

Be patient

Finally, bear in mind that developing global and intercultural competencies takes time, commitment and energy. Learning a foreign language also requires perseverance and investment. Second language socialization and the acquisition of a global mindset do not happen overnight. Be patient and keep yourself motivated by setting realistic, focused targets. Recognize improvements.

(Jackson, 2014)



References

Jackson, J. (2014). *Introducing language and intercultural communication*. Routledge.



THANK YOU

