

“Study Abroad” Pedagogy: Coaching toward Linguistic Proficiency and Intercultural Sensitivity Development

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Introduction

- Where is “study abroad” taking place?
- What are the characteristics of “studying abroad”?
- Why do we need to think about “study abroad” students differently from those “studying within”?
- Do instructors teach “studying abroad” students differently from those in their own culture? Are instructional strategies different?
- **YES!!**

Theoretical Framework

- Developmental Model of Intercultural Sensitivity (DMIS)
M. Bennett (1968)

Intercultural Development Inventory (IDI)

1. Denial [55-70]
2. Polarization (Defense/Reversal) [70-85]
3. Minimization [85-115]
4. Acceptance [115-130]
5. Adaptation [130-145]

1 Monocultural Mindset 2 3 4 5 Intercultural Mindset

Super Short Study Abroad Program =Oiler Serving Abroad (OSA)= =Global Village=

- Data
 - Student leaders of OSA/Global Village
- Evidences of transformation
 - Remove the “actually”
 - Demonstrate empathy
 - “We are family”
- My role
 - Coaching students to mentor their peers
 - Intentionally control risk factors (Paige, 1993)



Short Study Abroad Program =American Students going to Japan=

- Data (study abroad & internship, FA-SP)
 - Student A: Internship
 - Student B: Study abroad
- Evidences of Transformation
 - Apologies [student A]
 - Senpai (senior) - Kohai (junior) [student B]
 - Romanticized notion of Japan
- My Role
 - Rehearsal coordinator (pre-departure orientation) [student A]
 - Coach: skype meetings and indirect intervention



Long Study Abroad Program =UF IELP=

- How students change...
 - Linguistic development: This seems to be the number one goal of IELP students... and I see it accomplished in many of our students. An example... “next”
 - Cultural development. First we see students becoming aware of cultural differences. Eventually, we see them accepting some of them. An example: the late factor... seeing value in timeliness.

“Movement toward more cultural sensitivity can be best assured by providing intercultural facilitators to monitor and push discussion a little in these situations. This is often accomplished by forcing cross-cultural contact across the separation barriers with exchanges, simulations, or other structured activities.” (Bennett, 34)

Breaking the Ice / Fear Barrier



Progression of Opportunities According to the Placement Level

Providing increasingly “sensitive” opportunities/ assignments...

- Basic (S/U grades)
- Beginning (S/U grades)
- Intermediate (letter grade, GPA) → gateway to an undergraduate
- Advanced (letter grade, GPA) → gateway to a graduate program

- Basic level: “Go find & take pictures of American Culture! Anything that is different from your country!”
- Beginning level: Conversation exchanges with domestic UG students... focus on hobbies and family info.
- Intermediate level: Public school visits, Mixer with faculty to discuss activities & academic info.
- Advanced level: Attend a live lecture on campus, take notes, discuss in class

Basic Level



Basic Level



Basic Level



Self serve!

“Americans are SERIOUS about safety...” (Traffic laws and Child car seat laws)



Intermediate Level (School Visit)



Intermediate Level



Supporting and Challenging Students

Supporting because these students are dealing with a lot!

- Learning English (the alphabet, vocabulary, verb tenses)
- Culture shock: (smiling at strangers?, timeliness, public speaking, social "norms")
- Life skills (living with a roommate, doing laundry, banking)
- Higher order thinking skills (analysis, evaluation, synthesis)
- Content (Physics, Accounting, Psychology)

ALL AT THE SAME TIME!

Our empathy allows students to feel more comfortable in an unfamiliar sociocultural environment that daily involves the stress of multi-tasking

Challenging Students

- Balancing understanding and empathy with the “physical trainer” approach....
- Student quote: “Why are the teachers here so serious about class time?!!”... to “I told my workout group members that the next time they were late, we would not wait for them.” (appreciation of timeliness)

Emotional Intelligence

- Matters of the heart.../personal disposition

Being a person who:

- is available
- listens
- wants the best for others
- will encourage others
- will guide others

“I will never forget my teacher....” stories... Sometimes it just takes one person to have a huge impact

Supplemental Support

- While professors should not be expected to change the entire format of their teaching style/methods... they may provide International students with supplemental opportunities that are more accessible to them (small group discussion, posting notes on Blackboard prior to lecture, key vocabulary for class, tutoring, etc.)

Conclusion

- “Study abroad” provides teaching and learning opportunities that are not available on the learners’ home institution.
- “Study abroad” could happen domestically as well as internationally.
 - Hamtramck, Michigan
 - Service Ambassador
 - One World, Many Voices
- “Study abroad” learning is gradual.
- “Study abroad” is experiential.
 - Empathy is important.
 - Recognition of commonality leads to respect for differences.
 - Coaching (not “lecturing”) is important.
- “Study abroad” is POWERFUL!!
- Moving away from the “Sink or swim” approach -- coaching

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