Exploring Intercultural Competence of High School EFL Learners

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Exploring Intercultural Competence of High School EFL Learners

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Summary

This diploma paper explores intercultural communicative competence of high school EFL learners, which is nowadays seen as a complex web of skills for communication on the basis of respect, acceptance and tolerance for others. Firstly, some theoretical background information is provided in order to set the framework for the experimental part of the paper. Therefore, culture for the purpose of EFL teaching and learning is defined, along with its importance for that area. How culture is perceived in *Common European Framework of Reference for Languages* is explained afterwards. In addition, some curriculum issues that are significant for EFL teaching in formal setting in Croatia are discussed, along with the most relevant models of intercultural competence for the framework of this paper and their assessment resolutions. The models are further elaborated on in the model of intercultural competence that was used for the purpose of the research part of this paper. The results of the present study provide valuable insight into intercultural competence of high school EFL learners, which in conclusion is proven to be developed to a satisfying level concerning some of its aspects, whereas others could be improved if necessary changes are incorporated in the future TEFL practice.

Key words: intercultural competence, TEFL, culture teaching, INCA

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1. Introduction

Nowadays, cultural dimension of foreign language teaching is seen as its essential part, and should, therefore, serve for developing intercultural communicative competence, which implies the skills for communication on the basis of respect, acceptance and tolerance for others. Since English as a *lingua franca* enables people to communicate with others from different cultural backgrounds more than some other languages, it is beneficial to see to what extent intercultural competence can be developed in a formal TEFL setting.

The aim of this diploma paper is to explore intercultural communicative competence of high school EFL learners. It will consist of two parts: theoretical and experimental, which will be developed as follows:

Firstly, a theoretical background will be presented to set a framework for the experimental part. It will start with definition of culture in foreign language teaching setting and also discuss its intercultural dimension. Furthermore, some more information will be given about culture in an EFL setting, elaborating on its significance, providing the insight into how it is perceived in CEFR and analyzing Croatian National Curriculum concerning the matter. Afterwards, two most significant models of intercultural competence for this paper's framework (Byram's and Ruben's) will be described. Based on those, some resolutions for intercultural competence assessment will be discussed, followed by a chapter on INCA theory, which was used as a foundation for the research.

Secondly, the experimental part of the paper will be presented, beginning with formulation of research questions and hypotheses. Moreover, all the research methodology will be described in the following order: demographic information about participants will be provided, detailed explanation of the instrument will be given, data collection process will be illustrated and data analysis tools will be commented on, ending with the demonstration of all the results.

Finally, there will be a discussion part with possible explanations of the research outcomes, which will be followed by conclusions about intercultural competence of high school EFL learners.

2. Theoretical Background

This part of the paper aims at giving a theoretical background underlying the research that was conducted. Here the most relevant information about culture and its part in language teaching and learning will be presented, as well as a model of intercultural competence, or by its full name *intercultural communicative competence* (ICC) on which the research was based.

2.1. Defining *Culture* for the Purpose of Foreign Language Learning and Teaching

It is a widely known fact that foreign language teaching today cannot be successfully conducted without a cultural component to it (Bachman, as cited in Chlopek, 2008). According to Rivers (1981), language functions as a trait of culture because it is used within a certain cultural context. This usage not only takes into consideration the cultural background of the person one is communicating with, but also shows deep influences of one's own culture, which can lead either to successful communication or to a series of misunderstandings and bad relationships. Therefore, it is crucial to include culture learning and teaching into foreign language learning and teaching.

To be able to do that, culture in this context must be defined. Weaver (1986, as cited in Hanely 1999) explains culture through the metaphor of *iceberg*. He suggests that culture is deeply rooted in every person, but only a small fragment of it is visible on the outside. This is the so called "tip of the iceberg" that consists of elements such as the arts, dressing, food, etc. The other part of the culture is that beneath the surface of water (in the metaphor of *iceberg*), which is not visible and is much more complex. It entails elements such as beliefs, values, attitudes, etc. The whole concept is greatly exemplified in Figure 1., which shows the scheme of a cultural iceberg.

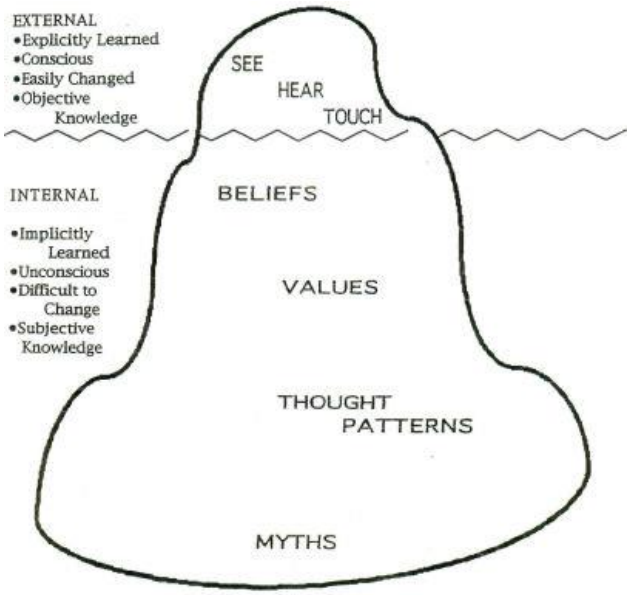


Figure 1. Weaver's Cultural Iceberg
(Source: http://home.snu.edu/~hculbert/iceberg.htm)

Similar concepts can be found at many other authors (e.g. Chlopek, 2008) that distinguish between two types of culture: Culture with a big *c* and culture with a small *c*. The former consists of factual knowledge of the target language country, such as knowledge about the history of the country, about famous people from that country and fine arts, such as literature, music, painting, film etc. The latter, on the other hand, covers many aspects of that target language speakers' way of life: their attitudes, values, beliefs, social norms and behaviors, customs, rituals, political conventions and use of language. Although the *big c* culture might be interesting on its own, these facts do not contribute to intercultural understanding (Rivers, 1981) and should therefore be accompanied by the aspects of the *small c* culture.

Despite the fact that given definitions exemplify the traits of culture that can be taught in this area, it does not suffice just to oppose *Culture* and *culture* in a foreign language learning and teaching context and incorporate the *small c* culture in one's classroom as much as possible. The real relationship between language and culture, also has to be understood in order to be able to teach appropriately. Hence, a term *languaculture* has been proposed by Michael Agar (1994) to describe that language cannot be separated from culture. This means that using a language involves awareness about one's own and other people's cultural background in addition to other skills and

knowledge, so it is highly advisable not to remove the aspect of culture from the language when teaching, only to arm the learners with rich vocabulary and impeccable grammar.

2.2. Culture in EFL Framework

It has been established that culture is a complex web of visible and less visible imprints in people and that the cultural part of foreign language teaching should be promoted through teaching *languaculture* with incorporating *small c* culture as much as possible. That way a smooth, ambiguity free intercultural communication is enabled and it should be one of the objectives in any foreign language classroom, but even more so for the English as a foreign language (EFL) classroom, which will be described in the following chapters.

2.2.1. Significance of Culture in EFL Framework and Its Intercultural Dimension

Significance of culture in EFL framework can be described in two notions of culture, first being the foreign culture, and second being one's own native culture. Both of those are equally important for the intercultural objectives that EFL teaching aspires to.

When talking about culture in foreign language teaching it has been a common practice to reduce the notion of culture to only those of that particular language speaking countries. EFL-wise this is a very narrow view when the concept of English as a *lingua franca* (ELF) is taken into consideration. Hülmbauer et al. (2008) state that this concept, which treats English as a dominant language for intercultural communication in today's globalized society, represents communication between not only a native and a non-native speaker of English, but also communication between two or more non-native speakers, who do not share the same mother tongue and who, in fact, form a vast majority of all speakers of the English language. Evidently, it is not crucial for the speakers of English to conform to the culture of people, whose native language is English, but to explore cultural traits in their collocutor, whatever those might be. This helps to prevent forming the so called *fluent fools*, who are, as stated by Bennett (1993), people who are fluent in a foreign language, but do not grasp the social side of the language and its role in representing perception and thinking of its speakers.

Nevertheless, according to Rivers (1981), it is also very important that EFL learners are able to recognize what their own culture exhibits, firstly when it comes to their thoughts and then when it comes to their linguistic expression in intercultural communication. That way the cultural bondage is reduced. A culture-bound person is defined as someone whose view of the world is determined only by a singular culture that person has been exposed to. This can lead to ethnocentrism, which implies the belief in the superiority of one's own culture (Chastain, 1976) and should be avoided because it forms an obstacle to successful intercultural communication. Although ethnocentrism can be a dangerous thing, foreign language learners are not expected to discard the values and beliefs that their culture has taught them, but to make those values and beliefs as conscious as possible and then explore them in connection to others (Rivers, 1981). ELF-wise, it enables the learners to explore their culture even more, since using this language will open the door to other cultures for them as well.

All in all, the significance of culture in EFL framework lies in raising the EFL learners' ICC, i.e. enabling EFL learners to use English appropriately to specific situations, bearing in mind the culture of other people and that of oneself and to adapt their knowledge, attitudes, and behaviors so as to be open and flexible towards their collocutors (Penbek et al. 2009). This forms intercultural speakers, who do not see the existence of other cultures as a threat to their own, but as something to be respected, welcomed and tolerated (Karabinar and Guler, 2012).

2.2.2. The View of Culture in CEFR

When talking about forming intercultural speakers in a formal EFL environment, it is also important to mention a document that, to a certain extent, guides the way in which this is done. Since the research done for the purpose of this paper was conducted in a formal setting in Croatia, a country whose foreign language education functions in the framework of the European standards, *Common European Framework of Reference for Languages* (hereafter CEFR) will be presented as an introduction to the EFL curriculum in Croatia.

Although CEFR offers descriptors for language proficiency when it comes to reading, writing, listening and speaking, the category that deals with ICC is not explicitly named. However, there are some parts of the document that describe this matter as well. Intercultural awareness in CEFR is described as the ability to realize that there are different "worlds", one being *the world of origin* and

the other one being *the world of the target community*. To be able to deal with those, certain intercultural skills are named, such as: relating the native and foreign culture to each other, being culturally sensitive in identifying strategies to use when in contact with another culture, helping others to communicate effectively when there are some intercultural misunderstandings and overcoming the influence of stereotypes. CEFR also describes the outcomes of foreign language learning without separating it from culture learning and taking into consideration the native culture as follows:

> The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences. (CEFR, 2001:43)

As can be seen, culture and language are once again described as an inseparable unity that should also be taught as such in respect to existing knowledge of the world and one's own native culture. When it comes to communication competence CEFR suggests that it is assembled of various other human competences, which make the communication possible, such as: declarative knowledge, skills and know how, existential competence and ability to learn. These are important to have in mind because variations of those are also the features, or aspects of ICC and are tested in the research that was done for the purpose of this paper. How all this applies to a specific curriculum will be elaborated in the next chapter.

2.2.3. Culture in EFL Curriculum in Croatia

According to Byram (1997) the foreign language curriculum should have a clear description of the role of the teacher in developing and assessing ICC of foreign language learners and be made after certain stages in planning, which take into account the following: geo-political context in which the learners are situated (e.g. Do they have a possibility to interact with native speakers or their use of language will only be restricted to the foreign language classroom), the learning context (e.g. Do they have a possibility of doing a fieldwork or do they have to depend on independent learning from the media?), the developmental factor (e.g. Are the learners ready to be exposed to certain experiences at a certain age and level of language proficiency?), identification of objectives (e.g.

Which skills, knowledge and attitudes are the learners supposed to use when it comes to their linguistic, socio-linguistic, discourse and intercultural competence?), the ICC threshold (e.g. To what extent are the learners able to communicate adequately in intercultural situations?) and sequence in curriculum (e.g. Which objectives come as first and most important and which follow them?).

When inspecting the relevant objectives of foreign language learning in the Croatian National Curriculum (CNC) it can be seen that most of these stages were taken into account during its planning. Language in general is seen as the basis for intellectual, moral, emotional, spiritual, social, aesthetic, cultural and physical development of an individual and his or her orientation and advancement in personal life and even wider. It is said that a language expresses cultural legacy and transmits the values, norms and customs of a particular community. One of the most prominent objectives is that Croatian citizens should develop respect for languages and cultures of all the people who live in Croatia, Europe and worldwide, along with promoting tolerance and respect for diversity.

There are four circles in which further objectives for four skills in foreign language learning (reading, writing, listening and speaking) and intercultural activity are described. The first circle comprises the grades I to IV of ground school and upon its completion the learners should be at an A1 level in the CEFR, but it is expected that most of the EFL learners will be even higher because of the constant exposure to English language through media and English being learnt as a first foreign language in the majority of schools in Croatia. The second circle comprises the grades V and VI of ground school, while the third circle comprises the grades VII and VIII of ground school, upon completion of which the learners should be at an A2 level in the CEFR, but again, it is expected that EFL learners will surpass that level for the same reasons as already mentioned. The fourth circle comprises the grades I and II of vocational schools and grades I to IV of grammar schools. EFL learners at the end of fourth circle in vocational schools should be at an A2+ level in the CEFR and EFL learners at the end of fourth circle in grammar schools should be at a B1+ level in the CEFR.

There are objectives for getting to know and respecting one's own culture as well as foreign cultures incorporated in the objectives for each of the foreign language skills, which shows great importance of these areas in CNC. Moreover, a list of separate objectives for intercultural activity are described

in each of the circles mentioned through three categories: preparing for appropriate intercultural activity, applying appropriate strategies for intercultural activity and applying knowledge, skills and attitudes for successful intercultural communication. They are well thought through and show a linear type of learning, e.g. from recognizing very simple and concrete examples of the global existence of similarities and differences (circle one) to accepting the need for a tolerant and empathic conduct in dealing with people from other cultures and decomposing the existence of stereotypes and prejudice (circle four); from seeking an explanation for understanding culturally conditional content in the simplest way (circle one) to independently applying different strategies for maintaining and restoring broken communications and avoiding and/or overcoming misunderstandings, including the identification and spotting of stereotypes and prejudices about one's own and foreign culture (circle four); from trying to apply appropriate behavior patterns in familiar situations (circle one) to applying appropriate behavior patterns in familiar situations and to trying new behavior patterns in unfamiliar situations (circle four).

Although CNC puts a great deal of emphasis on intercultural activity and therefore on development of ICC, it is up to each school to decide to what extent they are going to follow these guidelines. Classrooms can seem as a very limited space to teach culture in addition to different language skills, which they in most cases are, especially if the group of learners studying there is very homogenous in respect to cultural backgrounds. However, those limitations can be overcome if various exchange programs, international visits and other types of contact, e.g. virtual, are embedded in the teaching practice. Moreover, if the learners are taught how to be autonomous in their learning, they can acquire even more ICC in contact with others during their independent experience (Byram 1997). Because of all these factors, the real amount of ICC teaching can differ from school to school. Based on that, the level of ICC can also differ, which is evident from the research that was done for the purpose of this paper and can be seen in chapters 4 and 5.

2.3. Models of Intercultural Communicative Competence

Now that the significance of ICC and its part in EFL context have been established, it is necessary to discuss different models of ICC in order to be able to distinguish what it is that can be measured and therefore assessed in that area. Numerous models have been proposed by various scholars, from

socio-linguists to cross-cultural psychologists, and although their view of ICC may differ to a certain extent and may be named differently, many of the aspects proposed show significant similarities.

The concept of communicative competence was introduced by Hymes, who dealt with people who used the same language and put a great emphasis on their sociolinguistic competence when acquiring a first language, that being the ability to use language appropriately (Byram 1997). Later on, van Ek (as cited in Byram 1997) came closer to the area of foreign language teaching and proposed the concept of communicative ability, which includes six competences: linguistic, sociolinguistic, discourse, strategic, socio-cultural and social competence. However, van Ek's model uses the native speaker as a model for developing the competences mentioned, which is not sufficient because, as has already been concluded, appropriate language use does not apply only to communication with native speakers.

ICC in broader sense, at times even surpassing the level of language, was presented later on in works of B.D. Ruben and M. Byram, whose models showcase an immediate basis for the framework in which the assessment tool used in this research was developed. Although their models neither consist of the same number of aspects, nor are they named the same, content-wise they are very similar and can be highly aligned with one another (see chapter 2.5. on INCA theory).

2.3.1. Ruben's Model of Intercultural Communicative Competence

B.D. Ruben used his ICC model from 1976 in his research on behavioral assessment of communication competency and the prediction of cross-cultural adaptation with D.J. Kealey (1979), where he suggested that distinction between attitudes and performances should be taken into consideration because people might be aware of what makes them interculturally competent, but then again do not act upon it in real intercultural situations. His model comprises the following seven aspects, which he also calls "interpersonal and social communication skills" (Ruben and Kealey 1979:16):

1. *display of respect*, or the ability to show respect and positive attitude towards others;
2. *interaction posture*, or the ability to react to others in a nonjudgmental way;
3. *orientation to knowledge*, or the ability to accept the fact that people from different cultural backgrounds have different ways of perceiving the world;

4. *empathy*, or the ability to "put oneself in another's shoes" (Ruben and Kealey 1979:17);
5. *role behavior*, or the ability to ask for clarification and act as a mediator in a conflict;
6. *interaction management,* or the ability to participate in a discussion and initiate further communication based on other people's needs; and
7. *tolerance for ambiguity*, or the ability to deal with ambiguous situations with minimal distress.

Ruben's model of ICC, even though not originally connected to foreign language teaching, can serve as a reminder to foreign language teachers of how important it is to observe linguistic competence in a wider context (Byram 1997).

2.3.2. Byram's Model of Intercultural Communicative Competence

M. Byram, whose work on the matter was part of the CEFR development, views ICC in its close relation to the area of foreign language teaching. He suggests that the learners should be equipped with "critical tools (…) to develop their critical understanding of their own and other societies" (1997:19) because when a foreign language serves as a lingua franca, "learners cannot acquire knowledge of all the national identities and cultures with which they may come into contact" (1997:20). He also claims that no matter how high the language proficiency of a learner is, he or she will always incorporate his or her knowledge of the world and attitudes towards it into communication with a speaker of the same first language, let alone with a person from another cultural background. Based on this knowledge and attitudes, Byram (1997) proposed a model of intercultural competence with following five factors:

1. *Attitudes*, or the ability to relativize one's self and value others, defined as "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (p. 50), with the objectives such as: willingness to involve in relationships with others, interest in uncovering other people's points of view, etc.
2. *Knowledge* "of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (p. 51), with the objectives such as: knowledge of the means of experiencing contact with people from different cultural backgrounds, knowledge of social features in one's own and foreign country, etc.

3. *Skills of interpreting and relating*, or "the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own" (p.52), with the objectives such as: recognizing possible misunderstandings based on cultural diversity and explaining them, mediating between opposing understandings of the same thing, etc.
4. *Skills of discovery and interaction*, or the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (p. 52), with the objectives such as: using different institutions to assist the contact with other cultures, communicating with a person from another cultural background taking into account the differences between one's own and foreign culture, etc. This factor also includes a number of different communication types, such as verbal and non-verbal, together with the development of another three competences: linguistic, sociolinguistic and discourse competence.
5. *Critical cultural awareness*, or the "ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (p. 53), with the objectives such as: negotiating agreement in conflict situations and acknowledging differences, awareness of one's own ideological perspectives and their influence on evaluating the world, etc.

All of these factors, and objectives they entail, display the complexity of ICC and imply the exhaustiveness of ways in which it can be achieved. This becomes even more intricate when formal foreign language teaching is observed, which then proposes new issues, such as the assessment of ICC in general, or even its particular components.

2.4. Intercultural Communicative Competence Assessment Issues

Most theoreticians (e.g. van Ek, as cited in Byram 1997) see the process of acquiring ICC as a never ending course of action, which might imply the unnecessariness of its assessment because that definition makes it difficult to determine the level at which it can be said that someone is interculturally competent. However, Byram (1997) argues that foreign language learners' ICC can never be the same as that of a native speaker and suggests that the notion of "ability to function as an intercultural speaker" (p. 77) should be tested, whatever the level of that ability might be. When

formal foreign language teaching is taken into consideration, assessment is more than necessary to help learners grow and improve their competences, ICC being one of them.

Following the track of his model of ICC, Ruben (as cited in Sinicrope et al. 2007) was an advocate of behavioral approach to testing and assessment of ICC, stating that the only way to see the real competence was to put individuals in situations similar to those that might happen in real life and then observe their behavior, rather than their attitudes and knowledge. This way behaviors in certain situations can be predicted. In his research with Kealey (1979) he developed a battery for assessment of behavior of people being trained for intercultural encounters. The battery measured their cross-cultural adaptation ability through three aspects: culture shock, psychological adjustment and interactional effectiveness (Ruben and Kealey 1979). The test itself was a combination of scales that had to be filled out, different types of questions that had to be answered and observation reports from the researches before and after intercultural encounters. All the data was then compared and conclusions about participants' ICC were drawn. This type of research and assessment is quite comprehensive and is more than appropriate for the research purposes Ruben and Kealey had. However, it is not applicable to the formal foreign language teaching setting because of the two reasons: firstly, it is too time consuming because ICC is not the only competence that has to be tested and assessed; and secondly, such intercultural encounters are difficult to arrange in the respective setting, so the part of the research after the encounters would probably not be realizable.

Another type of ICC assessment, supported by M. Byram (1997) is the assessment through portfolios. He argues that the purpose of assessment is dictated by context and therefore the type of assessment could vary. In his model of ICC he defined the five components in terms of their objectives, some of which are not observable (such as attitudes), so the performance assessment would fail to assess those objectives. Although he gives a specific suggestion for assessment of each of the objectives of his model, it is evident that they cannot be observed as same in terms of their features, so portfolio seems to be the perfect solution. It offers a combination of holistic and atomized assessment, as well as the "means of maintaining a close relationship between testing and teaching since some documentation would be chosen from the teaching and learning process" (Byram 1997:107). He suggests that portfolio might contain different examination certificates, copies of audio-recordings with the learner and someone from another cultural background discussing matters from either one or the other culture, self-reports about visits to another countries,

a CV with content about linguistic and cultural experiences of the learner that would serve as an outline of the whole portfolio, etc. One more argument in favor of portfolio as a type of ICC assessment is, as argued by Gipps (cited in Byram 1997) "that some components of ICC can only be documented over time and by the collection of descriptive information in portfolio" (p.111). Although portfolio seems to be perfect type of assessment for the purpose of ICC in foreign language teaching, when it comes to research like this one it might be a bit problematic. In addition to aiming at discovering the level of ICC at which high-school EFL learners are now, the longevity of time in which portfolio can be assembled is not in favor of this type of research.

Therefore, some other assessment tools would be more appropriate. According to Fantini (2006) there are currently more than 80 assessment tools for ICC, among which the most widely known are: *Assessment of Intercultural Competence (*AIC*), Behavioral Assessment Scale for Intercultural Communication (*BASIC*), Cross-Cultural Adaptability Inventory (*CCAI*), Cross-Cultural Sensitivity Scale (*CCSS*), Intercultural Sensitivity Inventory (*ICSI*), Intercultural Development Inventory* (IDI). They are all of different availability to researchers (some are free and easily obtainable, whereas some are indeed very expensive) and can be used in different contexts, depending on the model of ICC that is being researched. One of these instruments is also the *Intercultural Competence Assessment*, or INCA, which was developed on foundations of Byram's, Kühlmann's, Müller-Jacquier's and Budin's ideas of ICC. It is a multidimensional framework of assessment, comprising scenarios, role-plays and questionnaires, which measure ICC in six aspects on three levels: basic, intermediate and full. Because of its accessibility and foundations in most relevant ICC models for foreign language teaching, INCA framework was used as the assessment tool in the research in this paper. More about its features and theoretical implications can be seen in the next chapter.

2.5. INCA Theory

The INCA theory states that the ICC "enables you to interact both effectively and in a way that is acceptable to others when you are working in a group whose members have different cultural backgrounds" (http://www.incaproject.org/index.htm). Its framework defines ICC through the following six aspects:

1. *Knowledge Discovery*, defined as "the ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, attitudes and skills under the

constraints of real-time communication and interaction" (INCA, p.8) can be identified with Ruben's *interaction management* and Byram's *knowledge* and *skills of discovery and interaction*.

2. *Respect for Otherness*, defined as "curiosity and openness, readiness to suspend belief about (the naturalness of) one's own culture and to believe in (the naturalness of) other cultures" (INCA, p. 10) can be identified with Ruben's *display of respect* and *orientation to knowledge* and Byram's *attitudes* and *critical cultural awareness*.
3. *Empathy*, defined as "the ability to project oneself into another person's perspective and their opinions, motives, ways of thinking and feelings" (INCA p.11) can be identified with Ruben's *empathy* and Byram's *skills of interpreting and relating*.
4. *Tolerance for Ambiguity*, defined as "the ability to accept ambiguity and lack of clarity and to be able to deal with this constructively" (INCA, p.4) can be identified with Ruben's *tolerance for ambiguity* and Byram's *skills of interpreting and relating*.
5. *Communicative Awareness*, defined as "the ability to recognize different linguistic conventions, different foreign language skills and their effects on discourse processes, and to negotiate rules appropriate for intercultural communication" (INCA, p.6) can be identified with Ruben's *role behavior* and Byram's *skills of discovery and interaction*.
6. *Behavioral flexibility*, defined as "the ability to adapt one's own behaviour to different requirements and situations" (INCA, p.5) can be identified with all of the above mentioned aspects in specific situations.

To make these aspects even more comprehensive, each of them is also described in terms of motivation, knowledge/skill and behavior. Figure 2. Overview of INCA Aspects through Dimensions of Motivation, Skill/Knowledge and Behavior provides a clear overview of that.

ICC Aspect	Motivation	Skill/Knowledge	Behavior
Knowledge Discovery	Curiosity about other cultures in themselves and in order to be able to interact better with people	Skills of ethnographic discovery of situation-relevant cultural knowledge (including technical knowledge) before, during and after intercultural encounters	Seeking information to discover culture-related knowledge
Respect for Otherness	Willingness to respect the diversity and coherence of behaviour, value and belief systems	Critical knowledge of such systems (including one's own when making judgements)	Treating equally different behaviour, value and convention systems experienced in intercultural encounters
Empathy	Willingness to take the other's perspectives	Skills of role taking decentering; awareness of different perspectives	Making explicit and relating culture-specific perspectives to each other
Tolerance for Ambiguity	Readiness to embrace and work with ambiguity	Ability to handle stress consequent on ambiguity	Managing ambiguous situations
Communicative Awareness	Willingness to modify existing communicative conventions	Ability to identify different communicative conventions, levels of foreign language competencies and their impact on intercultural communication	Negotiating appropriate communicative conventions for intercultural communication and coping with different foreign language skills
Behavioral Flexibility	Readiness to apply and augment the full range of one's existing repertoire of behaviour	Having a broad repertoire and the knowledge of one's repertoire	Adapting one's behaviour to the specific situation

Figure 2. Overview of INCA Aspects through Dimensions of Motivation, Skill/Knowledge and Behavior (adapted from *INCA. The Theory*. pp.2)

The assessment tool based on the INCA framework, already mentioned in the previous chapter, will be described in more detail in chapter 4.2. as it was used as an instrument for the research of ICC of high school EFL learners, which will be presented and discussed in the following chapters.

3. Exploring Intercultural Competence of High School EFL Learners

3.1. Introduction

All the information presented so far has shown the great importance of cultural dimension of foreign language learning, along with the complexity and versatility of competences that should be gained through it. However, in real-life EFL classrooms it can be really difficult to develop those competences because working on the four skills, vocabulary and grammar leaves little or no time to explicitly work on development of students' ICC. This might result in high level of language proficiency, but low level of ICC at the end of their secondary education. Therefore, the intention behind this research is to reveal the objective state of high school EFL students regarding ICC in order to clarify what their strong points are and what can still be improved.

3.2. Aims and Research Questions

The aim of this research is to explore the ICC of high school EFL learners. Based on the INCA theory the following research questions were formed:

1. What is the level of ICC of all the participants?
2. Is there any difference in ICC level between the first grade students and fourth grade students?
3. Which is the most developed, which is the least developed aspect of ICC in general?
4. Which is the most developed and which is the least developed aspect of ICC when it comes to the two groups of students tested?
5. Is there any difference in ICC level when it comes to the students who have visited fewer than four and more than four different foreign countries?
6. Is there any difference in ICC level when it comes to the students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time?

7. What is the correlation between the ICC score and the number of times one has been abroad?

Based on the research questions, the following hypotheses were formulated:

1. Participants of this research are at the intermediate level of ICC.
2. When it comes to two groups of participants, the fourth grade students' level of ICC will be higher than that of the first grade students.
3. The most developed aspect of ICC is *Knowledge Discovery*, the least developed one is *Tolerance for Ambiguity*.
4. The most and the least developed aspects of ICC will be the same for the both groups of students.
5. The students who have visited more than four different foreign countries will be at the higher level of ICC than those who have visited fewer than four different foreign countries.
6. The students who often or all the time have contact with people from foreign countries will be at the higher level of ICC than those who only sometimes or never have contact with people from foreign countries.
7. The correlation between the ICC score and the number of times one has been abroad is directly proportional, i.e. the students who have been abroad more will have the higher ICC score and vice versa.

In addition, participants' answers to open-ended questions were analyzed in order to provide a comprehensive overview of ICC through the most common attitudes towards situations described in the questionnaire.

4. Research Methodology

4. 1. Participants

Participants of this research were students of the first and the fourth grade of Grammar School Valpovo. There were a total of 97 participants (33 males and 64 females), 54 of them being the students of the first grade with the average age of 14, and 43 of them being the students of fourth grade with the average age of 18. Their demographic data showed that they had all been learning English for approximately nine years, this being so because there was a shift in EFL curriculum for elementary schools in Croatia in 2003, followed by a shift in the Croatian education system in 2006,

when the new educational standard called *Hrvatski nacionalni obrazovni standard* (HNOS) was introduced. Because of these shifts children nowadays commence learning English from the first grade of elementary school. Before 2003, however children would start learning English in the fourth grade of elementary school. Participants of this research belong to both groups of learners.

Nowadays, English as a foreign language is taught two hours a week from first to fourth grade and three hours a week from fifth to eighth grade in elementary schools in Croatia (Nastavni plan i program za osnovnu školu, 2006). Before 2003, students were learning English two hours a week in the fourth grade, then three hours a week from fifth to eighth grade and in grammar schools. Different school excursions to foreign countries are not available in elementary schools, but are possible in secondary education. Therefore, the group of fourth-graders in this study had had more exposure to English language through the classes at school and possibly to different cultures through school excursions than the first-graders.

4. 2. Instrument

The instrument used in this research was an adapted version of the INCA "Intercultural Encounters" questionnaire and interview. The questionnaire was chosen because it was easily obtainable and free, as well as most appropriate when it comes to the aim of this research. It tests five INCA competences described in chapter 2.5. Those are: *Knowledge Discovery, Respect for Otherness, Empathy, Tolerance for Ambiguity and Communicative Awareness*. *Behavioral Flexibility* is not explored on its own, but is incorporated in the testing of all the other aspects. The test consists of eight scenarios followed by a number of open-ended questions (2-4) which probed participants' honest opinion. The last part of the test is an interview in which a participant should describe a type of procedure to a person who does not speak a certain language as well as they do. Although working with this kind of questions might determine this research as a qualitative one, the answers given by participants were evaluated by attributing points from 1 to 3, where 1 marks the basic level of competence, 2 marks the intermediate level of competence and 3 marks full competence. Therefore, the instrument elicits both qualitative and quantitative data.

The adapted version of the questionnaire entails the following features: It has been translated to Croatian so that possible difficulties with understanding and uttering of English would not disturb the final outcome of the research. Furthermore, the context of the questionnaire has been adapted to

the age of the participants so that it is easier for them to imagine a real life situation. Hence, the scenarios are set in a context in which a participant is on a student exchange program in a foreign country or someone from a foreign country is on a student exchange program in participant's school. The criteria for evaluation of answers are the same as in the original test because the same aspects have been tested.

The interview part of the test had also been adapted in a way that the participants did not have to explain a procedure, but the secondary school system in Croatia as if to a foreigner who speaks very little English. A checklist of items (gesture, eye contact, slower, clearer speech, checking for understanding, etc.) was used to judge the level of the last aspect of intercultural competence according to INCA framework tested here, which is *Communicative Awareness*. Grading scale for this aspect was the same as for the questionnaire, i.e. points from 1 to 3. The whole questionnaire, interview instructions and evaluation criteria can be seen in the Appendix 2 and 4.

4. 3. Data Collection

All the data for this research was collected in two weeks, during which a series of questionnaire and interview sessions with students were conducted. At the beginning of each first encounter the person conducting the research introduced herself and explained the purpose of the research and what is expected from the students. Participants were told to ask any questions if something was unclear to them. Each class had 45 minutes at their disposal to fill out the questionnaires. Afterwards, a separate time for the interview with each student was scheduled. The interview lasted for approximately 5 minutes per student, beginning with the explanation of what is expected from them. A scenario was given to the participants after that and they had approximately 3 minutes to explain what was requested from them. At the end of the session the person conducting the research thanked the participants and noted their points.

4. 4. Data Analysis

After all the data was collected and evaluated, it was entered in the SPSS program for statistical analysis. The following procedures were used: descriptive statistics, correlation and independent samples T-test. Moreover, in order to provide the qualitative support of the results, all the answers from the questionnaires were coded and processed in the online program for word counting

(http://www.wordcounter.com/), which then gave an overview of the participants' responses to intercultural situations from the scenarios.

5. Results

The results will be presented in the following way: first, results obtained through statistical data processing will be presented as answers to previously formulated research questions. Second, learners' questionnaire responses will be presented for a more comprehensive overview of their ICC.

5.1. Research Questions Results

1. What is the level of ICC of all the participants?

According to Table 1, the overall ICC score of participants is 2.0929, which marks the intermediate level of competence and since the standard deviation is only .22862, it can be said that the score of the whole sample is pretty homogenous. It can also be seen that the minimum score was 1.54, which also marks the intermediate level of competence, the maximum score was 2.69, which marks full competence and the most frequent score was 2.15, which corresponds to the mean score and the fact that the sample score is very homogenous.

Table 1. Overall ICC score

	N	Minimum	Maximum	Mean	Mode	Std. Deviation
Intercultural Competence Score	82	1.54	2.69	2.0929	2.15	.22862
Valid N (listwise)	82					

Further analysis shows that 96.40% of the participants are at the intermediate level of competence, 3.60% are at the level of full competence and none of them is at the basic level of competence, which can be seen in Table 2.

Table 2. Percentage of students at different ICC levels

ICC Level	N	Percentage
Basic	0	0
Intermediate	79	96.40%
Full	3	3.60%

Although the participants have shown the intermediate level of competence as predicted, to explore their ICC in full, more parameters are required, especially when it comes to the two groups of students tested, which will be further discussed below.

2. Is there any difference in ICC level between the first grade students and fourth grade students?

Table 3 represents the comparison of the overall ICC level of first grade students and fourth grade students. As can be seen, the fourth grade students' level of ICC is higher, with the mean score 2.1182 in comparison to the first grade students' mean score of 2.0675. Standard deviation shows that the scores of the fourth grade students are more consistent (.20504) than those of first grade students (.24997). This is also visible from the fact that the minimum and maximum ICC scores were both achieved by first grade students.

Table 3. Comparison of ICC score of 1st and 4th grade students

	N	Minimum	Maximum	Mean	Std. Deviation
ICC score of the 1st grade students	41	1.54	2.69	2.0675	.24997
ICC score of the 4th grade students	41	1.69	2.54	2.1182	.20504

However, the independent samples T-test has shown that there is no statistically significant difference between the two groups of students tested (Sig=.219), which is visible in Table 4.

Table 4. Independent samples T- test: ICC score of 1st and 4th grade students

	t	df	Sig. (2-tailed)	Mean Difference
ICC score of 1st and 4th grade students	-1.003	80	.319	-.05066

Even though both groups of students are at the intermediate level of ICC, their scores of specific aspects of ICC competence might show great variation. This issue will be addressed next.

3. Which is the most developed, which is the least developed aspect of ICC in general?

The analysis of ICC aspects has shown the following results: The most developed ICC aspect is *Empathy*, with the mean score of 2.6383, which marks full level of competence. The least developed ICC aspect is *Communicative Awareness*, with the mean score of 1.4505, which marks the basic level of competence. When it comes to the rest of the aspects, they are all at the intermediate level of ICC and developed in this order (from the second most developed to the second least developed): *Knowledge Discovery* (2.4232), *Tolerance for Ambiguity* (1.8389) and *Respect for Otherness* (1.5860). All the results are presented in Table 5.

Table 5. Comparison of the score of all ICC aspects

Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge Discovery	95	1.60	3.00	2.4232	.30016
Respect for Otherness	95	1.00	2.76	1.5860	.42587
Empathy	94	1.00	3.00	2.6383	.40431
Tolerance for Ambiguity	90	1.00	3.00	1.8389	.46099
Communicative Awareness	91	1.00	3.00	1.4505	.68741
Valid N (listwise)	82				

Consistency-wise, it can be seen that standard deviation score of all of the aspects implies larger discrepancies in the sample, especially concerning the lowest developed aspect, *Communicative Awareness* (.68741). Whether these results are proportional to the results of the two groups of students tested can be seen below.

4. Which is the most developed and which is the least developed aspect of ICC when it comes to the two groups of students tested?

Table 6 shows the analysis results for the comparison of the ICC aspects score of both first and fourth grade students. It is evident that both groups of students have the same aspects as the most and the least developed. The pattern of those aspects follows the pattern of the aspects in the overall

score (Table 5), having *Empathy* as the most developed ICC aspect, followed by *Knowledge Discovery, Tolerance for Ambiguity, Respect for Otherness* and *Communicative Awareness* as the least developed aspect.

Further inspection shows that *Empathy,* as the most developed ICC aspect, is higher in the mean score in first grade results (2.6635) than in fourth grade results (2.6071), but they both belong to full level of competence. Conversely, when it comes to *Communicative Awareness*, the least developed ICC aspect, its score is higher in fourth grade results (1.4634) than in first grade results (1.4400), even though both of them belong to the basic level of competence. Moreover, both aspects' standard deviation demonstrates that the sample of fourth grade students is not as homogenous as that of first grade students. For example, standard deviation in *Communicative Awareness* is as high as .71055 in fourth grade.

Table 6. Comparison of the score of all ICC aspects of the 1st and 4th grade

1st Grade

Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge Discovery	53	1.60	3.00	2.3585	.31466
Respect for Otherness	53	1.00	2.67	1.6101	.40686
Empathy	52	1.50	3.00	2.6635	.37990
Tolerance for Ambiguity	48	1.00	3.00	1.8333	.45351
Communicative Awareness	50	1.00	3.00	1.4400	.67491
Valid N (listwise)	41				

4th Grade

Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge Discovery	42	2.00	3.00	2.5048	.26222
Respect for Otherness	42	1.00	2.67	1.5556	.45184
Empathy	42	1.00	3.00	2.6071	.43527
Tolerance for Ambiguity	42	1.00	3.00	1.8452	.47483
Communicative Awareness	41	1.00	3.00	1.4634	.71055
Valid N (listwise)	41				

Upon inspection of Table 7 it is apparent that additional analysis has proved no statistically significant difference between the ICC aspects' scores of the 1st grade students and 4th grade students, except for the *Knowledge Discovery* (Sig. =0.23), which is developed to the intermediate

level of competence in the first grade sample and to the full level of competence in the fourth grade sample.

Table 7. Independent samples T-test: ICC aspects scores for 1st grade and 4th grade students

	t	df	Sig. (2-tailed)	Mean Difference
Knowledge Discovery	-2.315	77.835	.023	-.14634
Respect for Otherness	.089	80	.929	.00813
Empathy	.538	80	.592	.04878
Tolerance for Ambiguity	-.120	80	.905	-.01220
Communicative Awareness	-.164	80	.870	-.02439

5. Is there any difference in ICC level when it comes to the students who have visited fewer than four and more than four different foreign countries?

According to Table 8 students who have visited more than four different foreign countries gained a higher ICC mean score (2.1453). Although those who have visited fewer than four different foreign countries gained the lower ICC mean score (2.0291), both groups of students are at the intermediate level of ICC. Minimum and maximum scores agree with the mean scores of the groups, whereas standard deviation shows discrepancies with all of the other parameters – the sample is more heterogeneous in the group of students who have visited fewer than four different foreign countries (.24617) and more homogeneous in the group of students who have visited more than four different foreign countries (.20101).

Table 8. Comparison of ICC score of students who have visited fewer than four and more than four different foreign countries

	N	Minimum	Maximum	Mean	Std. Deviation
ICC score of the students – fewer than four different foreign countries visited	37	1.54	2.46	2.0291	.24617
ICC score of the students – more than four different foreign countries visited	45	1.69	2.69	2.1453	.20101

Moreover, Table 9 demonstrates the results of the independent samples T-test proving that there is a statistically significant difference in the ICC scores between the students who have visited more

than four foreign countries and those who have visited fewer than four foreign countries (Sig. =.024).

Table 9. Independent samples T-test: ICC score of students who have visited fewer than four and more than four different foreign countries

	t	df	Sig. (2-tailed)	Mean Difference
ICC score of students who have visited less than four and more than four different foreign countries	2.307	69.259	.024	.11619

6. Is there any difference in ICC level when it comes to the students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time?

Before comparing the ICC level of students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time, it is important to have in mind that vast majority of participants are the students from the former group (60 of them). Only 22 students belong to the latter group, which implies big differences in the sample.

Analysis of this parameter has displayed the following results: students who never or only sometimes have some sort of contact with people from foreign countries have the lower mean score of ICC (2.0744), than those who have the contact often or all the time (2.1434), which is visible in Table 10, along with the fact that the group with less contact is more homogeneous (standard deviation of .22212) than the group with more contact (standard deviation of .24359). Nevertheless, both groups of students are at the intermediate level of ICC and further investigation revealed that there is no statistically significant difference in their scores (Sig. =.228), which is visible from Table 11.

Table 10. Comparison of ICC score of students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time

	N	Minimum	Maximum	Mean	Std. Deviation
ICC score of the students with rare contact (never/sometimes)	60	1.54	2.54	2.0744	.22212
ICC score of the students with frequent contact (often/all the time)	22	1.69	2.69	2.1434	.24359

Table 11. Independent samples T-test: ICC score of students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time

	t	df	Sig. (2-tailed)	Mean Difference
ICC score of students who never or only sometimes have some sort of contact with people from foreign countries and those who have the contact often or all the time	1.214	80	.228	.06900

7. What is the correlation between the ICC score and the number of times one has been abroad?

Table 12 shows results of the correlation analysis between the ICC score and the number of times one has been abroad. The statistical difference between the two parameters is not significant (Sig. =807), so it can be concluded that there is no correlation between the ICC score and time spent abroad.

Table 12. Correlation of students' ICC score and their time spent abroad

		Time Spent Abroad
ICC score	Pearson Correlation	-.027
	Sig (2-tailed)	.807
	N	82

5.2. Learners' Responses to Questionnaire Situations and Interview Performance

As already established, INCA questionnaire that was used for this research consists of descriptions of various intercultural situations and questions on what the participants would do in those situations. The answers to these questions will be presented in this chapter according to the aspects that were tested.

Knowledge Discovery was tested through a series of questions where students were asked to comment on two situations where they are a part of a short student exchange program. Firstly, they were requested to list information that they thought they would need to have before going on an exchange program and also say how they would obtain that information. Analysis of their answers can be seen in Table 13, which provides the percentage of the answers provided. The three most common answers were as follows: the information about the place of the exchange program and accommodation (63.92%), the information about the language (54.64%) and information about culture of that country, such as: their customs, food, religion, politics, currency, how the people there spend their free time and what some social occasions are (47.42%). Other answers comprise information about the following: sightseeing places and attractions, geographical position and climate, coworkers and fellow students, laws of the host country, prices, host school, project, trip to the destination, free time, documents needed for travel and stay, and location of the nearest hospital in case of emergency.

The sources students would use to obtain the information presented above are listed in Table 14. Evidently, the majority of students named internet as the source for obtaining that information (87.63%). 49.48% stated that they would seek this information from someone older and more experienced, such as their parents, family members, professors or school principals, or even contact the coordinators of the program and someone who had already been there. Other sources include the following: citizens of the host town, books, atlases, magazines, brochures, travel agency, and TV.

Table 13. Information that the participants think they will need before the exchange program (N=97)

Information	N	Percentage
Place of the exchange program and accommodation	62	63.92%
Language	53	54.64%
Culture	46	47.42%
Sightseeing places and attractions	16	16.49%
Geographical position and climate	15	15.46%
Coworkers and fellow students	15	15.46%
Laws	11	11.34%
Prices	11	11.34%
Host school	10	10.31%
Project	7	7.22%
Trip to the destination	4	4.12%
Free time	3	3.09%
Documents for travel and stay	2	2.06%
Nearest hospital	1	1.03%

Table 14. Sources for obtaining information before the exchange program (N=97)

Source	N	Percentage
Internet	85	87.63%
Older and more experienced people	48	49.48%
Citizens of the host town	11	11.34%
Books, atlases, magazines, brochures	10	10.31%
Travel agency	5	5.15%
TV	4	4.12%

Secondly, the participants were asked to specify how they would obtain new information about the project and how they would obtain new information about the host country both during the exchange program. Upon inspection of Table 15, it is clear that 78.95% of participants would ask the host students for more information, 25.26% would ask the host professors for more information and 21.05% would search for the information on the internet. Other methods comprise inquiring

information in their home school, asking friends for clarification, using Google translate, finding a person who speaks both languages, and using mail and telephone for obtaining information.

Table 15. Sources for obtaining new information during the exchange program (N=95)

Sources	N	Percentage
Host students	75	78.95%
Host professors	24	25.26%
Internet	20	21.05%
Home school	8	8.42%
Friends	6	6.32%
Google translate	2	2.11%
Speaker of both languages	1	1.05%
Mail	1	1.05%
Telephone	1	1.05%

According to Table 16 majority of the students would try to obtain new information about the country they are visiting from the local people, including their new friends from the host school (58.76%). 44.33% stated that they would visit the town on their own and try to acquire new information in the cafés, museums, and souvenir shops. Internet is also mentioned (27.83%), together with other sources, such as: travel guides, friends, books, someone who speaks their language, and travel agency.

Table 16. Sources for obtaining new information about the country during the exchange program (N=97)

Sources	N	Percentage
Local people and friends from the host school	57	58.76%
Exploring the town	43	44.33%
Internet	27	27.83%
Travel guide	7	7.22%
Friends	3	3.09%
Books	3	3.09%
Someone who speaks their language	2	2.06%
Travel agency	1	1.03%

The last question testing *Knowledge Discovery* was a question about the type of accommodation the participants would choose for themselves during the exchange program. They were also required to explain their choice. There were three options to choose from: accommodation in a youth hostel together with a few people from their own country, accommodation in a local family with half-board, and accommodation in a small private apartment where they have to take care of themselves. As visible from Table 17, most of the students chose the first option (73.20%), 16.49% chose the second option and 10.31% chose the last option.

Table 17. Accommodation options (N=97)

Accommodation option	N	Percentage
Youth hostel with a few of people from their own country	71	73.20%
Local family with half-board	16	16.49%
Small private apartment where they have to take care of themselves	10	10.31%

Further discovery of their responses showed the following results (Table 18): Students who chose youth hostel as their preferable accommodation type saw it as the safest type of accommodation since they would be there with someone from their own country and would be able to speak their first language (83.10%). They also thought that they would have most fun there (32.39%) and make new friends easily (18.31%). Other reasons include: becoming independent, practicing the foreign language, being near to the school and learning about new cultures.

Almost all students who chose accommodation in a local family stated that this would be the best way to experience the new culture and a different way of life (93.75%). Second most common reason is practicing the foreign language (50.00%) and the third one is the assumption that the family would take them sightseeing, which would be the most beneficial way to be introduced to the town (18.75%). Other reasons include: safety, feeling like being at home, making new friends and having fun.

There are only two reasons for choosing accommodation in a private apartment, both of which are closely related to students' wishes to experience life independently. Therefore, 90.00% of participants stated that they would like to have their own peace and quiet and 40.00% expressed their wish for becoming more independent.

Table 18. Accommodation choice reasons

Reason	N	Percentage
Youth Hostel (N=71)		
Safety and absence of language barriers	59	83.10%
Fun	23	32.39%
Making new friends	13	18.31%
Independence	2	2.82%
Practicing the foreign language	1	1.41%
No special reasons	1	1.41%
Nearness to school	1	1.41%
Learning about new cultures	1	1.41%
Local Family (N=16)		
Immersion in the new culture	15	93.75%
Practicing the foreign language	8	50.00%
Best way to go sightseeing	3	18.75%
Safety	2	12.50%
Home-like	1	6.25%
Making new friends	1	6.25%
Fun	1	6.25%
Private Apartment (N=10)		
Peace and quiet	9	90.00%
Independence	4	40.00%

Respect for Otherness was tested through two situations. Firstly, students were asked to comment on a hierarchical system that might appear during their exchange program, which is completely different and much more formal and strict than what they have experienced at home. Their responses can be seen in Table 19. 70.52% of them expressed their disappointment, stating that they did not like it there, that the people were strange and that it was better in their home country. 25.26% expressed a wish to go back home and 14.73% called the host people's behavior strange. However, 33.68% responded that they would try to adapt because they were there to meet new cultures, and 18.95% showed some kind of interest in the foreign culture. Some students even

discussed uniforms, although they were not mentioned in the situation description, other responses implied indifference, and there were a couple who exhibited the awareness that their own culture might be strange to the people from another culture, and that the current shock was a natural thing.

Table 19. Dealing with a different hierarchical system (N=94)

Comments	N	Percentage
Disappointment	67	70.52%
Trying to adapt	32	33.68%
Wish to go back home	24	25.26%
Interest in the foreign culture	18	18.95%
Assessing the foreign behavior as strange	14	14.73%
Uniforms	6	6.32%
Indifference	3	3.16%
Assessing the current shock as a natural thing	2	2.11%

Secondly, the students were asked to write a short e-mail to a friend explaining the following situation and saying what they would do: A person that is also participating in the project and speaks the same language as the student has promised to call during the weekend to arrange spending some time together, but he/she never did that. Table 20 contains students' responses to this question and shows the following: 59.14% of the participants would try to discover why the person did not call. 29.03% understand that the person might have been prevented to call and 15.05% admit that they would be sad if something like this happened to them. 13.98% concluded that the person did not want to be friends with them. Other responses offer various other alternatives, such as: not trying to find out what had happened, expressing indifference, suggesting to arrange a meeting another time, expecting the person to call and explain what happened, asking for advice from a friend, understanding that the person might have been afraid to call, not mentioning anything regarding the matter, and stating that they would go out and make new friends.

Table 20. Dealing with different behavioral conventions (N=93)

Comments	N	Percentage
Find out the reason	55	59.14%
The person might have been prevented	27	29.03%
Feeling sad	14	15.05%
The person does not want to spend time with them	13	13.98%
Not wanting to find out the reason	8	8.60%
Indifference	7	7.53%
Suggesting another meeting	4	5.38%
Expecting an explanation call	4	4.30%
Ask for advice	3	3.23%
The person was afraid to call	2	2.15%
Not mentioning the matter	2	2.15%
Go out and make new friends	1	1.08%

The next question dealt with the situation developed further as follows: The person who did not call says that the reason for that is that he/she had to go shopping for his/her mother. The students were asked to comment on that as well, and their responses can be seen in Table 21. The majority of students think that the person is lying (67.74%) and that he/she is a bad person (25.81%). 16.13% of the participants assume that the person does not want to spend time with them. However, the same percentage of students believe the reason given to them is justified. 9.78% would suggest meeting another time, whereas other responses include: expressing indifference, asking for advice from friends, assuming that the person was afraid to call, asking for clarification, and expecting the person to call again.

Table 21. Dealing with misunderstandings (N=93)

Comments	N	Percentage
The person is lying	63	67.74%
The person is a bad person	24	25.81%
The person does not want to spend time with me	15	16.13%
The reason for not calling is justified	15	16.13%
Suggesting to meet another time	9	9.68%
Indifference	7	7.53%
Ask for advice from friends	2	2.15%
The person was afraid to call	1	1.08%
Asking for further clarification	1	1.08%
Expecting another call from the person	1	1.08%

Empathy was tested through two situations situated in the students' home school. Firstly, students were asked if they would accept a student from another country, who came to their class and was isolated from others, in their own (very close) group of friends. According to Table 22, 76.84% of them would immediately invite the student to spend time with them. 22.16% even stated that they would try to adapt to the person and 16.84% mentioned that they would relate to the person in the sense that they were aware of how they would feel in that person's place. 9.47% would ask their friends if they agreed to accept this person into their group, and the same percentage would first spend some time with that person alone and then introduce him/her to their friends. 7.37% of participants would like to become familiar with the new person's way of life, and only 2.11% would not consider inviting the person to their group of friends.

Table 22. Inviting a new student into one's own group of friends (N=95)

Comments	N	Percentage
Invite immediately	73	76.84%
Adapt to the new student	22	23.16%
Relating to the new students	16	16.84%
Ask friends first	9	9.47%
Include the new students into the group gradually	9	9.47%
Find out about the new student's way of life	7	7.37%
Not inviting at all	2	2.11%

Secondly, the participants were asked to name some conversation topics and activities that they would do with the new student. Their answers (Table 23), comprise the following: the majority of students would talk about their own culture and try to introduce the person to their way of life (63.54%) through walks around the town and visiting places of interest and 45.83% would want to find out more about that person's cultural background and way of life. Further analysis showed responses, such as talking about and dealing with common interest, e.g. sports and modern technology, preparing some topics that might be of interest to the new friend, talking about oneself, and discussing the plans for the future of both.

Table 23. Conversation topics and activities with the new student (N=96)

Comments	N	Percentage
Topics and activities concerning own culture and way of life	61	63.54%
Topics and activities concerning the new student's way of life	44	45.83%
Common interests	44	45.83%
Topics that could be of interest to the new student	28	29.17%
Talking about oneself	8	8.33%
Plans for the future	2	2.08%

Tolerance for Ambiguity was tested through two situations as well. Firstly, the students were asked to comment on how they would deal with the situation in which they are on an exchange program and have difficulties understanding their new friends when talking to each other. It is visible from Table 24 that this situation would bother 59.58% of the participants, but 56.25% would ask for clarification. 33.33% stated that they would not mind that situation. Other responses comprise the following: asking for slower speech, trying to integrate into their way of communication, understanding that this is a normal thing, pretending that they understand what is being said, trying to incorporate their own jokes into communication, asking for translation, asking the others to stop talking in that manner, not knowing what they would do, assuming that their own way of communication is better, expressing indifference, and not letting this ruin the relationships in the group.

Table 24. Dealing with language barriers (N=96)

Comments	N	Percentage
It would bother me	57	59.38%
Asking for clarification	54	56.25%
I would not mind it	32	33.33%
Asking for slower speech	15	15.63%
Trying to adapt	15	15.63%
This is a normal thing	10	10.42%
Pretending to understand everything	7	7.29%
Incorporating one's own jokes	5	5.21%
Asking for translation	3	3.13%
Asking the people to stop that kind of communication	2	2.08%
Not knowing what they would do	1	1.04%
Assessing one's own way as better	1	1.04%
Indifference	1	1.04%
Not letting the situation ruin the relationships with new friends	1	1.04%

Lastly, the students were asked to write another e-mail to a friend explaining their impression of the way in which the teachers in the new school are talking to the students, which is very ambiguous and indirect. It can be seen in Table 25 that 64.44% of the participants would be bothered by this situation. 18.89% would try to adapt to the situation and the same amount of participants expressed their interest in the new way of communication. Other responses imply the following: understanding that this is a normal thing, not reacting at all, not knowing what to do, and assuming that one's own way of communicating is better that the one presented.

Table 25. Dealing with indirect remarks (N=90)

Comments	N	Percentage
It would bother me	58	64.44%
Trying to adapt	17	18.89%
Expressing interest in the new way of communication	17	18.89%
This is a normal thing	5	5.56%
Not reacting	5	5.56%
Not knowing what to do	3	3.33%
Assessing one's own way of communication as better	1	1.11%

Communicative Awareness was the only ICC aspect that was tested through an interview in which the participants were asked to explain Croatian high school system in English as if to an exchange student who does not speak English as well as they do. While assessing this aspect more emphasis was put on the way in which the participants were speaking and less on what information they provided due to the nature of the aspect itself and the fact that they were given specific guidelines regarding the content. Therefore, Table 26 demonstrates the number of students at different competence levels accompanied by descriptors of the way they spoke adapted from the INCA assessment criteria (see Appendix 4. Assessment Sheet). It is visible that the majority of students are at the basic level of competence and spoke at normal speed, without gestures, without checking for comprehension and without eye contact (65.90%). 23.10% of the participants attempted to speak more slowly, using clear and simple language but not systematically, along with gestures and occasional checking for comprehension, which marks the intermediate level of competence. Only 11.00% of them exhibited the full level of competence, speaking more slowly throughout, using clear and simple language systematically in addition to easily interpretable gestures and ensuring full understanding through practical demonstration.

Table 26. Communicative awareness levels (N=91)

Communicative Awareness Level	N	Percentage
Basic (speak at normal speed, no gestures, no checking for comprehension, no eye contact)	60	65.90%
Intermediate (attempt to speak more slowly, but not systematically; attempt to use clear and simple language, but not systematically; use some gestures to demonstrate; sometimes check for comprehension)	21	23.10%
Full (speak more slowly throughout, use clear and simple language systematically, use easily interpretable gestures, ensure full understanding through practical demonstration)	10	11.00%

6. Discussion

6.1. Analysis of Research Questions Results

The first research question developed in chapter 3.2. aimed at discovering the general ICC level of high school EFL learners. Results have shown that participants are at the intermediate level of ICC, which means that they are able to use certain principles to deal with intercultural situations, rather than improvise reactively. They also have some coherent knowledge of how to deal with situations and can use some basic strategies for that purpose (see Appendix 1. INCA Framework). This outcome was predictable as the participants have had many years of formal EFL instruction and are expected to have ICC at a higher than basic level. Even though it would be more positive if the students examined were at the full level of competence, their age and knowledge of the world also have to be taken into account, as they are an important factor influencing one's ICC. The fact that they are still very young, without considerable life experience and therefore knowledge of the world explains why they are not at the full ICC level yet. This also leaves them with a lot of place for growth and puts considerable responsibility on their future EFL education to help them improve their ICC.

The mean score of ICC does not provide enough information about the students' real ICC development, so it is also necessary to look at the two groups of students tested – the first grade students and the fourth grade students. Their mean scores show that both groups of students are at the intermediate level of ICC. Although the score is higher in the fourth grade and lower in the first grade, there is no statistically significant difference in ICC scores between the two groups of students, implying that their high school EFL education has no impact on their ICC development. Despite that, it is very interesting to see that the lowest and the highest score both belong to the students of the first grade, which points to the fact that people at their age differ a lot from each other and therefore make a great basis for installing certain values in them, such as understanding, tolerance and acceptance towards others, which is the gist of ICC.

All of the results mentioned above are significant on their own, but only when all the aspects of ICC are inspected in detail, can the complexity of the complete concept and real attitudes of the students be understood. *Empathy* was proven to be the aspect of ICC developed to the fullest. Students at that level accept others as meaningful individuals and are able to take roles and decenter from their own

comfort to make the communication with a person from different cultural background possible (see Appendix 1. INCA Framework). Participants of this research have shown that they can relate to others in unpleasant situations and act upon it (see chapter 6.2.).

The results also demonstrated that the least developed ICC aspect is *Communicative Awareness*. This aspect gained the score that marks the basic level of competence, at which the students lack the necessary knowledge to understand the differences in communicative conventions of people involved and cannot apply the strategies which would make the communication more convenient for both (see Appendix 1. INCA Framework). One of the possible reason for this lies in students' fear of spoken production, which will be more elaborated on in chapter 6.2.

When two groups of students tested are compared it is obvious that the same pattern of aspect development occurs in these divided samples as well. Both groups have *Empathy* as the most developed aspect of ICC and *Communicative Awareness* as the least developed aspect. It is noteworthy to look at the development of other ICC aspects as well, as they follow the same path in both groups of students. As already stated, after *Empathy*, *Knowledge Discovery* is the next most developed aspect of ICC, followed by *Tolerance for Ambiguity* and *Respect for Otherness*.

Knowledge Discovery of first grade students is at the intermediate level of competence and at the full level of competence when it comes to fourth graders. The main difference exists in modifying and building on information gained through experience (intermediate level) versus developing knowledge through systematic researching (full competence) (see Appendix 1. INCA Framework). The reason for this difference seems to be in life experience and knowledge of the world, which fourth-graders have more of. In addition, fourth grade students have more experience with studying, so it is natural that they are more skillful when it comes to obtaining information, even though this probably is not the merit of their EFL experience solely and exclusively, but of their whole past education.

Tolerance for Ambiguity is at the same level in both groups of students – intermediate. At this level, students are at the beginning of accepting ambiguous situations as a challenge and coping with them appropriately (see Appendix 1. INCA Framework). Earlier in this paper it was speculated that this ICC aspect would be the least developed one, as ambiguous situations mostly occur when there is some ambiguity in the language that is used. Having in mind that the participants are at the A2 and

B1+ level of language proficiency (see chapter 2.2.3. on culture in EFL curriculum in Croatia), it was supposed that ambiguous language would be the most difficult obstacle in intercultural communication. However, students have shown that they are more curious and tolerant than predicted and therefore more able to cope with those obstacles.

Respect for Otherness is also at the intermediate level of competence for both groups of students in the sample, but much lower than *Tolerance for Ambiguity* and on the verge of the basic level. This means that students are only sometimes aware of the differences between cultures and from time to time can accept them as such and put others at ease without giving and taking offence (see Appendix 1. INCA Framework). It is possible that this is due to seldom contact with other cultural conventions and behaviors. These students come from a very small and homogeneous community, where people mostly behave the same and there are no larger discrepancies in attitudes and beliefs. Not being accustomed to such differences when dealing with real life situations might lead to low respect for otherness.

As for the number of foreign countries visited, ICC level of students, as expected, shows that those who have visited more than four different foreign countries have higher ICC score than those who have visited fewer than four different foreign countries, although both groups of students are at the intermediate level of ICC. It is self-explanatory that travelling to different foreign countries enables contact with different foreign cultures and should therefore also improve one's ICC through experience. When it comes to students who have frequent contact with people from other countries, and students with rare contact, there is no statistically significant difference within the sample and both groups are at the intermediate level of ICC. The same applies to the analysis of ICC score and the number of times one has been abroad, which has shown that there is no correlation between the two variables in this sample. These results imply that the students' assessment of contact might be relative and not completely objective. Moreover, the number of times one has been abroad might not be as relevant for ICC as the number of different foreign countries visited and different cultures encountered.

6.2. Analysis of Learners' Responses to Questionnaire Situations and Interview Performance

The analysis of learners' responses to questionnaire situations and interview performance (see 5.2.) provided a valuable insight into their real attitudes towards intercultural situations, which will be

discussed hereafter. *Knowledge Discovery*-wise, the majority of the participants showed a high level of awareness about what pieces of information are necessary for successful intercultural encounters and how to obtain them. It is especially positive that many of them realize the importance of language in those situations, along with the importance of preparing oneself by collecting information about the culture of the people with whom one will have contact. Regarding the sources for obtaining that information, it is understandable that they would nowadays mostly rely on the use of the internet. However, a great deal of students suggested the direct contact with the people from the foreign country as information sources, both before and during the exchange program, which gravitates to a high level of ICC.

Nevertheless, the situation is somewhat different when it comes to the type of accommodation students would choose for their stay. The majority of the students have chosen a stay in a youth hostel, naming safety and fun with friends from their own country as the most common reasons, which shows considerable dependence on one's own nationals and fear of possible language barriers, creating an obstacle to the real purpose of such exchange programs: encountering people from other countries, becoming aware of new cultures and improving one's language skills. On the other hand, those students who have chosen to stay with a local family demonstrate high levels of consciousness about all the advantages this type of accommodation brings, stating that this would be the best way to immerse oneself in the culture and practice the foreign language. Finally, only a minority of the students have chosen to stay in a private apartment in order to have their own peace and become more independent, exhibiting no wish to be incorporated in the new culture whatsoever. When all this is taken into account, it seems that there is still considerable place for growth in this particular aspect.

The analysis of the answers testing *Respect for Otherness* showed that most of the students would be disappointed if they encountered a behavior that is the opposite of what they are accustomed to, some of them even wishing to go back home. Only a third of the participants would try to adapt and even fewer would be interested in the new culture. This leads to conclusion that students are somewhat introverted and disapproving when it comes to different cultural conventions. The same applies to dealing with misunderstandings, which was demonstrated through a scenario in which the students were stood up and later apologized to. Although the majority of them would try to discover the reasons behind what had happened, even more of them exhibited distrust and thought that they

were being lied to after they were given the explanation. It appears that some values, such as fulfilling one's promises, are so deeply rooted in participants of this research that it is almost impossible to look beyond them and try to understand other person's reasons for failing to do so.

The most developed ICC aspect, *Empathy*, demonstrates, upon deeper inspection, students' admirable ability to connect to and sympathize with others in unpleasant situations. A great number of participants would try to incorporate a student on an exchange program in their school in their group of friends, some even stating that they would try to adapt to the new person. When compared with their responses to *Respect for Otherness*, this evidently supports the fact that they are readier and bolder to engage in intercultural encounters when they are on their own territory. This confidence also helps them to become more open about their own culture and way of life, which they named as the most common possible conversation topic with the new student, as well as wanting to discover more about that person's cultural background, as opposed to how interested they were in the new culture when having to choose the accommodation in *Knowledge Discovery*.

The answers to the questions testing *Tolerance for Ambiguity* give another view of the whole situation, as approximately half of the participants stated that they would be bothered if they were in a group of people who spoke a foreign language in a way that is difficult for them to understand, but they would also ask for clarification. However, if the situation included teachers and students using ambiguous language with each other, more participants would be bothered by that and fewer would try to adapt and find this situation interesting. In addition, half the students who would accept this type of behavior if it included their new friends, would do the same regarding their new teachers. This might be due to the relationship between teachers and students in their home country, which is very professional, making it very difficult to depart from that notion of student-teacher relationship, similarly to the situation described within the context of *Respect for Otherness*.

Since *Communicative Awareness* was tested through an interview, the participants had to orally explain Croatian high school system as if talking to a person their age who spoke English worse than them. The results have shown that this aspect was the least developed and the reasons for that might be as follows: the majority of the students were overly self-conscious and showed discomfort when they realized they would have to speak English. Some of them even refused to speak, stating that they were very bad at English and that they would not be able to help the person. Their interviews

were disregarded in the results because their level of competence could not be evaluated, i.e. they exhibited no competence whatsoever. However, it is important to mention them in order to provide the most comprehensive overview of the situation. Those who agreed to do the task were mostly self-oriented and completely disregarded the fact that this situation was not about them, but about a person from different cultural background who needed help. However, when asked to explain in Croatian what would happen if that was a real-life situation, most students expressed extensive knowledge about various strategies that all belong to higher levels of competence (see Appendix 1. INCA Framework and Appendix 4. Assessment Sheet) and that could help in that situation, such as: speaking more slowly, using gestures, drawing, checking comprehension and asking someone else to help them. Possible deficiency of practice in speaking in EFL classes could be the reason behind this fear. Therefore, based on their performance, the majority of students are at the basic level of competence when it comes to *Communicative Awareness*, but if they were more accustomed to speaking English and hence the fear of spoken production were not present, students might be at least one level higher since they are aware of what the "ideal" situation should look like.

7. Conclusion

The aim of this diploma paper was to explore intercultural competence of high school EFL learners. After providing a theoretical background as a framework for the research, its methodology and results were presented and discussed, according to which the following conclusions were drawn:

1. High school EFL learners in the research sample are at the intermediate level of ICC competence, which provides a valuable basis for further development of ICC.
2. Both first grade students and fourth grade students are at the intermediate level of ICC, which implies that ICC development does not depend on their high school EFL education.
3. The most developed ICC aspect in general is *Empathy* (full competence) and the least developed ICC aspect is *Communicative Awareness* (basic level of competence). This also applies both to first grade and fourth grade students, which implies that there should be more emphasis on spoken production in high school EFL classes to diminish the speaking anxiety as the first step towards development of *Communicative Awareness*.
4. Other aspects are developed as follows (from second most developed to second least developed): *Knowledge Discovery*, *Tolerance for Ambiguity* and *Respect for Otherness*.

Knowledge Discovery is developed to the full level of competence in the fourth grade sample and to the intermediate level of competence in the first grade sample, which indicates possible significance of their overall high school studying experience for its development, without exclusive link to their high school EFL studying experience. *Tolerance for Ambiguity* and *Respect for Otherness* are both at the intermediate level of competence in both groups of students tested.

5. There is no statistically significant difference in ICC score between the students who have been abroad more often and who maintain frequent contact with people from foreign countries. However, there is a significant difference between the students in this sample that were more exposed to different cultures through the numerous different foreign countries they visited and those who lack that experiences, which opens up various questions for further research, such as the importance of school excursions for development of ICC and explicit teaching of ICC through direct contact with people from different cultural backgrounds.
6. Participants of this research demonstrated a high level of skills and knowledge for obtaining information necessary for intercultural encounters, and the ability to relate to people from different cultural backgrounds in unpleasant situations. On the other hand, they are very self-contained when it comes to engaging into intercultural situations that are very different from what they are accustomed to and find it difficult to retreat from their own view of the world in order to observe those situations from a different angle.

The results of the present study have many implications for EFL teaching practice. To improve their students' ICC, EFL teachers should not persistently follow only the subject matter provided in course books, but also make the teaching of culture more explicit through providing additional material, e.g. videos representing real-life intercultural situations in which students could be objective observers and afterwards discuss the outcomes of the situation and if and how they could be improved. Moreover, simulations of such situations, in which the students take part, could provide a valuable experience of what it means to be perceived as "other", as well as organizing workshops in which the differences between people of the same culture are emphasized, so that the students become more aware of their own individuality. All of these suggestions should be done in English, so that the students practice their speaking skill as much as possible, as it seem to be the least developed one in this sample.

Furthermore, various excursions to different foreign countries and projects with schools from abroad can be organized through online platforms, such as *eTwinning* and exchange programs, such as *Comenius*, in order to increase the amount of real exposure to direct intercultural situations, making it possible for the students to improve their ICC and learn from a first-hand experience. If such projects and excursions are unavailable due to the lack of funds, or similar, online discussion forums or chat rooms, such as *Chatzy* can be established, through which the students could present their own culture to students their age from another country who would do the same, lead a guided discussion about their ways of life, possible misunderstandings and dealing with ambiguous situations. This way their skills of using the internet could be employed and further developed along with their ICC. All of the suggestions mentioned above impose considerable amount of responsibility and extra work for EFL teachers, but the outcomes should be extremely rewarding, both when it comes to the students' communication skills and their ICC.

In summary, results of this research evidently show that ICC of high school students is at a satisfying level regarding some of its parts, but that there is still a considerable amount of work to be done in their high school EFL education in order to make it possible to develop students' full ICC potential.

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Appendix 1. INCA Framework (taken from <http://www.incaproject.org/framework.htm>)

INCA Framework (assessor version)

Level ⇨ Competence ⇩	1 'Basic'	2 'Intermediate'	3 'Full'
General profile	The candidate at this level is on the ladder of progression. They will be disposed to deal positively with the situation. Their responses to it will be piecemeal and improvised rather than principled, even though mostly successful in avoiding short term difficulties. These will be based on fragmentary information.	The candidate at this level has begun to induce simple principles to apply to the situation, rather than improvise reactively in response to isolated features of it. There will be evidence of a basic strategy and some coherent knowledge for dealing with situations.	The candidate at this level will combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome. Knowledge of their own culture and that of others, including work parameters, will be both coherent and sophisticated.
i) Tolerance of ambiguity	1T Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by ambiguous situations which imply high involvement.	2T Has begun to acquire a repertoire of approaches to cope with ambiguities in low-involvement situations. Begins to accept ambiguity as a challenge.	3T Is constantly aware of the possibility of ambiguity. When it occurs, he/she tolerates and manages it.
ii) Behavioural flexibility	1B Adopts a reactive/defensive approach to situations. Learns from isolated experiences in a rather unsystematic way.	2B Previous experience of required behaviour begins to influence behaviour in everyday parallel situations. Sometimes takes the initiative in adopting/conforming to other cultures' behaviour patterns.	3B Is ready and able to adopt appropriate behaviour in job-specific situations from a broad and well-understood repertoire
iii) Communicative awareness	1C Attempts to relate problems of intercultural interaction to different communicative conventions, but lacks the necessary knowledge for identifying differences; tends to hold on to his own conventions and expects adaptation from others; is aware of difficulties in interaction with non-native-speakers, but has not yet evolved principles to guide the choice of (metacommunication, clarification or simplification) strategies.	2C Begins to relate problems of intercultural interaction to conflicting communicative conventions and attempts to clarify his own or to adapt to the conventions of others. Uses a limited repertoire of strategies (metacommunication, clarification, simplification) to solve and prevent problems when interacting with a non-native-speaker.	3C Is able to relate problems of intercultural interaction to conflicting communicative conventions and is aware of their effects on the communication process; is able to identify and ready to adapt to different communicative conventions, or to negotiate new discourse rules in order to prevent or clarify misunderstandings; uses a variety of strategies (metacommunication, clarification, simplification) to prevent, to solve, and to mediate problems when interacting with a non-native-speaker.
iv) Knowledge discovery	1K Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic.	2K Has recourse to some information sources in anticipation of everyday encounters with the other cultures, and modifies and builds on information so acquired, in the light of actual experience. Is motivated by curiosity to develop his knowledge of his own culture as perceived by others.	3K Has a deep knowledge of other cultures. Develops his knowledge through systematic research-like activities and direct questioning and can, where this is sought, offer advice and support to others in work situations.
v) Respect for otherness	1R Is not always aware of difference and, when it is recognised, may not be able to defer evaluative judgement as good or bad. Where it is fully appreciated, adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture.	2R Accepts the other´s values, norms and behaviours in everyday situations as neither good nor bad, provided that basic assumptions of his own culture have not been violated. Is motivated to put others at ease and avoid giving offence.	3R Out of respect for diversity in value systems, applies critical knowledge of such systems to ensure equal treatment of people in the workplace. Is able to cope tactfully with the ethical problems raised by personally unacceptable features of otherness.
vi) Empathy	1E Tends to see the cultural foreigner's differences as curious, and remains confused about the seemingly strange behaviours and their antecedents. Nonetheless tries to 'make allowances'.	2E Has the beginnings of a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. Tends increasingly to see things intuitively from the other's point of view.	3E Accepts the other as a coherent individual. Enlists role-taking and de-centring skills and awareness of different perspectives in optimising job-related communication/interaction with the cultural foreigner.

Appendix 2. Research Questionnaire and Interview Guidelines

Dragi učeniče/draga učenice,

Ovaj je upitnik dio testiranja interkulturalne kompetencije učenika srednje škole koji služi u svrhu istraživanja kao dio diplomskoga rada na istoimenu temu. Upitnik je potpuno anoniman i demografski podaci koji su traženi služe samo za razlikovanje pojedinih skupina učenika.

Upitnik se sastoji od 8 zadataka u kojima se od tebe traži da napišeš svoje mišljenje o određenim situacijama koje bi se mogle dogoditi kada bi se susreo/susrela s osobama iz kulture različite tvojoj. Molim te da na pitanja odgovaraš što iskrenije i potpunije (što znači da možeš napisati sve što misliš da bi se trebalo odnositi na određeno pitanje). U ovome upitniku ne postoje točni i netočni odgovori.

Posljednji je dio testiranja kratak intervju koji će se odraditi odvojeno od ovoga upitnika i o njemu ćeš biti pravovremeno obaviješten/a.

Za ispunjavanje upitnika imaš na raspolaganju 45 min. Ako imaš bilo kakvih pitanja, slobodno se obrati provoditeljici testiranja u bilo kojem trenutku.

Molim te, ispuni sljedeće podatke prije početka rješavanja upitnika.

Identifikacijski broj: ☐

Dob: _____ Spol: M Ž Razred: _____ Godina učenja engleskoga jezika: _____

Koliko prijatelja imaš u inozemstvu?

a) 0 b) 1-5 c) 6 – 10 d) više od 10

Koliko stranih jezika govoriš? _____ Koji su to? _____

Gdje i kako si naučio te jezike?

a) u školi b) na tečaju jezika c) nešto drugo: _____

Koliko često dolaziš u kontakt s ljudima iz drugih država?

a) nikada b) ponekad c) često d) stalno

Koliko si puta bio/bila u inozemstvu?

a) 0 puta b) 1-2 puta c) 3-5 puta d) 6-10 puta e) više od 10 puta

Koliko si puta bio/bila u inozemstvu sa školom?

a) 0 puta b) 1-2 puta c) 3-5 puta d) 6-10 puta e) više od 10 puta

Koliko dugo je trajao tvoj najduži boravak u inozemstvu?

a) 1 ili 2 dana b) 2 dana – 1 tjedan c) 1 tjedan – 1 mjesec d) 1 – 5 mjeseci e) više od pola godine

Koliko si različitih stranih zemalja posjetio/posjetila?

a) 0 b) 1-3 c) 4-6 d) 7 i više

Koje su to zemlje bile? _____

Interkulturalni susreti - UPITNIK

I. Kao predstavnik/ica svoje škole izabran/a si za sudjelovanje u međunarodnom projektu u suradnji s jednom europskom partnerskom školom. Tvoje sudjelovanje uključuje boravak u stranoj zemlji koju dosad nisi posjetio/la i koji će trajati 3 – 4 mjeseca.

Odgovori na sljedeća pitanja:

1. Koje informacije misliš da ćeš trebati prije polaska na svoju destinaciju?

2. Kako ćeš doći do tih informacija?

3. Tijekom sudjelovanja u projektu, što ćeš učiniti kako bi saznao/la nove informacije u partnerskoj školi?

4. Tijekom svoga slobodnog vremena, što ćeš učiniti kako bi saznao/la nove informacije o zemlji u kojoj boraviš?

5. Dodatni komentari:

II. S obzirom da je jedna od prednosti sudjelovanja u ovakvom programu mogućnost upoznavanja strane zemlje i načina života u njoj, izaberi jednu od sljedećih mogućnosti za smještaj. Ovdje nema točnoga i netočnog odgovora jer svaka opcija ima svoje prednosti i mane. Poredaj ih onako kako bi ih ti izabrao/la, a zatim obrazloži izbor svoje PRVE opcije.

a) smještaj u hostelu mladih zajedno s nekoliko svojih sunarodnjaka
b) smještaj u lokalnoj obitelji s polupansionom
c) smještaj u malenom stanu u kojem ćeš se brinuti sam/a za sebe

1:
2:
3:

Razlozi izbora tvoje PRVE opcije:

III. Na početku sudjelovanja na projektu primjećuješ da je hijerarhijski sustav sudionika potpuno drugačiji od onoga što si očekivao/la. Ti si navikao/la na prilično neformalno odijevanje, sa svojim vršnjacima si na „ti" i pod pauzama se družite, zajedno jedete i slično. Ovdje je sve puno formalnije, postoje stroga pravila ponašanja i ljudi čak ne razgovaraju sa svima na isti način. Sve ti je to vrlo čudno i ne možeš si pomoći, ali tvoj uobičajeni način ophođenja ti se čini puno boljim od ovoga.

Napiši nekoliko rečenica u kojima u e-mailu najboljem prijatelju/prijateljici opisuješ situaciju i kako si reagirao/la na nju kada se dogodila:

IV. Jedna je od loših strana sudjelovanja u ovom projektu to da vikende često provodiš sam/a. Ovo vrijeme inače provodiš s prijateljima i obitelji kada si kod kuće i nedostaje ti ova društvena strana tvoga života. Tijekom si se rada na projektu sprijateljio/la s osobom koja govori tvoj jezik. Ta osoba ti kaže da će te nazvati za druženje tijekom vikenda, ali telefon nikada ne zazvoni. Postoji puno mogućih objašnjenja za ovo.

1. U ponedjeljak odlučiš ispričati cijelu situaciju svojem prijatelju/ici- „od doma". Kako ćeš objasniti što se dogodilo i kako ćeš od osobe koja nije nazvala saznati koje bi objašnjenje moglo biti?

2. Nešto kasnije srećeš osobu koja te nije nazvala. On/ona ti kaže kako nije mogao/la nazvati jer: „Mama me zamolila da joj odem u nabavku." Napiši nekoliko rečenica o ovome svojem najboljem prijatelju/ici u e-mailu, objašnjavajući što misliš o ovome razlogu i kako si reagirao/la kada si ga čuo/la.

V. Mlada osoba iz inozemstva dolazi na razmjenu u tvoju školu na 6 mjeseci. Svjestan/a si činjenice da je ta osoba prilično izolirana pa razmišljaš o tome da ga/ju pozoveš na druženje s tobom i tvojim prijateljima. Problem je u tome što je tvoja grupa prijatelja prilično bliska i svi se jako dugo poznajete pa bi strancu moglo biti prilično teško uklopiti se.

Napiši nekoliko rečenica o tome što misliš da bi ti učinio/la u ovoj situaciji i zašto.

VI. Tvoj profesor/ica te zamolio/la da se u slobodno vrijeme podružiš s novim učenikom/icom na razmjeni. Istih ste godina, spola i on/ona vrlo dobro govori tvoj jezik.

1. Koje teme za razgovor bi izabrao/la?

2. Koje aktivnosti bi pripremio/la i zašto?

VII. Već 6 mjeseci sudjeluješ u programu razmjene učenika u nekoj stranoj zemlji i sada već govoriš jezik vrlo dobro za svakodnevne potrebe. Kada se radi o nekim kompliciranijim stvarima, sve ti se ipak objašnjava na tvom jeziku, tako da ni tu nemaš problema. Međutim, užasno ti je teško razumjeti tvoje razredne kolege kada pričaju jedni s drugima jer pričaju prebrzo o situacijama koje ne razumiješ. Također ti je teško razumjeti njihove šale i *fore* kada pričaju lokalnim dijalektom. Zbog toga si često zbunjen/a i ne osjećaš se baš ugodno.

1. Bi li ti ovakve situacije jako smetale i zašto?

2. Što bi mogao/la učiniti u ovakvim situacijama kako bi se osjećao/la ugodnije?

VIII. Već 6 mjeseci sudjeluješ u programu razmjene učenika u stranoj zemlji i u školi nemaš problema s jezikom, ali ovdje ljudi često govore ono što ne misle i pretjeruju kada se obraćaju jedni drugima. Npr. ako je učenik prespor, profesor mu kaže: „Ma samo si ti uzmi vremena koliko god trebaš“, umjesto, „Požuri se“. U tvojoj su kulturi ljudi uglavnom jako izravni i u ovakvim situacijama govore točno ono što misle.

Zamisli da pišeš e-mail prijatelju/ici iz svoje zemlje. Napiši koje bi misli mogao/la imati u ovoj situaciji, koje bi mogle biti tvoje reakcije i kako bi se nosio/la s njom.

Ovo je kraj upitnika. Očekuje te još intervju o kojem ćeš biti pravovremeno obaviješten/a. Ostatak ovog obrasca ispunjava provoditeljica testiranja.

Hvala na sudjelovanju!

Interkulturalni susreti - INTERVJU

CA: 1 2 3

Komentari:

INTERKULTURALNI SUSRETI – INTERVJU ZADATAK

IX. Pri boravku ispred škole susrećeš osobu iz strane zemlje koja se želi upisati u tvoju školu i na engleskom te zamoli da joj objasniš koje su njene opcije. Primjećuješ da ta osoba govori engleski lošije od tebe, no ipak joj želiš pomoći. Na engleskom jeziku daj toj osobi informacije o smjerovima u tvojoj školi, dužini školovanja, sustavu ocjenjivanja i opcijama nakon završetka škola te o svemu dodatnom što misliš da je bitno za tu osobu.

Appendix 3. Original Intercultural Encounters Questionnaire and Interview (taken from <http://www.incaproject.org/tools.htm>)

Assessee:	***Assessor:***
Exercise: Intercultural Encounters incl. role play	***Date:*** ***Page 1***

Instructions: Intercultural encounters

SCENARIO 1: FINDING INFORMATION

You have been selected to take part in an international work project with an associate European company. This will involve you spending 3–4 months in a country which you have not visited before (although it is possible that you learnt some of the language at school). Answers to the following questions will help us to judge how quickly you might come to understand your new environment, its culture and its people.

Please answer the following questions:

1 What kind of information do you think you would need before departure?

2 How would you obtain that information?

3 During the placement what would you do to find out information in the workplace?

4 During your spare time, if you wanted to find out more about the country, what would you do?

5 Any other comments:

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SCENARIO 2: ACCOMMODATION

Given the fact that one of the stated aims of your work placement abroad is that you would be able to find out more about another country and its way of life, please study the options for your accommodation. There is no one correct answer, as each option would offer some advantages and some disadvantages. Rank the options in the order in which you yourself would choose, and then write a paragraph in which you explain why you chose your **first** option.

a) A place in a young workers' hostel, together with some of your fellow nationals
b) Living with a local family, half board
c) A small flat where you would cater for yourself

1:
2:
3:

The reasons for my choice are as follows:

SCENARIO 3: FINDING YOUR PLACE IN THE TEAM

You have been appointed to a placement in another country for training purposes. Early in your placement, you discover that the system of hierarchy is totally different from that practised in your own country. For example, you are used to people dressing informally, using first names, eating in the same canteen. Here there is much more formality, rules and regulations, and people don't even speak the same way to each other. It is very strange and you cannot help feeling that your own way is much better.

Write a few lines, which could be part of a letter/e-mail explaining this, and your reaction to it, to a colleague at home.

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SCENARIO 4: UNDERSTANDING UNEXPECTED BEHAVIOUR

One disadvantage of your work placement is that the weekends are rather lonely. You normally spend time with friends and family and you miss this social side of your life. At work you become friendly with a colleague who can speak your language. This colleague says that he will telephone to invite you to the house during the weekend. The telephone does not ring. There could be a number of explanations for this.

1 On the Monday morning you decide to talk to a local colleague about this. How would you explain what had happened and how would you find out from the colleague what the explanation could be?

2 Later in the morning you meet the colleague who did not phone. He/she tells you he/she could not phone because 'My mother asked me to go shopping for her'.
Write a few lines as part of a letter/e-mail to your family telling them about this incident and explaining why it happened.

Scenario 'To Invite or Not'

A young person from country x comes to work at your firm for 6 months. You are aware that he is rather isolated and you consider the idea of inviting him to join you and your friends. The problem is that your group of friends have known each other for a long time and a stranger would find it difficult to fit in.

Write down in a few lines what you think you would do in this situation (and why).

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Scenario 'A Social Occasion'

Your supervisor at work has asked you to socialise with a young foreign worker of the same age and gender as yourself, who speaks your language quite well.

Say:

a) What topics of conversation you would choose;

b) What kind of activities you would choose to do and why?

Scenario 'Feeling Confused (1)'

You have been in working in a foreign country for six months and you speak the language well enough for everyday needs. At work, difficult procedures are explained to you in your own language, so there are no problems here. However, it is almost impossible to understand your colleagues when they talk to each other as they talk quickly about situations you do not understand. It is also difficult to understand jokes and casual remarks where people seem to speak in a local dialect. Therefore you often feel out of your depth and confused.

In your reply to this question,

a) Say whether you would find such a situation particularly difficult and why.

b) Suggest what you might do in order to feel more comfortable in this situation.

Scenario 'Feeling Confused (2)'

You have been working for six months among people from a different country. In the workplace you do not have language difficulties as such but you notice that people often seem to say things they don't really mean and that they exaggerate the way in which they speak. For example when somebody is working too slowly, a supervisor might say 'you take all the time you need' instead of 'hurry up'. In your culture people are very straightforward and say only what they mean.

Imagine that you are writing or e-mailing to a friend in your own country.
Write down the thoughts you might have in this situation.
Imagine what your reactions might be and how you would deal with the situation.

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Role play 'Explaining a Procedure'

This would be a role play in which the assessor asked the assessee to describe a familiar but complicated task involving the use of a piece of machinery as if to a foreigner who did not speak the language very well. There would a checklist of items (gesture, eye contact, slower, clearer speech, checking for understanding, etc.) which could be used to judge the level of competence.

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Appendix 4. Assessment Criteria (taken from <http://www.incaproject.org/tools.htm>)

Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Scenario: Finding Information
Competence tested: Knowledge Discovery

(Analysis per question as structured below! Comments have to be included in Questions 1-4!)

Questions 1+2 ***KD basic***		***Question 3*** ***KD basic***		***Question 4*** ***KD basic***	
▪ I don't know ▪ I would wait until I got there ▪ Someone at work would provide information ▪ ▪ ▪ ▪		▪ Communicate only with fellow nationals ▪ Wait until I was told what to do. ▪ Concentrate only on my own work ▪ ▪ ▪ ▪ ▪ ▪ ▪		▪ Meet up with my friends/fellow nationals ▪ Do something if it were organised for me ▪ ▪ ▪ ▪ ▪ ▪	
Questions 1+2 ***KD intermediate***		***Question 3*** ***KD intermediate***		***Question 4*** ***KD intermediate***	
▪ Information about housing, climate ▪ Currency, healthcare information ▪ General information at workplace ▪ Laws, administration, travel ▪ Source: General enquiries from others ▪ Source: Guide book, map or similar ▪ Source: Phrase book, dictionary ▪ ▪		▪ Follow instructions from supervisors ▪ Check information with fellow nationals ▪ Obtain translations of essential information (ie health and safety) ▪ Observe the behaviour of others ▪ Try different foods in canteen ▪ Behave in a friendly way towards new colleagues (smile, greet, nod) ▪ ▪		▪ Use local tourist information services ▪ Visit places of interest ▪ Go to local bars, restaurants ▪ Use local travel services, internet ▪ Use a car to visit other places ▪ Talk with locals who can speak my language ▪ ▪ ▪ ▪	
Questions 1+2 ***KD full***		***Question 3*** ***KD full***		***Question 4*** ***KD full***	
▪ Learning or revising language skills ▪ Guide with in-depth information ▪ Background literature, references ▪ Historical information, references ▪ Internet ▪ Information about work practices ▪ Seeking specific information from others ▪ Contacting official sources, consult exchange office ▪ ▪ ▪ ▪ ▪ ▪ ▪		▪ Be involved in social side of work ▪ Understand work culture, routines ▪ Find a contact person to explain things ▪ Observe and analyse behaviour of others, comparing with home situation ▪ Communicate with new colleagues in own or foreign language ▪ Understand precise meaning of written instructions in workplace ▪ Compare new work procedures with familiar/home, looking for improvements ▪ ▪		▪ Join a local club for leisure/sporting purposes. ▪ Talk with locals in their language or a mixture of both. ▪ Look in shops to find out about food and food preparation ▪ Ask colleagues to act as local guide ▪ Accept invitations to visit colleagues ▪ Use local sources of information not designed for tourists ▪ Read local newspapers etc. ▪ Attend public functions, concerts, plays, films etc. ▪ ▪	

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Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Score Questions 1+2: ***KD*** 1------2------3		***Score Question 3:*** ***KD*** 1------2------3		***Score Question 4:*** ***KD*** 1------2------3	

Scenario: Accomodation
Competence tested: Knowledge Discovery

Accomodation ***KD basic***	
▪ In order to maintain maximum contact with fellow nationals ▪ In order to maintain privacy ▪ Help from fellow nationals in case of difficulty ▪ A family might live differently ▪ Choices made solely for instrumental reasons such as cheapness, inability to cook, clean ▪ ▪ ▪ ▪	
Accomodation ***KD intermediate***	
▪ Opportunity to meet people of the other country ▪ Share community life ▪ ▪ ▪ ▪ ▪ ▪	
Accomodation ***KD full***	
▪ Desire to integrate with local life ▪ Improve language skills ▪ Improve knowledge of culture at a deeper level ▪ Accepting challenge and difficulty ▪ first hand experience of a family ▪ ▪ ▪ ▪ ▪ ▪ ▪	

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Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Score Accomodation: ***KD*** 1------2------3	

Scenario: Finding Your Place in The Team
Competence tested: Respect for Otherness

Finding Your Place ***RO basic***	
▪ Joking about a problem helps own group ▪ My fellow nationals will sympathise with me ▪ My supervisor will sympathise with me ▪ Make an effort to maintain familiar practices ▪ Try and change things ▪ Explain that our ways are better ▪ ▪ ▪	
Finding Your Place ***RO intermediate***	
▪ Use humour in order to adjust ▪ Admit homesickness ▪ Look for positive side, even though own way is best ▪ Adapt more quickly if local conventions are used ▪ ▪ ▪	
Finding Your Place ***RO full***	
▪ Seek explanation from superiors in order to understand reasons ▪ Make an effort to be patient, tolerant ▪ Try out a different way of behaving to fit in, co-operate, adapt self to others ▪ Take another perspective on workplace behaviour in the sense of trying to understand differences ▪ Shows readiness to engage with different conventions ▪ Willingness to understand the reasons for different systems ▪ Learn more about own country ▪ Willingness to criticise own conventions ▪ Comparing and contrasting, analysing ▪ ▪	

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Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Score Finding Your Place ***RO*** 1------2------3	

Scenario: Understanding Unexpected Behaviour
Competence tested: Respect for Otherness

Question 1 ***RO basic***		***Question 2*** ***RO basic***	
▪ I don't know ▪ Say that you did something else ▪ Forget about it ▪ Assume the colleague does not want your friendship, that our ways are better ▪ ▪ ▪		▪ Assumptions about the rights of young people to weekend leisure ▪ Suggestion that another member of the family should visit ▪ Assumption that colleague was not telling the truth ▪ Try to forget about it ▪ ▪	
Question 1 ***RO intermediate***		***Question 2*** ***RO intermediate***	
▪ Act normally ▪ Say nothing ▪ Continue to be friendly ▪ Hint that you were expecting a telephone call, then say no more ▪ ▪ ▪		▪ Indicate willingness to remain open to other invitations ▪ Answers which acknowledge the importance of family values generally ▪ ▪	
Question 1 ***RO full***		***Question 2*** ***RO full***	
▪ Understanding of possible embarrassment about different living conditions/standard of living ▪ Any resourceful approach to maintaining and improving contacts with colleague ▪ Suggesting meeting, taking telephone no. ▪ Admission of difficulties in adjusting to lack of social life in new surroundings ▪ Admission of need for company ▪ Response which shows understanding of the stages in adaptation to a new culture (loneliness, depression) ▪ Reassurance that some foreign language communication would be possible (greetings, etc.) ▪ Genuine wish to meet family, suggest alternatives ▪ Consideration of ways to overcome difficulties and interact with colleague in a relationship of equality ▪ ▪		▪ Answers which show the ability to reflect on family values in different societies. ▪ Ability to compare and contrast, respect difference ▪ Understanding that a negative/ suspicious reaction was a natural stage in adaptation to a foreign culture. ▪ Discuss the question of family values with colleague ▪ Offer to travel with colleague to visit grandparent ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪	

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Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Score Question 1 ***RO*** 1------2------3		***Score Question 2*** ***RO*** 1------2------3	

Scenario: To Invite or Not?
Competence tested: Empathy

To Invite or Not ***E basic***	
▪ I wouldn't do anything ▪ Mention the problem to a colleague ▪ Wait to see whether the person suggests meeting ▪ ▪ ▪ ▪ ▪ ▪ ▪	
To Invite or Not ***E intermediate***	
▪ Ask friends whether they would welcome a stranger before taking action ▪ Find out from conversation whether the person would have similar interests ▪ Invite if interests are similar ▪ ▪	
To Invite or Not ***E full***	
▪ Invite even if interests are different ▪ Tell friends that you are bringing a stranger and explain why ▪ Find out whether the person would like to join your group of friends ▪ Invite because you would like to be invited if you were in the same position. ▪ ▪ ▪ ▪ ▪ ▪	
Score To Invite or Not ***E*** 1------2------3	

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Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Scenario: A Social Occasion
Competence tested: Empathy

A Social Occation ***E basic***	
▪ My own interests (i.e. sport, television) ▪ I don't make conversation ▪ Local gossip ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪	
A Social Occasion ***E intermediate***	
▪ Talk about common interests at work ▪ Talk about your friends and your interests ▪ ▪ ▪ ▪	
A Social Occasion ***E full***	
▪ As above but with the aim of explaining aspects which a foreigner would find difficult to understand ▪ Ask about his family/friends/interests ▪ Find out his views on living in your country ▪ Ask about everyday life in his country ▪ ▪ ▪ ▪ ▪ ▪	
Score A Social Occasion ***E*** 1------2------3	

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Feeling Confused 1 ***TA basic***	***Feeling Confused 2*** ***TA basic***
▪ I would feel unhappy ▪ I would feel very left out ▪ I couldn't deal with that ▪ I would take no notice of it ▪ ▪ ▪ ▪	▪ I would do nothing ▪ I don't know ▪ I would talk only to fellow nationals ▪ I would talk to people as little as possible ▪ ▪
Feeling Confused 1 ***TA intermediate***	***Feeling Confused 2*** ***TA intermediate***
▪ No because I can cope with not understanding everything ▪ No because the situation would probably improve with time ▪ As long as I wasn't being deliberately excluded it would be OK ▪ ▪	▪ Accept the situation cheerfully ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪
Feeling Confused 1 ***TA full***	***Feeling Confused 2*** ***TA full***
▪ I like such situations as they challenge me ▪ Yes but you have to expect this in a foreign country ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪	▪ Try to improve understanding by asking questions ▪ Learn some dialect words and find out when to use them ▪ Note down difficult or unusual words and try to use them ▪ Find it exciting and challenging ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪
Score Feeling Confused 1 ***TA*** 1------2------3	***Score Feeling Confused 2*** ***TA*** 1------2------3

Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Role play: Explaining A Procedure
Competence tested: Communicative Awareness

Explaining A Procedure ***CA basic***	
▪ Speaks at normal speed ▪ No gestures ▪ No checks for comprehension ▪ No eye contact ▪ Speaks louder thinking this makes it easier to understand him ▪ ▪ ▪ ▪	
Explaining A Procedure ***CA intermediate***	
▪ Attempts to speak more slowly, but not systematically ▪ Attempts to use clear and simple language but not systematically ▪ Uses some gestures to demonstrate ▪ Sometimes checks comprehension ▪ ▪ ▪	
Explaining A Procedure ***CA full***	
▪ Speaks more slowly throughout ▪ Uses clear and simple language throughout ▪ Uses gestures which are easy to interpret throughout ▪ Systematically uses eye contact to check comprehension ▪ Asks for repetition ▪ Ensures full understanding is demonstrated practically at the end ▪ ▪ ▪ ▪ ▪	
Score Explaining A Procedure ***CA*** 1------2------3	

Assessment sheet: intercultural encounters including (role play explaining a procedure)

Assessee: ***Assessor:*** ***Date:***

Final Scores for Intercultural Encounters:
(Average of single scores)

Knowledge Discovery (KD) **1------2------3**
Respect for Otherness (RO) **1------2------3**
Empathy (E) **1------2------3**
Tolerance for Ambiguity (TA) **1------2------3**
Communicative Awareness (CA) **1------2------3**

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