



HANDOUT S1.2

INTERCULTURALLY COMPETENT TEACHING—REFLECTION QUESTIONS

The following reflection questions can be used by teachers in continuing to develop their own intercultural competence.

Attitudes

- How truly open am I to those from different cultural, socioeconomic, and religious backgrounds?
- Do I make quick assumptions about a student? Do I prejudice learners or situations or do I withhold judgment while I explore the multifacets of the situation?
- Do I measure a student's behavior based on my own culturally conditioned expectations or do I try to understand a student's behavior based on his or her own culturally conditioned background?
- Do I value those from different backgrounds? How do I demonstrate that I value others, even when I may disagree with their beliefs and opinions?
- Am I eager to learn about different cultures and, specifically, am I eager to learn about my learners' backgrounds and experiences? Do I make an effort to learn more?

Knowledge

- Can I describe my own cultural conditioning? For example, what cultural values affect how I behave and communicate with others? What are some of my core beliefs and how have they been culturally influenced?
- How would I describe my worldview?
- How would I describe some of learners' worldviews? How might these differ from the ways in which I see the world?
- How much do I know about my learners' cultural backgrounds? What information am I missing and how can I get that information?
- How can I incorporate my learners' worldviews into my course materials?
- What worldviews are demonstrated through the course materials I currently use? How can I enhance those materials so that other worldviews are represented?

Skills

- How much do I really listen to my learners?
- Do I engage in active observation in my classroom, paying attention to subtle nuances and dynamics among my learners? In my interactions with my learners?
- Do I engage in active reflection of my teaching practice and of my interactions with those from different cultural backgrounds? Do I not only seek to understand why something occurred but what lessons I learned from the situation?
- Do I know how to evaluate interactions and situations through an intercultural lens, seeking to understand underlying cultural explanations for what occurred?

Internal Outcomes (adaptability, flexibility, etc.)

- Do I know how learners want to be treated or do I assume they want to be treated by my cultural standards?
- Am I able to adapt my behavior and communication style to accommodate learners from different culturally conditioned communication styles?

Reproduced from: Darla K. Deardorff, "Framework: Intercultural Competence Model," in *Building Cultural Competence: Innovative Activities and Models*, eds. K. Berardo and D. K. Deardorff (Sterling, VA: Stylus, 2012), 45–52.