

**Principles for intercultural learning, and their implications**  
(adapted from DEST/Scarino report)

<b>General Learning Principle 1: Active construction</b>			
Learning involves the purposeful and active construction of knowledge within a sociocultural context of use.			
<b>Application in Intercultural Language Learning</b>	<b>Elaboration</b>	<b>Pedagogical Implications</b>	<b>Assessment Implications</b>
<p>Exploring language and culture through active engagement.</p> <p>Developing a personal intercultural space with multiple dimensions.</p>	<p><b>Learners</b> use language purposefully in a range of tasks in which they discover and create meaning in interaction with people, texts and technologies.</p> <p><b>Learners</b> develop personal ways of responding to linguistic and cultural difference.</p> <p><b>Learners</b> explore the culturally conditioned nature of human behaviour.</p> <p><b>Teachers</b> support students in making connections in their learning.</p> <p><b>Teachers</b> encourage interaction with peers and others.</p> <p><b>Teachers</b> encourage ‘noticing’.</p> <p><b>Teachers</b> give time for formulating questions, observing, discovering, discussing, experimenting.</p> <p><b>Teachers</b> select and design tasks that stimulate student interest and extend their thinking about language and culture.</p>	<p><b>Task</b> oriented, focussed on learners interpreting, noticing, recognising, analysing, comparing.</p> <p><b>Oriented</b> towards highlighting particular linguistic and sociocultural considerations.</p> <p><b>Includes</b> interactive, referential questioning to support noticing and connecting.</p> <p><b>Refers</b> back to previous learning experiences and foreshadows future learning experiences.</p> <p><b>Includes</b> input enhancement, as required for individual learners.</p> <p><b>Incorporates</b> graphics and other visuals as images or conceptual maps to demonstrate relationships.</p>	<p><b>Task</b> oriented, concerned with learners interpreting, considering, questioning, and connecting knowledge, holistically rather than recording items of information.</p> <p><b>Requires</b> learners to construct their own responses, instead of choosing a single correct response.</p> <p><b>Requires</b> learners to draw upon their interrelated knowledge of language and culture, i.e. their ‘intraculturality’ in tandem with their ‘interculturality’.</p> <p><b>Requires</b> perceiving, comparing, and analysing the concepts and practices of the target culture and additional cultures.</p> <p><b>Probes</b> learners developing understanding of the cultural construction of human behaviour.</p>

**General Learning Principle 2: Making connection**

Learning is based on previous knowledge and requires challenges to initial conceptions that learners bring. The challenges lead to new insights through which learners make connections, to reorganise and extend their existing framework of knowledge

<b>Application in Intercultural Language Learning</b>	<b>Elaboration</b>	<b>Pedagogical Implications</b>	<b>Assessment Implications</b>
<p>Comparing languages and cultures, drawing connections and building the relevant bridges between home and target language and culture.</p> <p>Comparing existing knowledge of language and culture against new input.</p>	<p><b>Learners</b> develop ways to re-think their initial conceptions, to transform themselves (identity) and their knowledge.</p> <p><b>Learners</b> combine learning of language and culture with learning across the curriculum.</p> <p><b>Learners</b> develop a growing understanding of language, culture, and values and their interdependence.</p> <p><b>Teachers</b> begin tasks with understanding that learners bring from home or their local community; draw upon the diversity of their learners.</p> <p><b>Teachers</b> provide scaffolding through interactive questioning, instruction, resources, technologies.</p> <p><b>Teachers</b> offer alternative explanations.</p> <p><b>Teachers</b> encourage learners to observe, predict, compare, explain, integrate, inquire.</p> <p><b>Teachers</b> encourage interaction and connections across texts and contexts.</p> <p><b>Teachers</b> show learners how bridges are made.</p>	<p><b>Designed</b> in line with learners' longitudinal development.</p> <p><b>Builds</b> on previous knowledge.</p> <p><b>Combines</b> learning of language and culture with learning across the curriculum.</p> <p><b>Builds</b> connections across texts and contexts.</p> <p><b>Encourages</b> learners to explain, integrate and enquire.</p>	<p><b>Designed</b> in line with learners' longitudinal development and matches the way students learn.</p> <p><b>Captures</b> learners' understanding of language, culture, and learning holistically, in the context of communicative interaction.</p> <p><b>Includes</b> processes for gaining evidence of learner performance and progress over time (e.g. through the use of recorded audio, video, electronic, digital samples, portfolios of work, extended projects).</p>

<b>General Learning Principle 3: Social interaction</b>			
Learning is social and interactive.			
<b>Application in Intercultural Language Learning</b>	<b>Elaboration</b>	<b>Pedagogical Implications</b>	<b>Assessment Implications</b>
<p>Communicating across linguistic and cultural boundaries and recognising them as boundaries and why they are constructed.</p> <p>Communicating about linguistic and cultural difference and similarity.</p> <p>Engaging with new conceptual systems through language.</p>	<p><b>Learners</b> engage in interactive talk and questioning with the teacher and others through which they are encouraged to notice forms, processes, and strategies in the context of tasks.</p> <p><b>Learners</b> work towards reciprocal relationships, directly exploring more than one culture, conceptual systems, sets of values, linguistic and cultural boundaries; seeing their own and others' cultures in a comparative light.</p> <p><b>Learners</b> recognise that social interaction is central to communication.</p> <p><b>Teachers</b> promote social involvement of all learners.</p> <p><b>Teachers</b> value and promote discussion, thinking, inquiry, experimentation.</p> <p><b>Teachers</b> listen to and build upon student responses.</p> <p><b>Teachers</b> guide conversation to include learners' views, judgements, rationales.</p> <p><b>Teachers</b> draw upon multiple ideas, knowledge, beliefs, values, behaviours.</p>	<p><b>Incorporates</b> tasks to facilitate interaction (peer to peer(s) and learner(s) to teacher) which promote intercultural communication and new, productive connections between their own ideas and those of others.</p> <p><b>Includes</b> interactive talk as an essential part of all tasks, and integral to catering for individual learner differences.</p> <p><b>Includes</b> scaffolding to extend the intercultural connections individual learners are making, eg. form-meaning relationships or language-culture mappings.</p> <p><b>Draws</b> on multiple examples from different contexts, exploring more than one culture, conceptual systems, sets of values, recognising mutual responsibilities.</p> <p><b>Involves</b> listening to learners and incorporating their responses into the conversation.</p> <p><b>Invites</b> contributes to discussion, rather than telling, to demonstrate co-construction.</p> <p><b>Shows</b> how to build bridges for comparison.</p> <p><b>Includes</b> making comparisons across a range of languages and cultures.</p> <p><b>Builds</b> accuracy, fluency, and complexity.</p> <p><b>Focuses</b> on the relationship between intrapersonal and interpersonal learning.</p> <p><b>Encourages</b> a gradual shift from the descriptive to the conceptual when making observations.</p>	<p><b>Requires</b> the exploration of multiple perspectives and collective discussion.</p> <p><b>Is scaffolded</b> through interactive talk and questioning, particularly in formative assessment.</p>

**General Learning Principle 4: Reflection**

Learning involves becoming aware of the processes underlying thinking, knowing, and learning through conscious awareness and reflection.

<b>Application in Intercultural Language Learning</b>	<b>Elaboration</b>	<b>Pedagogical Implications</b>	<b>Assessment Implications</b>
<p>Reflecting critically and constructively on linguistic and cultural differences and similarities, and questioning dichotomies.</p> <p>Reflecting critically and constructively on their own intercultural behaviour.</p> <p>Articulating the multiple dimensions of their own intercultural space and identity.</p>	<p><b>Learners</b> reflect critically on language, culture, knowing, and learning.</p> <p><b>Learners</b> develop the capability to reflect on and engage with difference, developing ways of modifying behaviour.</p> <p><b>Learners</b> monitor their own production and the effects of their own production on others.</p> <p><b>Learners</b> question stereotypes.</p> <p><b>Learners</b> develop a metalanguage for discussing the relationship between language and culture.</p> <p><b>Learners</b> understand the need for that metalanguage development.</p> <p><b>Teachers</b> encourage new learning through language and about language.</p> <p><b>Teachers</b> promote reflection on linguistic and cultural concepts.</p> <p><b>Teachers</b> create an intercultural space for engaging with cultures, without students abandoning their primary culture(s).</p> <p><b>Teachers</b> discuss goals, processes, judgements with learners.</p> <p><b>Teachers</b> provide clear and accurate feedback.</p> <p><b>Teachers</b> foster the development of intercultural sensitivity.</p>	<p><b>Includes</b> reflecting critically on one's own attitudes, beliefs, and values.</p> <p><b>Involves</b> conceptualising the interface of language and culture between all language and culture systems.</p> <p><b>Creates</b> multiple pathways for bridging linguistic with sociocultural learning.</p> <p><b>Mediates</b> the processes of developing one's own multiple perspectives on language and culture in all societies and acting in non-judgemental ways.</p> <p><b>Highlights</b> comparing, analysing and synthesising aspects of language and culture from a universally human perspective.</p>	<p><b>Includes</b> tasks which invite learners to reflect and comment upon language, culture and learning.</p> <p><b>Includes</b> values clarification tasks.</p> <p><b>Includes</b> acting upon this reflection.</p>

<b>General Learning Principle 5: Responsibility</b> Learning depends on learners' attitudes and disposition towards learning.			
<b>Application in Intercultural Language Learning</b>	<b>Elaboration</b>	<b>Pedagogical Implications</b>	<b>Assessment Implications</b>
<p>Accepting responsibility for contributing to successful communication across languages and cultures.</p> <p>Accepting responsibility for developing an intercultural perspective</p>	<p><b>Learners</b> seek and respond to feedback on their own learning.</p> <p><b>Learners</b> take responsibility for their own learning.</p> <p><b>Learners</b> show willingness to interact with people from diverse languages and cultures.</p> <p><b>Learners</b> develop awareness of the validity of diverse value and conceptual systems.</p> <p><b>Learners</b> recognise the need to decentre from their own cultural perspective.</p> <p><b>Learners</b> understand the naturalness of multiple perspectives.</p> <p><b>Teachers</b> support the setting of personal goals.</p> <p><b>Teachers</b> foster engagement with difference.</p> <p><b>Teachers</b> foster awareness of generalisations (i.e. cultural reductionism).</p> <p><b>Teachers</b> foster co-operative learning.</p> <p><b>Teachers</b> develop awareness of the ethical uses of knowledge.</p> <p><b>Teachers</b> encourage self-monitoring and self-assessment.</p> <p><b>Teachers</b> demonstrate understanding through personal attitudes and behaviours</p>	<p><b>Involves</b> setting personal goals.</p> <p><b>Fosters</b> engagement with difference.</p> <p><b>Includes</b> awareness of multiple perspectives.</p> <p><b>Includes</b> self-monitoring.</p> <p><b>Incorporates</b> a reflective stance.</p> <p><b>Involves</b> developing awareness of the ethical uses of knowledge.</p>	<p><b>Includes</b> assignments which require interaction with people from diverse cultures and languages, and reflection from multiple perspectives.</p> <p><b>Includes</b> self-monitoring and self-assessment.</p> <p><b>Includes</b> knowing how to demonstrate their ability to reflect and to act upon that reflection.</p>

