

In pursuit of intercultural competence:

Exploring self-awareness of Norwegian EFL learners through eportfolios.



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OUTLINE

Aims

Theory

Methodology

Findings and conclusions

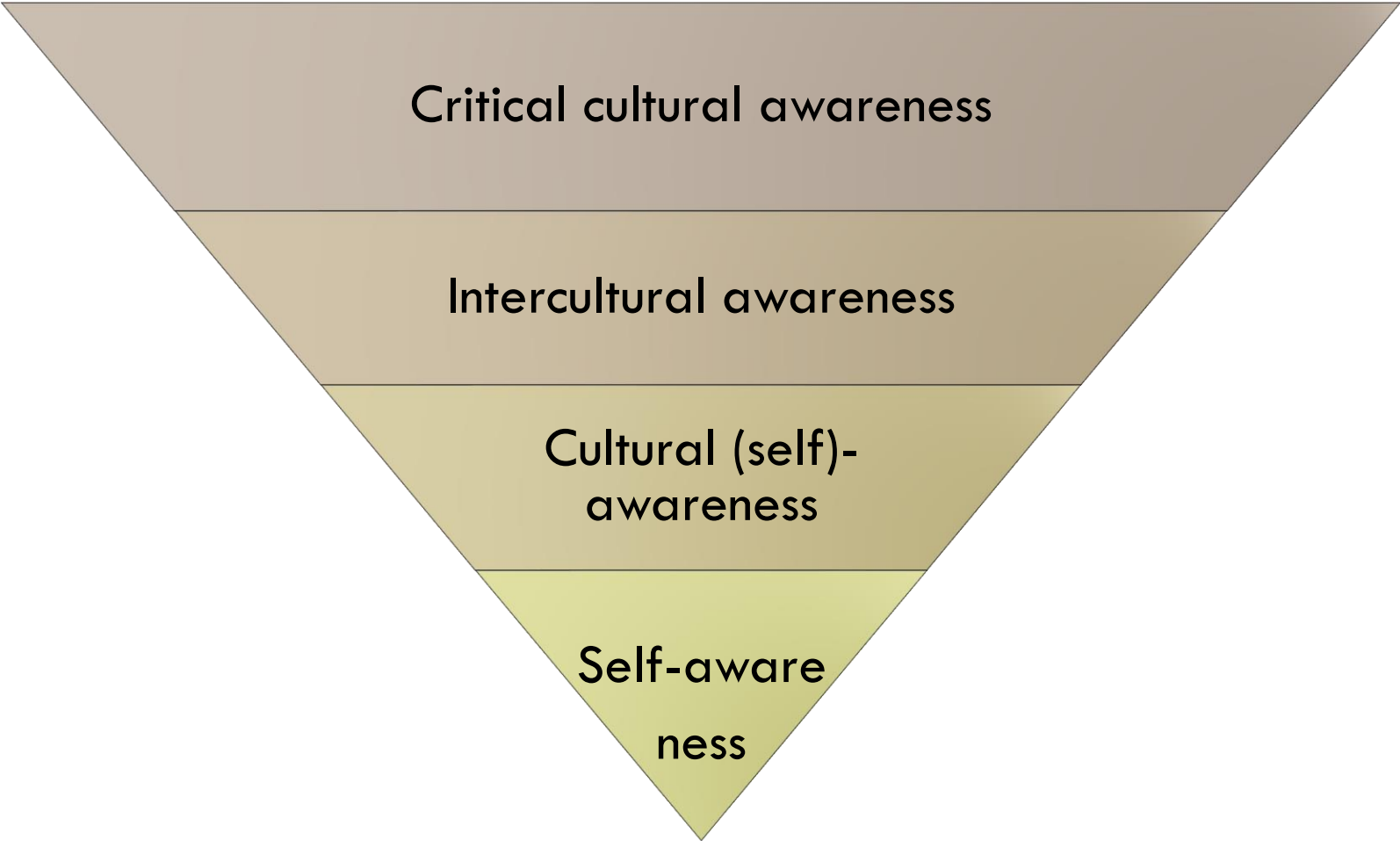
AIM

To map out how pupils in EFL lower secondary classrooms display their self-awareness which is seen as a building block of ICC

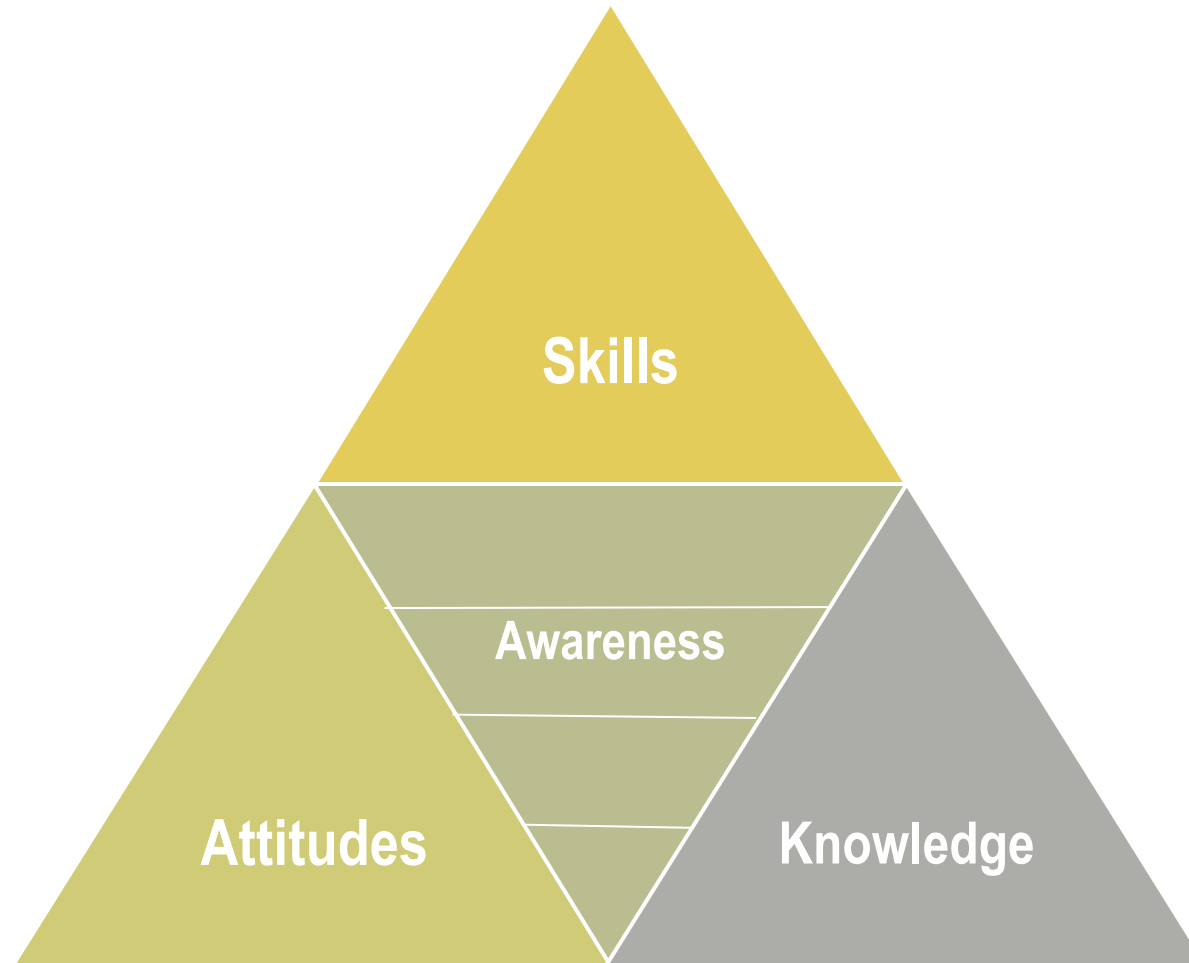
RESEARCH QUESTION:

In what ways do the pupils demonstrate self-awareness through the Eportfolio of Intercultural Competence (EPIC)?

AWARENESS



ICC FRAMEWORK



EPORTFOLIO TASKS



Onion of identity

- To raise awareness of 'multiple selves'
- **Self-awareness**

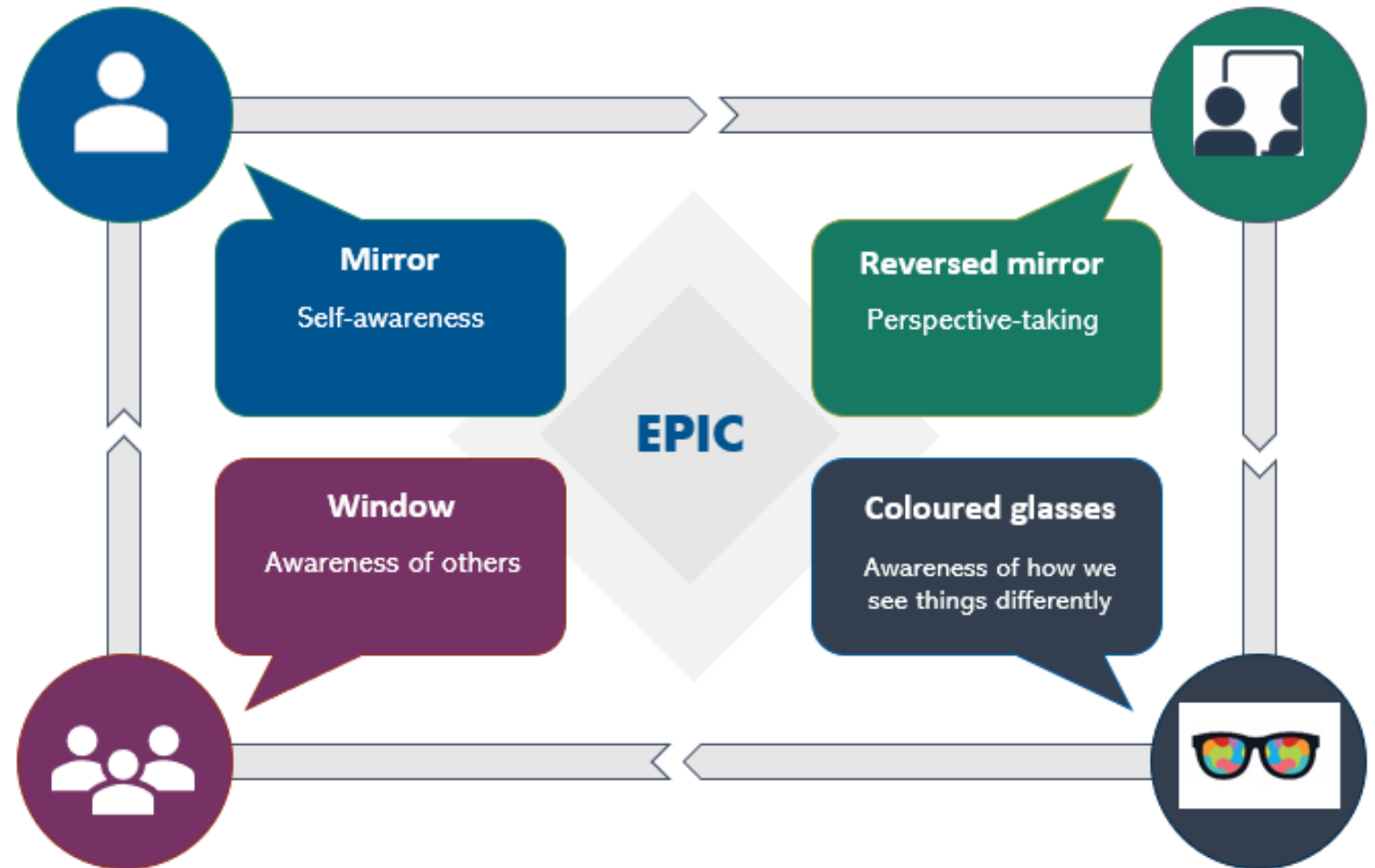


Seven identities game

- To reflect on their own identity and identity of others
- **Cultural self-awareness and cultural awareness**

EPIC – EPORTFOLIOS OF INTERCULTURAL COMPETENCE

a *digital purposeful collection* of pupils' reflections and multimodal tasks (by means of text, audio, video, graphic etc.) designed by the researcher and teachers



METHODOLOGY

Sample

- Grade 9 (56 pupils, mean age 14-15)

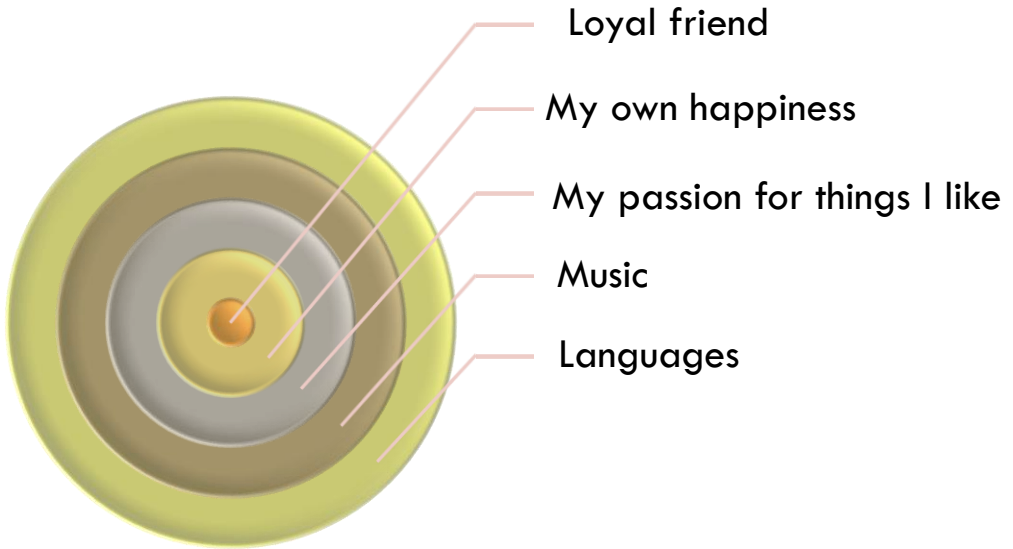
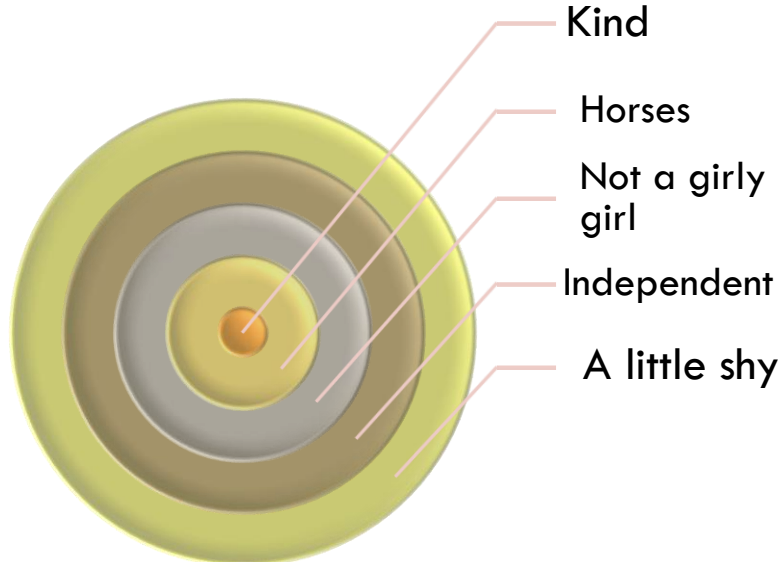
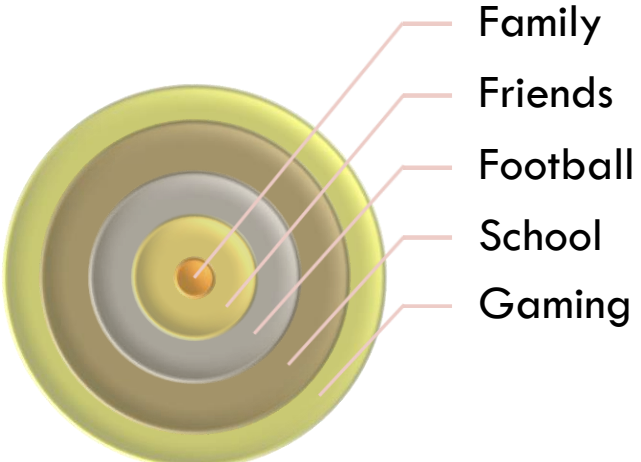
Period

- A 9-week intervention case study

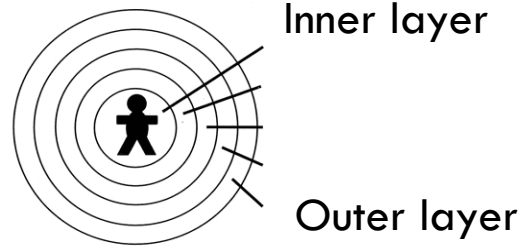
Datasets

- Students' text samples
- 5 focus group interviews

WHO AM I? (WHO AM WE?)



WHO AM I?



inner layer



outer layer

IN WHAT WAYS DO THE PUPILS DEMONSTRATE SELF-AWARENESS THROUGH THE EPORTFOLIO OF INTERCULTURAL COMPETENCE (EPIC)?



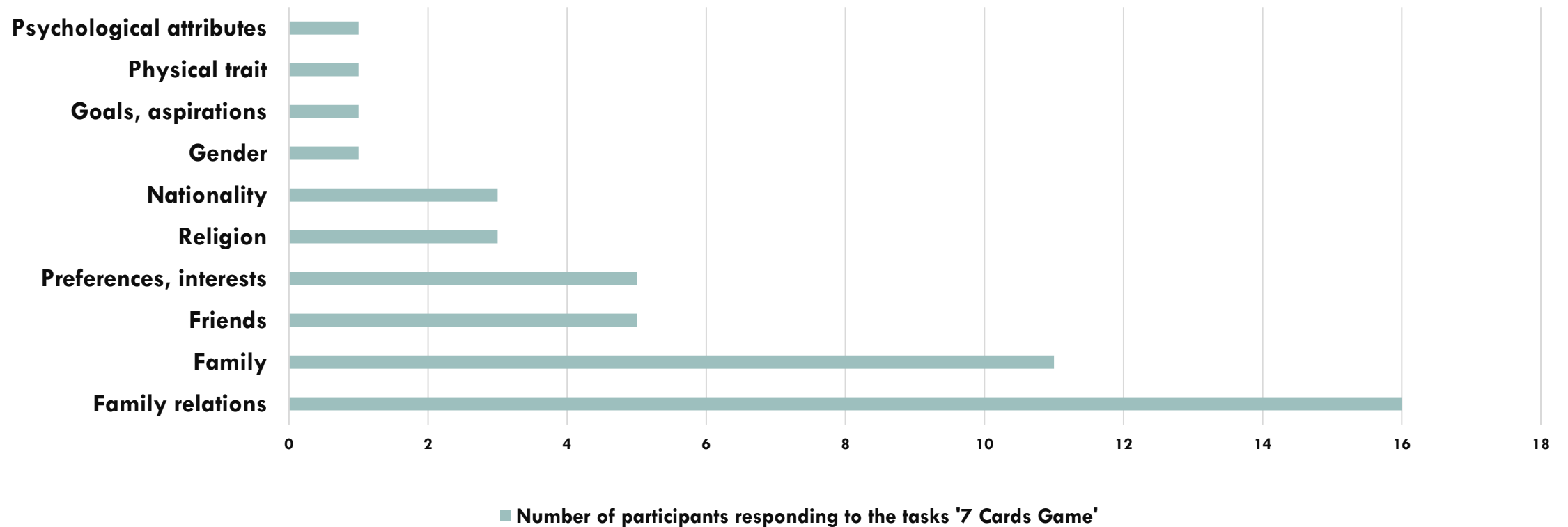
Family, hobbies, interests, clothes, sports are relevant



'Religion' is challenging (*'was not prepared for those kinds of questions'*)

Gender roles and National/ethnic identities are not very prominent

'WHAT WAS THE LAST ELEMENT OF YOUR IDENTITY LEFT OVER?'



SELF-EVALUATION:

“...i am very talented, i can get good at things really fast [...] I am the one that is getting good fastest at things, for example in gaming and flips and tricks. I can basically be good at everything fast [sic]”

“I was not negative over who I was when I thought of it. I am proud of myself, and I hope I still am in the future”

what I want to be in the future

I like who I am

CHALLENGE TO SUM UP ONE'S IDENTITY TO ONE LABEL

“I do not enjoy taking away my identity and **range them**”



“...and **I personally I would not rank them at all**, because they make my entire personality I guess”

DISCOMFORT

“I think it was hard to talk about my own identity to the other students”



“I learned that I am a very closed person and that i don't like to be so open about myself”

WHAT HAVE YOU LEARNED?

“Many of us **have the same interest and important things**”

“I learned a lot about their personalities and that **people have sides you dont know about** [sic]”



SELF-AWARENESS AND CULTURAL AWARENESS

self-reflection

“Yeah, I think **it is important to remember your own identity**, and also **acknowledge that other people might not have the same priorities as you.**

And I think, writing down like that, I've never done this before. So it was really challenging but.. yeah, **I think you learn a lot**”

intercultural awareness

Reflection from a focus group interview

IN WHAT WAYS DO THE PUPILS DEMONSTRATE SELF-AWARENESS THROUGH THE EPORTFOLIO OF INTERCULTURAL COMPETENCE (EPIC)?

Through metaphors

life-long process of construction of self

- **book** is unfinished
- **book** of life

hybrid and multiple selves

- **many chapters**
- many **tree** branches
- **many layers**

SELF-AWARENESS AND HOW WE SEE THE WORLD

-If you think of a metaphor, what is 'identity' for you?

-I like the **glasses** idea because... um... like **the way you see things change the way you are**, right? I mean, if you, **if you only see bad things, you are going to turn it to bad person**, right?

Reflection from a group interview

CONCLUSIONS

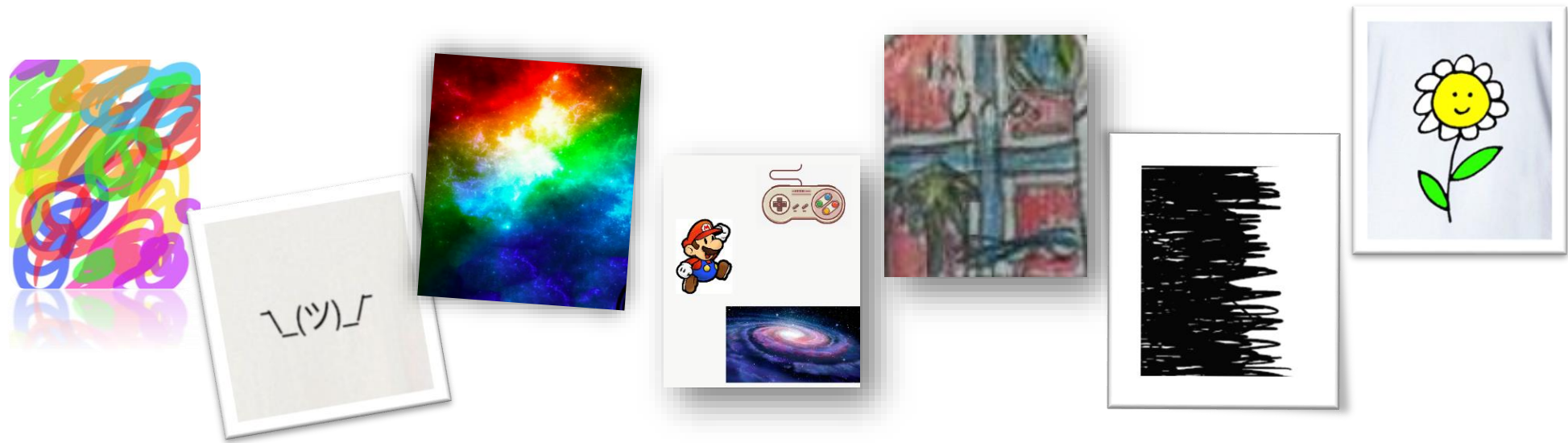
- **Discomfort is part of the process of self awareness** (gaining self-awareness is not always straightforward and positive (Holmes & O'Neill, 2010, p.176))
- **The pupils' concerns about their ethnic, national, gender backgrounds were rarely displayed**
- **While being members of one particular group (ninth grade classes in Norway), the pupils acknowledged internal diversities among members of the group, and heterogeneous cultures become visible**

During the EPIC, the pupils were prompted to **problematize and redefine self**

'which ultimately transforms their relationship to themselves, others, and the world around them'

(Binder & Kotsopoulos, 2011)

THANK YOU!



Images represent T-Shirts' logos designed by the participants during the project

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