

A Development of a Teaching Module for Enhancing Interactional and Intercultural Competence of Aviation Undergraduate Students

Jirajittra Higgins ^{a,*}, Nawarat Siritaratn ^b

^a jirajittra.h@ku.th, Faculty of Humanities, Kasetsart University, Thailand

^b humnrs@ku.ac.th, Faculty of Humanities, Kasetsart University, Thailand

* Corresponding author, jirajittra.h@ku.th

APA Citation:

Higgins, J., & Siritaratn, N. (2022). A development of a teaching module for enhancing interactional and intercultural competence of aviation undergraduate students. *LEARN Journal: Language Education and Acquisition Research Network*; 15(1), 775-808.

Received
08/10/2021

Received in
revised form
28/12/2021

Accepted
10/01/2022

Keywords

Conversation Analysis (CA), interactional competence, intercultural competence, teaching module, English for Aviation Communication

Abstract

The study aimed to develop a teaching module based on conversation analysis in order to promote aviation students' interactional and intercultural competence. Firstly, the needs analysis was conducted to investigate the communication problems and English skills in terms of interactional and intercultural competence needed in the aviation industry in Thailand among aviation personnel working at Suvarnabhumi Bangkok International Airport by using questionnaires and interviews. The teaching module was then developed by employing the needs analysis results in conjunction with the principle of conversation analysis (Sacks et al., 1974): turn-taking, adjacency pairs, sequences and repairs and intercultural competence (Barrett et al., 2013). The implementation of the teaching module was later conducted in the course called English for Aviation Communication with undergraduate students for the period of 10 weeks through the cycles of interactional learning practice (Wong & Waring, 2010) and the cycles of intercultural learning practice (Liddicoat & Scarino, 2013).

The findings of the t-test demonstrated that there was a statistically significant difference between the mean of the pre-scores and the post-scores which implied that the teaching module developed based on the principles of conversation analysis could promote aviation students' interactional and intercultural competence. Moreover, the teacher's reflective notes, the students' opinions from the questionnaire and interviews towards the implementation of the teaching module were positive showing the teaching module helped enhance students' English skills in terms of their interactional and intercultural competence. The learning and communication practices presented in this study can be applied as tools for helping learners communicate effectively and successfully in terms of interactional and intercultural communication competence.

Introduction

English is considered as one of the most popular means of communication amongst people around the world regardless of their different nationalities or backgrounds. It is accepted as the lingua franca for global communication (Cheng & Laurence, 2014; Crystal, 2012; Anthony, 2018). Mastering the skills of English equates to more opportunities for an individual in this modern age of globalism and multinational corporations. Therefore, learning English is essential since it is required as a fundamental skill for the workforce in every industry around the globe. English is generally taught as a foreign language in Thailand from primary to tertiary education levels. All four skills, namely; listening, speaking, reading and writing, are integrated into teaching and learning for communication purposes. Moreover, English has become more important as a communication language in Thailand due to the collaboration among the ASEAN country members in the economic community. Hence, English is used as the official language in order to communicate as an international and working language among its members. According to Hengsadeekul et al. (2010), Thailand is aware of the importance of English as a powerful vehicle to strengthen and to improve education, international business and technology in the country. In addition, the need for language usage in various professions shows that the workforce in the 21st century needs to be competent at English for both internal and external communication. Consequently, most

higher education institutions around the world emphasise the development of their graduates' ability to be able to use English for communication effectively in the globalised world and to serve the global industry's needs (Evans, 2013).

Regarding the tourism industry in Thailand, it is considered as one of the largest national income sources and plays a significant role in the Thai economy. It has been continuously developed in order to reach its capacity and to draw tourists' attention from across the globe. Thus, English communication skill is required as one of the most important qualifications when seeking employment and English is used in the aviation industry around the world, including those in Thailand. It is important for personnel in the aviation industry to perform English language proficiency effectively and efficiently as the basic requirements since English is commonly used in every airport around the globe as a lingua franca in order to communicate with people from different nationalities and cultures. According to Kachru (1990), in addition to communicating effectively, language users need to be aware of cultural factors including verbal language and non-verbal language in order to avoid communication breakdown or misunderstanding.

Regarding problems in English communications, Ekwannang (2004) conducted studies on communication breakdowns between Thais and foreigners in the workplace. The results demonstrated that communication problems occurred because of misinterpretation of contexts and contents; different accents from various parts of the world and level of language. Similarly, Phungmanee (2016) found that listening and speaking skills were ranked as the most problematic skills respectively because of the difficulties of fast speech and pronunciation. amongst salespeople in a telecommunication company. Likewise, Cahyani and Draji (2017) investigated problems of English communication encountered by airport and airline service staff and found that the officers struggled to communicate in English, especially during the services due to the lack of vocabulary range and knowledge of how to handle passengers from different backgrounds. Phongpichitphoom (2017) also studied English communication problems among Thai employees in international online travel agencies and the results displayed that English speaking skill was the most needed and problematic skills which affected their performances and career paths. Loedlukthanathan et al. (2020) conducted a study about English oral communication skill of Thai airport passenger-handlers and flight

attendants and the findings revealed that English communication problems stemmed from difficulties of listening and speaking skills as well as difficulties in how to use polite and appropriate language in their interaction.

Furthermore, apart from difficulties of English communication skills, especially listening and speaking, politeness in the service industry is considered as one of the most important factors in order to create a good impression among customers in order to draw them back for more services (Sukhathummo et al., 2005). It can be seen that both interactional and intercultural communicative competences are essential in order to enhance language users' abilities in effective communication. In addition to its difficulties of English language, Thai students are not always interested in lessons or any activities if they are not sufficiently motivated. It is necessary for teachers to find speaking activities which can engage students to participate in class, especially in speaking activities (Khamkaew, 2017). Likewise, Foley (2005) stated that due to lack of a proper curriculum and dry teaching styles, Thais' English proficiency doesn't seem to be qualified although there have been efforts to the English teaching and learning reform in the country. Therefore, a development of English for a Specific Purpose (ESP) is of the utmost importance in order to communicate efficiently and effectively and to meet professional acceptable standards and requirements, especially focusing on interactional and intercultural communication problems in the area of Aviation English. In order to help enhance students' communicative skills, it is essential that students are aware of both interactional and intercultural competence along with communicative competence. Hence, this study aimed to develop the teaching module to be used to promote the undergraduate aviation students' interactional and intercultural competence with the aim to address the following research questions:

1. What are the existing interactional and intercultural communication problems and English skills needed in the aviation industry in Thailand?
2. How can the teaching module based on conversation analysis be developed to promote students' interactional and intercultural competence?
3. To what extent, can the teaching module promote aviation students' interactional and intercultural competence?

Review of Literature

The theories employed for the development of the teaching module to promote undergraduate students' interactional and intercultural competence are explained as follows.

Interactional Competence

Interactional competence involves the employment of linguistic knowledge and interactional resources in social contexts. It can be seen that interactional competence is not what a person knows, but it is what a person does together with others to accomplish mutual understanding in a conversation. Thus, interactional competence refers to the ability that a person does together with others to co-construct spoken interaction through verbal and nonverbal resources (Mehan, 1979; Young 2008). Within the scope of this study, interactional competence means the ability to employ interactional resources: turn-taking, adjacency pairs, sequencing organisation and repair practices in order to co-construct interactions in a meaningful way by taking part as either a speaker or a listener in interactions within the aviation context.

To develop learners' interactional competence, it is important to trigger students' interactional awareness along with interactional competence; hence, the interactional learning practices (Wong and Waring, 2010) through the lens of conversation analysis was adapted and integrated into interactional practices: turn-taking, sequencing, overall and repair practices. In addition, the assigned task activities and discussions were also employed to enhance both interactional awareness and competence during the implementation. The definitions of interactional resources can be explained as follows:

Turn-taking refers to the ability to take the initiative in a discourse while interacting in conversations. The key aspects included initiating, maintaining, intervening, and ending conversations.

Repair covers the ability to handle a problem that occurred in conversations. It included different tactics to repair and correct errors for appropriateness and understanding during interactions.

Adjacency pairs refer to the ability to be able to respond and follow a conversation of discussion in the interactions.

Boundaries (overall and sequencing) concerns collaborative discourse in conversations. It involved the ability to respond, to give

feedback to previous speakers and to construct and deliver efficient communication in conversations

Intercultural Competence

Intercultural competence has been studied by many scholars and referred to as many different terms (Ruben, 1976; Bennett, 1993; Byram, 1997; Sinicrope et al. 2007). According to Byram (2008), intercultural competence refers to the ability to engage with others of a different cultural group that one does not belong, to understand and to act together with others, in other words, it is the ability to see other cultures from within and to see our own culture from the other's perspective. To assess intercultural competence, Barrett et al. (2013) proposed the model of intercultural competence which included all four domains; namely, attitudes, knowledge and understanding, skills and actions. These domains need to be put into practices. Attitudes refer to the aspects about respecting people from different cultures and valuing cultural diversity whereas knowledge and understanding involve the aspects of comprehending cultural diversity. Moreover, skills refer to the ability to adapt one's own view and to take others' perspectives into consideration and actions mean the ability to engage, to interact, to communicate appropriately, effectively and respectfully with others from different cultural affiliations. According to Liddicoat and Scarino (2013), intercultural language learning and teaching can occur through a cycle of intercultural competence learning practices: noticing, comparing, reflecting and interacting. To boost students' intercultural competence into practices, learning from authentic conversations helped promote attitudes, knowledge and understanding since they had opportunities to engage and share their opinions with others. When students noticed and compared what they learned and analysed similarities and differences in cultural diversity from video clips, it also helped students reflect their skills into actions when they performed in interactions like role-play activities and discussions in the class during the implementation. The definitions of intercultural competence in this study can be explained as follows:

Attitude refers to the ability to recognise similarities, differences and demonstrate appropriate cultural diversity communication.

Understanding and knowledge refer to the ability to recognise and comprehend similarities and differences in cultural diversity.

Skills refer to being able to adapt and interact with others from different cultures appropriately.

Actions refers to the ability to demonstrate and interact appropriately with others from different cultures appropriately.

Conversation Analysis

Conversation Analysis (henceforth CA) is defined as a tool used to examine and analyse naturally occurring talk through recording and transcribing human talk-in-interaction. Originally, Sacks et al. (1974) proposed the notion of CA as the simplest systematic model for allocating turns to participants in a conversation. A conversation requires speakers to take turns, and the basic requirement is that 'one speaker speaks at a time'. The rules for the allocation of the next turn can be divided into three different ways: 1) current speaker selects next speaker; 2) next speaker self-selects; or 3) current speaker may (but does not have to) continue. It can be seen that CA has appealed to many researchers and educators attempting to help learners become more proficient in interactions since CA is considered as one of the most useful tools for raising learners' awareness of the interactions. Sidnell (2010) stated that CA is based on observing people closely with the methods including collecting, organising and analysing patterns of talk in order to identify what is being accomplished.

According to Sacks et al. (1974), the structure of CA can be divided into 1) turn-taking organisation, 2) adjacency pairs, 3) sequential organisation, and 4) repair mechanism. Regarding turn-taking organisation, there is only one person speaking at the time, while speaker change recurs with minimal gap and minimal overlap. A turn-by-turn basis is accomplished at any Transition Relevance Place (TRP), at the end of any Turn Constructional Unit (TCU). Secondly, adjacency pairs show the sequential organisation of two parts of utterances such as question-answer, greeting-greeting, and invitation-acceptance or refusal. After the completion of the first pair-part (FPP), the second pair-part responds relevantly. Third, based on the basis of CA, sequential organisation includes only two turns: a first and second pair part and can be divided into three different types: pre-expansion, insert expansion and post expansion. Finally, repair mechanism occurs in the talk immediately following miscommunication in order to fix the problem in conversations before participants return to the topic. There are four main types of

repairs: 1) self-initiative self-repair; 2) self-initiative other-repair; 3) other-initiative self-repair; 4) other-initiative other-repair.

The notion of CA applied in education could help enhance learners organise a conversation appropriately, co-construct sequences of a conversation, deliver messages accurately and communicate effectively in a conversation (Wu, 2013). Based on the basis of CA, in this study, the term CA refers to a tool used to analyse occurring natural talks through transcribing talks in interactions in terms of turn-taking, adjacency pairs, sequence organisation and repair organisation within the aviation context.

Materials Development

According to Nunan (1992), teaching materials are one of the most significant components of pedagogy in language teaching. Materials development refers to all the processes of creating materials for language learning, including material evaluation, adaptation, design, production, and research. The principles of materials development for language teaching (Tomlinson, 2011), adapted for the development of the teaching module in this study, were composed of the following aspects:

- Materials should accomplish impact. In other words, it means materials need to trigger learners' attention and curiosity through a variety of challenging and interesting content.
- Materials should assist learners to feel comfortable and develop their confidence. It is important that tasks in materials can stimulate learners to utilise their skills as well as to enhance their proficiency.
- Materials should be relevant and useful for learners. It is essential that the target language in materials is relevant to what is being used in real life tasks.
- Materials should provide learners with opportunities to use the target language. It is also important that learners are allowed to use the target language for communication.
- Materials should be provided in different learning styles. Activities provided in materials need to be in different forms depending on learners' styles such as visual, auditory, kinesthetic and experiential.

- Materials should help learners to develop cultural awareness. Students are assisted to enhance their competence in terms of cultural awareness through content in teaching materials.

Assessment of Interactional and Intercultural Competence

Regarding the assessment in this study, the model of interactional learning practices (Wong and Waring, 2010) was adapted in compliance with the notion of interactional competence proposed by Mehan (1979) and Young (2008) for the assessment of aviation students' interactional competence. Each component of interactional competence resources was employed, integrated and assessed through the class activities and tasks in order to enhance students' interactional competence as illustrating in Table 1.

Table 1

Assessment of Interactional Competence

Interactional Competence Resources (Mehan, 1979; Young, 2008)	Interactional Learning Practices (Wong and Waring, 2010)
Turn-taking: initiate, maintain and end a conversation	Turn-taking practices: the way to construct a turn in a conversation
Repair: deal with trouble in a conversation	Repair practices: the way to addressing problems in a conversation
Boundaries: open, participate and close in a conversation	Overall and sequencing practices: the way to organise and participate as a whole in a conversation

Moreover, in regard to the assessment of intercultural competence in this study, the cycle of intercultural learning practices (Liddicoat & Scarino, 2013) was adapted in compliance with the notion of intercultural competence proposed by Barrett et al. (2013) for the assessment of students' intercultural competence during the implementation of the teaching module. Each component of intercultural competence was employed, integrated and assessed through class activities and tasks as demonstrating in Table 2.

Table 2*Assessment of Intercultural Competence*

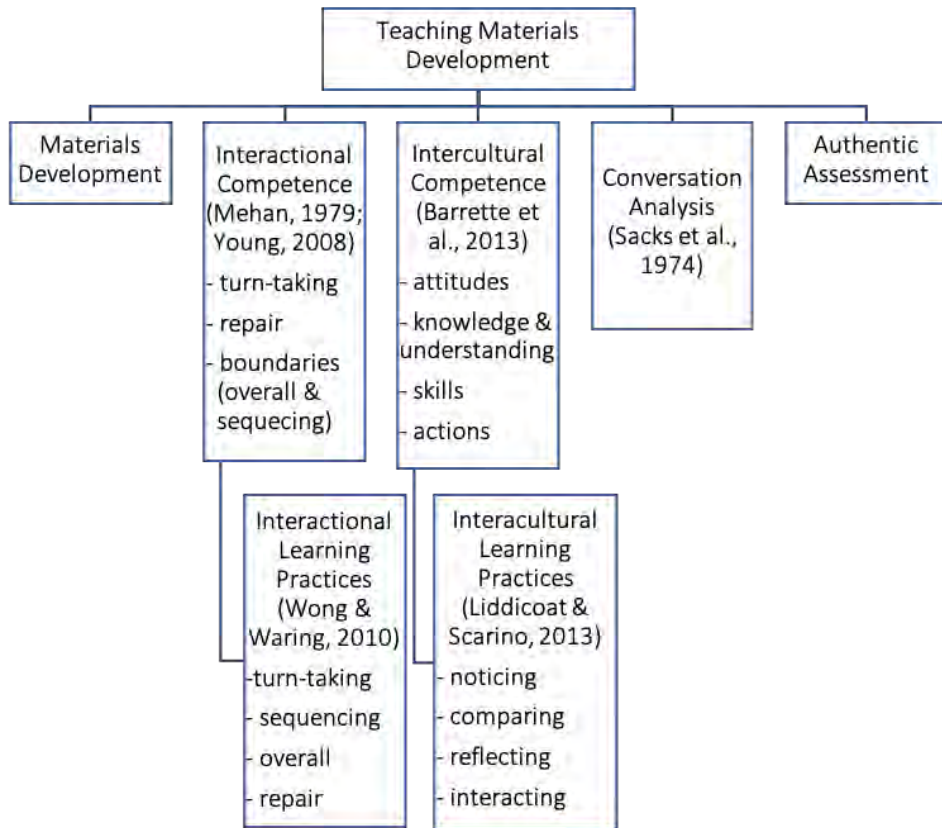
Intercultural Competence Components (Barrette et al., 2013)	Cycle of Intercultural Competence Learning Practices (Liddicoat & Scarino, 2013)
Attitudes: respect and value cultural diversity	Noticing: notice similarities and differences
Knowledge and Understanding: comprehend cultural diversity	Comparing: differentiate similarities and differences
Skills: adapt to cultural diversity	Reflecting: interpret what has been noticed and compared
Actions: engage, interact and communicate with others from different cultures	Interacting: interact in cultural diversity

Authentic assessment has been utilised in education in order to assess learners' ability whether they use their knowledge to complete a task. According to Wiggins (1998), the characteristics of authentic assessment should be realistic, requires innovation and simulates the contexts in which people are tested in the workplace or personal life. Also, it needs to assess learners' ability to efficiently and effectively use knowledge and skills. In this study, the basis of authentic assessment was applied to be the approach to assess aviation students' competence. Students were required to participate and demonstrate knowledge in the real-world situations in the workplace setting such as role-play activities and discussions in class. The role-play conversation video recordings were assigned to measure students' interactional and intercultural competence in the first and the last week of the teaching module implementation to create their own conversation related to airport activities and recorded as a video file as the pre-test and post-test tasks to see whether students' competence had enhanced by the end of the implementation.

All in all, the aforementioned theoretical frameworks were employed for the development of the teaching module to promote aviation students' interactional and intercultural competence as showing in Figure 1.

Figure 1

The Theoretical Framework for the Teaching Module Development



Methodology

The research procedures of this study were divided into three phases: 1) the needs analysis; 2) the development of the teaching module and authentic materials; and 3) the implementation and evaluation of the effectiveness of the teaching module. Quantitative and qualitative methods were employed in this research study to collect data for answering the research questions.

Data Collection and Analysis

Firstly, the needs analysis was conducted to investigate the communication problems and English skills needed in the aviation industry in Thailand among 260 aviation personnel working at Suvarnabhumi Bangkok International Airport by using questionnaires and interviews. A purposive sampling was utilised to obtain the participants at this stage. They were chosen as aviation workforce stakeholders due to their working experience as insiders who better understood the phenomena of English communication aspects within the industry. The questionnaire was distributed in order to elicit the existing English communication problems and skills in terms of interactional and intercultural communication competence needed in the Thai aviation industry. The interviews were also conducted to get more in-depth information related to the interactional and intercultural competence when communicating in English with people from different cultural backgrounds for their work in an airport. The content validity of both the questionnaire and interview questions was examined and validated for reliability by three experts in the field of English for specific purposes, particularly in the aviation business. Then, the teaching module and authentic materials were designed and developed based on the collected data as well as the conceptual frameworks of interactional and intercultural competence through the basis of conversation analysis. The teaching module then was validated by three experts in the field of English language teaching and learning.

To determine whether the teaching module promoted 28 undergraduate aviation students' interactional and intercultural competence as well as to investigate the effectiveness of the teaching module, the teaching module was implemented as supplementary materials for the course called English for Aviation Communication and the pre-instruction and the post-instruction video recordings of students' role-play conversations showing the interaction scenarios in an airport were collected from the first and the last classes of the teaching module implementation. In addition, the teacher's reflective notes, the questionnaire and the students' interviews were also collected and analysed in order to triangulate the reliability and validity of the findings.

Regarding the developed teaching module, there were ten units and each unit was designed and put into the interactional practices: turn-taking, sequencing, overall and repair practices accompanied with the

intercultural competence learning practices: noticing, comparing, reflecting and interacting. The audio-visual materials selected from different situations showing interactions between passengers and airport staff in airports from real scenarios at Suvarnabhumi International Bangkok Airport and those at Luton Airport in the United Kingdom were utilised as authentic materials in the teaching module in order to demonstrate the similarities and differences in terms of interactional and intercultural aspects.

Figure 2

Authentic Assessments of Students' Role-play Performance

During the first and last week of the implementation, the participants were assigned to perform a role-play conversation as the pre-and post-test to measure their interactional and intercultural competence as illustrated in Figure 2. Students were required to work in pairs or a group of 3 people to create their own conversation related to airport activities like checking in and security control and recorded as a video file.

To determine the effectiveness of the teaching module, the pre-test and post-test assessments were employed to analyse and evaluate students' interactional and intercultural competence based on the criteria analytical rubrics adapted by the Common European Framework Reference (CEFR) for Languages (2001, 2008, 2020) and Bennet's (2008)

Transformative Training (seeing Appendix A). In terms of interactional competence, four dimensions included turn-taking, repair, adjacency pairs and boundaries whereas intercultural competence components were comprised of four dimensions: attitudes, understanding and knowledge, skills and actions. Each dimension of interactional and intercultural competence was divided into 5 levels, which were 40 points in total for the assessments.

In addition, students' opinions towards the teaching module through questionnaires and interviews as well as the teacher's reflective notes were collected and analysed to see how effective the developed teaching module was, in order to triangulate as well as to establish the validity and reliability of the data.

Findings

This section presents the important findings to answer all three research questions.

Research question 1: What are the existing interactional and intercultural communication problems and English skills needed in the aviation industry in Thailand?

The results from the questionnaire revealed that English communication skills, especially listening and speaking, were essential for the work at Suvarnabhumi Airport. The most common problem of listening skills was about being unable to understand slang, technical terms, idiomatic expressions and colloquialisms (32%) and being unfamiliar with foreigners' different accents and pronunciation (25.2%). Whereas being unable to pronounce accurately (30.8%) and to choose the right words (26.9%) were also found as the main speaking problems respectively.

Table 3

Thai Aviation Personnel's English Listening and Speaking Skill Problems at Suvarnabhumi International Airport

English Listening Skill Problems	Percentage
Unfamiliar with foreigners' accent and pronunciation	25.2%
Unable to translate words and sentences	9.7%
Unable to catch the words or conversations	20.3%
Unable to remember the entire information	12.8%

Unable to understand slang, technical terms, idiomatic expressions, and colloquialisms	32.0%
English Speaking Skill Problems	Percentage
Unable to pronounce accurately	30.8%
Unable to speak with correct grammar	20.0%
Unable to choose the right word	26.9%
Unable to understand slang, technical terms, idiomatic expressions, and colloquialisms	15.6%
Unable to convey messages according to the intention	6.7%

Moreover, the interviews revealed that listening and speaking skills were judged to be the most highly needed skills in professional English communication for the aviation industry since English was used as a medium for the worldwide aviation business. Communication in English with passengers from different cultures and countries was essential and challenging as there were some difficulties to understand and to express themselves in particular situations where they had to communicate with passengers, especially the ones who were not English native speakers. Most Thai graduates and student trainees usually had difficulties in English communication when interacting with foreign passengers or customers. They did not know how to respond appropriately and effectively, especially when handling problems or unusual situations. They also needed to learn more about the diversity of cultures for effective communication when working in an airport.

According to the interviews, the English communication skills needed in the aviation industry were both listening and speaking skills as shown in Table 4.

Table 4

English Communication Skills Needed in the Aviation Industry at Suvarnabhumi International Airport

Listening Skills	Speaking Skills
Listening to passengers' personal information	Greeting and welcoming passengers
Listening to requests	Providing and explaining information
Listening to different accents	Offering assistance
Listening to slang words	Explaining reasons for mistakes

Moreover, the interviews also revealed that not only are speaking and listening skills important for those who worked in the multicultural

environment at an airport, but communicating effectively, appropriately and professionally was also essential for working in the aviation industry. It could be seen that most Thai graduates and student trainees had difficulties in English communication when interacting with foreign passengers or customers and they did not know how to respond appropriately and effectively when handling problems or unusual situations. That was a reason why this course was developed, especially for undergraduate aviation students, with the purpose to enhance both interactional and intercultural competence by using authentic materials to learn about effective communication for working in an airport.

Research question 2: How can the teaching module based on conversation analysis be developed to promote students' interactional and intercultural competence?

The teaching module was developed and constructed with the following steps.

Step 1: Specifying crucial findings from needs analysis and textual analysis

The findings in terms of the interactional and intercultural competence needed in aviation English communication drawn from the needs analysis process (Hutchinson and Waters, 1997) were used to determine the objectives and contents in the teaching module. Textual analysis was also conducted in order to see what had already been included in the main course book and what was still missing in terms of interactional and intercultural competence; as a result, the teaching module was designed based on the theory of teaching materials development (Tomlinson, 2011).

Step 2: Selecting the suitable audio-visual authentic materials for the teaching module

The video clips were selected from different situations showing the interactions between passengers and airport staff in airports from real scenarios at Suvarnabhumi International Bangkok Airport in Thailand and Luton Airport in the United Kingdom. These selected audio-visuals were utilised as authentic materials in the teaching module in order to demonstrate similarities and differences in terms of both international and intercultural aspects which could enhance attitudes, understanding and knowledge in interactions.

Step 3: Transcribing and analysing the selected audio-visual materials

The selected audio-visual materials were transcribed with Jefferson's convention (1978) and then analysed based on the principles of CA (Sacks et al., 1974). Three experts in the field of language teaching were invited to validate the materials to ensure the content and to construct the validity.

Step 4: Implementing the teaching module for the duration of 10 weeks with the learning practices of both interactional and intercultural competence

The teaching module was implemented as the supplementary material for the aviation students enrolling in the course English for Aviation Communication. The notions of interactional and intercultural competence practices (Wong and Waring, 2010; Liddicoat and Scarino, 2013) were applied into teaching activities in the classroom. Each activity helped enhance their cognitive skills and awareness on how people interacted in the real world by watching interactions from authentic materials and then participating in various activities such as group discussion, a pair work and a role-play conversation. Basically, students learned the core content and practiced analysing and discussing to reflect their understanding, knowledge and attitudes through interactional resources: turn-taking, sequencing, overall and repairs appeared in interactions. These learning practices finally helped students perform their skills into actions in interactions as stated in the objectives of each unit in the teaching module.

Table 5

Learning Activities in the Teaching Module

Unit	Activities
1	<ul style="list-style-type: none"> • Unit 1: What is a conversation? • Performing a role-play conversation and recording as a video file for the pre-test video recording • Identifying types of conversation • Watching a video recording and identifying types of conversation
2	<ul style="list-style-type: none"> • Unit 2: Getting to know an airport • Learning the vocabulary about an airport • Learning about turn-taking in a conversation • Watching video recordings and identifying turning-taking in a conversation • Analysing turn-taking in a conversation
3	<ul style="list-style-type: none"> • Unit 3: Interactional routines at an airport • Learning about phrases of different situations in an airport

-
- Learning about adjacency pairs in a conversation
 - Watching video recordings and identifying adjacency pairs
 - Analysing adjacency pairs in a conversation
 - Practicing a role-play conversation in different airport scenarios
 - 4 • Unit 4: Miscommunication in a conversation
 - Learning about miscommunication and problems in a conversation
 - Learning about repairs in a conversation
 - Watching video recordings and identifying repairs in a conversation
 - Analysing repairs in a conversation
 - 5 • Unit 5: Communication across cultures
 - Learning how to communicate across different cultures
 - Learning about politeness strategies in a conversation
 - Watching video recordings and identifying politeness strategies in a conversation
 - Analysing politeness strategies in a conversation
 - 6 • Unit 6: Paralanguage Responses
 - Learning about responses with paralanguage in a conversation
 - Watching video recordings and identifying paralanguage in a conversation
 - Analysing paralanguage in a conversation
 - 7 • Unit 7: Body Language Communication
 - Watching the video clip and analysing body language in a conversation
 - Practicing a role-play conversation of different situations in an airport
 - 8 • Unit 8: Practice I
 - Practicing analysing authentic conversations in airports from different cultures
 - Making a comparison of conversations in airports from different cultures
 - 9 • Unit 9: Practice II
 - Discussing about the quality of the best airport in the world
 - Practicing analysing authentic conversations
 - Watching video clips and analysing the comparison of conversations from different cultures
 - Identifying similarities and differences of conversations across cultures
 - 10 • Unit 10: Revisions
 - Performing a role-play conversation and recording as a video file for the post-test video recording
-

Research question 3: To what extent, can the teaching module promote aviation students' interactional and intercultural competence?

The results of the t-test of the students' interactional competence from the role-play performance revealed that there was a statistically significant difference between the mean of the pre- and the post-video recording scores of students' interactional competence showing in their role-play interactions. The mean of the post scores were 15.04, which

were higher than the pre scores, 12.89. The t -value was 2.48 with a two-tailed p value of 0.00.

Table 6

T-test Scores of Students' Interactional Competence in Role-play Videos

Scores of Interactional Competence	n	Min	Max	X	SD	t	Df	Sig
Pre-test	28	10	16	12.89	1.79	2.48	27	0.00**
Post-test	28	13	18	15.04	1.45			

** $p < .01$

In addition, the results of the t -test of the students' intercultural competence also revealed that there was a statistically significant difference between the mean of the pre-video recording scores and the post-video recording scores. The mean of the post scores were 15.15, which were higher than the pre scores, 12.82. The t -value was 2.48 with a two-tailed p value of 0.00. As a result, the quantitative results from both aspects of competence appeared to imply that the developed teaching module could promote students' both interactional and intercultural communication competence since there were statistically significant differences of pre-scores and post-scores of their performance.

Table 7

T-test Scores of Students' Intercultural Competence in Role-play Videos

Scores of Intercultural Competence	n	Min	Max	X	SD	t	Df	Sig
Pre-test	28	10	16	12.81	1.79	2.48	27	0.00**
Post-test	28	13	19	15.15	1.53			

** $p < .01$

In addition, the results from the five-point Likert scale questionnaire of the 28 aviation undergraduate students' opinions towards the teaching module were at the high level in all categories:

objectives and content of the teaching module, teaching methodology and activities, teacher, evaluation, and students' achievement as showing in the following table.

Table 8

Participants' Opinions toward the Teaching Module

Opinions towards of Teaching Module	\bar{x}	SD
Objectives and content of the teaching module	4.90	0.33
Teaching methodology and activities	4.97	0.18
Teacher	5.00	0.00
Evaluation	4.91	0.36
Students' achievement	4.86	0.36

Moreover, the results from the students' interviews showing their opinions towards the teaching module were also positive which was in compliance with the results of the questionnaire. The analysis of the collected data is presented as follows:

Content: Students realised the importance of the teaching module that could improve their English communication skills, especially listening and speaking. Moreover, they had gained knowledge and awareness about similarities and differences of cultures from watching authentic materials which demonstrated real interactions in different situations from both airports. Students realised that the contents included in the teaching module were useful for their future career and improved their skills in terms of communication strategies from the interactional and intercultural competence practices. The students mentioned that they gained more knowledge, understanding and awareness from watching authentic materials in different situations which they would experience in real world conversations during the internship at an airport. The content in the teaching module along with activities taught students how to communicate professionally and effectively such as how to handle drunk passengers; hence, students could see how to approach and solve the problems from different perspectives. Moreover, students enjoyed the lessons from authentic scenarios in video clips as shown in the following excerpts:

S1: "I like studying this course because I can improve my English skills. I can use this knowledge when I work in the future."

S2: "The contents in the teaching module are interesting and I like watching video clips of real situations in the airport."

Activity: Students enjoyed doing activities taken from the teaching module and they were enthusiastic and willing to participate in each activity. Besides, using authentic materials such as video clips of scenarios from airports in Thailand and The United Kingdom helped students better understand how to communicate and interact in English appropriately with people from different cultural backgrounds which enhanced their knowledge and understanding of other cultures. Some students' feedback about the activities are shown as follows:

S1: "Video clips from Bangkok airport helped me realise how important it is to communicate appropriately with people from different backgrounds."

S2: "It is important to know that there are differences and similarities among people from different cultures. I learned a lot about how to communicate appropriately and politely to people."

The activities in the teaching module triggered students' attention and curiosity through interesting and challenging content. Also, it was relevant to what was being used in real life tasks in the aviation industry and also provided opportunities to use the target language. The activity not only enhanced communication skills, but also taught how to respond and interact appropriately and effectively. For example, the activity about handling drunk passengers was mentioned by many students that it was very useful and informative to see how airport staff interacted and solved problems differently. Students learnt how to deal with problems from two different perspectives in terms of both interactional and intercultural aspects which they could use for their work in the future.

Figure 3

Activities in the Teaching Module about Handling Drunk Passengers

Activity 2

❖ *Watch and Learn 1*

Instruction: Watch the video and then analyse how the speakers communicate and handle the situation. Discuss and share ideas with your friends.

Excerpt 7. Passenger and Tourist police officer in an airport

Officer:	Police cannot do everything.
Passenger:	So, I don't have any money and my boarding pass.
Officer:	Are you drunk?
Passenger:	Sorry.
Officer:	Are you drunk?
Passenger:	No, I'm not drunk.
Officer:	Hmm.
Passenger:	I'm telling you my problem and you're telling me I'm drunk. I'm not drunk, sir. I'm fine.
Officer:	You, you have whisky, some whisky before?
Passenger:	No. No.
Officer:	You look like a drunk. Ah, I cannot to help you, Miss.
Passenger:	I don't understand what this is happening, right?
Officer:	(Banging his head)

Teaching Module: English for Aviation Communication




Figure 10: Screen shot from BBC Documentary, Bangkok Airport
(source: https://www.youtube.com/watch?v=D_uOlgG0Fo)

Analysis:

- What seems to be the problem in this conversation?

- Which politeness strategies (positive or negative) does the officer use to communicate with the passenger? Please indicate the sentences.

Teaching Module: English for Aviation Communication

Achievement: Students expressed that they could use the knowledge taught in this class about interactional and intercultural communication competence for their internship at an airport as well as for their future career in the aviation industry. Moreover, learning how to interact with techniques from the components of CA helped them understand how to communicate with people from various cultural backgrounds effectively and appropriately as well as built up more awareness on how to communicate professionally and appropriately with people from different cultures. Some of the students' opinions are illustrated as follows:

S1: "I think this class provided useful knowledge from my future work in an airport. My English is getting better from studying this course."

S2: "I enjoyed studying in this class and learned more strategies to communicate with people from different countries appropriately and effectively."

Moreover, the results from the teacher's reflective notes during the observations of the teaching module implementation were

categorised into five main aspects: communication skills, analytical thinking, confidence, participation and motivation.

Communication skills: Students were able to improve their communication skills in terms of delivering effective interaction based on the notions of interaction and intercultural competence learned from the activities in class. It was noticeable students were aware of using interactional competence resources, especially turn-taking, adjacency pairs and repairs to deliver messages effectively and appropriately in different situations. They also showed their awareness of intercultural competence, particularly attitudes, knowledge and understanding aspects in order to accept the differences and similarities of diversity in cultures from the authentic materials including in the teaching module. To illustrate, the following excerpts were taken from the students' role-play video recordings showing a situation at a check-in counter between a check-in officer and passengers.

Excerpt 1: Students' role-play conversation at a check-in counter

- | | |
|----------------|---|
| 1 officer: | Good morning, madam. Welcome to Victoria's Secret Airline. Where are you flying? |
| 2 passengers: | We are flying to Maldives. |
| 3 officer: | Oh, good. May I have your passports?
<i>(using hand gestures)</i> |
| 4 passengers: | Here it is.
<i>(Each passenger is handing a passport to an officer.)</i> |
| 5 officer: | And did you have any luggage or suitcases? |
| 6 passenger 2: | Yes, I have two suitcases.
<i>(The officer is putting a tag on the luggage.)</i> |
| 7 officer: | These are your passports and boarding passes. |
| 8 passengers: | Thank you. |

Figure 4

Screenshots of Students' Role-play Conversation



Based on the analysis of this interaction, it showed that students applied the notions of turn-taking system, adjacency pairs, sequencing organisation as well as the non-verbal language in their role-play conversation. In line 1, the student who acted as a check-in officer started her turn by greeting and then holding a turn by asking a further question as the first-pair part of the adjacency pair, 'Where are you flying?'. Then in line 2, the other two students who were supposed to be passengers took their turn by answering as the second-pair part, 'We are flying to Maldives.' There was also an expansion of a sequence which occurred at the end of the completion of the former adjacency pair – question and answer, in line 3 which the officer said, 'Oh, good.' Furthermore, they also utilised a non-verbal language to facilitate the interaction between interlocutors; for instance, they used hand gestures while talking in lines 3 and 4.

Analytical thinking: The activities in the teaching module encouraged students to use their critical or analytical thinking to analyse and compare similarities and differences of the interactions from the authentic conversations from airports situated in Thailand and the United Kingdom. Discussions with peers and a teacher in class helped enhance their skills of interaction as well as learning from others' perspectives in terms of both interactional and intercultural competence. In each class, students studied from the authentic materials in different situations. By watching audio-visual materials, they could see how people interacted through not only verbal, but also nonverbal communication.

In addition, CA with details of interactional resources in each conversation in the teaching module helped students more understand

how to respond and interact in interactions since they could see turn-taking, repairs, and sequencing organisation of each interaction from the analysis. For example, one of the activities about analysing the adjacency pairs in the conversation. Students were required to watch a video between a customs officer and a passenger and used the knowledge about sequencing organisation to answer the questions. Therefore, the activities helped them promote analytical thinking as well as noticing from watching authentic materials and participating in class activities.

Confidence: Students gained more confidence as a result of their engagement in the learning activities in class and involvement in the learning practices. It was noticeable that students who hardly communicated in English felt more confident and showed that they could at least interact through nonverbal interactional resources such as body language, gestures, or voice to deliver messages when participating in interactions with others.

It was noticeable that students who hardly communicated in English felt more confident and showed that they could at least interact through nonverbal interactional resources to deliver messages when they participated in interactions and they could use techniques learnt from the teaching module to communicate with peers during the learning activities in class.

Participation: Students were willing to engage more in lessons, especially those who were very quiet. During the implementation, students showed enthusiasm to study and to get involved in all assigned activities like pair or group discussions among their peers in class. Students paid more attention and participated in activities to show their interest, especially when they engaged in pair works or group discussions in class. Moreover, authentic videos of different scenarios were seen as effective tools to get students engaged and learnt more understanding in terms of interactions.

Motivation: Students enjoyed learning and working with their friends since the activities in the teaching module allowed students to have opportunities to share and express their opinions towards different situations of the authentic conversations from airports which they were expected to experience in their internship and future career after finishing the course. They realised that what they had learnt from this course would benefit them for their effective communication in English when interacting with people from different cultures.

Discussion and Conclusion

The findings indicated that the teaching module was designed to be used in accordance to the interactional and intercultural competence learning practices through the basis of CA and it also promoted students' interactional and intercultural communication competence in relation to:

1. The improvement of their communication skills, in terms of interactional competence: turn-taking, and sequencing organisation, especially in listening and speaking skills;
2. The understanding of how to interact with people from different cultural backgrounds which reflected the improvement of students' intercultural competence; and
3. The knowledge learned from the principles of CA to the real-world communication when interacting with both native and non-native speakers of English.

The results in this study were in compliance with what Wu (2013) pointed out that CA helped learners communicate effectively in terms of taking turns in a conversation, knowing how to co-construct sequences of conversation and organising a conversation appropriately regarding cultural factors.

According to the notions of the interactional learning practices, turn-taking is the basic unit of conversation. Understanding how to manage turns in conversations helped students show their improvement of their interactional competence when interacting in conversations (Sert & Seedhouse, 2011; Teng & Sinwongsuwat, 2015). In this study, the teaching module was developed and designed with various activities that could enhance learners' competence such as how to manage turn-taking and to repair any breakdown in communication within the aviation contexts. The more students had opportunities to watch authentic interactions from real situations in airports, the better they understood and increased their awareness in terms of interactional and intercultural competence.

Moreover, the cycle of intercultural learning practices was employed in the implementation of the teaching module during a period of 10 weeks, it helped promote students' attitudes, knowledge and understanding as they watched authentic materials and also analysed the components of interactional resources with the notion of CA which led to the ability to perform in actions. In addition, students had a chance to notice, compare, reflect and interact through activities in class.

Therefore, it is suggested that students should be prepared for the real world conversations (Tomlinson, 2011; Ashford-Rowe et al., 2014) by practicing with authentic materials along with the interactional and intercultural competence learning practices.

All learning and communication practices presented in this study were tools for helping learners communicate more effectively and successfully in terms of interactional and intercultural communication competence. It is important that to teach students how to analyse interactional competence resources based on the principles of CA with the cycles of the interactional competence and intercultural competence learning practices, teachers should provide students knowledge and techniques they could utilise not only for this English for Aviation Communication course, but also in their daily life conversations and their future work and career in the aviation industry. Since English is a global language and is commonly used as a medium for communication for every business sector around the world, to get students adequately prepared in terms of interactional competence and intercultural communication competence, students in other fields would also benefit from learning the contents from the developed teaching module.

About the Authors

Jirajittra Higgins: A Ph.D. candidate in English for International Communication, Kasetsart University, Bangkok, Thailand. She is now a full-time lecturer at Chulalongkorn University Language Institute (CULI), Bangkok, Thailand.

Nawarat Siritaratn: An Assistant Professor and the Chair of the International Ph.D. Program of English for International Communication (EIC), Department of Foreign Languages, Faculty of Humanities, at Kasetsart University, Bangkok, Thailand

References

- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Ashford-Rowe, K., Herrington, J. & Brown, C. (2014). Establishing the critical elements that determine authentic assessment. *Assessment & Evaluation in Higher Education*, 39(2), 205-222.
- Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P., & Philippou, S. (2013). *Developing intercultural competence through education*. Council of Europe Publishing. <https://rm.coe.int/developing-intercultural-enfr/16808ce258>
- Bennett, J. M. (1993). Towards Ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), *Education for the intercultural experience* (pp. 109-135). Intercultural Press.
- Bennett, J. M. (2008). Transformative training: Designing programs for culture learning. In Moodian, M. A. (Ed.), *Contemporary leadership and intercultural competence: understanding and utilizing cultural diversity to build successful organizations*. SAGE.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Byram, M. (2008). Foreign language teaching and intercultural citizenship. *Iranian Journal of Language Teaching Research*, 1(3), 53-62.
- Cahyani, A. P. & Drajadi, N. A. (2017). English communication problems and needs from social engagement perspective as experienced by airport passenger-handlers. *English Education: Jurnal Tadris Bahasa Inggris*, 10(2), 179-193. <https://doi.org/10.24042/ee-jtbi.v10i2.1744>
- Cheng, A. & Laurence, A. (2014). ESP research in Asia. *English for Specific Purposes*, 33, 1-3. <https://doi.org/10.1016/j.esp.2013.07.002>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching and assessment*. Cambridge University Press. <https://rm.coe.int/16802fc1bf>
- Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, teaching and assessment - Companion Volume with new descriptors*. Council of Europe Publishing. <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Council of Europe. (2020). *Common European Framework of Reference*

- for Languages: Learning, teaching and assessment – Companion Volume*. Council of Europe Publishing.
<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.
- Ekwannang, P. (2004). *A study of verbal cross cultural communication barriers among Western expatriates and Thai staff in Thailand*. [Unpublished master's project, Srinakharinwirot University].
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70-120.
<https://doi.org/10.3102%2F0034654312474350>
- Foley, J. (2005). English in Thailand. *RELC Journal*, 36(2), 223-234.
<https://doi.org/10.1177%2F0033688205055578>
- Hengsadekul, C., Hengsadekul, T., Koul, R., & Kaewkuekool, S. (2010). English as a medium of instruction in Thai universities: A review of literature. *Selected Topics in Education and Educational Technology*, 89-94.
- Jefferson, G. (1978). Sequential aspects of storytelling in conversation. In J. Schenkein (Ed.), *Studies in the organization of conversational interaction* (219-248). Academic Press.
- Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes*, 9, 3-20. <https://doi.org/10.1111/j.1467-971X.1990.tb00683.x>
- Khamkaew, S. (2017). *Developing oral communication materials for Thai immigration officers*. [Unpublished doctor's thesis, Assumption University].
- Liddicoat, A. J. & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- Loedlukthanathan, S., Premmanisakul, V. Mahasap, N., Apichatiyakul, K. & Griffiths, T. S. (2020). English oral communication skill improvements and needs from foreign tourists engagement perspective as duty notion by Thai airport passenger-handlers and flight attendants of Thai aviation and airports. *Journal of Social Academic*, 13(2), 19-27.
- Mehan, H. (1979). *Learning lessons: social organisation in the classroom*. Harvard University Press.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.

- Phongpichitphoom, P. (2017). *English communication problems affecting Thai employees' performances in international online travel agencies*. [Unpublished master's thesis, Srinakharinwirot University].
- Phungmanee, N. (2016). *Problems in English language communication perceived by sales people at a telecommunication company in Bangkok, Thailand*. [Unpublished master's thesis, Thammasat University].
- Ruben, B. D. (1976). Assessing communication competency for intercultural adaptation. *Group and Organization Studies*, 1, 334-354. <https://psycnet.apa.org/doi/10.1177/105960117600100308>
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696-735. <http://dx.doi.org/10.2307/412243>
- Sert, O. & Seedhouse, P. (2011). Introduction: Conversation Analysis in applied linguistics. *Novita-ROYAL (Research on Youth and Language)*, 5(1), 1-14.
- Sidnell, J. (2010). *Conversation analysis: An introduction*. Wiley-Blackwell.
- Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research, and practice (technical report for the foreign language program evaluation project). *Second Language Studies*, 26(1), 1-58.
- Sukhathummo, K., Chutisilp, P. & Wiriyaichitra, A. (2005). *Executive summary need analysis for the usage of the English language among the personnel of the industrial groups*. English Language Development Center.
- Teng, B. & Sinwongsuwat, K. (2015). Teaching and learning English in Thailand and the integration of Conversation Analysis (CA) into the classroom. *English Language Teaching*, 8(3), 13-23.
- Tomlinson, B. (2011). Introduction: Principles and procedures of materials development. In B. Tomlinson (2nd ed.). *Development materials for language teaching*. Cambridge University Press.
- Wiggins, G. (1998). *Education assessment: Designing assessments to inform and improve student performance*. Joey-Bass Publishers.
- Wong, J. & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/EFL Teachers*. Routledge.

- Wu, Y. (2013). Conversation analysis – A discourse approach to teaching oral English skills. *International Education Studies*, 6(5), 87-91. <http://dx.doi.org/10.5539/ies.v6n5p87>
- Young, R. F. (2008). *Language and interaction*. Routledge.

Appendix A

The Scoring Rubric for Rating Pre- and Post-video Recording Role-plays

Rubric for Interactional Competence

(adapted from the Common European Framework of Reference for Languages (2001, 2018, 2020))

Band	Turn-taking
1	Cannot use simple techniques to start, maintain, or end a short conversation Cannot initiate, maintain, and close simple, face-to-face Cannot ask for attention
2	Can use simple techniques to start, maintain, or end a short conversation Can initiate, maintain, and close simple, face-to-face conversation Can ask for attention
3	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest
4	Can intervene appropriately in discussion, exploiting appropriate language to do so Can initiate, maintain and end discourse appropriately with effectively turn taking Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly
5	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking
Band	Repair
1	Can correct mis-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem Can ask for confirmation that a form used is correct Can start again using a different tactic when communication breaks down
2	Can often retrospectively self-correct their occasional slips or non-systematic errors and minor flaws in sentence structure. Can correct slips and errors that they become conscious of, or that have led to misunderstanding

3	Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of language Can self-correct with a high degree of effectiveness
4	Can backtrack and restructure around a difficulty
5	Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it
Band	Adjacency Pairs
1	Can indicate when they are following
2	Can exploit a basic repertoire of language and strategies to help keep a conversation of discussion going
3	Can give feedback on and follow up statements and inferences and help the development of the discussion
4	Can relate own contribution skillfully to that of others
5	Can link contributions skillfully to those of others, widen the scope of the interaction and help steer it towards an outcome
Band	Boundaries (Overall & Sequencing Organisations)
1	Can indicate when they are following
2	Can exploit a basic repertoire of language and strategies to help keep a conversation of discussion going Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
3	Can summarise and evaluate the main points of discussion on matters within their academic or professional competence
4	Can relate own contribution skillfully to that of others
5	Can link contributions skillfully to those of others, widen the scope of the interaction and help steer it towards an outcome

Rubric for Intercultural Competence

(adapted from Bennet's (2008) Transformative Training: Designing programs for culture learning)

Band	Attitudes
1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type
2	Can recognise and apply basic cultural conventions associated with everyday social exchanges
3	Can generally act according to conventions regarding posture, eye contact and distance from others
4	Can identify differences and reflect on them and adjust their communication accordingly
5	Like a native speaker

Band	Understanding & Knowledge
1	Have a minimal level of understanding of cultural differences in verbal and nonverbal communication; unable to negotiate a shared understanding State minimal interest in learning more about other cultures
2	Identify some cultural differences in verbal and nonverbal communication and be aware that misunderstanding can occur based on those differences but still unable to negotiate a shared understanding Ask simple or surface questions about other cultures
3	Recognise and participate in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences Ask deeper questions about other cultures and seek out answers to those questions
4	Articulate a complex understanding of cultural differences in verbal and nonverbal communication (demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and able to skillfully negotiate a shared understanding based on those differences Ask complex questions about other cultures, seek out and articulate answers to those questions which reflect multiple cultural perspectives
5	Like a native speaker
Band	Skills
1	Have a minimal level of understanding of cultural differences in verbal and nonverbal communication; unable to negotiate a shared understanding
2	Can act appropriately in everyday greetings, farewells and expressions of thanks and apology, although they have difficulty coping with any departure from the routine Can recognise that their behaviour in an everyday transaction may convey a message different from the one they intend, and can try to explain this simply
3	Can generally respond appropriately to the most commonly used cultural cues Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture
4	Recognise and participate in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences
5	Like a native speaker
Band	Actions

- 1 Can act in simple everyday transactions of a concrete type
 - 2 Can act appropriately in everyday greetings, farewells and expressions of thanks and apology, although they have difficulty coping with any departure from the routine.
Ask simple or surface questions about other cultures
 - 3 Can generally respond appropriately to the most commonly used cultural cues.
Ask deeper questions about other cultures and seek out answers to those questions
 - 4 Can deal with ambiguity in cross-cultural communication and express their reactions constructively and culturally appropriately in order to bring clarity.
Ask complex questions about other cultures, seek out and articulate answers to those questions
 - 5 Like a native speaker
-