Facilitator Note

Objective:

To develop participants' understanding of intercultural communication, raise awareness of different cultural perspectives, and promote respect for diversity, Byram (1997). To ensure a multicultural and inclusive learning environment, facilitators should promote open discussions and activities that can provide constructive feedback and guidance during the process, and encourage participants to share their unique perspectives and experiences.

Targeted participants:

100% of Chinese international students come from a different cultural background and with strong acculturative stress, which refers to the psychological and social stress that arises from a mismatch of beliefs, values, and other cultural norms between an individual's country of origin and the country where they currently reside (Silva et al., 2017).

Training methods and activities:

Activities include interactive exercises, warm-ups, case studies, group discussions, role-plays, simulations, and video clips.

Materials and resources: Slides and videos.

Facilitator's role:
1. Facilitators with similar cultural backgrounds have an easier understanding of their acculturative stress and stories (Parkhouse et al., 2019). In any case, it is important to have an interest and open mind in working with Chinese foreign students.

2. However, multicultural competence and skills are far more important than being an international oneself (Yakunina et al., 2010).

**Facilitator’s requirement:**

1. Reflect on your own cultural characteristics and theoretical orientation, including your values and expectations (Yau, 2004).

2. Leaders should model multicultural awareness and respect (Chrobot-Mason, 2003).

3. Create a warm, welcoming, and secure environment for the students (Hardiman, 2012).

4. Take deliberate steps to make members' experiences feel normal (for instance, with acculturative stress, emphasize that adjusting to a new culture usually takes time).

5. Share information about your own background and experiences with the group, as it can help build trust and rapport (Hardiman, 2012). This is especially true if you are not foreign-born.

6. However, if you are foreign-born, be cautious about disclosing too much personal information, as your experiences may differ from those of your clients and the focus should remain on them (Valenzuela et al., 2015).
7. Be able to maintain boundaries in a culturally sensitive manner (Krys et al., 2023). This includes refraining from engaging in activities such as hanging out, speaking your own language while in the group, gift-taking, and going to clients' homes if invited.

8. More importantly, much more than being an international yourself is having multicultural competence and skill (Yakunina et al., 2010).

**Reflection and evaluation:**

Each module has objectives in reflections. Make sure to have at least 30 mins for each class to support the students reflect what they have learned and if they have reached their goals in learning. Facilitators also have a reflection and notes section.

**Curriculum Map :**

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Module 1: Critical Cultural Awareness (4 hours)

Objective: Improve students’ ability to critically evaluate another culture – including a critical perspective on one’s own culture (Byram, 1997).

Session structure and recommended time allocation:

1. Warm-up (30 min + 30 min)
2. Activity (60 min + 60 min)

3. Reflection (30 min+30 min)

**Warm-up:**

- Ask participants to take a few minutes to reflect on their own cultural identity and background. Encourage them to think about their race, ethnicity, language, religion, values, beliefs, and traditions.
- Discuss and share as a group why their culture is important to them and what aspects of their culture make them proud.
- After participants have shared, introduce the concept of cultural competency and ask participants to think about how cultural competency is important in their personal and professional lives.
- Encourage them to consider how their cultural identity influences their interactions with others and how they can work towards understanding and respecting the cultures of others.
- Finally, provide some examples of common cultural misunderstandings or conflicts that can occur in cross-cultural interactions, and ask participants to brainstorm strategies for avoiding or resolving these conflicts.

**Activity 1:**

Students are divided into two teams, each team has exactly the same topic:

Divide the class into two teams: Team 1 representing a specific culture and Team 2 representing the US. Ask Team 1 to list their top ten popular foods in their culture, and Team 2 to list their top ten popular foods in the US. Encourage teams to discuss and collaborate to identify the most representative and important foods.
Allocate 20 minutes for each team to engage in a discussion on their choices, focusing on the cultural significance, history, and values behind the foods. Encourage teams to use personal anecdotes, cultural references, and other relevant materials to support their arguments. After the discussion, ask teams to share their results and present their findings to the class. Encourage them to reflect on the similarities and differences between the two lists, and how they reflect the cultural differences and values between the cultures.

Facilitate a class discussion on the similarities and differences between the two lists, and how these reflect the cultural differences and values between the cultures. Encourage students to reflect on the broader implications of food as a cultural artifact, and how it shapes identity, tradition, and social norms.

Activity 2:
This academic task involves an individual activity focused on role swapping. In this activity, students will be given a period of 45 minutes to reflect upon and provide responses to a series of questions.

- What other factors should be considered when in a new cultural environment?
- What strategies can be employed to effectively integrate into the local culture and foster positive relationships with community members?
- In addition, how can American culture be promoted in a culturally sensitive and respectful manner to maximize its impact and effectiveness in China?

Reflection:
- Ask students to reflect on their own cultural background and identify how it has influenced their perceptions of US culture.
• Ask them to critically evaluate their own cultural assumptions and biases, and consider how they can develop a more nuanced and open-minded perspective.

• Students can create a six-word memoir to record their thoughts on the cultural differences between the United States and China or their reflections on the lesson.

Facilitator Reflection and Notes:

Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here.

Module 2: Attitudes (Total Time: 4 hours)

Objective:

Improve positive attitudes and values toward the culture, foster curiosity and an open mind; improve the ability to see how one's own values, beliefs, and behaviors might be looked at from the perspective of an outsider (Byram, 1997).

Note: Attitudes are frequently characterized as prejudice or stereotype (Allport, 1979), and are often but not always negative, creating unsuccessful interactions (Byram, 1997).

Session structure and recommended time allocation:

1. Warm-up (30 min + 30 min)

2. Activity (60 min + 60 min)

3. Reflection (30 min+30 min)

Warm-up:

1. Facilitator asks students the following questions:

• What is curiosity in their minds?

• What does curiosity look like?

• What does curiosity sound like?
- What does curiosity feel like?
- What are people's attitudes toward curiosity in China?
- What are people's attitudes toward curiosity in the United States?

2. Facilitator asks and has students discuss the following questions:
   - How do students demonstrate their curiosity in social situations?
   - In China, how would students present their curiosity in social situations?
   - How can students show their curiosity in social situations in the United States?

Activity 1:

1. Play a video clip of an American traveler in China who shows an open attitude and great interest in local food and culture.
   https://www.youtube.com/channel/UCiAq_SU0ED1C6vWFMe0w8Ekg

2. Attitude toward food in different cultures:
   Brainstorming through Padlet:
   1. Share your impressions of American cuisine.
   2. Share your thoughts or opinions on how Americans perceive Chinese cuisine.
      - Do you believe your perceptions of American food culture are based on stereotypes or biases?
      - What factors and influences contribute to the development of American food culture?
      - Are you familiar with the common types of Chinese food that are available in the United States?
      - What distinguishes Chinese cuisine in the United States from Chinese cuisine in China?
      - What are the reasons for the modifications made to Chinese cuisine in the United States?
Activity 2:

Cultural comparison:

Divide participants into pairs and ask each pair to identify American/Chinese cultures that are different from each other when it comes to “being curious”.

- When Chinese students feel curious, how do they typically express it? Do they raise their hands in class if they have questions or want to learn more? Is raising hands considered appropriate or necessary in such situations?
- On the other hand, how do American students show their curiosity? What types of questions pique their interest?
- What should we do in classroom settings?
- Consider creating a list of cultural aspects that are distinctive to each culture, including customs, traditions, and social norms.

Note: Social norms entail a moral imperative or a sense of oughtness. Social norms are rules that prescribe what people should and should not do given their social surroundings and circumstances.

Reflection:

1. In what ways has this learning experience influenced your attitudes and values toward the culture?
2. What specific aspects of the culture were you curious to learn about during this experience? Did you develop a deeper understanding of these aspects?
3. Can you identify any specific instances where you were able to see your own values, beliefs, or behaviors from an outsider's perspective? How did this realization affect your understanding of the culture?

Facilitator Reflection and Notes Section:
Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here.

Module 3: Knowledge (Total Time: 4 hours)

Objective: Improve students’ sociolinguistic competence

Note: sociolinguistic competence is the awareness of how language choices are influenced by factors like setting, the relationship between communicators, and the intended message. It involves understanding the relationship between language and context or situation (Van, 1986).

Session structure and recommended time allocation:

1. Warm-up (30 min + 30 min)
2. Activity (60 min + 60 min)
3. Reflection (30 min+30 min)

Warm-up

- Play a video of common pronunciation mistakes.


- What have you noticed? What could we possibly do to avoid those pronunciation mistakes?

Activity 1:
Ask students to show their own regional dialects. Ask why there are different dialects or accents. Are there dialects in different parts of the United States?

Present multimedia resources, such as documentaries and TED talks, to familiarize students with the linguistic diversity in the United States (Sample: the documentary “Do You Speak American?”)

https://www.youtube.com/watch?v=NOTzkejL7ks

Show a video for students showing African American Vernacular English

https://www.youtube.com/watch?v=dnOLKqhxC0

How can we understand and respect others’ accents?

Facilitator summarizes and shows the historical and cultural significance of AAVE and makes students aware that there are differences in dialects that depend on factors such as geography, age, and social class. This does not stereotype it and should embrace the diversity of language use within the community.

This is a great opportunity to make students aware that promoting inclusiveness and respect for linguistic diversity is essential.

Activity 2:

Sample news: a podcast by BBC

Former Australian Prime Minister, Kevin Rudd is a long-time scholar of China. In his new book, The Avoidable War, he argues that it is cultural misunderstanding and historical grievance which make Chinese-US relations so volatile. Rana Mitter asks him how he sees China's current positioning of itself on the world stage. We hear why it is that the ideas of Hegel and not Kant resonate in Chinese politics. And, in the spirit of better understanding the rich artistic traditions and cultural history of China, we hear from three researchers about the latest thinking on Hong
Kong ink art, representations of sleep, Chinese identity and contemporary classical music, and insomnia from the cultural revolution to the present day.

Breakout session discussion (3 students in a group) guided by prompt questions:

- How do linguistic and cultural differences influence negotiations and diplomacy between different countries, particularly in the case of China and the US?
- How can the study of sociolinguistics help to bridge the gap between different cultures and promote better understanding between countries?
- How can language be used as a tool of diplomacy and conflict resolution in international relations, particularly in the context of China and the US?

Reflection:

- What specific language and intercultural communication (Bennett, 1998) skills did you work on during this experience? How did you improve in these areas?
- How has this experience helped you to become more aware of the differences in communication styles and language use across different cultures?

Note: Intercultural communication refers to communication between people of different cultures that are different in languages, behavior patterns, and values. It does not allow the easy assumption of similarity (Bennett, 1998).

Facilitator Reflection and Notes Section:

Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here.

Module 4: Skills of discovery and interaction (Total: 4 hours)
Objective: Improve the ability to acquire new knowledge of a culture/cultural practices and to operate knowledge, attitudes, and skills in real-time communication and interaction (Byram, 1997)

Note: skills of discovery and interaction mean the skill of discovery is the ability to identify and understand important elements in an unfamiliar environment (Byram, 1997).

Session structure and recommended time allocation:

1. Warm-up (30 min + 30 min)
2. Activity (60 min + 60 min)
3. Reflection (30 min + 30 min)

Warm-up:

- Have you ever found yourself pretending to laugh even when you didn't understand the joke in America?
- Do you believe there are differences between the humor of Chinese and American cultures?

Activity 1:

- Invite three American students as guest speakers and organize role-playing scenarios for them and Chinese students to practice social interactions in American culture in a social networking event.
- Encourage the students to use appropriate language and communication strategies in different situations to improve their skills in real-time interaction.
- Facilitator can have students discuss and share information about the differences between Chinese and American body language, sense of humor, and small talk.
Activity 2:

The facilitator presents a video clip from an American comedy show/reality show (Saturday Night Live)

- Collaborate with a partner to analyze the jokes and punchlines presented in the video clip, and conduct brief research in the classroom to uncover the cultural origins and shared values behind them.
- Reconvene with the whole class to share your findings.
- Are there any jokes that have a deep historical background? How would you learn to understand them?

Reflection:

- Can you identify specific knowledge, attitudes, or skills that you have developed or improved through this experience? How have you used these in real-time communication and interaction?
- How has this experience helped you to understand the cultural context of communication and interact more effectively with people from different cultures?
- Can you identify any challenges or obstacles you faced in acquiring new cultural knowledge or applying it in real-time communication? How did you overcome these challenges?

Facilitator Reflection and Notes Section:

Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here.

Module 5: Skills of interpreting and relating (Total: 4 hours)
Objective: Practice the ability to interpret a document/event from another culture, to explain and relate it to documents/events from one’s own culture; relate oral and written texts to each other and try to interpret each in the light of the other, including the skill of meditation/mindfulness (Byram, 1997).

Note: mindfulness is derived from Eastern contemplative traditions, mindfulness involves attending to the present in a sustained and receptive fashion (Brown & Ryan 2003; Mendelson et al., 2010).

Session structure and recommended time allocation:
1. Warm-up (30 min + 30 min)
2. Activity (60 min + 60 min)
3. Reflection (30 min + 30 min)

Mindfulness exercise and warm-up:
- Introduction of mindfulness
  Mindfulness: Derived from Eastern contemplative traditions, mindfulness involves attending to the present in a sustained and receptive fashion (Brown and Ryan 2003; Mendelson et al., 2010).
- The practice of sitting meditation
- Sharing feelings guided by questions after the practice.
  1) Do you think sitting meditation is easy to carry out?
  2) Would you like to make it one of your daily practices?

Activity 1:
Scenario A:
A professor in the US advised her student not to speak Chinese in class and in the elevator, which the Chinese student perceived as an act of racism.

- What is your opinion on this issue?
- What are the cultural variations at play in this situation?
- What steps can be taken to resolve this cultural misunderstanding?

Scenario B:
A professor sent a gentle reminder to one of her students, advising them to be mindful of plagiarism in their writing assignments. The student is upset and feels misunderstood, as they had used a personal tutor to edit their writing.

- How can this issue be resolved through mediation?
- What are the potential outcomes of this issue?
- How can effective communication be established between both parties?

Activity 2:
Watch this video: “Being Asian in America”

Group discussion
- Did this documentary resonate with you?
- In what ways has this learning experience improved your ability to interpret and relate to documents from different cultures?
- Can you identify specific examples of how your existing knowledge of your own culture and the culture of others has helped you to interpret or relate to documents in this class?
- Can you identify any challenges or obstacles you faced when interpreting or relating to documents from different cultures? How did you overcome these challenges?

Reflection:
● How has this experience improved your language proficiency and cultural awareness, and how has this impacted your ability to interpret and relate to documents across different cultures?
● What steps can you take to continue to develop your skills in interpreting and relating to documents from different cultures, and how can you apply these skills in your academic or professional pursuits?

Facilitator Reflection and Notes Section:

● Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here.

Module 6: Career guidance and social support (Total: 4 hours)

Session structure and recommended time allocation:

1. Warm-up (30 min + 30 min)
2. Activity (60 min + 60 min)
3. Reflection (30 min+30 min)

Objective:

1. Acquire strategies in job searching, networking, resume polishing, and job interviews.
2. Demonstrate intercultural communication skills and cultural awareness in simulated job interviews.
3. Develop the awareness of job interviews and networking as intercultural communication scenarios.

Warm-up:

● A group discussion is being conducted to identify the various offices available on campus, where students can potentially obtain different forms of support. For example,
Activity 1:

Intercultural communication strategies in networking and job search strategies:

1. What is intercultural communication in networking?

Networking is thought to facilitate the development of personal and professional opportunities (Baker, 1994; Wolff and Moser, 2009) and contribute to organizational functioning by supporting greater organizational communication and access to resources (Forret and Dougherty, 2004).

The facilitator shares the cultural context for Western business practices, including job search strategies, networking, and intercultural communication in a business setting.

2. In collaboration with the office of student affairs and career service center, discuss how to reach out and search for help from those offices.

3. Have two guest speakers (former international students), focusing on their job searching, and networking experiences.

4. A brief lecture on different types of resumes (E.g., curriculum vitae/resume) for different application purposes (E.g., Ph.D. application; Teaching assistant/K-12 teacher/counseling departments in an international company).

- Introduce the concept of CV, which is typically used for academic positions such as applying for a Ph.D. program or a research position. A CV is a detailed document that outlines one's academic achievements, publications, research experience, and teaching experience.
Secondly, a traditional resume is typically used for non-academic positions such as applying for a job in a private company. A resume is a concise document that highlights one's skills, education, work experience, and achievements.

Thirdly, a teaching resume is specifically designed for applying to teaching positions in K-12 schools or universities. This type of resume emphasizes one's education and teaching experience, as well as any relevant certifications or awards.

Finally, a counseling resume is used for applying to counseling departments in international companies. This type of resume focuses on one's counseling experience, education, and professional development.

Activity 2:

Invite three actual HR professionals to the classroom and have the students engage in role-playing activities with these guests. The HR professionals provide suggestions and feedback to the students during these simulations.

1. Role-play scenarios: Create several role-play scenarios that simulate common HR situations, such as conducting a job interview, giving feedback on a performance review, or resolving a workplace conflict. Make sure to provide the HR professionals with some background information on the students (E.g., their majors and, career interests) to make the scenarios more relevant.

2. Student roles: Divide the students into small groups and assign them specific roles for each scenario. For example, one student might play the role of the job applicant, another might play the role of the HR manager, and a third might play the role of a coworker.
3. Role-play simulations: Have each group perform their role-play scenario in front of the HR professionals and the rest of the class. The HR professionals can provide feedback and suggestions on how to improve communication and interactions during the scenarios.

4. Debrief and discuss: After each scenario, facilitate a debriefing session where the HR professionals and students can discuss what worked well and what could be improved. Encourage the HR professionals to share their experiences and insights about the HR profession.

Reflection:

1. In what ways has this course improved your intercultural communication skills and understanding of Western business practices?

2. What new strategies have you learned for networking and job searching in a different cultural context?

Facilitator Reflection and Notes Section:

Enter your preparation notes, self-reflections, and thoughts before, during, and after the session here:
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