

THE CI MODEL FOR INTERCULTURAL CONTACT

CI (1) Cross-disciplinary Inquiry

1. Culture-specific knowledge

Risks from a lack of culture-specific knowledge: (i) Higher likelihood of a mismatch between students needs and provider services with *services-in-waiting for service-shy students*; (ii) Lack of awareness of acculturation and student sojourner adjustment needs.

Opportunities *Highlight and explore cultural differences with newcomers*

Strategy: (i) Use culturally responsive *dragnet* approach to communicate including the use of visual aids, video, groupwork and a range of activities to identify and accommodate cultural differences; (ii) Stay up-to-date with concepts related to cross-cultural adjustment, e.g. *double engagement*.

2. Religious literacy

Risks from religious illiteracy: (i) *Religious students' core identities are not understood*; (ii) Religious students entering secular contexts experience alienation; (iii) There is a lost opportunity for learning the distinctives of local world views such as secularism or *tikanga Māori* in light of world religions.

Opportunities *Raise religious literacy among frontline professionals*

Strategy: (i) Incorporate religious literacy as a component of intercultural competence and PD training, e.g. adapt Stephen Prothero's religious literacy quiz; (ii) Invite religious students to share their funds of knowledge to inform student services and course content.

3. Interlanguage awareness

Risks from a lack of interlanguage awareness: (i) *New L2 students are treated as native speakers which creates an unnecessary barrier to communication*; (ii) New L2 students lose confidence and a willingness to engage with the host culture.

Opportunities *Review language use and diagnose students' vocabulary size*

Strategy: (i) Critique texts and oral presentations to examine the amount of low-frequency words, information dumps and colloquial expressions; (ii) Assess students' vocabulary sizes, e.g. set short vocabulary quizzes related to key orientation information and course introductions.

CI (2) Comprehensible Input

1. Tailored messaging

Risks from *non-tailored messages*: (i) *Emergent pastoral and learning issues are not addressed*; (ii) Contact becomes rules-based and depersonalised; (iii) A lack of vocabulary matching leaves entry-level L2 learners disadvantaged.

Opportunities *Investigate the issues, engage personally and tailor language use*

Strategy: (i) Stay in touch with international student experience literature and tailor approaches to students' prior knowledge and felt needs; (ii) Establish and maintain a personal connection with individual students through an across-institution approach; (iii) Use economy of expression and on-line vocabulary profilers, e.g. *Compleat Lexical Tutor*, to maximise the use of high-frequency words.

2. Interactive learning

Risks from uni-directional instruction: (i) There is loss of interest, comprehension and engagement; (ii) The scope for *ako* or two-way learning is diminished.

Opportunities: *Use interactive tasks and encourage student voice*

Strategy: (i) Punctuate information delivery with interactive pair work and group work tasks that allow time for deeper processing; (ii) Using the *ako* principle, adapt orientation and teaching practice in response to international students' transition experiences.

3. Rehearsal and retrieval

Risks from one-off input: (i) Key information is forgotten or misunderstood.

Opportunities: *Use diverse media and space information delivery to reinforce message*

Strategy: (i) Incorporate multiple loop-back inputs to reinforce learning through orientation, digital forums and coordination across programmes/departments; (ii) Add international student issues to current course content, e.g. diversity and global citizenship themes, to revisit student welfare material; (iii) Implement mid-course quizzes to gauge international student uptake and encourage information retrieval.

CI (3) Collaborative Intervention

1. Host outreach

Risks from an absence of host outreach: (i) Minimal support is provided post orientation; (ii) Students perceive a lack of warmth and interest from the education provider.

Opportunities: *Champion a coordinated outreach strategy*

Strategy: (i) Integrate a "go-to" approach which intentionally initiates contact with students during their sojourn; (ii) Adopt an outreach strategy coordinated across departments/programmes that demonstrates shared transnational ethics, e.g. the golden rule; hospitality to a stranger; (iii) Exercise a holistic approach that reflects indigenous hospitality, e.g. *he tāngata, he tāngata, he tāngata*.

2. Adjustment scaffolding

Risks from no adjustment scaffolding: (i) Students rarely engage beyond their co-ethnic groups.

Opportunities: *Provide rewards for intergroup engagement and extracurricular participation*

Strategy: (i) Offer certificates and leadership awards for participation in initiatives that bring domestic and international students together; (ii) Highlight the assessment benefits of tapping international students' funds of knowledge; (iii) Include assessment tasks that require students to diary and reflect on intercultural exchanges.

3. Intergroup mediation

Risks from no intergroup mediation: (i) Students misinterpret or do not trust institutional messaging.

Opportunities: *Engage student leaders as culture brokers*

Strategy: (i) Train and reward senior students for developing a *tuakana-teina* relationship with new international students; (ii) Interact with the student *bush telegraph* informally through the intervention of student allies; (iii) Using the *ako* principle incorporate feedback from student allies in the development of student services and teaching practice.