Implementation of the Cross-Cultural Approach in the Modern School

Natalia P. Dichek
Institute of Pedagogy of National Academy of Educational Sciences of Ukraine,
Kyiv, Ukraine
https://orcid.org/0000-0002-2185-3630

Igor M. Kopotun
Academia HUSPOL, Kyiv, Ukraine
https://orcid.org/0000-0002-2947-8599

Svitlana M. Shevchenko and Natalia B. Antonets
Institute of Pedagogy of National Academy of Educational Sciences of Ukraine
Kyiv, Ukraine
https://orcid.org/0000-0002-0432-8893
https://orcid.org/0000-0002-7772-9364

Daria V. Pohribna
State University of Infrastructure and Technologies, Kyiv, Ukraine
https://orcid.org/0000-0001-6333-8576

Abstract. High-quality interaction on a personal or educational, professional level is possible in today's world only through enhanced cultural exchange. It is based on the principles of intercultural tolerance and mutual enrichment. The cross-cultural identity of a student's personality provides for psychological openness to interact with other cultures without losing one's own national or ethnic identity. Evidence of the effective application of the cross-cultural approach in the education of schoolchildren is the high-level cross-cultural competence (CCC). Aims. The aim of the study is a comprehensive analysis of the implementation of a cross-cultural approach to the organization of the educational process in senior school. Methods: general scientific method, molding experiment, qualitative and quantitative analysis of the data obtained through diagnostic methodic of the experiment, statistical and mathematical interpretation of empirical data and their representation in the visual (table, diagrams) form, functional analysis of the data (while generalizing empirical data and making conclusions). Results. Effective, complex (multicomponent) models of primary (input) and secondary (output) diagnostics of CCC were developed. A model of an integrated school environment aimed at intensifying the CCC was also defined. Secondary diagnostics revealed a tendency to improve

CCC in both groups. However, the percentage increase in the level of CCC was 4 times greater in the experimental group, than the level of the control group (+ 4.3% vs. + 17.8%, respectively). The mean values of CCC in the experimental group were confidently at a Good Level (85.7%), that is improved by one order. CCC in the control group was detected at 73.0% (within the Sufficient Level of CCC). The relationship between the level of CCC and the level of foreign language proficiency is proved: CCC is higher in respondents with higher academic achievements in foreign languages. Conclusions. The implementation of a cross-cultural approach to the curricula of school-age children requires close attention of scholars and qualified practical support by the staff of the school. It is advisable to implement a cross-cultural approach in the context of modern schooling through the tactics of facilitation and multicultural modelling. The modern information age opens new horizons for the implementation of the cross-cultural approach in modern schools. Prospects. Further research on the topic involve the effectiveness of integrated learning tactics to increase CCC at other levels of school education, taking into account the variability of the interdisciplinary component (for example, involving also potential of Geography to develop and impove CCC).

Keywords: cross-cultural approach; modern school; senior pupils; multicultural communication; cross-cultural competence

1. Introduction
The thoroughly globalized and integrated world of the 21st century significantly intensifies transcultural interaction between numerous groups of the world's population. It is common that each participant translates numerous cultural codes in the course of verbal and nonverbal interaction. The interaction between the participants of communication is stimulated in the process of performing a range of personal, educational, professional tasks. In strategic terms, each individual should acquire knowledge and skills in the process of socialization that could potentially be needed in the context of a multicultural environment that is associated with the whole modern world. Cross-cultural competence is composed of multicultural psychological attitudes (understanding the value of each culture and in the broadest sense — a tolerant attitude to the multiplicity of thoughts, views, attitudes, etc.), together with multicultural knowledge and skills of interaction with different cultures. Cross-cultural competence in the modern scientific literature is interpreted as a set of semantic orientations, knowledge, practical skills, experience of personal, educational or professional activities that an individual needs for quality cross-cultural communication (Solodka, 2014a; 2014b).

Acquiring cross-cultural competence is an integral part of modern curricula at all levels of education. Including school education, as it is the first institutionally compulsory environment in the drastically necessary modern paradigm of "lifelong learning". The cross-cultural competence developed and maintained throughout life is the key to rapid and harmonious cross-cultural adaptation of a pupil in today's society at all stages of maturing and adulthood.

In the context of modern scientific and methodological discourse, it is necessary to differentiate semantically similar concepts: multicultural, intercultural, and cross-cultural. Schriefer (2016) aptly notes that these three terms are like three branches of one whole. The difference lies in the prospects of communication with the bearer of another culture. In general, they can be used as synonyms. Lexicographic interpretations of these tokens allow doing so. Collins Online Dictionary interprets these concepts as follows: multicultural means consisting of or relating to people of many different nationalities and cultures; intercultural— existing between, relating to, or involving one or more cultures; cross-cultural— means involving two or more different cultures. Webster's New World College Dictionary qualifies cross-cultural as relating to different cultures, nations, etc. or to comparisons of them.

The comparative sema in the latter definition is most fundamental to perception of the term. Although implicitly it is present in other interpretations of this concept. Exactly through comparison the intention to consider two or more cultures in the same plane is actualized, hence from the relation of the "object under consideration" to the "object/objects being compared with it". Cultural differences are not levelled within cross-cultural interaction. Instead, all participants in communication understand and recognize them, having the potential to cause individual worldview changes, without pretending to the niche of collective transformations. In the process of cross-cultural interaction, one culture is usually considered dominant, normative (usually it is a national culture that is state and territorially determined within the intercultural interaction), while other cultures are compared or contrasted with a culture that is determined as dominant in a particular situation of interaction (Schriefer, 2016). In our opinion, this perspective allows for maximum integration with other cultures, while preserving the authentic national "the I" of each of the participants in the interaction. Thus, the introduction of this competence in the structure of competencies of the modern student will not devalue the basic national-patriotic competence. In the structure of school education, it is appropriate to talk not about cross-cultural competence in general, but about cross-cultural educational competence. This means the formation of only those components that can be covered in the learning process (that is outside of professional activities, the sphere of private activity of an adult, etc.).

Cross-cultural educational competence is in the plane of eight fundamental transversal skills and competencies. AEGEE (European Students' Forum) determine one of them as cultural awareness and expression. In Europe, cross-cultural learning is regulated by special policy documents and programs. For example, Intercultural Competence for All: Preparation for Living in Heterogeneous Worlds (Huber, 2012); Intercultural Competences. Conceptual and Operational Framework (UNESCO, 2013). At the initiative of the Association of National European Delegations, a special web resource focused on cross-cultural learning was also created: http://intercultural-learning.eu/.

Despite the clear focus on interaction and mutual enrichment of cultures in the educational space recognized at the level of international educational

organizations at national ministries, the issue of implementation of cross-cultural markers directly in the learning process, in particular in school, is still not solved. Therefore, the main direction of this study is to integrate the theoretical foundations of the formation of a sufficiently high level of CCC in modern schoolchildren directly with the practice of implementing all aspects (and generalized desired level) of CCC development. This idea qualitatively distinguishes the model of our study from most scientific works on CCC (they will be discussed below in the Literature Review paragraph), which present the problem too theorized. Or, conversely, in the form of cases with a lack of generalized findings and theoretical conclusions that can be deduced from the analysis of empirical data in the process of practical experience of CCC achieving. Two particularly relevant areas of the unsolved problem of CCC formation are outlined: first, the diagnostics of the level of cross-cultural competence of pupils; second, ways to intensify the readiness of the modern pupils for cross-cultural interaction. They are the central subject of this research.

2. Literature Review

The rapid evolution of society and worldviews of mankind in the second half of the 20th century raised the issue of pragmatically high-quality, effective, tolerance-based interaction between culturally diverse communicators (both at the group and individual level). At this time, the concept of "culture shock" in the scientific and practical literature is actively used; it is introduced to denote the psychological discomfort caused by the loss of familiar signs and symbols familiar to a particular actant of the social environment (Oberg, 1960). This stimulated the theoretical and practical development of the problem of building and developing cross-cultural competencies, where the primary purpose was to overcome the negative manifestations of cultural shock. These negative manifestations are identified as culturally determined communicative discomfort and, as a result, communicative failure.

The logic of the evolution of the issue of building cross-cultural competencies corresponds to the logic stages of the intentional implementation of the cross-cultural approach to learning through the next steps:

1) step 1: a) identification of potential problems of cross-cultural interaction (analysis of cases and prevention of problematic situations during cross-cultural contact); b) providing participants with information about perceptual differences (worldview, situational ones, etc.) in the representatives of different cultures;
2) step 2: building a model of culturally determined situation of interaction, which requires participants to apply certain knowledge about the culture of their communicative partner and adhere to the appropriate line of conduct in order to successfully achieve the communicative goal.

The psychological prerequisite for constructive communication between representatives of different national and ethnic cultures is a psychological attitude (cross-cultural psychology: psychology of cross-cultural communication) to understand the value of their cultural beliefs (Mittelmeier et al., 2018), and respect for cultural beliefs of others (Haas, 2019; Fernandez et al,

2020). This forms the psychological background of the so-called intercultural communication awareness (Liu & Gallois, 2014). The theoretical prerequisite for successful cross-cultural interaction is a set of theoretical cross-cultural knowledge. It is the broadest information about the cultural context of the communication partner. The basic factor in the practical implementation of cross-cultural interaction is verbal tools.

A well-built speech context of communication is the basis for establishing mutual understanding between the participants in the situation. However, the nonverbal behaviour of communicators (that is, proxemics, sign language, facial expressions, even the nature of communicative pauses) is no less important. It is the context that is often determined by the most difficult to control and most difficult to train aspect of cross-cultural interaction. In particular, the difficulties in the process of cross-cultural interaction mean the obstacles that are caused not by the language code, but by the context, which, in fact, realizes and details immanently more culturally neutral language code. Accordingly, the founder of intercultural communication Hall (1989) divided all cultures into high-context (Russia, Italy, Portugal, Greece, Spain, France, Hungary, etc., Eastern countries, Latin America, African countries), and low-context (Israel, Finland, Scandinavian historical and cultural region, Germany, Switzerland, Australia, England, New Zealand, Canada, USA). It is important for our study that the countries whose languages are mainly studied in order to organize cross-cultural communication, mostly belong to low-context (English-speaking, German-speaking countries). Representatives of low-context cultures are more contactable and less culturally biased. In addition, it is an axiom that the study of the language of a cultural region has a very significant impact on the successful implementation of a cross-cultural approach in learning (Conway et al., 2017; Meiramova, 2017; Lee et al., 2020).

Nordgren (2017), Chapman (2021) substantiate the appropriateness of implementing cross-cultural markers through the lessons of History. This is the so-called method to incorporate knowledge in the discourses of intercultural education, which is the basis of "powerful knowledge" (Young, 2014).
The perspective of Banik and Dasgupta (2017) is of interest, who study the impact of cross-cultural marriages on building consciousness in pupils of secondary school of Kolkata. Of course, this unique rather than universal tool for building cross-cultural consciousness in pupils is effective because it is based on the practice of assimilating cross-cultural experience.

Poole (2019) considers the cross-cultural principle of selecting teaching staff of schools as a precondition of cross-cultural competence. The identity of a school teacher is interpreted not only as a vital part of the development of the professional self, but also as a complex project that does not have a statute of limitations. With the development of globalization, the teaching profession includes not only cognitive, affective but also intercultural patterns. The works in the form of arranged cases from the practice of implementing cross-cultural principles of learning (Graham et al., 2019; Wagle et al., 2018) play an important role.

Wahyudin and Suwirta (2017) introduce cross-cultural learning in the context of Global Citizenship Education. This makes it universally binding and emphasizes the need for system approach to cross-cultural education in conceptual approaches to educating the younger generation (Hes & Švecová, 2021).

Numerous scientific papers (Elaish et al., 2017; Moll et al., 2017; Shadiev et al., 2019) emphasize the connection between the study of foreign languages and the level of cross-cultural psychological attitudes. They also emphasize the positive effect in the development of the cognitive component of the multicultural worldview of pupils.

Despite numerous studies that summarize the theoretical and practical experience in understanding and deliberate implementation of the cross-cultural approach in the education system, the procedural component of the issue needs close attention. This is due to a number of approaches and circumstances that significantly affect the process of introducing cross-cultural learning, in particular, regarding the models of diagnosing, regulating, intensifying the readiness of students for full-fledged communication in a multicultural environment. Therefore, any specific situational experience on this issue can provide keys to understanding the tactics of cross-cultural approach under the influence of a range of variable factors. That is why the task of this article is to comprehensively consider the issue of CCC formation at the generalized-theoretical and concrete-practical levels, to develop a diagnostic system to determine the formation of CCC in school-age children and give it a rationale. And also with the help of the developed evaluation system to experimentally determine the potential of educational work of the teaching staff in schools, which is aimed specifically at stimulating the CCC. This is only the most general announcement about the innovative nature of our study and how much and in what a way it intends to fill the gaps identified during the review of current literature on the subject.

3. Aims and Objectives

The aim of the study is a comprehensive analysis of the implementation of a cross-cultural approach to the organization of the educational process in modern high school. This aim involves a number of research objectives to be fulfilled:

1) study the current scientific literature on the topic in order to generalize the experience of developing the issue of implementing a cross-cultural approach in the system of teaching pupils;
2) select the respondents to participate in the empirical part of the study, divide them into control and experimental groups;
3) develop a model of primary and secondary diagnostics of cross-cultural competence (CCC) of pupils in grades 10-11, and apply it to determine the level of CCC within certain groups of respondents;
4) analyse the obtained empirical data, compare the results and draw conclusions from the experiment;
5) check the thesis of the researchers (exactly Elaish et al. (2017), Moll et al. (2017), Shadiev et al. (2019) etc.) on the connection between the study of

foreign languages and the level of cross-cultural psychological attitudes. According to it CCC must be higher in respondents with higher academic achievements in foreign languages studied under the curriculum of the selected secondary school (English — the first foreign language, German — the second foreign language). In this context our assignment is: By summarizing the empirical data to confirm or deny the thesis about some direct relations between the level of knowledge of a foreign language and the level of the CCC;

6) experimentally prove or disprove the effectiveness of the proposed integrated model of intensive development of CCC in senior pupils;
7) outline the prospects for further research within the chosen topic.

4. Methods

This study involved the following special scientific methods:
- the method of summative experiment (the model is given below);
- the method of formative experiment (the model is given below);
- qualitative and quantitative analysis of the obtained data, testing the research hypothesis;
- statistical and mathematical interpretation of empirical data, their functional analysis.

A detailed description of the content and method of application of each of these methods is given later in this section and directly in the Results section.
A total of 116 respondents were involved in the study. They were students of grade 10 (later — grade 11). We'd like to pay attention that the name of the school where the investigation was based is omitted by ethical reasons. The age category of senior pupils (15-17 years) was chosen for several reasons:

a) the ability to involve settings of conscious attitude to learning, motivational aspects of learning cross-cultural communication, mechanisms of individual self-consciousness and self-reflection that are important for building cross-cultural competence;
b) knowledge of a foreign language at the stage of teaching senior pupils allows involving a wide range of integrative interdisciplinary links and information practical methods of stimulating CCC;
c) for most senior pupils, education is a transitional period between basic and higher education, professional training: the level of CCC developed throughout schooling plays an important role in the further development of CCC by initial education means;
d) the period of study in senior school is decisive for those who do not want to continue their education: in this case, the level of CCC at this stage is crucial.

The duration of the study is 1.5 years (three semesters of 2018-2019, 2019-2020 school years). The stimulus for the study was pupils' complaints about the difficulties of communication in a multicultural environment (for example, during recreation and self-education of pupils in summer in Ukraine and abroad), as well as the initiative of teachers of foreign languages, foreign literature, history, implemented with the support of the administration of V.

Belinsky School No. 25, as well as partner support of research centers of the departments of History and Philosophy of Education, Foreign Languages for Specific Purpose and Humanitarian Subjects.

The initial diagnostics was made in September 2018. Students of four 10 grades were randomly divided into control (grades 10-A, 10-B: 60 respondents) and experimental groups (grades 10-V, 10-DG: 56 respondents). The model of primary diagnostics is given in Table 1.

Table 1: Model of input diagnostics of CCC

	Foreign language proficiency score (total score for English and German)			Acquaintance with Foreigners	Virtual Communication for Educational Purposes
Name of the method	Test your English - For Schools	Test Your German	Average school score	4 English-speaking foreigners were invited. Pupils' assignment: learn as much as possible about the partner during the time provided for conversation	The participants were divided into 20 groups (5-6 participants in each, divided randomly). *Communication method:* Skype. *Assignment:* have a conversation with similar groups of pupils from England (there were a total of 4 groups of foreign pupils). Topic: World War in Ukraine and England: the International Context. The Theme of War in English Literature
Resource	Cambridge Assessment English (n.d.)	Goethe Institut (n.d.)	Education Certificate for Grade 9		
Duration	30 min	30 min	-	4 min for each conversation (pupilsjoined in groups of 3-4 people)	30 min
Evaluation	25 points	30 points	●0-3 scores: 0 points; ●4-6 scores: 15 points; ●7-9 scores:	The evaluation was made by specially trained invited foreigners	The quality and content of communication were evaluated by the authors of the study in order to avoid subjectivity in the evaluation. Each

			30 points; •10-12 scores: 45 points.		respondent was rated on a scale of 0-100 points.
				Emphasis on: • openness, emotional state of the speaker (0-25 points); • number of questions (0-25 points); • correctness of speech (0-25 points); • logic of communication (0-25 points).	
Scoring	100 points max			100 points max	100 points max
Total	**300 points max.**				
Interpretation	270-300 – high level of CCC 221-269 – good level of CCC 180-220 – sufficient level of CCC ≤179 – unsatisfactory level of CCC				

Table 2 presents the model of secondary diagnostics.

Table 2: Model of output diagnostics of CCC

	Foreign language proficiency score (average for English and German)		Psychological cross-cultural attitudes evaluation	Basic Cross-Cultural Knowledge	Communication in cross-cultural environment	Essay writing
Name of the method	Ukrainian Main Session 2018-year External Independent Evaluation Test (English language)	Ukrainian Main Session 2018-year External Independent Evaluation Test (German language)	My Cross-cultural Knowledge and Skills*	Basic Cross-Cultural Know-ledge**	Group presentation "Countries from all over world" (9-10 respondents for each of 12 groups) of randomized chosen country*** while 3 adolescent foreigners cooperating with every respondent group****	Theme "Future of National Cultures in Globalized World"

Resource	Appendix A	Appendix B	Appendix C	Appendix D	List of countries****	-
Duration	150 min	150 min	20 min	80 min	2 days for preparation, 20 minutes for each group	75 min
Scoring	50 points max	50 points max	50 points max: a = 1 point b = 2 points c = 3 points d = 5 points	50 points max: 1 correct answer=1 point	50 points max for estimation of cross-culture communication skills of each respondent separately	50 points max taking into consideration language usage, comprehensive coverage of the topic, content, respondent's openness to cross-cultural interaction, etc.
	100 points max		100 points max		100 points max	
Total	300 points max					
Interpretation	270-300 – high level of CCC 221-269 – good level of CCC 180-220 – sufficient level of CCC ≤179 – unsatisfactory level of CCC					

** Source of the test: Compiled by the authors based on *My World Abroad (2018)*.
** Source of the test: Compiled by the authors based on *The London School on International Communication, (2018); Commisceo Global (2019a, 2019b, 2019c)*.
*** The assignment is creative. The groups might choose the form of representation of the country by their own preferences. Nevertheless, in the artistic manner.
*** The task was to present the country in some accurate and creative way.
***** List of countries for group presentation: Canada, USA, Australia, New Zealand, UK (separately England, Wales, Scotland, Northern Ireland), Germany, Switzerland, Austria, Spain, Italy.

Both stages of diagnostics involved a separate assessment of each respondent. It was followed by the calculation of average scores for each group of respondents and the interpretation of data on the CCC scale. Evaluation at all levels described and at all stages was performed by an independent jury. The jury included teachers of the National Academy of Educational Sciences of Ukraine, Department of History and Philosophy of Education. None of them had personal contact with the pupils involved in the study outside the experiment. All works were encoded. Since the CCC was measured using the same methods in both the control and experimental groups, the jury was also not told about the

attribution of the respondents to one of these groups in order to obtain the most objective results.

5. Results

Table 3-4 provides the input diagnostics results of the control and experimental group of respondents.

Table 3: Input Diagnostics Results

	Average scores				% Interpretation of CCC	Verbal Interpretation of the data
	Foreign language proficiency score (total score for English and German)*100 max*	Acquaintance with Foreigners *100 max*	Virtual Communication for Educational Purposes *100 max*	Total *300 max*		
Control group	79.2 points	69.0 points	58.0 points	206.2	68.7%	Sufficient level of CCC
Experimental group	74.6 points	72.2 points	56.8 points	203.6	67.9%	Sufficient level of CCC

Table 4: Rate Interpretation of the Input Diagnostics Results

	Control group		Experimental group	
Level of CCC	Number of Respondents	% of Respondents	Number of Respondents	% of Respondents
270-300 points – High level	8	13.3%	7	12.5%
221-269 points – Good level	15	25.0%	18	32.1%
180-220 points – Sufficient level	27	45.0%	22	39.3%
≤179 points – Unsatisfactory level	10	16.7%	9	16.1%

Figure 1 presents graphical interpretation of the distribution of respondents by the level of CCC according to the data of the primary diagnostics. From the diagram form, it is obvious how distributed the results of input diagnostics among control and experimental groups.
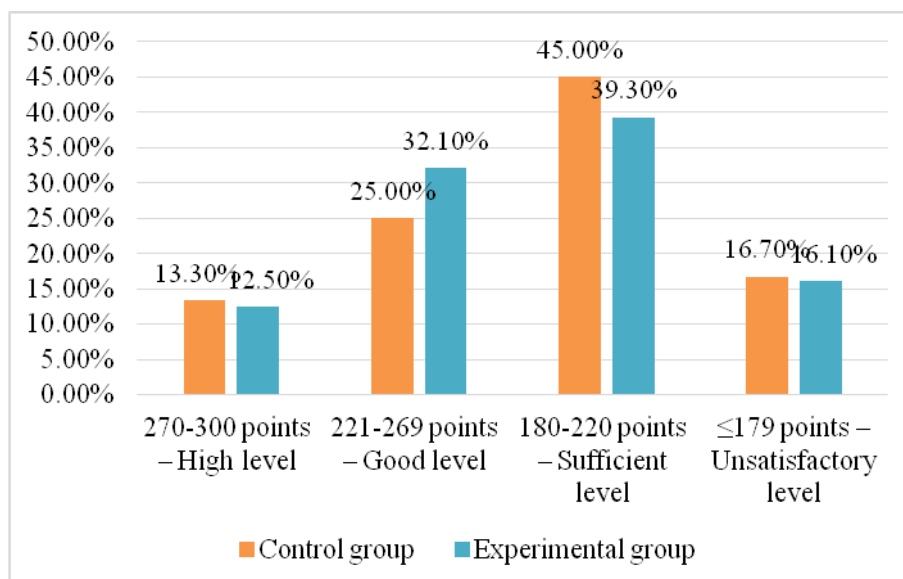
Figure 1: Distribution of respondents by CCC level (Input Data)

The results of the initial diagnostics of the level of CCC in both groups of respondents were expectedly low. However, this added to the topicality and determined the space for further implementation of the survey. The difference between the two groups of respondents in the level of the CCC averaged only 0.8%. This error can be considered acceptable. Both groups can be seen as having equal potential to increase CCC. This makes the research as objective as possible in the long run, and the data obtained are reliable.

It should be noted that the greatest difficulties in both groups arose during the Acquaintance with Foreigners and Virtual Communication for Educational Purposes. That is, those who needed to apply cross-cultural skills by means of a foreign language. Since the essence of competence as a concept lies not only in theoretical knowledge, but primarily in the ability to successfully apply this knowledge in practice, the CCC is insufficient in both groups. Special attention should be paid to this side of the problem when applying the tactics of the formative experiment.

After receiving the results of the initial diagnosis, the control group (60 pupils) continued their studies according to the usual curriculum. Let us recall that cross-cultural competence is included in the curriculum as a component of the following competencies of pupils (based on the resolutions of the Cabinet of Ministers of Ukraine: The State Standard of Basic and Complete General Secondary Education of November 23, 2011 (Resolution No. 1392) as amended of August 7, 2013 (Resolution No. 538) and February 26, 2020 (Resolution No. 143): general cultural competence, social competence (Cabinet of Ministers of Ukraine, 2020). The typical curricula of secondary schools of Level III, approved by the Ministry of Education and Science of Ukraine on April 20, 2018 (Order No. 406) contain a separate competence in the list of ten competencies of cross-cultural attitudes — awareness and self-expression in the field of culture. The implementation of this competence is most common in such educational areas

as: Languages and Literatures, Social Sciences, Art (Ministry of Education and Science of Ukraine, 2018). Thus, the fact that the control group was not involved in the formative part of the experiment does not mean that the CCC within the group could potentially remain without the dynamics of change. The development of the CCC is provided by any current curriculum. Therefore, after the formative experiment, it is expected that the CCC rates increase in both groups of participants, but it should be monitored to what extent this will happen in the experimental and control groups.

However, an experimental group of respondents (56 students) took a course designed for 3 semesters to intensify the level of CCC as part of the fulfilment of the research objectives. It was implemented through cross-culturally determined integration of the following subjects: Foreign Language (English + German), Foreign Literature, World History. In addition, the experimental group created a hobby group Youth Crossing World's Cultures (under the guidance and with the assistance of the school administration, subject teachers and the team of authors of this study). Table 5 briefly summarizes activities in these areas.

Table 5: The content of the experimental course on the intensification of CCC

Item No.	Name of the direction	Activities	Work organization methods
1.	Foreign language (English + German)	Stimulation of oral and written activities in order to expand theoretical knowledge and verbal practical communication skills in a multicultural environment.	- use of special resources to deepen cross-cultural knowledge. For example, https://www.commisceo-global.com/ https://www.globalcognition.org/ https://ehrafworldcultures.yale.edu/ehrafe / https://bibliotheksportal.de (Intercultural library work from A to Z) https://www.ikf.ch (Transcultural Communication & Skills); - the predominance of dialogic and group forms of in-class interaction (conversations, discussions, creative projects); - viewing videos about the culture of different peoples of the world; - acquaintance and regular communication with foreign web-friends; - regular online conferences and offline meetings with English-speaking representatives of different countries, etc.
2.	World Literature	Study of authentic works provided by the curriculum and extracurricular works. Emphasis on the ways of representation	- the method of careful reading of texts; - problematic conversation; - discussion; - reader's diary; - research of textual models of representation of cultural features in texts.

		of national culture in texts, the study of phraseological units, traditions, features of language used by writers.	
3.	World History	In-depth study of national cultures and cultural features of the peoples of the world in accordance with historical periods.	- culturological report; - preparation of reports and abstracts; - problematic conversations and discussions; - historical simulation; - visiting museums around the world online; - regular 5-minute political information.
4.	Youth Crossing World's Cultures hobby group	Creative understanding of the acquired knowledge about the cultures of the peoples of the world.	- creative workshops; - theatrical performances; - brain rings; - regular information polemical publication Youth Crossing World's Cultures, etc.
5.	Integrated lessons	Regular combined lessons with active involvement of interdisciplinary links. For example, the study of the First World War (history) + geography (European countries) + foreign literature (study of the works of writers of the war era — E.-M. Remarque, E. Hemingway). Presentation and reflection of the content of educational material in English and German.	

The authors of this article were developing methods, prepared teaching materials, special training of subject teachers on a regular basis during the implementation of the formative experiment.

The groups of respondents were re-diagnosed at the end of the time provided for the formative experiment. Tables 6-7 present the results of the secondary diagnostics.

Table 6: Output Diagnostics Results

	Average score					Tota1 300 max	% Interpretation of CCC	Verbal Interpretation of the data
	Foreign language proficiency score		Psychological cross-cultural attitudes evaluation 50 max	Basic Cross-Cultural Know-ledge 50 max	Communication in cross-cultural environment 50 max	Essay writing 50 max			
	Eng. 50 max	Germ. 50 max							

Control group	40.2	34	42.3	31.0	34.0	37.5	219.0	73.0%	Sufficient level
Experimental group	43.3	37	46.1	45.0	43.0	42. 6	257.0	85.7%	Good level

Table 7: Rate Interpretation of the Output Diagnostics Results

	Control group		Experimental group	
Level of CCC	Number of Respondents	% of Respondents	Number of Respondents	% of Respondents
270-300 points – High level	9	15.0%	12	21.4%
221-269 points – Good level	21	35.0%	29	51.8%
180-220 points – Sufficient level	23	38.3%	12	21.4%
≤179 points – Unsatisfactory level	7	11.7%	3	5.4%

Figure 2 is a graphical interpretation of the distribution of respondents by the level of CCC according to the secondary diagnostics data.
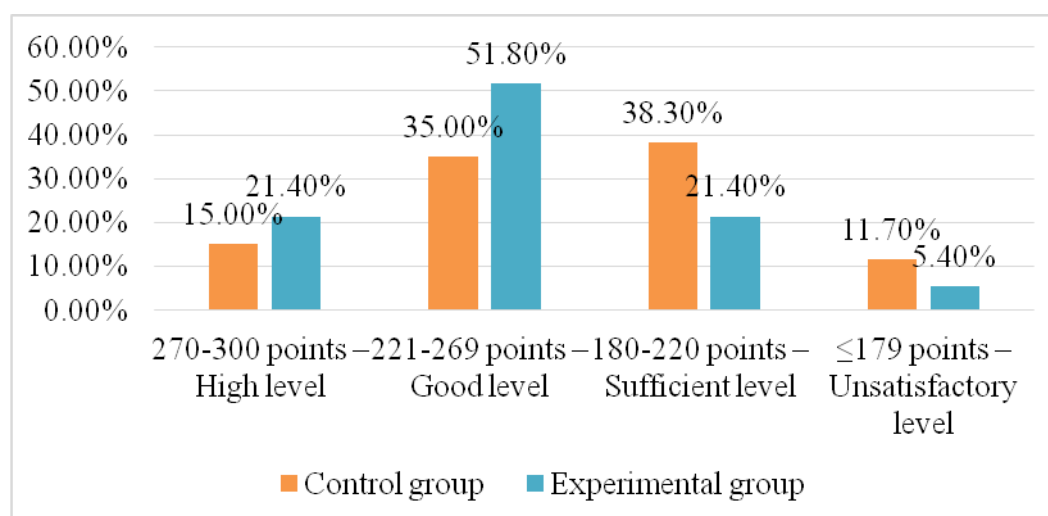
Figure 2: Distribution of respondents by CCC level (Output Data)

It is obvious from Figure 2 that the qualitative differences between the two initially more homogeneous groups deepened as a result of the formative experiment. By the middle of the chart ("CCC quality zone"), the indicators of the experimental group are higher: the differences in favour of the experimental group were 6.4% for the High Level of CCC, and as much as 16.5% for the Good Level of CCC. Let us recall that at the stage of primary diagnostics, the highest difference between the data of the two groups was found at the Good Level (7.1% in favour of the experimental one). On the contrary, the indicators of the control group are in the lead from the middle of the chart ("CCC problem area"): the difference was 16.9% at the Sufficient Level and 6.3% at the Unsatisfactory Level.

At the stage of the formative experiment, the most problematic assignments for the control group were Basic Cross-Cultural Knowledge (62% of quality rate), Communication in Cross-cultural Environment (68% of quality rate) and Germany knowledge test (68% of quality rate). Similarly, the experimental group faced the greatest difficulties with Germany knowledge test (74% of quality rate) and Communication in Cross-Cultural Environment (86% of quality rate). In the long run, the data of the experimental group have space for improvement, but still are not as low as in the control group in the qualitative terms.

It should also be noted that in both groups of respondents high level of attitudes towards cross-cultural openness was found out. This was mostly during the process Psychological Cross-Cultural Attitudes evaluation and Essay Writing (Nationality and Internationality in the Globalized World). However, the essays of the experimental group respondents differed by greater argumentation and in-depth understanding of national culture and multiculturalism in the modern world. While in the essays of the control group of respondents the the desire to fully integrate into the world of multiculture and assimilate in was found out as dominant. Instead, the line of preserving national identity in multicultural discourse, which was urged in the Introduction section of this study, is clearly traced in most of the works of the experimental group pupils. Table 8 summarizes the dynamics of CCC changes for both groups of respondents.

Table 8: Dynamics of CCC changes according to the Input and Output Diagnostics Data

	CCC in Scores *300 max.*		Dynamics	% Interpretation of CCC		Dynamics	Verbal Interpretation of the data (Level of CCC)		Dynamics
	ID*	OD		ID	OD		ID	OD	
Control group	206.2	219.0	**+12.8**	68.7%	73.0%	**+4.3%**	Sufficient level	Sufficient level	**No changes**
Experimental group	203.6	257.0	**+53.4**	67.9%	85.7%	**+17.8%**	Sufficient level	Good level	**1 Level Improving**
*ID = Input Diagnostics; OD = Output Diagnostics									

Thus, the secondary diagnosis of CCC allowed identifying a generally noticeable tendency to improving the initial level of CCC (comparably to the results of Input Diagnostics) in both groups. However, in the experimental group, the percentage increase in the level of CCC was 4 times greater than the level of the control group. If we compare the indicators of primary and secondary diagnostics in points, it becomes obvious that the control group also came very close to the threshold of overcoming the Sufficient Level by the number of CCC points scored. There are 2 points left to overcome the barrier. Understanding the

possible inaccuracies in the study, we can say that the control group also showed positive dynamics for a period of one and a half years in terms of quality. Thus, the results of mathematical and statistic interpretation of diagnostic data of both studied groups were quite expected, which confirms the correctness of the proposed approaches. However, the indicators of data analysis by individual respondents in both groups were not that much straightforward. There were 3 respondents of the experimental group and 6 respondents of the control group who showed a negative trend towards the reduction in the level of CCC. It was found later, in a conversation with the organizers of the experiment, that the reason was problems with motivation to learn in general.

According to the objective no. 5 (see Aims and Objectives paragraph), two stages of diagnostics (input and output stages) also confirmed the thesis of the study on the potential relationship between the level of CCC and the level of foreign language proficiency. The CCC of respondents with excellent and good scores in a foreign language (English — the first foreign language, German — the second foreign language) was evidently higher in 74% of cases. The hypothesis was not confirmed in 3% of cases: respondents with excellent and good scores for a foreign language showed a Sufficient Level of CCC. A careful analysis of the essays of senior pupils and post-factum interviews allowed revealing some cultural bias (ethnocentrism) of these participants.

In general, the method of intensified development of CCC and implementation of CCC in the modern school proved to be effective and can be further applied with adaptations and necessary concretizations in accordance with the specific pedagogical environment.

6. Discussion

Official statistics confirm that it is almost impossible to find a school or even a separate class which is homogeneous in terms of socio-cultural background of pupils in European metropolises today (Huber, 2012). Purposeful development of the CCC in the modern young generation is a prerequisite for ensuring the quality functioning of pupil's personality in a modern integrated and globalized society (Poole, 2019; Mittelmeier et al., 2018).

The study provided sound insights for understanding of the fact that the implementation of a cross-cultural approach in the paradigm of school education has a number of features. The level of CCC is influenced by numerous factors. CCC is inevitably associated with cross-cultural communication (Meiramova, 2017; Lee et al., 2020). It is in the cross-cultural communication where CCCs become relevant. As a result, knowledge of foreign languages significantly deepens the CCC and enables effective cross-cultural interaction. In fact, learning a foreign language creates the most favourable pedagogical environment for the intensification of CCC. Foreign languages are both tools and knowledge sources for CCC.

In the process of the research conduction we checked and confirmed the thesis of the researchers (Elaish et al., 2017; Moll et al. 2017; Shadiev et al., 2019, etc.) on

the direct interdependence between the study of foreign languages and the level of cross-cultural psychological attitudes. Accordingly, CCC is really higher in respondents with higher academic achievements in foreign languages studied in the paradigm of the curriculum of the selected secondary school (English — the first foreign language, German — the second foreign language)

However, the sphere of CCC development is not only foreign languages. We think about a modern cross-culturally competent young person only as well-informed, open to multicultural interaction, ready for cultural mutual enrichment. Therefore, such subjects as World History, Foreign Literature, Geography, specialized electives, etc. can be called the cognitive and ideological centers of the development of the CCC in the paradigm of school education, in addition to foreign languages. When developing the CCC, one should remember that the actual cross-cultural approach to schooling in no way undermines ethnic or national identity. On the contrary, they are an integral part of the CCC. National identity and ethnoidentity is what a person broadcasts to the world in an environment of multicultural interaction. They express the cultural self-worth of the individual as a carrier of a particular culture. National and ethnic cultural peculiarities are what a person, as their carrier, extrapolates to the multicultural world and how he/she identifies himself/herself. A person with erased national and ethnic traits is culturally inferior, he/she has nothing to share with the world, if it is about the cross-cultural dimension of understanding the concept of intercultural contact. Therefore, the background of the CCC is also school subjects that form pupil's cultural identity (native language, literature, history, folklore, etc.).

The implementation of the cross-cultural approach in school should begin with the involvement of low-context cultures in cross-cultural interaction. A successful tool for implementing a cross-cultural approach is to create an authentic cross-cultural space in school, in particular, through the realization of school partnership opportunities (Teutsch, 2012; Wagle et al., 2018; Conway et al., 2017). In other cases, the implementation of the cross-cultural component in learning (especially the development of practical skills that make up the CCC) should be organized on the principle of cross-cultural modelling. However, our experience of the success of cross-cultural modelling and intensification of CCC by means available in the context of schooling (that is without travelling abroad and experience of living in a multicultural environment outside pupils' country) contradicts the scientific position of Minick and Seeberg (2012), Mansilla and Jackson (2011). In particular, Minick and Seeberg (2012) emphasize that the successful and stable development of the CCC requires direct interaction with the cross-cultural world. Active engagement with the world provided more direct experiences rather than just learning about them (Mansilla & Jackson, 2011). Such theses are difficult to refute.

Therefore, in the process of discussing the results, the authors of our study further found that the highest level of CCC were students who often visit abroad and communicate with foreigners, conduct direct intercultural dialogue outside of purely school activities on the formation and development of CCC spectrum.

At the same time, the lowest level of CCC was found in students with a very narrow and limited range of out-of-school communication, in particular, those who had never been abroad and did not communicate directly with representatives of other cultures. This confirms the thesis (Huber, 2012; Graham et al., 2019) that the school is not the only source of CCC formation. However, the main task of the school is not only to stimulate the CCC, but also to fundamentally correct, democratic laying the foundations for the further development of the CCC. The school should integrate influences on the foruming of multicultural attitudes and direct them in the right direction. Because to take a direct part in laying the same direction for the direct development of the CCC.

In this context, the main problem of implementing such an approach to CCC stimulation is the limited resources of schooling. At the present stage of educational development, not every educational institution has the opportunity to introduce new experimental CCC-oriented curricula with the practice of intensifying CCC in a multicultural space outside the school (ideally — frequent travel abroad, close cooperation with foreign partner schools). The intercultural component is a component of communicative competence in any modern standard curriculum (Ikpeze, 2015). Minick and Seeberg (2012), continuing the theme of CCC development, write about the maximum use of Web 2.0 technologies in multicultural learning. Although online communication cannot, according to the authors, fully compensate for the benefits of direct cross-cultural contact.

The process of purposeful pedagogical influence in order to develop the CCC should be interpreted through the prism of facilitation as a process of planning the development and transformation of the individual in the process of interaction with other cultures. Pedagogical facilitation in the cross-cultural education has an initiating, supporting, facilitating, developmental function (Solodka, 2014a). This is a planned action of immersing the individual in the world of other cultures. Facilitation is based on knowledge of value-driven behaviour of representatives of other cultures, focuses on the congruence of communication strategies, the impact on the development of modification attitudes of the individual's perception of other cultures. Cooperation and participation are the foundations of facilitation (Solodka, 2014b).

It is also important to note that the process of CCC formation is not uniform (Ikpeze, 2015) and in the future in the context of wider time ranges may tend to decrease or increase. However, these deviations are often not too radical and significant. However, the identification of fluctuations and the causes of such fluctuations could be an interesting area for further research on the theoretical and practical aspects of the formation of the CCC.

As the analysis of the obtained results showed, an important background for the implementation of the cross-cultural approach in school is the psychological openness of pupils to multicultural interaction (ethnorelativistic position — Bennett (1993). Such factors as cultural receptivity, readiness for cross-cultural

communication are integral components of CCC (Solodka, 2014a; Glasbeek, 2017).

CCC in a broad sense is a synergy of:
- psychological, socio-cultural, linguo-cultural knowledge;
- verbal, nonverbal, paraverbal communication skills;
- behavioural attitudes, mechanisms of imitation, identification, stereotyping, generalization (Solodka, 2014a).

All outlined aspects of cross-culturality were taken into account in the development of diagnostic methods of this study. On the one hand, the multi-vector research approach to the interpretation and diagnostics of CCC allows us to talk about the objectivity and reliability of the data. On the other hand, CCC is an abstract concept that is determined by the specific situation of multicultural interaction. Therefore, the transitional stages of CCC development (for example, Sufficient Level of CCC) can be expressed in higher (Good level of CCC) or lower (Unsatisfactory Level of CCC) forms in real, unforced cross-cultural situations.

6. Conclusion

The implementation of the cross-cultural approach in the modern school in the context of the modern educational paradigm has sharply shifted from the category of recommendations, propaganda to the category of clear, documented requirements. The method of intensive implementation of the cross-cultural approach in the modern school has shown significant effectiveness provided that there is enough time for its implementation (for example, 1.5 years, as suggested by the study). The developed models of diagnosis of CCC in various ways (cognitive, activity, psychological) assess the formation of this competence in secondary school students. They can continue to be used in empirical research to measure CCC in high school students. In an adapted (simplified) form, these techniques can be used for research in junior school classrooms.

The innovative nature of the current study is:
- high-quality and mutually beneficial, mutually beneficial integration of theoretical and practical research aspects of the formation of the CCC in the learning process in secondary school;
- developed and implemented on an experimental basis a program to stimulate the CCC;
- developed and implemented author's system of complex diagnostics of CCC;
- the integrative nature of research based on advanced scientific papers on the categorization of CCC in modern contexts of the globalized world;
- interaction and subject dialogue with researches of modern authors concerning CCC;
- multi-vector coverage of research results and the depth of scientific generalizations about the nature and manifestations of CCC, as well as the peculiarities of CCC development in the context of school education.

Some other innovative generalizing aspects of the general problem of coordination of the phenomenon of CCC and the phenomenon of school education are given below.

It is advisable to implement a cross-cultural approach in the context of modern schooling through the facilitation tactics. Motivational and activity attitudes of pupils and teaching staff also significantly influence the development of pupils' CCC. CCC requires integrity, systematization, synergy of pedagogical action. Therefore, cross-cultural education of the younger generation is effective through the integration of school subjects, in-class and extracurricular activities. The difference in the level of the CCC at the stage of secondary diagnostics between the control and experimental groups indicates the potential of activities towards stimulating the CCC. On the other hand, this indicates the shortcomings of typical school curricula for the development of the pupils' CCC.

Only a person who stays in a multicultural environment and successfully realizes the range of his/her intentions can speak about a properly and fully developed CCC. Outside the direct practice of CCC, it is impossible to reliably assert the equivalence of the indicators that we obtained and the real cross-cultural potentials of schoolchildren. However, the digitalized modern educational space opens new horizons for the implementation of the cross-cultural approach in modern schools. This is partly reflected in this study. Other opportunities for the development of the issue of cross-culture and school education in this way can be promising areas for further research on the topic.

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Appendix A

Method of determining the score for English language proficiency: UA Main Session 2018-year External Independent Evaluation Test (fragment)

Use of English

Task 8

> Read the text below. For questions (39–48) choose the correct answer (A, B, C or D).
> Write your answers on the separate answer sheet.

50th Birthday of the LEGO Brick

The 50th birthday of the LEGO brick was in January 2008 and there was plenty to (39) _____. Children all over the world have played with LEGO bricks for the past 50 years, and LEGO is still right at the (40) _____ of many wish lists – just as it always has been. Industry and trade associations also recognize the LEGO success. Just before the turn of the millennium the LEGO brick was voted "Toy of the Century", one of the (41) _____ awards in the toy industry, by both Fortune Magazine in the US and the British Association of Toy Retailers.

The LEGO history began in 1932 in Denmark, when Ole Kirk Christansen (42) _____ a small factory for wooden toys in the unknown town of Billund in the south of the country. To find a name for his company he organized a (43) _____ among his employees. As fate would have it however, he himself came up with the best name: LEGO – a fusion of the Danish words "LEg" and "GOdt" ("play well").

Barely 15 years later Christiansen discovered plastic (44) _____ the ideal material for toy production, and bought the first injection moulding machine in Denmark. His courage, input and investment paid off: in 1949 he developed the LEGO brick prototype, which continues to excite countless children and adults to this very day. Over the years he perfected the brick, which is (45) _____ the basis of the entire LEGO game and building system today. Production of LEGO bricks with Acrylonitrile Butadiene Styrene (ABS) began in 1963. This matt finish plastic is extremely hard, has a scratch and bite-resistant surface, and is ideal for (46) _____ the bricks connected.

There are 2,400 different LEGO brick shapes, which are produced with the greatest of precision and subjected to constant controls. Each injection mould is permitted a tolerance of no more than one thousandth of a millimetre, (47) _____ bricks of every colour and size stay (48) _____ connected, allowing LEGO fans to build entire cities from all kinds of LEGO elements.

39	A	tell	B	celebrate	C	keep	D	delegate
40	A	top	B	start	C	contents	D	title
41	A	dearest	B	largest	C	highest	D	tallest
42	A	stayed	B	founded	C	made	D	based
43	A	quiz	B	game	C	competition	D	fight
44	A	like	B	as	C	such as	D	for
45	A	until	B	moreover	C	still	D	usual
46	A	making	B	keeping	C	putting	D	staying
47	A	while	B	in order	C	until	D	so that
48	A	definitely	B	hardly	C	firmly	D	closely

11

Appendix B

Method of determining the score for German language proficiency: UA Main Session 2018-year External Independent Evaluation Test (fragment)

Teil 9

> Lesen Sie den Lückentext und ergänzen Sie ihn. Wählen Sie das Wort (A, B, C oder D), das in die Lücke passt.
> Es gibt nur eine richtige Lösung.
> Kreuzen Sie Ihre Lösungen auf dem Antwortbogen an.

Universität Siegen

Die Universitätsstadt Siegen liegt mitten in Deutschland im Bundesland Nordrhein-Westfalen. Sie ist nicht besonders (49) _____, aber dafür ein Geheimtipp (50) _____ Studenten aus aller Welt. Die Uni steht auf (51) _____ kleinen Berg, der von allen Leuten "Bildungshügel" (52) _____ wird. Sie hat einen guten Ruf in Deutschland und im Ausland. Viele Studenten aus anderen (53) _____ absolvieren ihr Studium in Siegen.

So auch Luben Alargov aus Bulgarien. Er studiert (54) _____ fünf Jahren Sprache und Kommunikation in Siegen. Seine Wahl (55) _____ auf Siegen, weil Luben vor Studienbeginn dort einen Intensivsprachkurs Deutsch besuchte.

Das Studium in Deutschland kostet Geld, (56) _____ muss Luben auch jobben. Das geht zwar auf die Nerven, (57) _____ das Studium hier lohnt (58) _____ auf jeden Fall.

	A	B	C	D
49	groß	große	großer	größer
50	an	für	mit	über
51	ein	einen	einem	eines
52	nennt	nannte	genannt	genannte
53	Land	Landes	Länder	Ländern
54	ab	nach	seit	vor
55	fallen	fällt	fiel	fielt
56	da	darum	denn	weil
57	aber	auch	nur	weder
58	es	ihn	ihm	sich

Appendix C

Psychological cross-cultural attitudes evaluation "My Cross-cultural Knowledge and Skills" (fragment)

Assess your cross-cultural openness with this quiz

1.   How diverse is your social circle? Do you have social relationships with people from different religions, cultures, ethnicities and/or sexual orientations?

a)   No, I don't. I prefer to socialize with people I can relate to.

b)   Sort of. I talk to people from different backgrounds in school-related situations, but I usually find it difficult to become good friends with them.

c)   I have one or two friends from different backgrounds. I don't go out of my way to make friends with people who have different perspectives or beliefs.

d)   Yes, my social circle reflects the diversity around me. I think a diverse group of friends can really enrich your life.

2.   Are you curious about international issues? Do you inform yourself about key issues in the international news?

a)   Not really. I generally just pay attention to local news.

b)   Sort of. I follow major international news stories that are reported on national stations.

c)   Yes, I seek out any international news stories reported through sources in my home country. (US sources: New York Times, Wall Street Journal, BBC-America, The Daily Beast; Canadian sources: The Globe and Mail, CBC, National Post, Le Devoir.)

d)   Yes, I follow the media and regularly consult Websites or publications from outside North America. (International sources: BBC World, The Economist, The Guardian Weekly, Al Jazeera, etc.)

3.   Are you an adventurous eater? What would you do if a foreign student prepared you an elaborate, spicy meal with ingredients you'd never even heard of?

a)   Yikes! I'd probably thank them but wouldn't try it. I don't like eating strange foods.

b)   I'd be uneasy, but would try a few bites in order not to hurt her feelings. I'm sure I wouldn't really like it.

c)   I would eat what the student made. Even if I didn't like it, I would try to think of it as a learning experience!

d)   I would eat it, of course! If you don't try new things, you'll never know if you like them. Whether I liked it or not I'd be sure to ask about the ingredients and other food customs from the student's home country.

4.   Could you share living space with an international student or host family abroad? How would you adjust to living with an international student or local family while abroad?

a)   I don't think I would deal with it particularly well. My personal space is very important to me.

b)   It would be fine as long as we had some rules in place about personal space, kitchen usage and other parts of home life.

c)   I think I'd be good at compromising. It might even be interesting to see how other cultures do things at home.

d)   I'd love to live with someone from another background. What better way to learn about the intricacies of their culture and understand, for example, how others define the concepts of personal space?

5.   What experience do you have of living abroad? Have you been abroad to volunteer, intern, study, work or for cross-cultural travel?

a)   No, I have done none of the above.

b)   No, but I am considering going abroad to volunteer, intern, study, work or travel.

c)   Yes. I have spent time in another country for up to three months.

d)   Yes. I have spent time in another country for more than three months.

6.   **Can you travel independently? How would you deal with traveling alone in a foreign country?**

a)   I'd be very anxious, especially if I didn't speak the language. I'd rather stay home than go alone.

b)   I would be nervous. I'd want to plan all the details of my journey before leaving and would try to make sure local people show me around.

c)   I might find some parts of it challenging, but I think I could rise to the occasion if I pushed myself.

d)   Traveling alone is the best way to experience a foreign culture. I'd be confident and open to any unexpected opportunity that presented itself.

7.   Can you travel in a way that is "street smart?" If you were traveling alone in a foreign city, and weren't sure which areas were safe, what would you do?

a)   I'd probably just go wherever I wanted, no matter the time of day. Worrying about safety would ruin my trip.

b)   I would go wherever I wanted, but I'd make sure I always knew my location and had a sense of my surroundings.

c)   I would consult my guidebook to see if there were any areas to avoid and I'd steer clear of those areas. If I got lost, I'd approach local merchants for directions.

d)   I'd talk to local people about safety before exploring the town. I'd try to make my dress and body language blend in to avoid drawing attention to myself and hire a guide if necessary.

8. **Do you consider yourself to be self-aware? If you were traveling in a foreign country where you got the impression that everyone was staring at you, what would you do?**

a) I would get angry and make it clear that I didn't want to be looked at. Tourists should be allowed to go where they like without people making them feel uncomfortable.

b) I would leave the area fairly quickly. I don't like being looked at.

c) I would look to see what other people were doing and try to see whether I was in some way drawing attention to myself.

d) I would ask a local person to help me behave appropriately, and I'd have to accept that I might get attention simply because I'm a foreigner.

9. **Are you resourceful in frustrating circumstances? Imagine that you have twice submitted paperwork requesting an extension on your visa while interning abroad; now the government official says that you have to return with yet another document. What do you do?**

a) I would storm out of the office. My time is too valuable to waste on bureaucratic procedures. I skip getting the visa extension and prepare to take my chances without it.

b) I would comment on how inefficient the place was and ask to speak to a supervisor.

c) My body language might show my disappointment, but I would comply with the request.

d) I would ask the official to write down what was needed and ask whether I could bring my documentation back to him directly. A personal touch might make the process run more smoothly!

10. **Would you be respectful of other cultures' traditions abroad?**

a) How would you feel in a country where you had to be very conscious of your clothing, gestures, etc.? (For example, in a country where traditional, modest dress was the custom.)

b) I would feel anxious. I'd only change how I dress and behave if I was forced to.

c) I would feel a little uncomfortable, but I could tolerate it, especially if it was only for a short period.

d) I might not feel like myself in the beginning, but I'd be aware that showing respect would help me become integrated into my host culture.

e) I understand the importance of being respectful and culturally sensitive about my appearance and gestures. I'd learn how to recognize my host country's cultural cues as quickly as I could and enjoy adapting to them as necessary.

Appendix D

Cognitive Test "Basic Cross-Cultural Knowledge Test" (fragment)

1. In what country is it considered a compliment to slurp loudly while eating soup?
a)   Iceland
b)   Russia
c)   Japan
d)   Colombia

2. You are in Amman, Jordan, and you are invited to go to the souk. Where will you be going?
a)   Mosque
b)   Market
c)   Park
d)   Turkish bath

3. In Italy, mums and roses are the favored flowers to take when invited to dinner. True or False?
a)   True
b)   False

4. In many countries, it is perfectly normal for men to be physically affectionate with each other. True or False?
a)   True
b)   False

5. In which country would showing up half an hour late for an invitation be considered rude?
a)   Greece
b)   Switzerland
c)   Panama
d)   Guinea

6. If you are having dinner with a business partner in Argentina, when is it appropriate to talk business?
a)   As soon as you sit down at the table
b)   After some polite table conversation
c)   After the meal is through
d)   Never

7. In Egypt, you have been invited to a meal at a family home. Towards the end of the meal you are very full. Your hostess offers you more food. What should you do?
a)   Politely refuse.
b)   Accept and eat everything on your plate.
c)   Accept and take a small bite.
d)   Accept and ask if you can take it with you.

8. While in South Korea for a business meeting, you present a gift to a business associate to thank him for his hospitality and to build the relationship. He refuses to accept the gift. You should:
a)   Apologize for offending him
b)   Insist he takes the gift until it is accepted
c)   Quietly keep the gift

9. In India, you are invited to a friend's house to share a meal of rice and curry. What is the best way to eat?
a)   Using a spoon
b)   Using your left hand only
c)   Using your right hand only
d)   Using both hands

10. In which country would you expect to see students knock on their desks after a particularly good lecture or presentation?
a)   Brazil
b)   Uganda
c)   Thailand
d)   Germany

11. Which of the following is considered poor etiquette in Japan?
a)   Offering a gift with two hands
b)   Placing your chopsticks upright in your food
c)   Taking off your shoes before entering someone's home

12. Which colour should you avoid wearing in Brazil?
a)   Red
b)   Purple
c)   Yellow

13. In India, what do vegetarian Hindus typically not eat?
a)   Meat, fish, seafood, eggs and any dairy products
b)   Meat, fish, seafood and eggs
c)   Meat, fish and seafood

14. In which country is the number 4 considered unlucky?
a)   China
b)   Mexico
c)   Iran

15. In which country does nodding the head up and down mean 'no' rather than 'yes'?
a)   Bulgaria
b)   Russia
c)   Thailand

16. Which country has the most time zones?

a)   Russia
b)   China
c)   France

17. Which of the following is not one of the five pillars of the Islamic religion?
a)   Haj
b)   Ramadan
c)   Puja

18. What is the Chinese term used to describe the concept of having a network of reciprocal relationships?
a)   Kegi
b)   Mianzi
c)   Guanxi

19. Which of the following would you not offer as a gift to a Chinese business partner?
a)   A clock
b)   Wine
c)   A pen

20. What is Jewish New Year commonly known as?
a)   Rosh Hashanah
b)   Yom Kippur
c)   Hanukkah

21. You are managing a local team in China. How do you respond to the fact that after several weeks in your role nobody in the team seems able to make eye contact with you?
a)   You are worried that the team don't trust or respect you as they can't look you firmly in the eye.
b)   You aren't concerned as you know that in China firm eye contact is not expected and is seen as inappropriate between managers and their teams.
c)   You think that perhaps there is a language issue and the team is embarrassed that they don't understand everything you say.

22. What one piece of advice would you give to a colleague embarking on their first professional international assignment?
a)   Be yourself and remain true to your own values and principles. When you are working internationally it's important to be authentic as it can be very stressful to try to be someone you're not.
b)   Do everything you can to learn the local language and become fluent. You will only understand how people operate if you speak their language.
c)   Be aware that your new colleagues may work differently to how we do and be ready to adapt your usual style.

23. You have taken over the management of an international team based in Dubai. Halfway through your first formal meeting with the team one of them

picks up all his things and leaves the room without saying anything. What do you do?

a)   Immediately follow them out to find out exactly what they are doing.

b)   Ask the rest of the team what they think the problem is it.

c)   Let the moment pass and continue the meeting then later speak with a trusted colleague to try and understand what might have caused them to leave the meeting.

24. When communicating with new team members who don't speak your language as their first language what is the best strategy?

a)   Speak more slowly and loudly than usual to avoid any misunderstanding.

b)   Speak naturally but make sure you avoid using colloquial language, jargon and idioms that may be difficult to understand.

c)   Identify the person who speaks your language best and get them to translate for the team.

25. You are on business overseas for two days and have the evening to yourself. How might you best spend your evening?

a)   Writing up your notes from your meetings while everything is fresh in your mind and preparing in detail for tomorrow's meetings.

b)   Taking a walk around town and having dinner in a restaurant frequented by locals and with no menus in translation.

c)   Checking out a local expatriate network social event.

26. You are delivering training to a group of Japanese expatriates on secondment at your offices and you notice that most of the group have their eyes closed while you are explaining a technical process. How do you interpret this?

a)   They are concentrating and listening hard.

b)   They are suffering from jet lag and struggling to stay awake.

c)   They have disengaged from your session.

27. You are spending a week visiting clients around Latin America where you understand there is a more relaxed attitude to time. When do you aim to arrive at your meetings?

a)   A few minutes ahead of the scheduled time just as you would at home.

b)   Within five to ten minutes after the scheduled time.

c)   Anywhere up to half an hour late as that is what you have experienced when these clients visited you at home.

28. What do you understand by ethnocentrism?

a)   Operating in an environment where everyone is from the same culture.

b)   Judging people from another culture only by the values and standards of your own culture.

c)   Experience your own and other cultures as relative to the context.

29. You are preparing for the launch meeting of a new international project team. How are you planning to run the meeting?

a)   To present the team with clear objectives, a detailed plan and to make clear your expectations about how the team will work together.

b)   To listen and observe as you invite the team to introduce themselves and brainstorm how they would like to work together and create team ground rules.

c)   To ask each team member to prepare a short presentation about their own experience and expertise and what they would like to achieve from working on the project.

30. Humour across cultures is:

a)   Best avoided as some cultures have a very different sense of humour and some cultures don't really have a sense of humour.

b)   Best used only if you share the same language otherwise humour is likely to get lost in translation.

c)   A great way to break the ice and build rapport providing you are careful about using complicated word play or cultural references that could be misunderstood.

31. What's the most linguistically diverse COUNTRY in the world? (Hint: It's actually not in Africa.)

a)   Papua New Guinea

b)   Dominican Republic

c)   New Zealand

32. In South Korea it is considered polite to:

a)   Finish all the food on your plate

b)   Refuse offers of more food at least 3 times

c)   Pay for the meal even if you are the guest

33. Who pays for a meal in France?

a)   Everyone shares it

b)   Host

c)   Guest

34. In India one should never offer someone food from their plate?

a)   True

b)   False

35. Jews are forbidden from eating which of these?

a)   Duck

b)   Lobster

c)   Tuna

36. At a dinner in Hong Kong where will the guest of honour be seated?

a)   To the left of the host

b)   To the right of the host

c)   Opposite the host

37. In Bolivia bananas should be eaten with a knife and fork

a)   True
b)   False

38. In the Middle East which of these should you avoid when eating?
Drinking anything
a)   Eating with a full mouth
b)   Using your left hand

39. In Belgium how many times should you raise your glass when toasting?

a)   Once
b)   Twice
c)   Thrice

40. What is so special about July the 4th in the USA?
a)   Thanksgiving Day
b)   Columbus Day
c)   Independence Day
d)   War Veterans Day

41. Eating with your hands is considered impolite in the USA.
a)   True
b)   False

42. Which religion is most practiced in the USA?
a)   Shamanism
b)   Islam
c)   Christianity
d)   Judaism

43. What is the American national anthem called?
a)   Star-Mangled Spanner
b)   Star-Spangled Banner
c)   Star-Lighted Flagger

44. Americans tend to stand close to one another when talking.
a)   True
b)   False

45. Which of these would be inappropriate to take as a gift to someone's home (in the USA)?
a)   Chocolates
b)   Alcohol
c)   Plant
d)   Cash

46. In terms of business dress, which is considered the more relaxed and casual?
a)   West Coast

b)   East Coast

47. Which would you say best describes American communication style?

a)   Direct
b)   Indirect

48. Which of these are taboo in public?
a)   Showing affection
b)   Spitting
c)   Talking business

49. Which of the following may be construed as a sign of weakness in Canada?
a)   A weak handshake
b)   Making direct eye contact
c)   Wearing gloves

50. When doing business in Quebec it is a requirement by law that it be conducted in which language?
a)   English
b)   Canadian
c)   French