

# Teaching And Assessing Intercultural Communicative Competence

## Multilingual Matters series

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Developing and Assessing Intercultural Communicative Competence  
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Teaching and Assessing Intercultural Communicative Competence  
Intercultural Competence for College and University Students  
Developing and assessing intercultural communicative competence - A guide for language teachers and teacher educators  
Intercultural Learning in Language Education and Beyond  
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Intercultural Communicative Competence-- a Floating Signifier  
Investigating University Students' Intercultural Communicative Competence  
Teaching Intercultural Competence in Secondary Schools  
Intercultural Communicative Competence in English Language Teaching in Polish State Colleges  
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Intercultural Communicative Competence in Educational Exchange  
Assessing Intercultural Sensitivity  
Levels of High School Students in an International School  
Intercultural Service Learning  
Handbook of International and Intercultural Communication  
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Competence Intercultural Communicative Competence in Educational Exchange Assessing Intercultural Sensitivity Levels of High School Students in an International School Intercultural Service Learning Handbook of International and Intercultural Communication Michael Byram Ildikó Lázár Hannah Grace Domingo Michael Byram Caprice Lantz-Deaton Troy McConachy Council of Europe Vincent Louis Vanderheijden Linda Huber Bani Koumachi Eleni Stefanidou Piotr Romanowski Bani Koumachi Alvino E. Fantini David Atwood Straffon Petra Rauschert Molefi Kete Asante

this revised edition of michael byram s classic 1997 book updates the text in light of both recent research and critiques and commentaries on the 1st edition beginning from the premise that foreign and second language teaching should prepare learners to use a language with fluency and accuracy and also to speak with people who have different cultural identities social values and behaviours the book is an invaluable guide for teachers and curriculum developers taking them from a definition of intercultural communicative competence through planning for teaching to assessment this edition refines the definitions of the five savoirs of intercultural competence and includes new sections on issues such as moral relativism and human rights mediation intercultural citizenship and teachers ethical responsibilities

the aim of this publication is to assist teacher educators and language teachers in shifting the focus from linguistic competence to intercultural communicative competence the printed booklet of the present guide contains the introductions to definitions of key terms in intercultural communication planning and designing intercultural communication courses and workshops teaching training methods and materials and assessing intercultural communicative competence the materials on the accompanying cd rom include the theoretical background to teaching language and culture detailed workshop and course planning guidelines teaching materials and activities based on literature films and songs guidelines and tasks for assessment and descriptors of competences intercultural communication workshop reports and our research articles about the intercultural dimension of foreign language teaching fit publisher s description

diploma thesis from the year 2018 in the subject english pedagogy didactics literature studies grade 1 course bachelor in elementary education language english abstract the study was interrelated to the researcher s field and background experience for this was about teaching and assessing intercultural communicative competence the focus of the study was part of communication skills specifically interactive english which was one of the subject taken by the researcher the study provided sufficient information for this was only focused on assessing intercultural communicative competence among selected grade 4 learners the results that were obtained from this study will contribute updated and enhanced discoveries and notions regarding assessing intercultural communicative competence

this practical guide is a must read for students interested in developing the attitudes knowledge skills and values that foster positive

relationships with people from diverse cultures both within and outside of the workplace it contains real life examples from students drawn from the authors work across different countries in an age of growing diversity and increasing global mobility living and working with people from different cultural backgrounds is becoming the norm to address this complex topic the authors invite students to consider key questions such as how do our cultural backgrounds influence our behavior towards others what is intercultural competence and how can it help students to get along in work and life how can institutions help students to develop intercultural competence what does it have to do with topics like prejudice discrimination and racism how can intercultural competence facilitate social change and help students to succeed in their careers written for students in any country and studying in any discipline this book includes practical activities designed to help students to develop intercultural competence throughout their time at college or university it is useful for students as an autonomous learning source or as a resource for taught courses drawing on a comprehensive and rigorous knowledge of the field the authors have written a thought provoking analysis and a practical guide to understanding and enacting intercultural competence i learnt from and admire their ambitious vision of the significance of intercultural competence for society and for the lives and careers of their readers michael byram author of teaching and assessing intercultural communicative competence durham university uk this is a wonderfully readable book which carefully and clearly explains the concept of intercultural competence exploring its implications for addressing many of the most crucial issues facing the world today based on impeccable scholarship and containing a wealth of practical activities this book is highly recommended for students and interested laypeople alike martyn barrett university of surrey uk an exceptionally user friendly and theory informed guidebook that would not only benefit university students but anyone with an interest in intercultural communication the book is second to none in terms of clarity of presentation and coverage of concepts models and practical ideas relevant to intercultural competence for the contemporary society anwei feng university of nottingham ningbo china an essential handbook and excellent addition to conventional textbooks nuanced and down to earth explanations about intercultural communication which are accessible to everyone insightful explanations for educators and students alike easy to use self study guide with thought provoking exercises this book has been long needed and has come at just the right time ivett guntersdorfer founder and director of the intercultural communication certificate program ludwig maximilians universität münchen germany

the cd rom content is available here [archive ecml at mtp2 iccinte results en index htm](#) many language teachers teacher educators and second language acquisition researchers have expressed the conviction that the primary aim of foreign language teaching is to enable learners to communicate with people from different linguistic and cultural backgrounds in an increasingly multicultural world the aim of this publication is to assist teacher educators and language teachers in shifting the focus from linguistic competence to intercultural communicative competence the printed booklet of the present guide contains the introductions to definitions of key terms in intercultural communication planning and designing intercultural communication courses and workshops teaching training methods and materials assessing intercultural communicative competence the materials on the accompanying cd rom include the theoretical background to teaching language and culture detailed workshop and course planning guidelines teaching materials and activities

based on literature films and songs guidelines and tasks for assessment and descriptors of competences intercultural communication workshop reports our research articles about the intercultural dimension of fit all of the materials in this publication are based on our research and the lessons we learnt from the training sessions we held in 12 european countries within the framework of the iccinte project of the ecml between 2004 and 2006 this guide can be used independently or it can complement our intercultural communication textbook mirrors and windows in order to help incorporate intercultural communication training into foreign language teaching and teacher education more systematically ildiko lazar martina huber kriegler denise lussier gabriela s matei christiane peck

this book provides a contemporary and critical examination of the theoretical and pedagogical impact of michael byram s pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond the chapters address important theoretical and empirical work on the teaching learning and assessment of intercultural learning and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways the book offers comprehensive up to date and accessible knowledge for researchers teachers teacher trainers and students

this study investigates possible contributing factors to the development of intercultural communicative competence icc in undergraduate language learners moreover the study tests the viability of a survey instrument which can help language programs describe the icc of their students icc has been determined to be a valuable if not central component of the future of language teaching and learning aguilar 2007 because of the focus the construct places on appropriate and effective interaction between the learner and interlocutors from the target culture a total of 108 lower division german language students were surveyed as part of this study they represented a cross section of all lower division german language courses offered at the university of texas at austin in the spring semester of 2010 the assessment of undergraduate intercultural competence was used to collect student responses the survey an extensive adaptation of fantini s assessment of intercultural competence 2006 for the undergraduate language learning context gathered demographic data such as nationality foreign travel experience and nature of a participant s intercultural relationships students were also asked to rank the applicability to themselves of an array of personality traits finally students responded to 54 questions which addressed the core domains of icc knowledge attitude skills and awareness these items as well as the personality traits were rated on a 7 point likert type scale the data collected were analyzed by quantitative methods the findings of this analysis determined that there was no connection between students progressing through the language program and the development of icc additionally though a number of other factors including the presence of intercultural relationships and a student s willingness to adjust to new ways of living were found to contribute positively to one s icc the results of the study suggest that language programs consider ways to incorporate these factors into curricula the findings also provide benchmark data for future studies of language learner icc in the context of the american undergraduate experience

in the field of language education intercultural communicative competence has become a widely used concept but what is intercultural

communicative competence although the term is often understood as universally applicable it comes with manifold nuances the ambiguity ranges from underlying definitions to corresponding competences forms of assessment and their operationalisation furthermore an empirical foundation for models of intercultural competence is scarce this book presents the findings of a qualitative research study on the views of language students and critically analyses the speculative components of intercultural communicative competence regarding their feasibility in the study abroad context it is argued that the notion represents a contingent and hegemonial interpretive scheme *deutungsmuster* a floating signifier which needs to be amended for particular circumstances the critical reflection on intercultural competence in the light of real life examples may serve as an incentive for an alternative approach to intercultural competence in foreign language teaching and contribute valuable information to the preparation of training sessions before a stay abroad

scientific study from the year 2012 in the subject communications intercultural communication course applied linguistics language english abstract it is until recently that many language teachers and educationalists have started to preach the idea that second or foreign language teaching should stress the salience of teaching towards enabling learners to connect with other people from different linguistic and cultural backgrounds and mediate appropriately and effectively in various cross cultural communication situations thus so as to be open and flexible towards other cultures the acquisition of intercultural communicative competence has become a serious concern for any individuals seeking to become competent intercultural speakers the present study aims at assessing and investigating the intercultural communicative competence and its development among efl moroccan university students and the extent to which these students know about the cultural aspects of the target anglo american cultures as well as the degree to which their intercultural communicative competence has evolved based on the model presented by byram 1997

seminar paper from the year 2008 in the subject didactics english pedagogy literature studies grade 2 0 university of wuppertal anglistik amerikanistik course cultural studies on a shoestring language english abstract due to its importance in foreign language learning in german schools the subject of english carries the main responsibility to develop the students competence for intercultural communication cf göbel hesse accordingly the kmk classifies intercultural learning as a key element of english language teaching and includes intercultural competence in the educational standards for grades 9 and 10 cf kmk 2003 kmk 2004 intercultural competence is described as contextual socio cultural knowledge the ability to deal with cultural difference sympathetically and the ability to master situations of intercultural contact cf kmk 2003 8 cf kmk 2004 8 including the cognitive and the affective level as well as the level of action alike this description reflects the complexity of intercultural competence the affective as well as the level of action are of particular importance if the teaching of culture is to be more than the teaching of facts as it was practised by the *landeskunde* approach cf nünning nünning new approaches for an action and product oriented teaching of english are supported by empirical studies about intercultural sensitivity which stress the relevance of emotions in situations of intercultural contact cf göbel hesse however an analysis of the curricula of the german states shows that the main focus is on objectives of the cognitive dimension

whereas learning aims of the affective level and the level of action are included less often cf ibid moreover many curricula lack information about which contents to use for teaching general aims like empathy overcoming ethnocentrism and respect for cultural differences cf ibid hence the curricula are not sufficient for arranging a successful teaching

this volume provides a strong theoretical introduction to the field of intercultural communication offering practical examples of classroom activities as well as presenting empirical research which demonstrates that intercultural communicative competence icc can be developed effectively in specially tailored courses adjusted to the needs of learners it presents a novel model of intercultural sensitivity assessment and outlines the results of research into intercultural communicative competence conducted among the students of english language studies in state colleges in poland the cultural component in developing icc as an extra linguistic determinant is assigned particular prominence in the book a thorough analysis of the empirical material collected from participant observation the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified the obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between polish learners of english and representatives of other cultures

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this book explores the nature of intercultural communicative competence icc a set of abilities required to promote sojourner engagement with diversity during study abroad and other educational exchange experiences a highly original contribution to the intercultural communication literature this book bases its multinational perspective of icc on an extensive literary search in six languages and spanning 50 years to identify icc s multiple components to develop a comprehensive assessment tool and to assess its development and impact on exchange participants in multiple countries

this book provides a much needed overview of the theory and practice of intercultural service learning isl an approach that combines curricular learning intercultural encounters and community service it includes a model that outlines the essential components of this

pedagogy and which is intended to serve as a foundation for practitioners developing their projects practical examples offer templates and inspiration while the scholarly examination of the projects demonstrates the approach s potential the book concludes with considerations on how to assess intercultural and democratic competences in isl projects and practical implementation guidelines suitable for both in service foreign language educators at all levels and for use in teacher training the book provides a practical guide to a holistic pedagogy that is increasingly being used by educators keen to engage their students in an ever more interconnected world

now in paperback this indispensable volume summarizes the state of the art in international intercultural and developmental communication and sets the agenda for future research it includes an overview of major theoretical and applied issues processes and effects in international and intercultural communication contexts and issues of conducting research on culture language and communication the volume frames the critical issues facing scholars studying language and communication stimulates new theoretical formulations demonstrates the application of diverse methods of research and provides the basis for finding solutions to critical issues facing the modern world

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