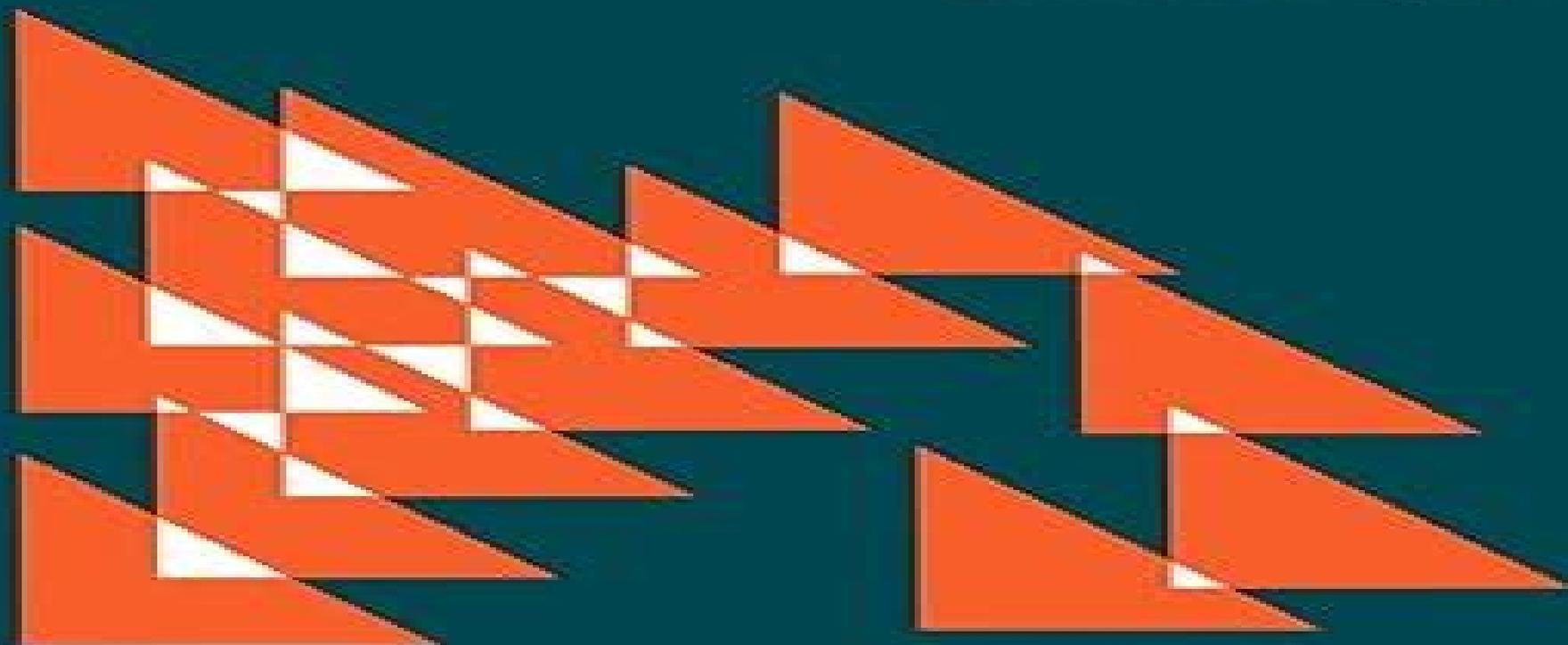


# Teaching and Assessing Intercultural Communicative Competence

Michael Byram



MULTILINGUAL MATTERS

# Teaching And Assessing Intercultural Communicative Competence Multilingual Mattersnseries

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## **Teaching And Assessing Intercultural Communicative Competence Multilingual Matters series:**

**Teaching and Assessing Intercultural Communicative Competence** Michael Byram, 2020-12-08 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 *Developing and Assessing Intercultural Communicative Competence* Ildikó Lázár, Michaela Čaňková, European Centre for Modern Languages, 2007-01-01 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 *Assessing Intercultural Communicative Competence* Hannah Grace Domingo, 2019-04-26 Diploma Thesis from the year 2018 in the subject Didactics for the subject English Pedagogy 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 *Developing and Assessing Intercultural Communicative Competence*, 2007 *Developing and Assessing Intercultural Communicative Competence*, 2007 **Teaching and Assessing Intercultural Communicative Competence** Michael Byram, 2022

**Intercultural Learning in Language Education and Beyond** Troy McConachy, Irina Golubeva, Manuela Wagner, 2022-04-12 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

**From Foreign Language Education to Education for Intercultural Citizenship** Michael Byram,2008 This collection of essays analyses the evolution of theory of intercultural competence and its relationship to education for citizenship It does so by analysing the concepts of intercultural competence including the notion of the intercultural speaker by discussing the ways in which language education policy develops and by comparing the theories and purposes of foreign language education and education for citizenship

Developing and assessing intercultural communicative competence - A guide for language teachers and teacher educators ,2008 The CD Rom content is available here <http://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

**Intercultural Competence** Gerhard Neuner,Council of Europe,2003-01-01

**Incorporating Intercultural Communicative Competence in Language Teaching Education** Ildikó Lázár,European Centre for Modern Languages,2003-01-01 The research and development described in this volume is intended to contribute to the integration of intercultural communication training in teacher education programmes

*Intercultural Competence for College and University Students* Caprice Lantz-Deaton,Irina Golubeva,2020-10-19 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 Universit t M nchen Germany

**Foreign Language Teachers and Intercultural Competence** Lies Sercu, Ewa Bandura, 2005-01-01 Foreign Language Teachers and Intercultural Communication An International Investigation reports on a study that focused on teachers beliefs regarding intercultural competence teaching in foreign language education Its conclusions are based on data collected in a quantitative comparative study that comprises questionnaire answers received from teachers in seven countries Belgium Bulgaria Poland Mexico Greece Spain and Sweden It not only creates new knowledge on the variability and relative consistency of today s foreign language teachers views regarding

intercultural competence teaching in a number of countries but also gives us a picture that is both more concrete and more comprehensive than previously known

**Developing Intercultural Language Learning** Michelle Kohler, 2020-11-09 This book presents a detailed account of a self study in which the author considers why a developmental perspective matters in language learning within an intercultural orientation and how teachers of languages might understand and attend to this notion in their work The discussion is based on the author s experience as a teacher researcher and traces aspects of teachers work from planning teaching and mediating to assessing and judging evidence of student learning and development over time This book is grounded in a praxis view of language teaching and learning and will be of interest to other language teachers pre service teachers teacher trainers and applied linguists

**Intercultural Language Use and Language Learning** Eva Alcon Soler, Maria Pilar Safont Jorda, 2007-05-24 Eva Alc n Soler Maria Pilar Safont Jord Universitat Jaume I Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence Bearing this purpose in mind English learners are considered as intercultural speakers who share their interest for engaging in real life communication According to Byram and Fleming 1998 the intercultural speaker is someone with knowledge of one or more cultures and social identities and who enjoys discovering and maintaining relationships with people from other cultural backgrounds although s he has not been formally trained for that purpose Besides possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities In these contexts the objective of language learning should then focus on developing intercultural competence which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction see Alc n this volume This is the idea underlying the volume which further sustains Kramersch s argument 1998 against the native non native dichotomy Following that author we also believe that in a multilingual world where learners may belong to more than one speech community their main goal is not to become a native speaker of English but to use this language as a tool for interaction among many other languages and cultures

*Developing Intercultural Competence in Practice* Michael Byram, Adam Nichols, David Stevens, 2001-01-01 It is now widely recognised that learning a language should not just involve linguistic competence but also intercultural competence It is also clear that intercultural competence can be developed through related subjects such as geography history mother tongue teaching This book takes this as a given and provides practical help for teachers who wish to help their learners acquire intercultural competence in the ordinary classroom It contains descriptions of lessons and materials from a wide range of classrooms in several countries and for beginners to advanced learners

**Teaching Intercultural Competence Across the Age Range** Manuela Wagner, Dorie Conlon Perugini, Michael Byram, 2017-10-19 This ground breaking book is the first to describe in detail how teachers supported by university educators and education advisers might plan and implement innovative ideas based on sound theoretical foundations Focusing on the teaching and learning of intercultural communicative competence in foreign language

classrooms in the USA the authors describe a collaborative project in which graduate students and teachers planned implemented and reported on units which integrated intercultural competence in a systematic way in classrooms ranging from elementary to university level The authors are clear and honest about what worked and what didn't both in their classrooms and during the process of collaboration This book will be required reading for both scholars and teachers interested in applying academic theory in the classroom and in the teaching of intercultural competence *Intercultural Communicative Competence in Educational Exchange* Alvino E. Fantini, 2018-07-17 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 *Intercultural Communicative Competence in English Language Teaching in Polish State Colleges* Piotr Romanowski, 2017-05-11 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 Teaching Intercultural Communicative Competence with a Textbook Irina Maric, 2012-11-22 Seminar paper from the year 2011 in the subject Didactics for the subject English Pedagogy Literature Studies grade 13 00 Punkte Justus Liebig University Giessen Institut für Anglistik course Developing Intercultural Communicative Competence in the EFL Classroom language English abstract Although intercultural concepts tend to essentialism and reductionism and thus run the risk of constructing artificial ethnic differences and stereotypes the existing models are quite useful for teaching purposes as well as for the purpose of this paper which is to analyse a textbook for German high school in order to find out more about its potential to help develop ICC In my view using both terms interchangeably is acceptable as long as one considers culture to be a dynamic negotiable phenomenon cf Freitag 2008 Regarding the actual teaching I agree with Hu 2009 that intercultural concepts in spite of their deficits cannot and should not be replaced immediately but gradually with the narrative

constructive concepts of intercultural learning in mind The national KMK Bildungsstandards 2010 12f set rather high standards for ICC emphasising the role of literature and diversity of texts in developing ICC Landeskunde should be taught as well but not only to impart fact knowledge but to enable students to communicate in real intercultural situations Generally speaking the task of a teacher is to prepare his students for the challenges of future life and they are definitely going to take place in a globalized inter or transcultural world According to the White Paper on Intercultural Learning by the Council of Europe in a democracy we do not only have the opportunity but the duty to act as active responsible reflective and self critical citizens respectful of others and to help build a peaceful democratic world 2008 29 I think that helping students to achieve this aim is best done by enhancing their discourse ability more in chapter 2 1 Since the most common way of teaching EFL in Germany is by using a textbook cf Kurtz 2010 this paper will try to find out how well this can be done in regard to developing ICC based on the realities of the FL classroom In order to do so first of all we have to clarify the basic theoretical concepts which are needed to understand the idea of intercultural communication and consequently the competences which are required for the successful accomplishment of that interactive task In a second step I will conduct a small qualitative research exploring and evaluating both the theoretical ICC learning models and the textbook New Context

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