Developing Intercultural Communicative Competence In English Language Teaching

Intercultural Communicative Competence (ICC) is crucial in the preparation of students who will study or work abroad as part of their degree programme. The promotion of key competencies will allow students to develop the necessary skills to operate in a multicultural environment. This is particularly important given the increasing global interconnectedness of today's world. 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 Leeds

This book demonstrates the complementarity of educational and training approaches to developing intercultural competence as represented by those who work in commercial training and those who work in educational settings. It does so by providing a comprehensive overview of the intercultural landscape as it exists today, as well as by offering practical guidance to those seeking to develop intercultural competence in their work.

Developing Intercultural Communicative Competence is a valuable resource for students, educators, and practitioners who are interested in developing the skills necessary to operate successfully in a multicultural environment.

Intercultural Communicative Competence is defined as the ability to effectively communicate with people from different cultural backgrounds. This includes the ability to understand and adapt to different communication styles, to express oneself accurately, and to maintain relationships with people from diverse cultural backgrounds.

There is a need for world language educators to prepare learners with 21st century skills to meet the challenges of an increasingly interconnected globalized world. The need for change was acknowledged in the 2016 report of the MLA Ad Hoc Committee on Foreign Languages that suggested the implementation of curriculum reform by developing students’ "translingual and transcultural competences." This book focuses on developing the intercultural communicative competence of students.

Developing Intercultural Communicative Competence in the Arabic Curriculum

Developing Intercultural Communication Competence for Leadership

The SAGE Handbook of Intercultural Competence

Intercultural Competence in Language Education

Developing Intercultural Communicative Competence in Practice

Innovative Language Teaching and Learning at University: Enhancing Employability

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 development and virtual mobility in universities around the globe. This volume reports qualitative and quantitative findings on the impact of OE on universities in Europe and elsewhere and offers comparisons between both pedagogical and institutional models. The book is addressed not only to those interested in intercultural knowledge and skills but also to those wishing to develop the ability of their students to work with both digital and traditional tools. As such, it is an essential resource for all those interested in the field of online learning, including researchers, educators, and practitioners.

This book provides a comprehensive overview of the latest theories and research on intercultural competence. It will be an invaluable and useful resource to administrators, faculty, researchers, and students.

This volume offers diverse perspectives on language and culture teaching explored against the background of a fast-paced globalized world of increased mobility and opportunity. While teachers are pressed to reinvigorate and adapt the existing teaching practices, researchers are invited to conduct studies with a view of implementing the findings in the classroom practice. This collection presents discussions on both foreign language and intercultural competencies as well as the role of intercultural competence in language teaching and teacher education. Offering insights into a variety of foreign language and culture teaching contexts throughout Europe, this volume will be of interest to researchers and practitioners in applied linguistics and language and culture teaching methodology, including both experienced and novice language teachers, in the Balkan region and beyond.

In a second step, I will conduct a small qualitative research exploring and evaluating both the theoretical ICC learning-related activities in a language-immersion education setting effectively develops ICC in young children. A mixed method approach was used for collecting qualitative data through students' portfolios and quantitative data by checking the frequency of participants' attitude, knowledge, and skills exhibited during intercultural activity encounters. Findings indicated that the use of cultural activities in second language learning cannot be separated from culture learning as language learning with the concept of interculturality. The results of this study illustrate the necessity of expanding teacher awareness and skills in practising ICLT to promote the development of intercultural competence in language classroom.

This qualitative case study explores naturally arising opportunities for developing intercultural communicative competence through intercultural communicative language teaching (ICLT) in a New Zealand high school Chinese as a foreign language (CFL) classroom. Although developing intercultural communicative competence is a goal of many school curriculums, teacher awareness and implementation of effective intercultural communicative pedagogies are still limited. Exploring the possibilities for developing interculturality in educational settings is increasingly seen as an integral part of language teaching. This study of the role of the teacher, defining, eliciting and illustrating stereotypes from theoretical standpoints. Part 2 showcases ways of addressing stereotypes through intercultural (language) education to provide teachers with a firm platform for the practical application of their knowledge and skills when managing the stereotypes.

Learning new language offers a unique opportunity to discover other cultures as well as one's own. This discovery process is essential for developing 21st-century intercultural communicative skills. To foster these skills for role as teacher of language and culture, this book focuses on teaching intercultural communicative pedagogies. The book is divided into three parts: Part 1, defining, eliciting and illustrating stereotypes from stereotypical standpoints; Part 2, showcases ways of addressing stereotypes through intercultural education to provide teachers with a firm platform for the practical application of their knowledge and skills when managing the stereotypes.

The teacher's role in the intercultural communicative language teaching (ICLT) classroom is crucial. The ICLT approach emphasizes the development of intercultural communicative competence. The teacher is not just a transmitter of knowledge but also a facilitator of active learning. By creating an inclusive and culturally responsive learning environment, the teacher can help students develop the skills and attitudes necessary to communicate effectively in a diverse world. This book offers a comprehensive guide for teachers interested in implementing ICLT in their classrooms.
intercultural communication workshop reports; and our research articles about the intercultural dimension of foreign language teaching (FIT).—Publisher's description.

This volume explores the relationship between language and culture while considering its implications for the teaching of modern foreign languages in higher education. Drawing on a comparative empirical study conducted at universities both in the UK and US, this text problematises the impacts of a separation of language and content in German degree programmes, illustrating the need for a curriculum which fosters the development of intercultural competence and criticality. Parks recontextualises established models of criticality (Barnett) and intercultural communicative competence (Byram). The chapters in this volume discuss a range of important topics including: language graduates with deep translanguaging and transcultural competence, observed differences and similarities between British and American universities and faculty and student voices; developing intercultural competence and criticality. Aimed at scholars with research interests in intercultural communication, language education and applied linguistics, this volume provides a thorough discussion for the ways in which modern language programmes in higher education can be improved. Additionally, those carrying out research in the fields of language teaching and language policy in higher education will find Developing Critical Cultural Awareness in Modern Languages to be of great relevance.

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.

In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-psychological process in which the role of a wider sociocultural context should not be marginalized. This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence, the role of English as a Lingua Franca in intercultural communication, and the place of cultural factors in SLA theorizing, research, second/foreign language teaching and teacher training. The volume also contains contributions which share the linguistic interest in the culture-related concepts and constructs such as time, modesty, politeness, and respect, discussing the culture-dependent differences in conceptualization and their reflection in particular language forms and linguistic devices.

Intercultural Competence in Higher Education features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization, moving beyond rhetoric to concrete practice around the world. Devoted exclusively to exploring the central learning outcomes of internationalization efforts, this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross-cultural contributors, including: cutting-edge issues within intercultural competence development, such as intersectionality, mapping intercultural competence, and assessment; the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict; facilitating intercultural competence through international student internships; interdisciplinary and cross-cultural contributions from over 20 countries including Japan, Russia, Serbia, South Africa, and Vietnam; the latest research and thinking on global, intercultural, and international learning outcomes, with a unique emphasis on newer voices. Intercultural competence has become an essential element in international as well as domestic education. This text provides the latest thinking and research within the context of internationalization, presents practical case studies on how to integrate this into the preparation of global-ready students, international education administrators, and practitioners, as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence.

The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized. However, how to teach English as an International Language (EIL) and cultures in an integrative way in non-native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands. Developing students’ intercultural competence is one of the key missions of teaching cultures. This book examines a range of well-established models and paradigms from both English-speaking and non-English speaking countries. Exploring questions of why, what, and how to best teach cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific. The chapters deal with other critical issues such as the relationship between language and power, the importance of power relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalization. The book will be valuable to academics and students of foreign language education, particularly those teaching English as an international language in non-native English countries.

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