

# Developing Intercultural Competence in Practice

**Edited by:**

**Michael Byram,  
Adam Nichols and  
David Stevens**



# Developing Intercultural Competence In Practice

**Victor Savicki**



## **Developing Intercultural Competence In Practice:**

**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 *Developing Intercultural Competence in Practice* Adam Nichols, Michael Byram, David Stevens, 2001 Developing Intercultural Practice David Killick, 2017-09-01 Intercultural higher education has the potential to enable diverse students in diverse contexts to lead lives they have reason to value in a multicultural and globalizing world The internationalization of higher education has become a significant site of change driven by and contributing to globalization So much so that global higher education has the potential to increase collaboration or conflict across the borders of human diversity As educators seek to better understand and develop the ways in which our universities provide appropriate learning *Developing Intercultural Practice* brings perspectives from international education communities together to provide clear guidance on the effective enhancement of these dimensions of academic practice Exploring the emergence of the post national university and situating academic development as critical practice *Developing Intercultural Practice* considers how globally distributed multicultural students and faculty at home overseas and online can develop reciprocal and collaborative learning Chapters cover areas such as Internationalization intercultural and equitable practice Academic development and internationalization Deficit modelling and the value of diversity Norms and rituals of academic cultures Modelling intercultural academic development *Developing Intercultural Practice* is essential reading for faculty developers leaders in learning and teaching and all academics concerned to ensure their practice is relevant to their students and the worlds into which they will graduate 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 Developing Intercultural Competence and Transformation Victor Savicki, 2023-07-03 Enrollments in

international education programs are projected to grow exponentially as students parents and university personnel seek to prepare future leaders who can live and work effectively in a global environment What do we know about the outcomes of such programs and how can educators become more intentional about designing and assessing the impact of such courses How can we help students achieve the intercultural growth and transformation that they may envision as they set forth on their international sojourn International education provides opportunities for students to grow personally and to learn in a rich and intense educational environment The outcomes of such opportunities emphasize not only traditional academic competence but also changes in motivations attitudes self identity and values It is these latter co academic concepts that are the focus of this book Its goal is to give solid substance to the growth and transformation approach to study abroad It defines the central concept of intercultural competence sets it within the framework of transformative learning theory and offers ideas and strategies for facilitating its development In doing so it goes far beyond traditional emphases on the achievement of such formal skills as foreign language acquisition or specific knowledge of course content in national literatures arts or history This book provides study abroad educators with a theoretical framework and examples of practice to craft more meaningful activities that will make a long term difference in the quality of student experiences and set the stage for transformative change If we plan to send a million students a year to study abroad within the decade we need approaches to maximize student growth outcomes in an efficient and effective way It is also relevant for anyone engaged in courses in adult education college student services comparative and international education international business intercultural relations and service learning that involve study abroad and that raise corresponding issues of curriculum design

**Manual for developing intercultural competencies** Deardorff, Darla K., 2020-01-01 This book presents a structured yet flexible methodology for developing intercultural competence in a variety of contexts both formal and informal Piloted around the world by UNESCO this methodology has proven to be effective in a range of different contexts and focused on a variety of different issues It therefore can be considered an important resource for anyone concerned with effectively managing the growing cultural diversity within our societies to ensure inclusive and sustainable development Intercultural competence refers to the skills attitudes and behaviours needed to improve interactions across difference whether within a society differences due to age gender religion socio economic status political affiliation ethnicity and so on or across borders The book serves as a tool to develop those competences presenting an innovative adaptation of what could be considered an ancient tradition of storytelling found in many cultures Through engaging in the methodology participants develop key elements of intercultural competence including greater self awareness openness respect reflexivity empathy increased awareness of others and in the end greater cultural humility This book will be of great interest to intercultural trainers policymakers development practitioners educators community organizers civil society leaders university lecturers and students all who are interested in developing intercultural competence as a means to understand and appreciate difference

develop relationships with those across difference engage in intercultural dialogue and bridge societal divides **Manual for Developing Intercultural Competencies (Open Access)** Darla K. Deardorff, 2019-08-16 This book presents a structured yet flexible methodology for developing intercultural competence in a variety of contexts both formal and informal Piloted around the world by UNESCO this methodology has proven to be effective in a range of different contexts and focused on a variety of different issues It therefore can be considered an important resource for anyone concerned with effectively managing the growing cultural diversity within our societies to ensure inclusive and sustainable development Intercultural competence refers to the skills attitudes and behaviours needed to improve interactions across difference whether within a society differences due to age gender religion socio economic status political affiliation ethnicity and so on or across borders The book serves as a tool to develop those competences presenting an innovative adaptation of what could be considered an ancient tradition of storytelling found in many cultures Through engaging in the methodology participants develop key elements of intercultural competence including greater self awareness openness respect reflexivity empathy increased awareness of others and in the end greater cultural humility This book will be of great interest to intercultural trainers policy makers development practitioners educators community organizers civil society leaders university lecturers and students all who are interested in developing intercultural competence as a means to understand and appreciate difference develop relationships with those across difference engage in intercultural dialogue and bridge societal divides

*Intercultural Competence in Higher Education* Darla Deardorff, Lily Arasaratnam-Smith, 2017-07-20 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 19 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 and will be of interest to postgraduate 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 **Engaging Diversity in Undergraduate Classrooms: A Pedagogy for**

**Developing Intercultural Competence** Amy Lee, Robert Poch, Marta Shaw, Rhiannon Williams, 2012-06-21 College classrooms are hopeful spaces where segregation can be interrupted and intercultural learning can occur This issue supports the claim that engaging diversity in classrooms has a significant impact on the development of students intercultural competence It states why intercultural skills matter what they look like in practice and how they can be developed by instructors regardless of the courses they teach This issue Establishes a contemporary understanding of diversity as a core institutional priority and resource Proposes a framework of engaging diversity for intercultural competence development Presents key theories of intercultural competency development helpful to faculty that supports discipline based and intercultural learning outcomes Presents research regarding the core skills attitudes and behaviors that are requisite to effective and ethical intercultural interactions Shows how faculty can engage diversity for intercultural outcomes in their classrooms This is volume 38 number 2 of the ASHE Higher Education Report a bi monthly journal published by Jossey Bass

**The SAGE Handbook of Intercultural Competence** Darla K. Deardorff, 2009-08-31 Containing chapters by some of the world s leading experts and scholars on the subject this book provides a broad context for intercultural competence Including the latest research on intercultural models and theories it presents guidance on assessing intercultural competence through the exploration of key assessment principles

**Developing Intercultural Language Materials** Freda Mishan, Tamas Kiss, 2024-03-29 Developing Intercultural Language Materials puts intercultural competence at the forefront of the learning agenda It unpicks its underlying theory and provides a framework and practical methodologies for practitioners providing a toolkit for them to create their own learning materials and design their own classroom activities to nurture intercultural competence This innovative book showcases some of the new ways language teachers in practice successfully integrate this essential skill into their curricula Directions for further research pulling out recurring threads in this book such as critical pedagogy and cultural sensibility offer opportunities for professional development This research grounded and action oriented text is essential reading for language and cultural studies practitioners who want to help their students thrive in today s multicultural world

*Issues in Coursebook Evaluation*, 2018-11-01 Issues in Coursebook Evaluation takes a theory to practice approach with emphasis on theoretical underpinnings that lead into practical aspects of the processes of evaluating English language coursebooks The ten reader friendly chapters contributed by outstanding scholars cover fundamental concepts in book evaluation which turn this work to a valuable resource book in applied linguistics The topics covered include the need to evaluate books why who how and when language learners needs evaluating language and content of coursebooks evaluating teaching aids intercultural and socio cultural perspectives in coursebooks and their evaluation how to evaluate the authenticity of conversations in ESL textbooks evaluating ESP textbooks e textbook evaluation and the influence of research on materials evaluation Contributors are Maryam Azarnoosh Saleh Al Busaidi Dar o Luis Banegas Martin Cortazzi Akram Faravani Lixian Jin Hamid Reza Kargozari Mahboobeh Khosrojerdi Thom Kiddle

Jayakaran Mukundan Vahid Nimehchisalem Golnaz Peyvandi Seyed Ali Rezvani Kalajahi Carlos Rico Troncoso Lilia Savova Abdolvahed Zarifi and Mitra Zeraatpishe      **Developing Intercultural Competence in Higher Education** Lily A.

Arasaratnam-Smith, Darla K. Deardorff, 2022-09-30 This book presents students reflections on their intercultural student experiences and utilizing the UNESCO Story Circle methodology illustrates how such reflection can aid the development of intercultural competence IC The volume features a broad range of first person narratives that showcase the diversity of student experience encountered whilst studying abroad in a variety of cultural and institutional settings Engaging with issues in relation to identity negotiation stereotypes cultural difference and communities of support the text demonstrates application of the UNESCO Story Circle approach in developing IC Further vignettes are analyzed and guiding questions are offered to structure readers reflection and discussion to facilitate further honing of intercultural competencies The volume promotes IC amongst individual educators trainers international students and community members and provides guidance in addressing international students wellbeing more broadly This text will benefit scholars academics and students in the fields of higher education multicultural education and intercultural communication Those involved with international and comparative education as well as student affair practice and higher education administration will also benefit from this volume

**Intercultural Competence in Instructed Language Learning** Paula Garrett-Rucks, 2016-03-01 There is pressure on 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 summarized in the 2007 report of the MLA Ad Hoc Committee on Foreign Languages that suggested the implementation of curricular reform by developing students translingual and transcultural competence p 3 which allows someone to operate between languages p 237 However the integration of such a meaningful cultural component in instructed language learning is a complex topic This book recognizes the difficulty world language educators face to achieve the goals of the MLA report particularly at beginning levels of instruction in target language use classrooms Accordingly this book informs instructed language learning and teaching by bridging developmental theories from the fields of intercultural competence with second language pedagogies particularly communicative language teaching CLT and literacy based approaches providing examples of practical applications inside the classroom and beyond It is intended to support the many FL educators who have consistently reported that they are struggling to incorporate meaningful cultural instruction into their practice Fox Phillips Sercu 2005 This book provides a framework to foster learners deep cultural reflection at beginning levels of instruction while preserving target language use policies bridging CLT pedagogies to intercultural communicative competence ICC literacy based approaches It starts by synthesizing prominent definitions of culture and culture learning models and then summarizes disparate sources of research findings on culture learning projects which primarily take place at advanced levels of language learning to the Standards based classroom at all levels of instruction K 16 Although research on fostering learners intercultural competence at beginning levels of language

instruction is in its infancy it is of utmost concern given that the vast majority of U S language learners rarely continue to advanced levels of instruction Zimmer Lowe 2008 In addition this book challenges FL educators to advocate for their FL programs and to give greater visibility and credibility to the profession in institutional internationalization efforts The theoretical components of this book deconstruct the connections between language thought and culture and problematize developmental models in the IC field that neglect to consider the important role of language This book provides K 16 FL educators with the discourse needed to 1 explain to administrators parents and students how world language study prepares learners to compete in an increasingly global market beyond the learner s development of linguistic proficiency and 2 convince administrators of the value in and the need for world language study in order to support institutional internationalization efforts The last chapter of this book provides guidance and suggestions on ways to expand K 12 teacher preparation programs and continuing education training to foster learners intercultural communicative competence while preserv ing a Standards based curriculum In sum this book is intended to 1 support all K 16 world language educa tors with their program advocacy and instruction 2 serve as a reference manual or course book in teacher preparation programs 3 serve as a reference manual or course book for research and graduate courses on the teaching and learning of languages

**Developing Intercultural Competence and Transformation** Victor Savicki,2023 Enrollments in international education programs are projected to grow exponentially as students parents and university personnel seek to prepare future leaders who can live and work effectively in a global environment What do we know about the outcomes of such programs and how can educators become more intentional about designing and assessing the impact of such courses How can we help students achieve the intercultural growth and transformation that they may envision as they set forth on their international sojourn International education provides opportunities for students to grow personally and to learn in a rich and intense educational environment The outcomes of such opportunities emphasize not only traditional academic competence but also changes in motivations attitudes self identity and values It is these latter co academic concepts that are the focus of this book Its goal is to give solid substance to the growth and transformation approach to study abroad It defines the central concept of intercultural competence sets it within the framework of transformative learning theory and offers ideas and strategies for facilitating its development In doing so it goes far beyond traditional emphases on the achievement of such formal skills as foreign language acquisition or specific knowledge of course content in national literatures arts or history This book provides study abroad educators with a theoretical framework and examples of practice to craft more meaningful activities that will make a long term difference in the quality of student experiences and set the stage for transformative change If we plan to send a million students a year to study abroad within the decade we need approaches to maximize student growth outcomes in an efficient and effective way It is also relevant for anyone engaged in courses in adult education college student services comparative and international education international business intercultural relations and service learning that involve study



abroad and that raise corresponding issues of curriculum design      **Intercultural Competence in Higher Education English Language Instruction** Vu, Ngoc- Tung,Dinh, Hanh,Nguyen, Thi Thu Hang,Minh Nguyen, Huu Thanh,2025-02-21

As our world becomes increasingly interconnected we must be able to navigate diverse cultural interactions with sensitivity and efficiency However the lack of comprehensive guidance on developing intercultural competence for English learners has been a significant challenge This has made it difficult for educators curriculum designers and policymakers to prepare learners for the complexities of our globalized workforce effectively Integrating intercultural and linguistic competence equips readers with the knowledge and tools necessary to foster intercultural understanding and cooperation Intercultural Competence in Higher Education English Language Instruction provides insights from eminent scholars and interdisciplinary contributors offering educational and non educational approaches to support English language teaching and learning

*Developing Intercultural Competence Through Education* Josef Huber,Christopher Reynolds,2014 This is the third book in the Pestalozzi series The first Teacher education for change dealt with the underlying philosophy of the Pestalozzi Programme and its approach to education in general and teacher education in particular The second Intercultural competence for all looked at the various implications of promoting the development of intercultural competence as a main concern of mainstream education This work takes a step further towards the full integration of intercultural competences as a key element within the education system It aims at offering an educational rationale and conceptual framework for the development of intercultural competence as well as a clear description of its constitutive elements to be developed in and through education      **Rethinking Intercultural Competence** Arnd Witte,Theo Harden,2021 The contributions contained in this book examine the concept of intercultural competence from the perspective of analysing theoretical challenges and practical issues Despite its ongoing popularity across various discourses intercultural competence has remained a necessarily vague and oscillating concept that lends itself to continual rethinking and redefinition The essays in this volume approach the complexity of the concept from a number of different angles The essays range from theoretical considerations of redefining and expanding the concept in terms of hitherto neglected dimensions and ideas critically contextualising issues of assessing intercultural competence analysing the virtual dimension of intercultural competence for the development of critical digital pedagogies application of the concept for the teaching and learning of foreign second languages including for migrant learners the impact of study abroad on developing intercultural and democratic literacy analysis of the concept in classroom practice across different cultures and querying the concept for its lack of teachability The volume develops a broad range of new perspectives on intercultural competence providing stimulating new ideas considerations and reflections around this oscillating yet relevant concept      **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

**Byram's Model of Intercultural Communicative Competence. A Personal Reflection of my experiences in Liverpool** Mamie Mopoyi, 2021-09-17 Seminar paper from the year 2020 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1.3 University of Duisburg Essen Anglophone Studies course Interculturality in Theory and Practice language English abstract The following report gives an insight into my experiences and my process of developing intercultural communicative competences It is without a doubt safe to assume that a stay abroad is a life changing experience Choosing to stay abroad is a great opportunity to practice one's language skills and develop intercultural competences Whenever I thought of my stay abroad I was intrigued

by the idea of discovering new cultures and exploring new places For someone who is attached to the familiar the sheer thought of leaving one's comfort zone might be the biggest obstacle in this journey And still each year thousands of people flock to other parts of the world perhaps to gain awareness of different people cultures and places As professor O Dowd states the direct contact with members of the target culture can offer opportunities for developing the skills and attitudes of ICC even though it's not proven that such a contact will easily lead to intercultural learning Nevertheless these people come with a particular set of attitudes and stereotypes regarding the different people and cultures of the countries Therefore it is crucial to know how the perception can change through interaction with others According to this it can be said that offering broader access to cultures might enable people to mingle in these cultures This requires a certain finesse and knowledge Otherwise a welcoming encounter of different people and cultures cannot be assured but rather a clash of different cultures Therefore language learning cannot be separated from culture learning as language manifests many of the social actions of a society and expresses the values and beliefs which underlie these actions Michael Byram's model of Intercultural Communicative Competence in short ICC can serve as an explanatory model to trace my development during my stay abroad Mind you although I spent more than three months in Liverpool I cannot draw fixed conclusions about certain things Therefore my knowledge and attitudes might differ compared to a person who spent a year abroad

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