



Intercultural communicative competence

How to integrate the two areas of competence?

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Today's agenda

1. Integration of the communicative and intercultural competence
2. Culture in the ESL classroom
3. Using authentic text as a source for developing ICC
4. Feedback
5. Produce a teaching activity that develops ICC
6. Transversal dimension

Warm up

Create the longest word with each starting letter:

C (Ex. Communication)

U

L

T

U

R

E



A diagram showing the components of Communicative Competence. A central dark blue rounded rectangle is labeled 'Communicative competence'. Surrounding it are four other rounded rectangles: a light green one at the top-left labeled 'Linguistic Competence', a yellow one at the top-right labeled 'Sociolinguistic Competence', an orange one at the bottom-left labeled 'Discourse Competence', and a purple one at the bottom-right labeled 'Strategic Competence'.

Linguistic Competence

Sociolinguistic Competence

Communicative competence

Discourse Competence

Strategic Competence

Intercultural competence (Byram 1997)

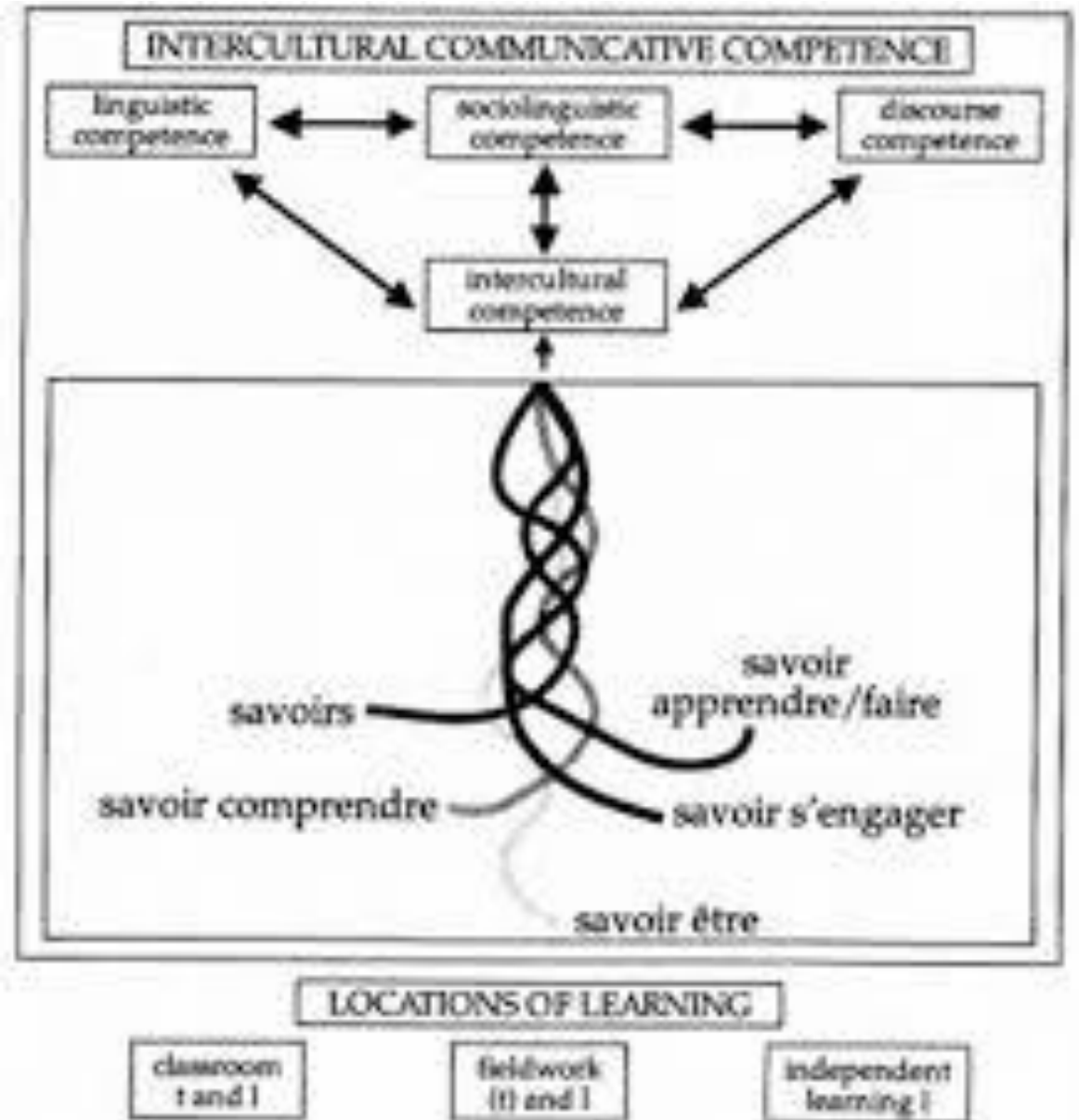
Knowledge
"Savoir apprendre"
(Knowledge of own and other
cultures)

Skills
"Savoir comprendre"
(Differences/similarities)

Attitude
"Savoir etre"
(Curiosity, tolerance,
openness)

Critical cultural awareness
"Savoir engager"

How can we
incorporate the
two competence
areas in our
language class?



In groups:

Look at the article:

1. What is the article adding to Byrams model form 1997?
2. How does it suggest that we teach ICC?

SPROGLÆREREN 1/2017

Interkulturel kommunikativ kompetence & autentiske tekster – en oplagt mulighed

Indledning

På læreruddannelsen hedder det ene af de nationalt fastlagte moduler i undervisningsfaget tysk *Interkulturel kommunikation*. Modulets læringsmål er såvel styrkelse af den studerendes egne interkulturelle kommunikative kompetencer som forberedelse til at undervise i interkulturel kommunikation i folkeskolen – alt sammen med det formål at styrke elevernes interkulturelle kommunikative kompetencer gennem tysk. Modulbeskrivelsen lægger således op til at det kommunikative og det interkulturelle perspektiv er integreret i det at tilegne sig et fremmedsprog.

Da vi tilrettelagde vores modul, viste det sig imidlertid at disse to dimensioner, den kommunikative og den



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og Petra Daryai-Hansen, docent i fremmedsprogsdidaktik på professionshøjskolen UCC og lektor i fremmedsprogsdidaktik på Københavns Universitet, pdha@ucc.dk

Dervin 2010). Et problem med Byrams

arbejdet med tysksprogede autentiske tekster. Afsluttende vil vi pege på hvordan vores model vil kunne videreudvikles.

Interkulturel kommunikativ kompetence – en model

For at gøre begrebet interkulturel kommunikativ kompetence håndgribeligt er det vigtigt at definere (1) begrebet kompetence, (2) begrebet kultur, (3) begrebet kommunikativ kompetence og (4) begrebet interkulturel kompetence. Dette vil vi gøre i det følgende idet vi samtidig introducerer og indfletter vores model for interkulturel kommunikativ kompetence.

(1) Begrebet kompetence definerer vi med afsæt i projektet *Referenceram-*

Kirsten Bjerre & Petra Daryai-Hansen additions to Michael Byram model 1997

Strategic Competence
Communications-strategies

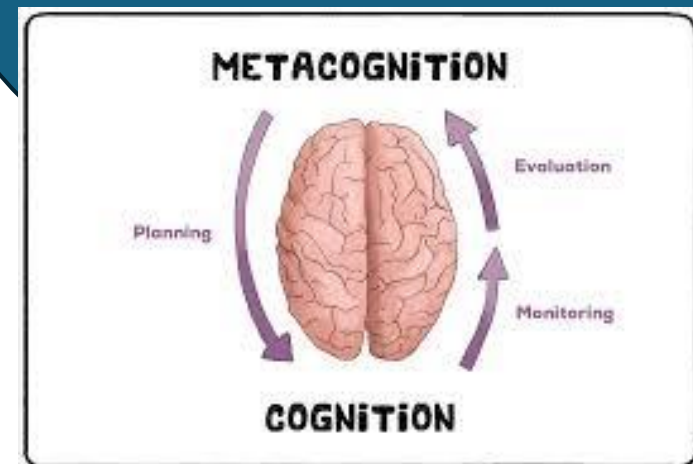
Reading strategies

Strategies for finding words
+ Knowledge in sources

Strategies of compensation



Transversal dimension
Meta-cognitive awareness
"Monitoring own learning"



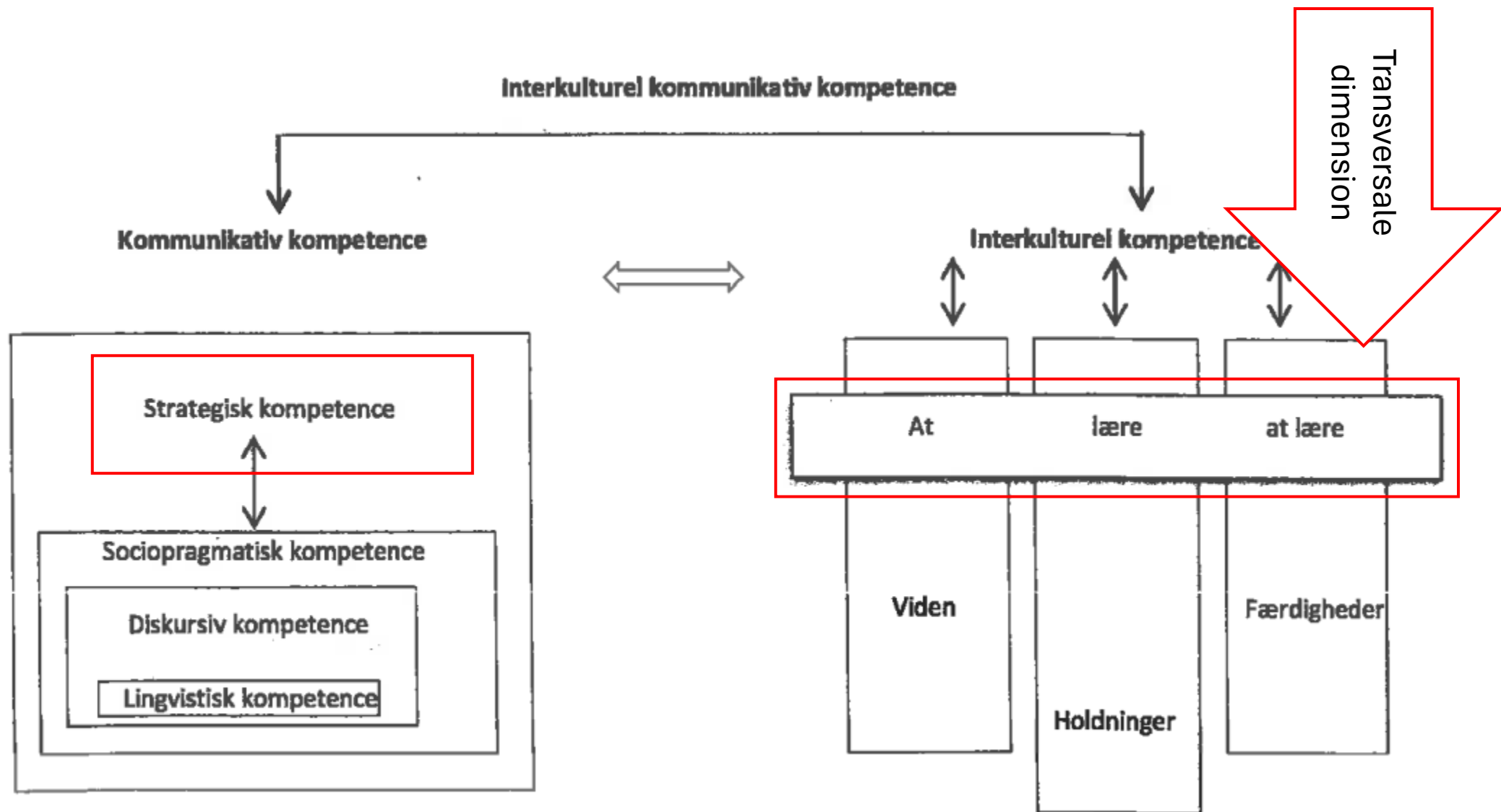


Fig. 1: Model af interkulturel kommunikativ kompetence

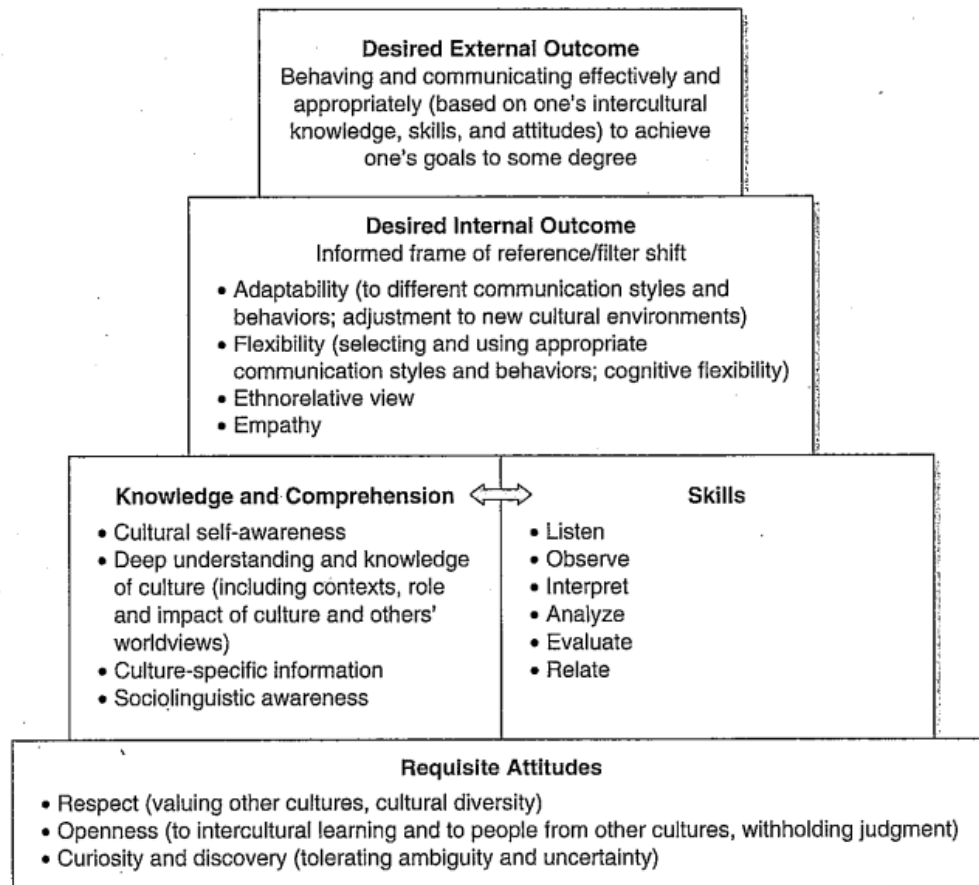


Figure 1.3 Deardorff Pyramid Model of Intercultural Competence

SOURCE: Deardorff (2006). Used by permission.

Warm up 2: Jigsaw reading “unicorn wing - a jigsaw story”



Two different culture views....

Static culture view

"An American is..."

"A Dane is...."

Refers to nations having common norms and values



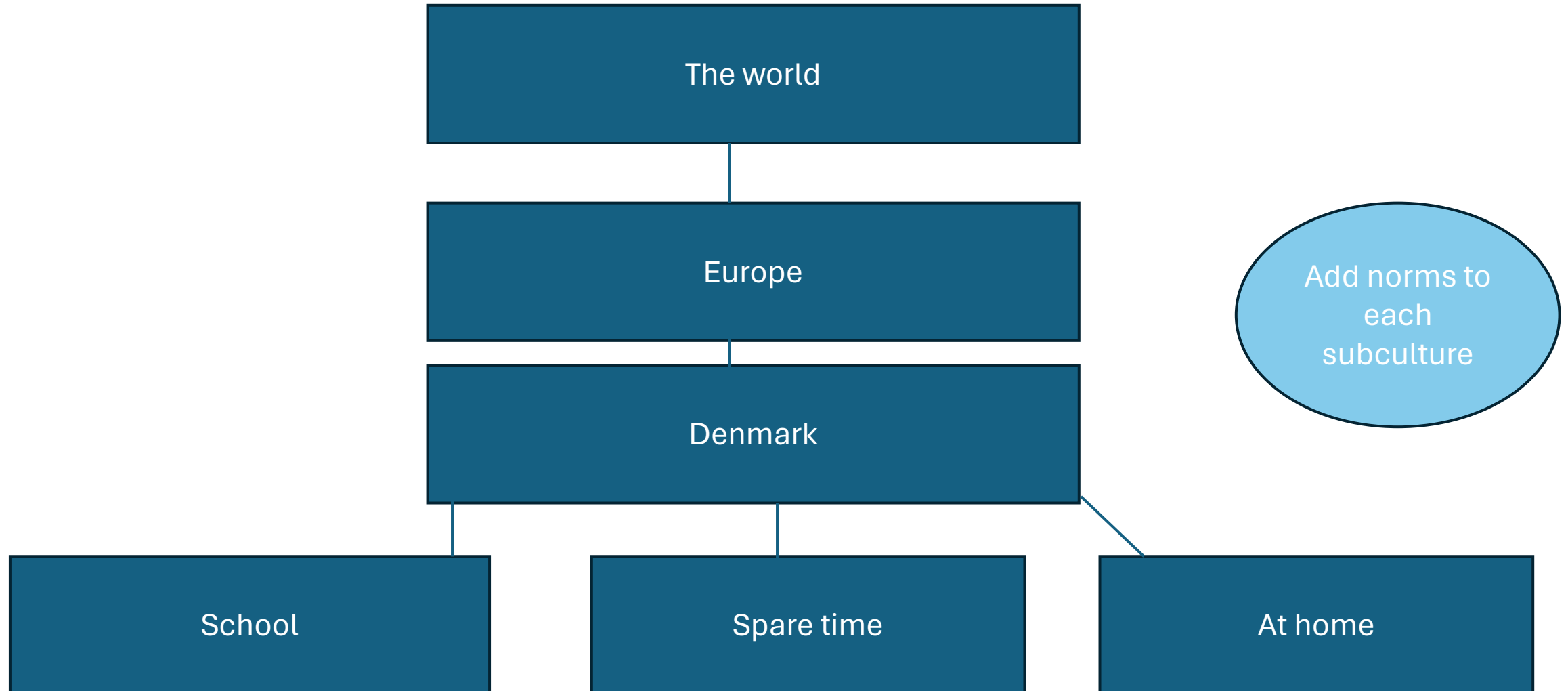
Dynamic/complex culture view

"There are different ways of being American/English or Danish..."


We are all apart of different culturegroups that are defined in a social context.

Not referring to nations/geographical limits

My Cultural map (The dynamic culture view)



Present your cultural map



Warm up 1 – Build a tower



Why are authentic material a source for ICC?

”Autentiske tekster indeholder ofte en kompleksitet og en flertydighed, så eleven får mulighed for at møde en stor sproglig mangfoldighed og en bred vifte af synspunkter og perspektiver, der igen afspejler den omgivne kulturelle virkelighed. Derudover indeholder de autentiske tekster ofte direkte eller indirekte informationer og facts om målsprogskulturernes...” (Svarstad, Holst-Pedersen 2021)

BARACK OBAMA

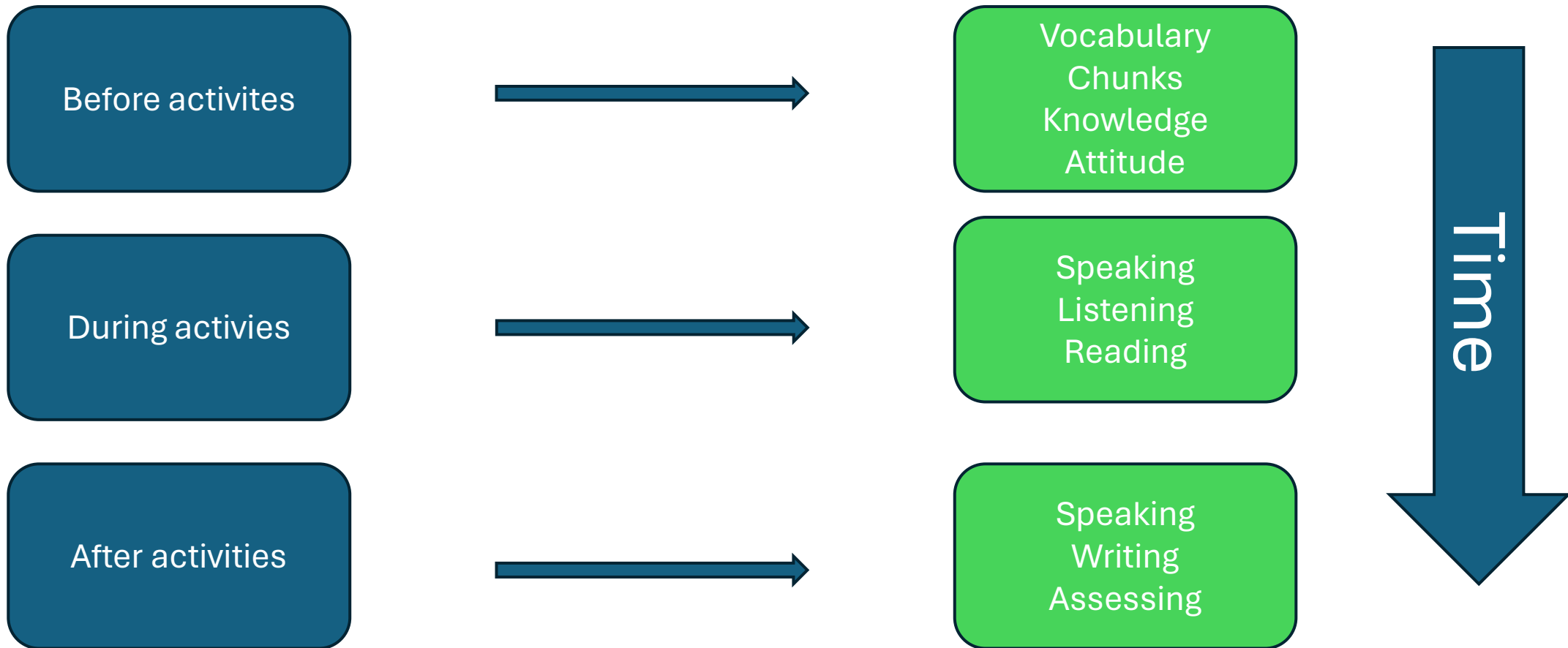
of THEE
I SING

A Letter to My Daughters



ILLUSTRATED BY LOREN LONG

Scaffold your pupils' intercultural communicative competence



Before activities

Activity	Communicative Competence	Intercultural Competence
Portfolio: The Word Collector	Linguistic competence Strategic competence	
Dialoguecircle	Linguistic competence Strategic competence	Attitude Knowledge
Video about Obama		Attitude (Curiosity) Knowledge
Working with the chunk: Have I told you...	Linguistic competence Strategic competence Discourse competence	
The power of adjectives <i>Choose 5 adjectives from the book and create a story on your mom/dad</i>	Linguistic competence Strategic competence Discourse competence	

Dialogue-circle

"I know that..."

"I would like to know..."



Have I told you...

Tell the class about 4 things about yourself. Use the chunk "have I told you..."

Step out of the circle when you are finished.



During activities

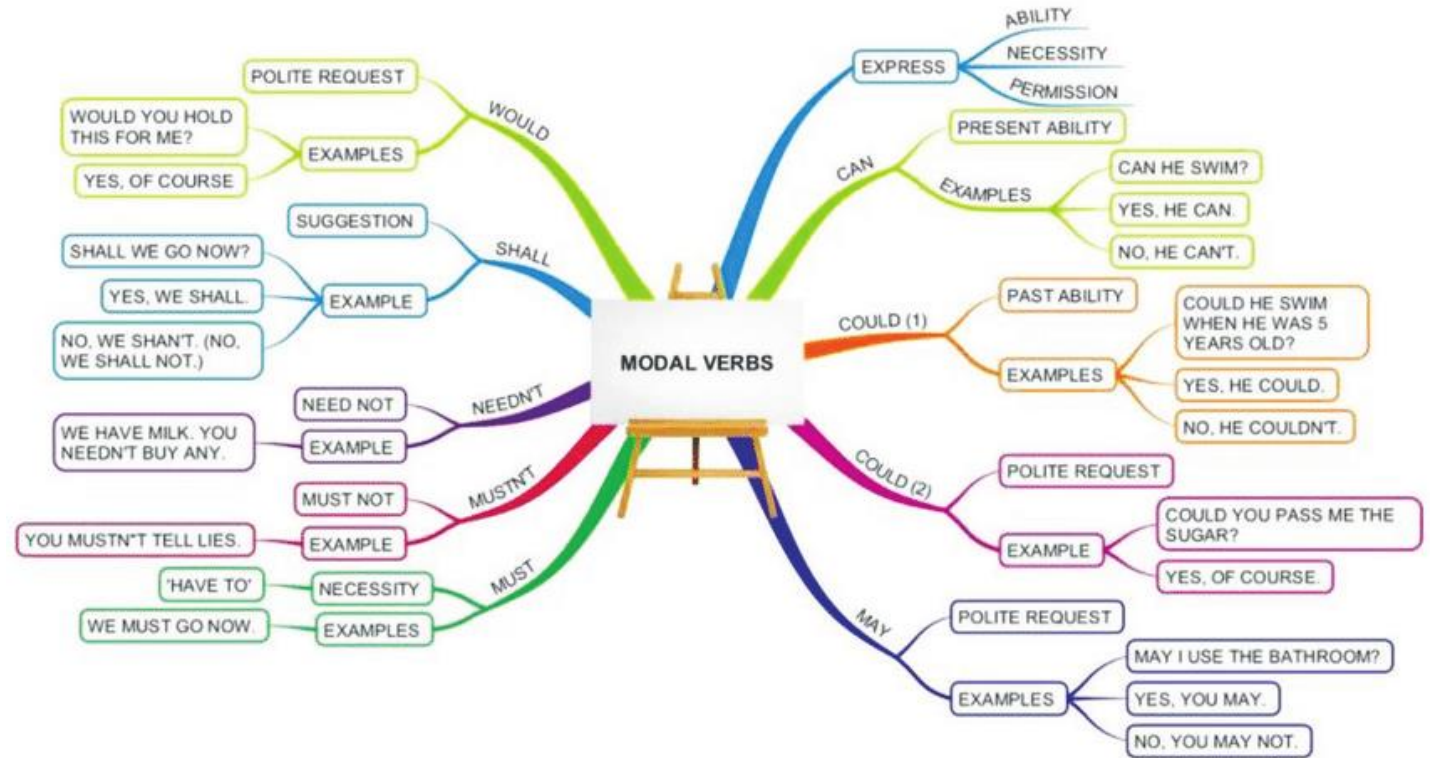
Activity	Communicative Competence	Intercultural Competence
Pair reading	Linguistic competence Listening Speaking	Knowledge Attitude
Reflections in pairs <i>In groups of three pick a chunk and finish it. Your peers must ask additional questions(Why etc...)</i>	Linguistic competence Discourse competence Sociopragmatic competence Strategic competence	Attitude Knowledge Skills
20 questions: Grammatical focus: asking questions	Linguistic competence Discourse competence Strategic competence	Attitude Knowledge Skills

During activity: Reflection in pairs

Which character from the book do you remember?	Mention a character from the book that you knew before reading
Why do you think Obama chose the characters?	Which character can you relate to?
Mention an adjective from the book that describes you	Why do you think it is important that people are different?



Warm up 3 – Instruct a yoga class (Use modal verbs)



"You may know stand with your hands in the air...."

"You shall stand next to a partner..."

ETC.... → polite instructions

After activities

Activity	Communicative Competence	Intercultural Competence
Portfolio: The words collector	Linguistic competence Strategic competence	
Write a text: How are you unique?	Linguistic competence Strategic competence Discourse competence	Knowledge Skills Attitude
Assessment: What have you learnt??	Transversale dimension Meta-cognitive awareness	

Written task:

Write a text about how you are unique

Include the following:

- Words from your wordcollector
- Start off with "Have I told you that I am... (Adjective)"
- Explain why you are...(adjective)
- Compare yourself to one of the characters from "Of Thee I Sing"
- Reflect: Why is it important that people are different and unique?

200 words

Feedback on student product



*"There's nothing about your performance that you need to change ...
other than everything."*

Present your feedback

Group1	x				
Group 2		x			
Group 3			x		
Group 4				x	
Group 5					x
	Group 1	Group 2	Group 3	Group 4	Group 5

Create a teaching activity

Create one/two teaching activities addressing the intercultural communicative competence. Maybe even the transversal dimension.

1. Find an authentic text
2. Decide your focus: Before, during or after-activities

Your activity must contain elements from the intercultural competence and the communicative competence.

Try to include motivation.

-- > Teach this class

Summing up

How did the different ideas and activities combine the communicative and intercultural competence into the intercultural communicative competence???

Transversale dimension:

Make a short list:

What are you remembering from today's lesson??