



Communicative
Intercultural
Global
Competence

*--- What every foreign language teacher should know
and do*

August, 1, 2016

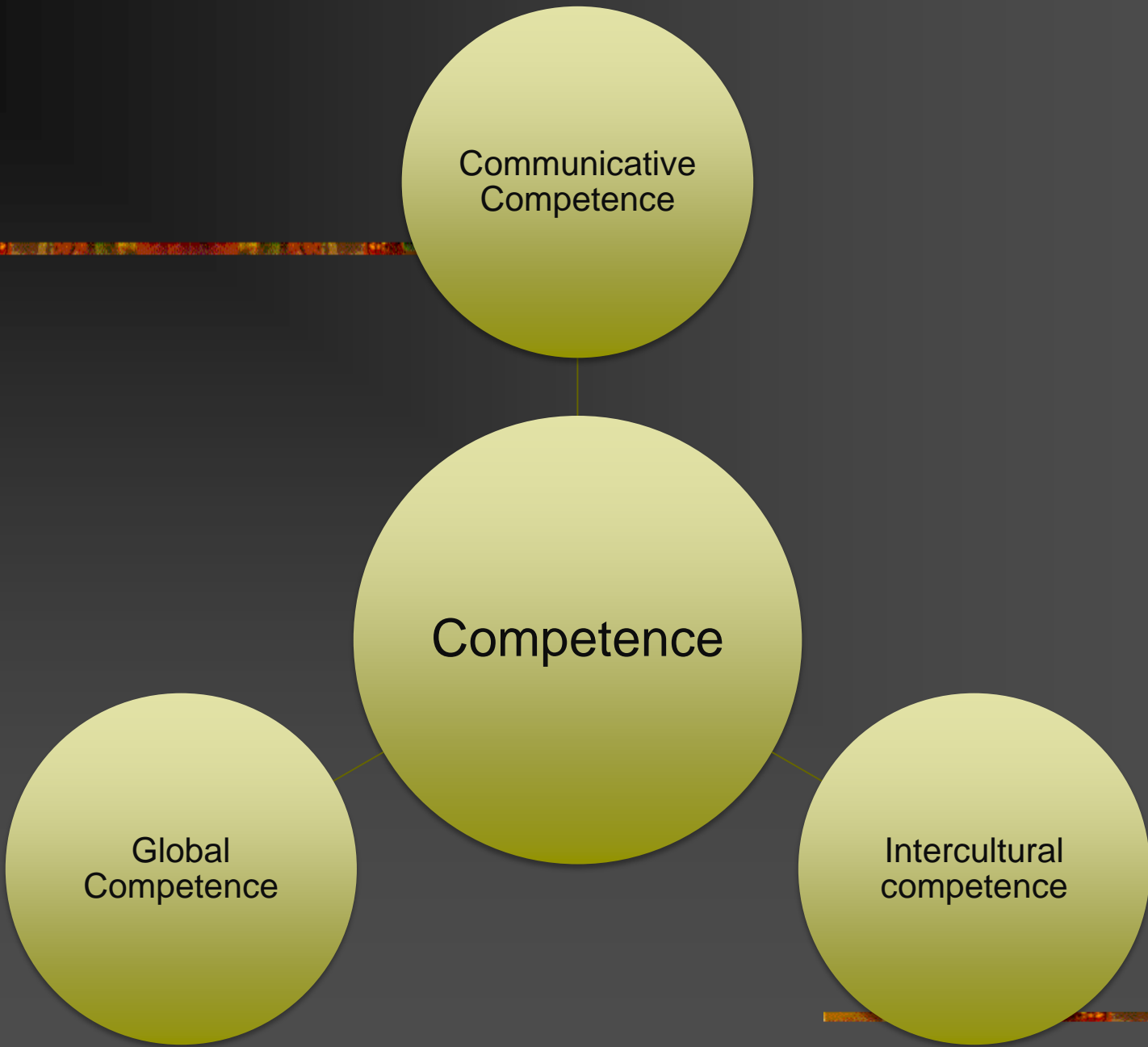
Demystifying Concepts

- Foreign
- Foreign Language
- Foreign Language Teacher
- Foreign Language Teacher Competence

What makes a good language teacher?

- Proficient in that language and culture
- Knowledgeable about the process of, and/or experience in learning that language
- Passionate about that language and culture
- Confident in teaching about that language and culture
- Competent in communication
- Creative in organizing class activities and tasks
- Patient about non-learning
- Empathy about the difficulties and challenges foreign language learners face





Communicative
Competence

Competence

Global
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Intercultural
competence

Communicative Competence

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graph LR; A[Communicative Competence] --- B[Linguistic]; A --- C[Pragmatic]; A --- D[Discourse]; A --- E[Strategic];
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Linguistic

Pragmatic

Discourse

Strategic

Intercultural Competence

- the ability to communicate effectively and appropriately with people of other cultures: Values, rules, norms, and expectations of the relationship are not violated significantly.

Constituent elements of Intercultural Competence (Deardorff, 2006)

Knowledge

- Cultural self awareness;
- Culture specific knowledge;
- Socio-linguistic awareness;
- Grasp of global issues and trends

Skills

- Listening, observing, and evaluating;
- Using patience and perseverance;
- Viewing the world from others' perspectives

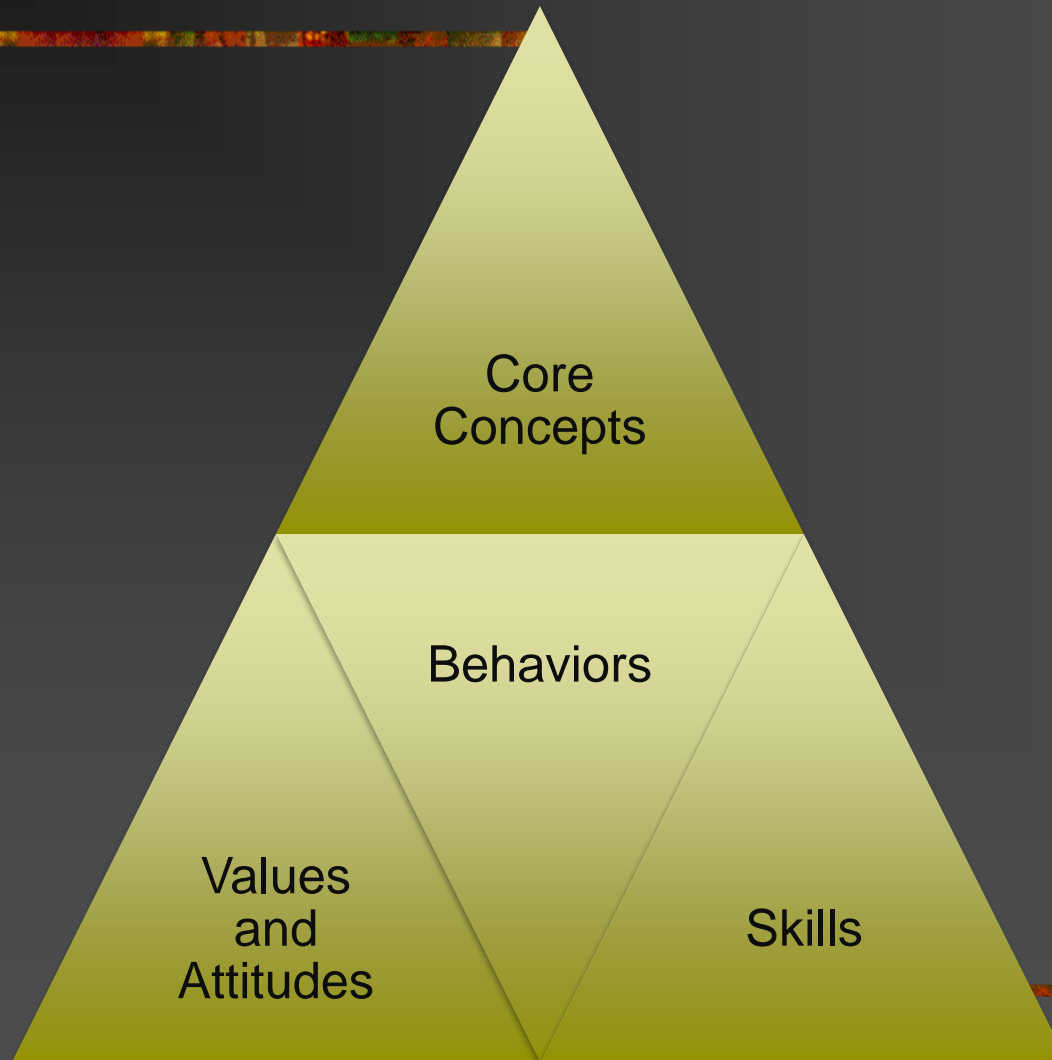
Attitudes

- Respect (valuing other cultures);
- Openness (withholding judgment);
- Curiosity (viewing difference as a learning opportunity);
- Discovery (tolerance for ambiguity)

Global Competence

- the acquisition of in-depth knowledge and understanding of international issues
- an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds
- proficiency in a foreign language, and skills to function.

Global Competence Matrix



Core Concepts

- World events and global issues are complex and interdependent
- One's own culture and history is key to understand one's relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces

Values and Attitudes

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, \$ sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity and unfamiliar situations
- Reflection on content and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy

Skills

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
 - Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
 - Selects and applies appropriate tools and strategies to communicate and collaborate effectively
 - Listens actively and engages in inclusive dialogue
 - Demonstrates resiliency in new situations
 - Applies critical, comparative, and creative thinking and problem solving
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Behaviors

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
 - Forms opinions based on exploration and evidence
 - Commits to the process of continuous learning and reaction
 - Adopts shared responsibility and takes cooperative action
 - Shares knowledge and encourages discourse
 - Translates ideas and concerns into appropriate and responsible individual or collaborative actions to improve conditions
 - Approaches thinking and problem solving collaboratively
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Differences



Global Competence for language teachers

- **the acquisition of skills, knowledge, and awareness that allow students to function and thrive in multicultural and intercultural environments**

Global Competence – Skills Dimension

- Foreign language skills: the ability to communicate in a language other than English
- Communication skills: the ability to communicate with diverse audiences and with people from different backgrounds and learning styles
- Analytical skills: the ability to analyze and synthesize comparative and cross-cultural information with sound judgment

Global Competence: Knowledge Dimension

- Comparative grasp of political systems, histories, religions, cultures, literatures, and economies
- Recognition of global interconnectedness and inclusivity
- Ability to see the world objectively

Global Competence: Awareness Dimension

- Openness to different thoughts, ideas, and perspectives; curiosity; adaptability; flexibility and comfort in ambiguous or unforeseen situations as well as in international or intercultural environments
- Willingness to stay abreast of international current events and seek out new intercultural opportunities at home or abroad
- Appreciation of and respect for difference and diversity and a highly developed sense of empathy, awareness, and concern

How to help students gain global competence?

- 1. Maximize learning opportunities
- 2. Contextualize linguistic input
- 3. Facilitate negotiated interaction
- 4. Integrate language skills
- 5. Promote confidence in competence
- 6. Encourage critical thinking
- 7. Raise awareness of global issues
- 8. Focus on meaning and expressions
- 9. Promote learner autonomy
- 10. Ensure social relevance



Thank you!

