Communicative
Intercultural
Global
Competence

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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
Confidence

Know what you are doing

Know why you are doing what

Know what happens as the result of what you are doing

Know how you are doing
Communicative Competence

- 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)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cultural self awareness;</td>
<td>• Listening, observing, and evaluating;</td>
<td>• Respect (valuing other cultures);</td>
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<td>• Culture specific knowledge;</td>
<td>• Using patience and perseverance;</td>
<td>• Openness (withholding judgment);</td>
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<td>• Socio-linguistic awareness;</td>
<td>• Viewing the world from others' perspectives</td>
<td>• Curiosity (viewing difference as a learning</td>
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<td>• Grasp of global issues and trends</td>
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<td>opportunity);</td>
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<td></td>
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<td>• Discovery (tolerance for ambiguity)</td>
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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.
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
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
Differences

Communicative Competence
- (Objectivity and Instrumentality)

Intercultural Competence
- (Criticality and Identity)

Global Competence
- (Awareness and Inclusiveness)
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!