

Intercultural communicative competence, and its assessment

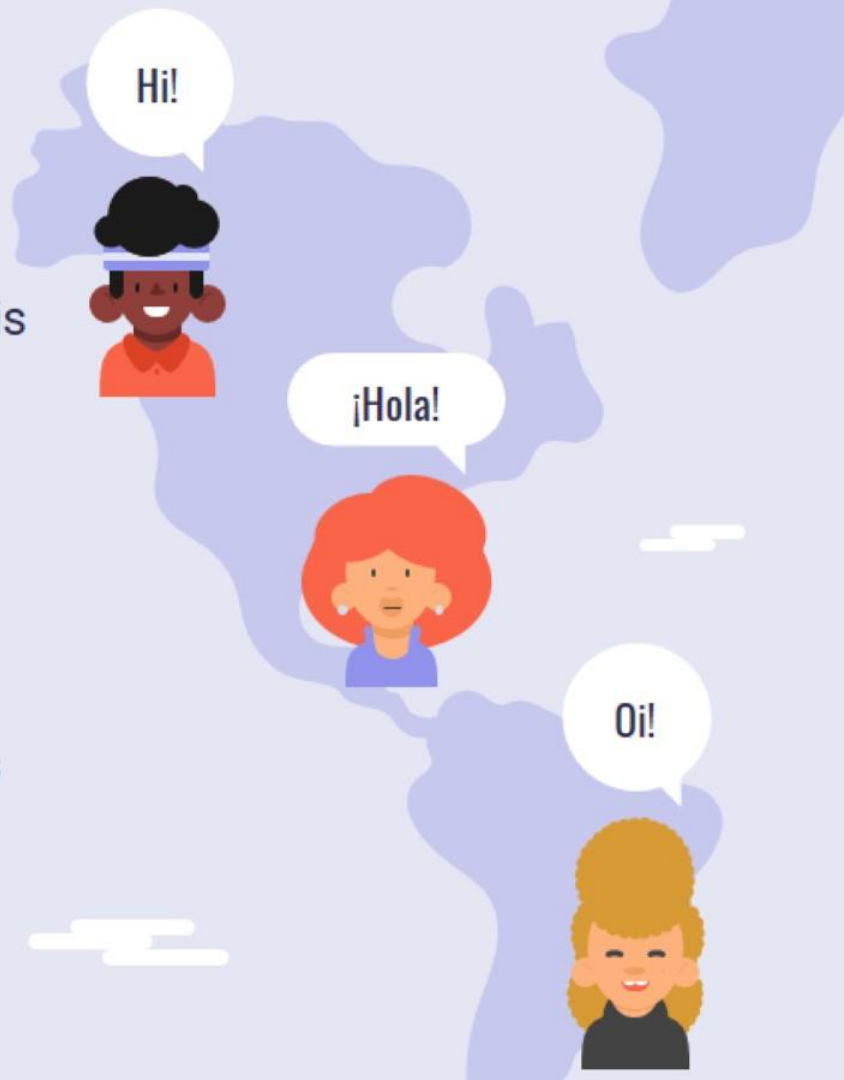
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Intercultural Communicative Competence (ICC)

Intercultural communicative competence (ICC) is in Byram's model (2010) divided into two major competences: (1) communicative (Byram: linguistic) and (2) intercultural.

Communicative competence is represented by linguistic, sociolinguistic and discourse competences. Intercultural competence is represented by critical cultural awareness, skills of interpreting/relating, attitudes—curiosity/openness, skills of discovery/interaction, and knowledge.



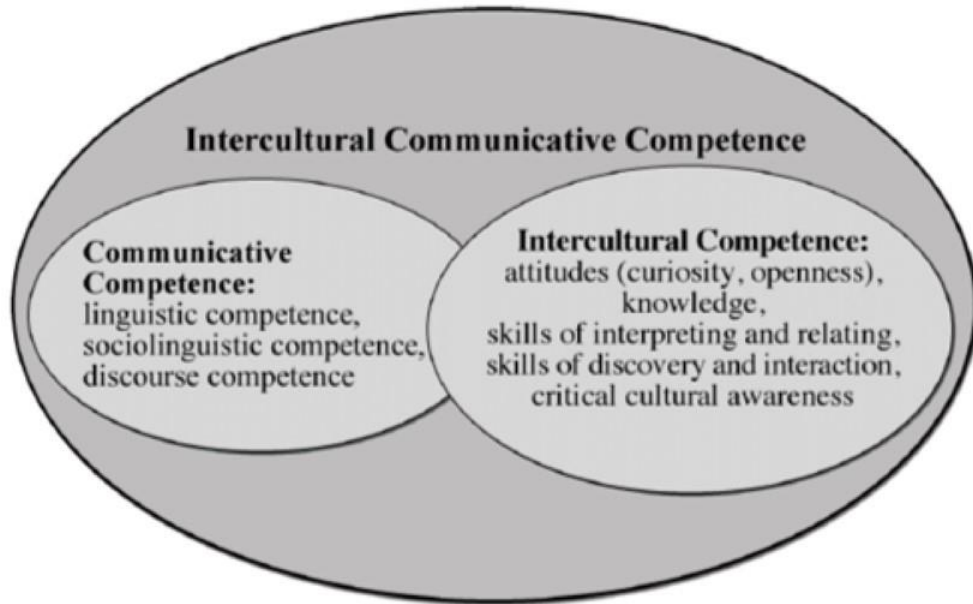


FIGURE 1. A Model of Intercultural Communicative Competence (slightly modified on Byram 2010).

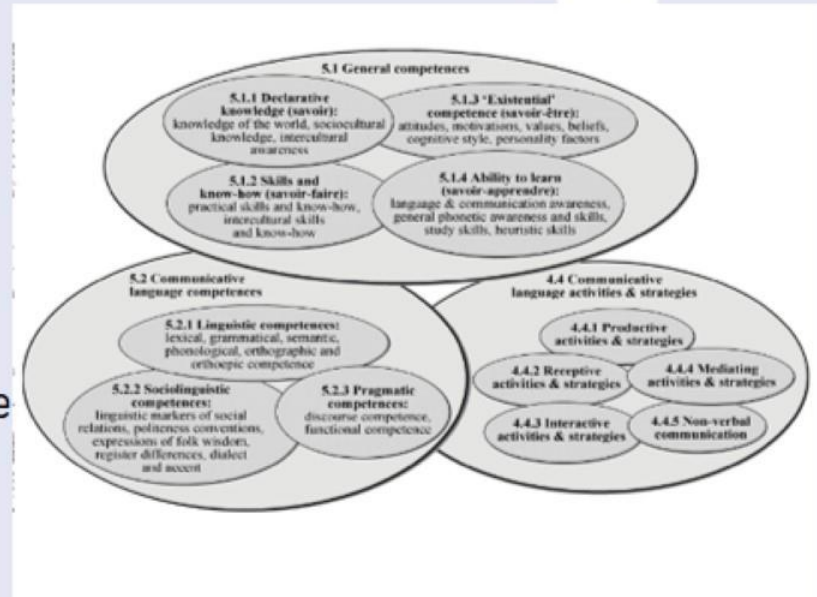
Authors interpret Byram's linguistic, sociolinguistic and discourse competences (1997; 2010) to represent communicative competence (CC), and discuss CC in the following on the basis of CEFR (2001), in which communicative competence is more comprehensively presented than in Byram's model.

- ❖ CEFR(Common European Framework of Reference)

CC IN CEFR

Authors argue that CC in CEFR includes three main components:

- general competences
- communicative language competences
- communicative language activities and strategies
- The sub-competences of communicative competence incorporate attitudes, values, skills, knowledge and know-how



Hi!

- ❑ When considering the key concept intercultural communicative competence (ICC) consisting of communicative competence (CC) and intercultural competence (IC), it may be fair to argue that the level of difficulty increases from CC to IC and to ICC.
- ❑ Generally speaking CC has gradually gained ground if not yet taken centre stage when speaking of communicatively-focused assessment. At the moment, the real challenge for assessment is offered by IC and particularly by ICC.
- ❑ CEFR (2001) is often misleadingly interpreted to include only linguistically-focused language proficiency scales. In fact, however, CEFR also includes a number of scales that help to assess some intercultural aspects of CC





¡Hola!

- Intercultural competence (IC) and intercultural communicative competence (ICC) are interpreted and defined in many different and overlapping ways. The idea of ICC is rather old (e.g., Baxter 1983). The concept of ICC has been influentially developed by Byram and his colleagues (e.g., Byram 1997; Byram, Gribkova & Starkey 2002).
- As described above, Byram defines intercultural communicative competence as a very comprehensive competence including communicative competence (CC) and intercultural competence (IC)

Byram's model for Intercultural Communicative Competence (ICC)

Ni hao!



Kia Ora!



- Whatever linguistic competence learners have in a foreign language, when interaction with a person from a different country takes place, they bring to the situation a general knowledge of the world which will probably include – to a greater or lesser extent - knowledge of the country of the interlocutor.
- But this knowledge also includes cultural awareness of their own country, which is part of the social identity they bring to the interaction. This is an important factor for the interlocutor, as the question of intercultural interaction is not something that has to do solely with the “visitor” or “foreign” speaker, but also with the “host” or “native” speaker, if this is the case.
- Even if host speakers will often speak in their native language, they still need the same set of abilities as the guest speakers to understand and maintain relationships between the two cultures (Byram, 1997: 32, 41)

Byram (1997: 22) contemplates three possible situations in intercultural communication or interaction:



between people of different languages and countries where one is a native speaker of the language used;



between people of different languages and countries where the language used is a lingua franca;



between people of the same country but different languages, one of whom is a native speaker of the language used.

RESOURCES

- Intercultural communicative competence, and its assessment: The CEFcult Helsinki higher education scenario./

https://www.researchgate.net/publication/274952684_Intercultural_communicative_competence_and_its_assessment_The_CEFcult_Helsinki_higher_education_scenario

- Intercultural communicative competence: A step beyond communicative competence/January 2002 María José Coperías-Aguilar University of Valencia.

[/https://www.researchgate.net/publication/28169410_Intercultural_communicative_competence_A_step_beyond_communicative_competence](https://www.researchgate.net/publication/28169410_Intercultural_communicative_competence_A_step_beyond_communicative_competence)





THANK YOU FOR YOUR ATTENTION

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