Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC) Müller- Hartmann, Andreas / Schocker-von Ditfurth; Marita (2007). *Introduction to English Language Teaching*. Stuttgart: Klett.

Savoir comprende / *skills* of *interpreting and relating*

What? (explanation) = ability to interpret a document/event from another culture, to explain and relate it to documents/ events from one's own culture, learners relate oral and written texts to each other and try to interpret each in the light of the other, involves the skill of **mediation**

How can it be developed in class?

tasks that allow careful reading, analysis, interpretation of texts – in order to achieve a change of perspective

creative tasks working with literary texts (writing new scenes, new ending), look at action in literary text from the point of view of minor characters, projects/simulations – learners experience a situation from different cultural point of view (how does the American school work – what is a typical day like at such a school), role plays / certain games

Savoirs / Knowledge

What? (explanation)

not primarily knowledge about a specific culture but rather k. of **how social groups and identities function** (own and others)

knowledge of social processes, + knowledge of illustrations of those processes and their products, k. about how other people see oneself as well as k. about other people, knowledge about self and other, of interaction (individual and societal)

comprises traditional *Landeskunde* knowledge [autostereotypes (+/- stereotypes a person has about his/her own culture), hetero-stereotypes (+/- stereotypes sb has about other cultures)]

knowledge about social interaction

How can it be developed in class?

facts (film, texts, internet, authentic material), working with stereotypes in class, guest speakers …

Savoir s'engager / *critical cultural awareness*

What? (explanation)

ability to evaluate critically on basis of explicit criteria, perspectives, practices, products in one's own culture / other cultures, countries, closely connected with cultural studies, dealing with speakers from another culture always involves the evaluation of a culture – this often leads to an exchange of stereotypes, aiming for a critical evaluation of another culture – development of all the other 4 levels / competences necessary, including a critical perspective on one's own culture

How can it be developed in class?

critical comparison how Australian and German society deals with immigration

Savoir être / *Attitudes* (*savoir être*)

What? (explanation)

attitudes, values (one holds because of belonging to social groups / to a given society), attitudes of the **intercultural speaker** and mediator, = foundation of ICC, curiosity, openness, readiness to suspend disbelief about other cultures and belief about one's own, willingness to relativise one's own values, beliefs, behaviours, willingness not to assume own beliefs etc. are the only possible and correct ones, ability to 'decentre' – ability to see how own values, beliefs, behaviours might look from the perspective of an outsider who has a different set of values, beliefs, behaviours

How can it be developed in class?

using brainstorming, visual aids when working with texts to create curiosity and interest, using texts written by or about learners from other cultures telling about their lives, children's and young adult literature, authentic texts – brought by learners (songs, interviews), virtual and face-to-face encounter projects (e-mail, exchange) – getting-to-know phase important, cultural similarities in forefront

Savoir apprendre / *faire* / *skills of discovery and interaction*

What? (explanation) = ability to acquire new knowledge of a culture/cultural practices and to operate knowledge, attitudes, skills in real-time communication and interaction

How can it be developed in class?

comparing e-mails, face-to-face and virtual encounter projects (web cam), chat, study visits – ethnographic observation tasks (sounds, images, smells ...), negotiation of cultural misunderstandings, role plays, critical incidents