

Second medium-term programme of activities 2004-2007

Project B1 – ICCinTE
Incorporating intercultural communication training
in language teacher education

Central workshop report 6/2004
(Graz, Austria, 12-16 October 2004)

Project team:

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The report is accessible in English and in French on the ECML website: <http://www.ecml.at>

The Executive Director of the ECML should be informed about any full or partial translation of the report and a copy of the translation should be sent to the ECML for information.

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Background and rationale

Intercultural communication has often been in the focus of attention in the field of language pedagogy in the last two decades. However, intercultural communication training is still not systematically incorporated in the curriculum of most teacher training programmes in Europe. Since it is obviously of great importance to increase intercultural understanding in a multilingual and multicultural world, training teacher educators to incorporate intercultural competence in language teacher education would have a beneficial multiplying effect.

The ICCinTE project builds on previous research and development carried out within the framework of project 1.2.3 of the first medium-term programme of the ECML. In fact, it is a continuation of that work in that the subsequent training workshops as well as the planned research and development will be based on the research articles¹ and the intercultural communication textbook² produced by the team and the participants of the previous project.

Description of the workshop

Aims and objectives

The central workshop on incorporating intercultural communication in teacher education was held at the ECML in Graz on October 12-16th 2004. The main aim of the workshop was to set off a cascading process for a more systematic integration of intercultural communicative competence in teacher education. The sessions were designed so that our presentations informed participating teacher educators about the theoretical background of intercultural communicative competence and also gave practical interactive training in developing ICC. In addition, participants were provided with guidelines to conduct research in the fields of materials development and the assessment of intercultural competence. Specific objectives included:

- to promote a cascading process by training teacher educators to incorporate the theory and practice of intercultural communication training in their teaching so they are enabled to hold similar training sessions or courses for colleagues in their home countries;
- to adapt already existing ICC materials (*Mirrors and Windows*) to French for use by French-speaking trainers and teachers, and to develop further teaching materials that promote intercultural learning;
- to survey and classify ICC assessment tasks and develop an assessment booklet/website to supplement *Mirrors and Windows* for users of the textbook.

The central workshop included a number of presentations on the results of project 1.2.3 of the first medium-term programme of activities of the ECML, including information on qualitative and quantitative studies on the current role of culture in language teaching as well as an introduction to *Mirrors and Windows – an intercultural communication textbook*. In addition,

¹ Lázár I. (ed.) (2003) *Incorporating Intercultural Communicative Competence in Language Teacher Education*. European Centre for Modern Languages. Council of Europe Publishing.

² Huber-Kriegler, M., Lázár, I. & Strange, J. (2003) *Mirrors and Windows, an intercultural communication textbook*. European Centre for Modern Languages. Council of Europe Publishing.

there was a session on defining key concepts in order to reach a common understanding of the terminology used in the project.. Furthermore, the team held presentations on the possible goals and types of ICC courses, the potentials of materials development and the advantages and difficulties of assessing intercultural competence.

Participants

28 professionals from 28 European countries participated at the workshop. Nine participants held short presentations on their areas of expertise in ICC:

- Materials evaluation from an intercultural perspective – Liljana Skopinskaja (Estonia)
- *Intercultural Activities* textbook – Michaela Canková (Czech Republic)
- An ICC course at the University of Craiova – Daniel Ivanus (Romania)
- Intercultural courses at Sofia University – Siyka Georgieva (Bulgaria)
- ICC in Greece – Aglaia Galanopulou (Greece)
- ICC in EFL through discourse analysis and conversation practice – Ksenia Golubina (Federation of Russia)
- Reflections on languages in an intercultural context – Gerlind Vief-Schmidt (Germany)
- Promoting tolerance of diversity through literature – Veronika Rot Gabrovec (Slovakia)
- ICC and non-fiction texts – Naira Manukyan (Armenia)

After the first two workshop days of theoretical input, the participants formed three networks in order to continue the training, materials writing/adaptation and ICC assessment initiated by the facilitating team. Most sessions on the last three days of the workshop were group sessions according to the participants' areas of expertise and their interests:

Networks

Network 1 – Training

designing and holding ICC workshops (national training events = NTEs) in the participants' home countries

Network 2 – Materials

adapting the textbook *Mirrors and Windows* to French, writing further ICC materials, using songs, videos and literature

Network 3 – Assessment

creating an inventory of ICC assessment tasks to supplement *Mirrors and Windows*

Preview of the next stages of the project

Seventeen participants opted for holding national training events on ICC in their home countries, 2 volunteered to assist in the adaptation of *Mirrors and windows* to French, 3 wish to develop further teaching materials and 9 participants committed themselves to creating a collection of appropriate assessment tasks to supplement the above textbook. Some of the participants wish to be involved in the work of several networks. Hopefully the electronic exchange of ideas and sharing of results will help cross-fertilize the work to be carried out by all three networks until we can meet again at national training events or the next network meeting in October 2005.

We would like to thank all our participants for their professional contributions, patience and sense of humour and we are also grateful to the ECML staff and the interpreters for their continuous assistance.

The ICCinTE team

Martina Huber-Kriegler (Austria), Denise Lussier (Canada), Gabriela Matei (Romania), Christiane Peck (Germany), Ildikó Lázár (co-ordinator – Hungary)

Appendix 1

Network 1:

Designing and holding National Training Events (ICC workshops)
in their home countries before the end of 2005

Tentative plans:

A (series of) short session(s)

Efrosyni Tofaridou – Cyprus
Tuija Anttila – Finland
Milica Bilić-Štefan – Croatia
Marisa Bonanno – Malta

A (series of) one-day workshop(s)

Beate Hilde Lia – Norway
Romualda Liutkuvienė – Lithuania
Anastasia Turani – Albania
Blerta Ilijazi – “the former Yugoslav Republic of Macedonia”
Carin Söderberg – Sweden

2-day workshops

Gerlind Vief-Schmidt – Germany
Aglaia Galanopoulou – Greece
Patricia von Munchov – France
Anna Grigoriadis – Austria
Naira Manukyan – Armenia
Aina Kackere – Latvia
Agnes Samu – Hungary
Michaela Canková – Czech Republic
Renata Kowalska – Poland
Anna Hlavnová – Slovakia

Co-ordination and co-facilitation:

Martina Huber-Kriegler – Austria (for Norway, Lithuania, Albania, “the former Yugoslav Republic of Macedonia”?)
Gabriela Matei – Romania (for Slovakia, Poland, Sweden?)
Ildikó Lázár – Hungary (for Czech Republic, Latvia, Armenia, Greece?)

Appendix 2

Network 2a – Adapting *Mirrors and Windows* to French

Proofreading, adapting and editing the French version of *Mirrors and Windows*, an intercultural communication textbook

Participants:

Aglaia Galanopoulou – Greece
Efrosyni Tofaridou – Cyprus

Co-ordinator:

Ildikó Lázár – Hungary

Possible place and date for an editing meeting: Graz, October 14-15th 2005

Network 2b – Additional ICC materials to *Mirrors and Windows*

Target audience:

1. **Teachers** (P /S /T?)
2. **Students** (via teachers/case studies – photocopiable materials)

Content:

- Guidelines on how to use any material available/suitable to implement what M&W have already brought – from the point of view of the content and methodology (follow-up material)
- Case studies/*Praktisches Beispiel* to show how this has been used in practice (piloted materials)
- Bibliography & Resources

Format:

Brochure + CD-ROM

Participants:

Marisa Bonanno – Malta
Veronika Rot-Gabrovec – Slovenia

Co-ordinator:

Christiane Peck – Germany

Possible place and date for an editing meeting: Graz, October 14-15th 2005

Appendix 3

Network 3 –

Surveying and classifying ICC assessment tasks and developing an assessment booklet/website to supplement *Mirrors and Windows* for users of the textbook

Participants:

Sylvia Wiesinger – Austria
Carin Söderberg – Sweden
María Guadalupe de la Maya Retamar – Spain
Anne Comerford – United Kingdom
Liljana Skopinskaja – Estonia
Ksenia Golubina – Federation of Russia
Daniel Ivanus – Romania
Siyka Chavdarova – Bulgaria

Co-ordinator:

Denise Lussier – Canada

Questionnaire for surveying ways of assessing ICC in each country to be filled in and sent to Denise Lussier by January 31st 2005.

Possible place and date for a network meeting: Graz, October 14-15th 2005