

DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCES AT ENGLISH LANGUAGE LESSONS

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COUNCIL OF EUROPE



The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001, 2018, 2020): [1680geaod4 \(coe.int\)](https://rm.coe.int/1680geaod4)

- comprehensive descriptive scheme of language proficiency (A1 – C2)
- promotes - **plurilingual and intercultural education**
<https://rm.coe.int/16806ae621>

ICC IN FOREIGN LANGUAGE EDUCATION

<https://rm.coe.int/16806ae621>

GUIDE FOR THE DEVELOPMENT
AND IMPLEMENTATION OF
CURRICULA FOR
**PLURILINGUAL AND
INTERCULTURAL EDUCATION**



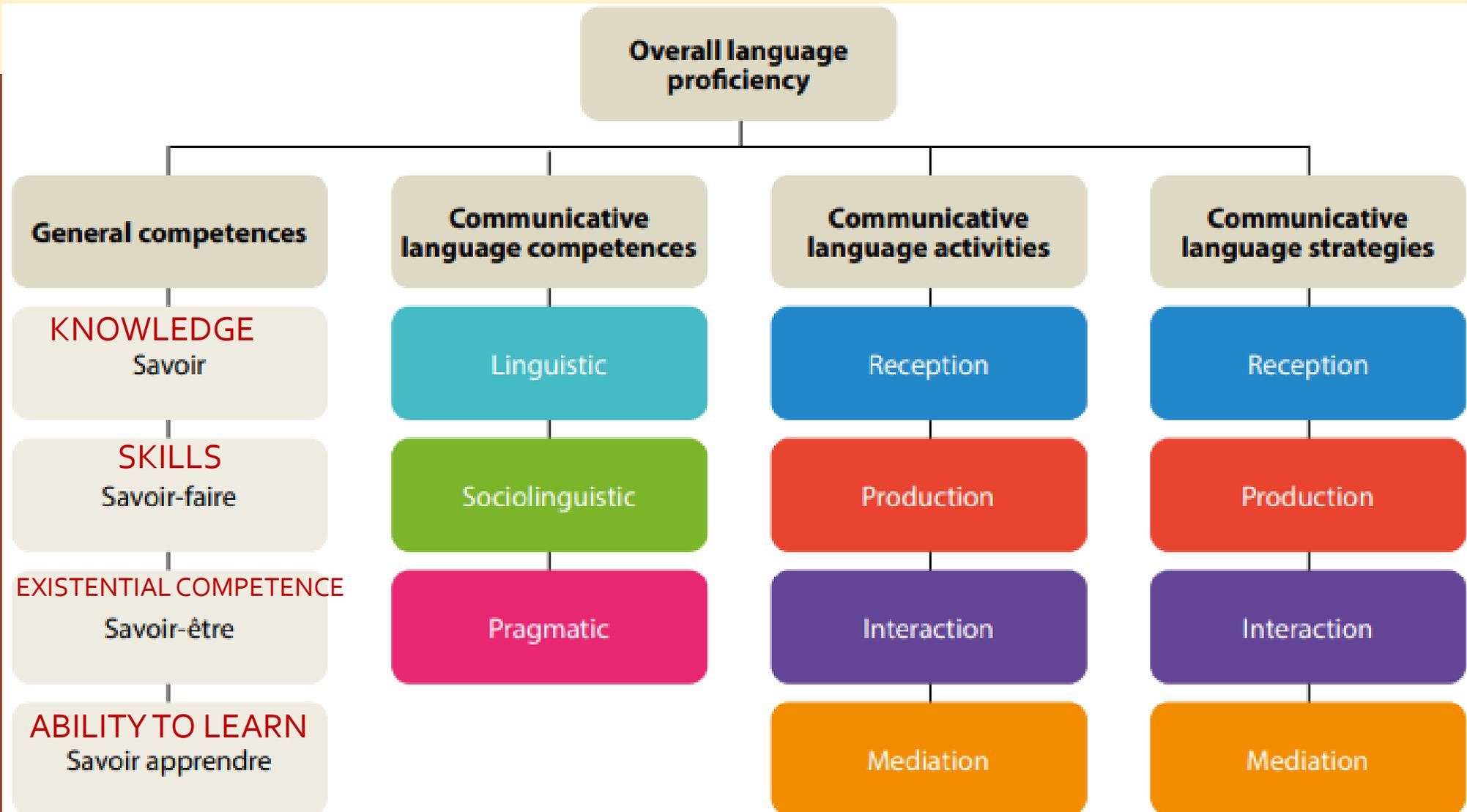
The idea is

to equip European citizens with the ability to **communicate effectively and appropriately across linguistic and cultural boundaries** in plurilingual and pluricultural Europe

DIVERSITY OF CULTURES – AWARENESS

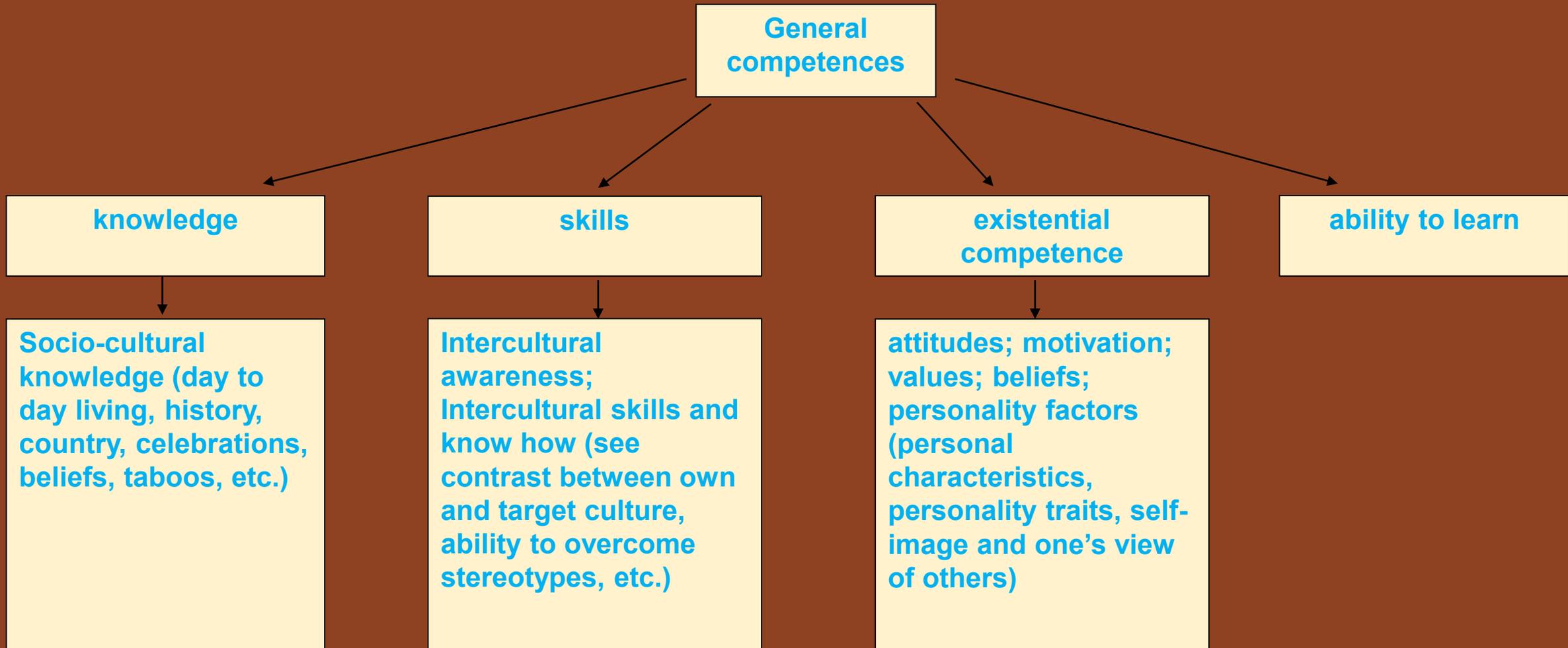
- **Form groups of the same nationality** (Slovak, Czech, German, Polish, Spanish)
 - Think and **write down 3 things that are specific to your own culture** (4 minutes)
 - Think and **write down 2 typical things about the other cultures** (present in this class) (5 minutes)
 - Think and write down information about the **following topics** from your own culture on (4 minutes)
 - main meal of the day (time, what courses and their sequence)
 - Tips in restaurants (percentage)
 - Taboo topics (sensitive topics in conversations)
 - Celebrations of birthdays (which are big birthdays to celebrate)
- Form mixed groups of different cultures – share and discuss the previous points (10 minutes)

CEFR (2020, P. 32)



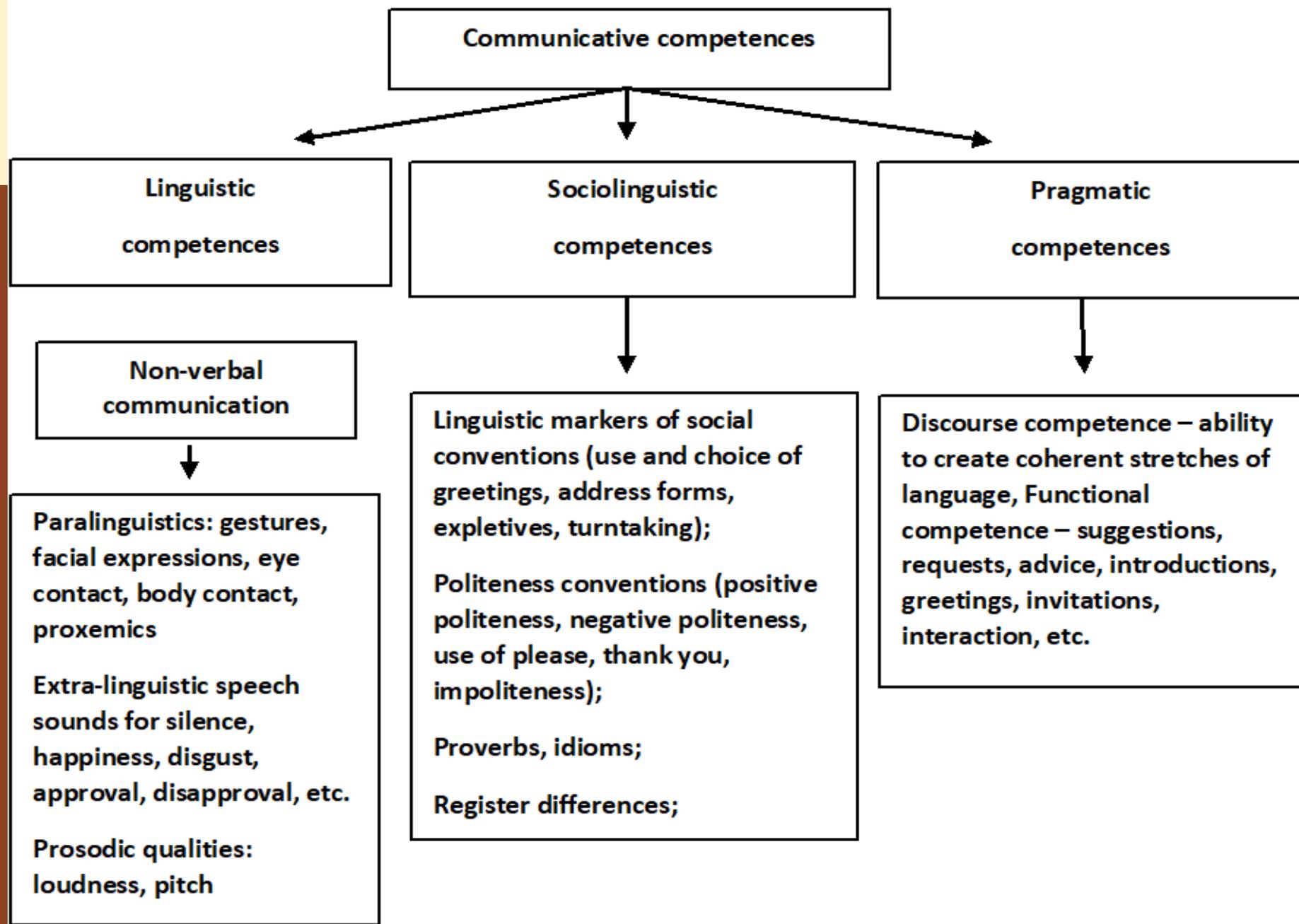
GENERAL COMPETENCES CONNECTED TO CULTURE

(REID, 2014)



Communicative competences connected to culture

(Reid, 2014)



SOCIOLINGUISTIC COMPETENCES

greetings, addressing	upon arrival, leaving, introduction, formal, informal, familiar
use of exclamations	Dear, dear! My God! Bloody Hell! Blimey!
positive politeness	admiration, hospitality, affection, showing interest,
negative politeness	apologizing, expressing regret, avoiding direct orders
appropriate use of	please, thank you
impoliteness	bluntness, dislike, anger, impatience, complaints
proverbs, idioms	sealed lips, smacking lips
register (language use in different contexts)	Formal, neutral, informal, familiar, intimate
dialect, accent	social class, regional differences, ethnicity

PRAGMATIC COMPETENCES

suasion (advising, persuading, urging)

suggestions, asking for help, requests, warnings, advice, invitations, encouragement

socialising

attracting attention, toasting, greetings

interaction patterns

turn taking

NON VERBAL COMMUNICATION

body language

gestures, greetings, facial expressions, smile, winking, nodding, haptics, touch, posture, eye contact, body contact, proxemics

extra linguistic speech sounds

for silence, approval, disapproval, disgust

prosodic qualities: voice, loudness, pitch, intonation, giggling, yelling, etc.

SOCIO-CULTURAL KNOWLEDGE

everyday living

food and drink, meal times, table manners, public holidays, leisure activities,

living conditions

housing, welfare, living standards

interpersonal relations

class structure, family structure, relations between generations, sexes, etc.

values, beliefs, attitudes, people, country

institutions, social change, history, states, politics, religion, humour, national identity, arts, etc.

social conventions

dress, presents, punctuality

ritual behaviour

festivals, celebrations, traditions, weddings, funerals

INTERCULTURAL COMMUNICATIVE COMPETENCE

(BYRAM, 1997, 2021)



Intercultural competence

Knowledge

- Social groups in own culture
- Social groups in other culture
- General interaction process

Skills of discovery and interaction

- Cultural practices knowledge acquisition
- Procedural application of knowledge in real time

Critical cultural awareness

- Evaluate perspectives, practices and products from multiple cultural perspectives
- Identify criteria for evaluation

Attitudes

- Curiosity and openness
- Readiness to suspend disbelief: other cultures
- Readiness to suspend belief: own culture

Skills of interpreting and relating

- Interpret symbols and events of other culture
- Relate interpretations to one's own culture

RECOMMENDED MATERIALS

Authentic materials

bridge the gap between the classroom and the outside world, bring reality to the classroom

Audio

- TV programmes, commercials, news, weather reports, films, cartoons, podcasts, radio programmes, music, internet audio materials, audio-recorded stories, announcements at the stations/airports/shops

Visual

- Photos, pictures from magazines/newspapers, paintings, drawings, wordless street signs, images, postcards, stamps, coins, notes, wordless picture books, toys, food

Printed

- Newspapers, magazines, books, TV guides, lyrics, restaurant menus, product labels, street signs, tourist information brochures, maps, letters, greeting cards, junk mail, school notices, public transport schedules, traffic tickets, application forms, information from the internet, packing slips, packaging from various items, food labels

TEACHING TECHNIQUES

- 1. Comparison method** - discussing differences between own and target cultures
 - e.g. "SCHOOL" : routine, subjects, length of classes, clothes, buildings, homework, meals, addressing teachers
- 2. Cultural Assimilation** - learners are presented with a critical incident, which would be often misunderstood. Learners choose from several possibilities, what they think is correct
 - e.g. non-verbal greetings: hand shake, cheek kissing, bowing
- 3. Cultural capsule** - demonstrates e.g. a custom, which is different in different cultures, can be accompanied by visual aids and discussion
 - e.g. "main meal of the day": pictures, phrases, eating habits with pros and cons
- 4. Cultural island** - simple and effective, subconsciously influences learners
 - pictures, posters of actors, singers, films, books, places
- 5. Reformulation** - retelling a story with own words
 - e.g. retelling a story based on own cultural habit of a normal school day (based on a text or a video)

TEACHING TECHNIQUES

6. **Noticing** - learners look for specific cultural features (text, video, audio, visual)
 - e.g. addressing people in a conversation, clothes of pupils, use of cutlery
7. **Prediction** - a half told story, contents based on headlines, a story based on pieces of information
 - e.g. a magazine or newspaper headline, film titles: “Seaspiracy” (documents the harm that humans do to marine species and uncovers alarming global corruption)
8. **TPR** - responding to commands – acting out cultural experiences
 - songs, stories, dialogues, situations
9. **Role plays, simulations and drama** - practicing real life situations
 - in a restaurant, in a shop, job interview, dramatized story
10. **Treasure hunt** - searching for things set in advance
 - items, riddles, word puzzles, search for clues, coded clues

ALIENS ACTIVITY

- Stay in 5 groups of mixed nationalities – each group creates a different planet (10 minutes)
1. Name your planet, name of your inhabitants
 2. Invent your language and basic phrases, names, greetings, how you introduce yourselves, decide how you non-verbally greet each other
 3. Decide on your behaviour: punctuality, dress code, traditional food, taboo topics, how you make friends, how you celebrate holidays and birthdays, what you do when you are: happy, sad, angry, in love, relaxed, hungry
 4. Decide on historical milestones in alien culture. You need to explain how these milestones influenced your culture (behaviour, traditions, beliefs, language, thinking)
 5. Are you an alien friendly planet? What would you do, if you were visited by other aliens? Would you invade other planets?

Introduce your planets to the class (10 minutes)



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Current activity

Research Interest Score 621.9

Citations 209

h-index 6

[Citations over time](#)

list



PART V
SPECIAL EDUCATION

18. Heritage language education: A global view

Jenna Cushing-Leubner

19. Gifted education programmes

Eva Reid

The Routledge Handbook of Translation and Education

Edited by Sara Laviosa and Maria González-Davies



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Names

Name
Eva Reid

Biography

Activities

Employment

Comenius Uni

Eva Reid

Intercultural Aspects in Teaching English at Primary Schools

Eva Reid

English Language Education to Pupils with General Intellectual Giftedness