



Project Number: 2016-1-FR01-KA201-024133

Definition of Skills Required by Teachers to Become Agents of Change in Inclusive Schools

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Introduction

The module has the main objective of giving teachers useful information about how they can develop intercultural competence and thus organize and manage multicultural classes. For example, Zadra (2004) states that the training of teaching staff is an important factor in the development of intercultural competences in learners. Designing learning activities to develop intercultural competences entails consideration of the following:

- The integration of activities in the institutional curriculum;
- The use of active and experiential methodologies instead of a traditional teaching method;
- The affective and relational context among peers and with the teacher;
- The interdisciplinary connection among subjects and the links with current issues and the reality prevailing in the territory concerned.

The first chapter begins by providing an outline of the idea of intercultural competence in the context of the European Union, and goes on to look at definitions of the concept by scholars in the academic field. Then it focuses the reader's attention on a well-known theoretical model for the development of intercultural competence.

The second chapter describes teaching and learning methods that can be implemented in the classroom. Didactics models and methods to promote intercultural competences are explained, with a special focus on knowledge, skills, and attitude.

The third chapter deals with myths regarding evaluation processes and presents a proposal for a correct evaluation process and a brief list of quantitative and qualitative instruments to use in the context of the classroom.



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Chapter 1 – Definitions and Models of Intercultural Competences

1.1 The Conceptualization of Intercultural Competence by the institutions of the European Union

In 2006 and 2008 the European Parliament and the Council defined the key competences needed to achieve personal development, social inclusion and employability. Among these competences those related to an intercultural concept are: (a) communication in a foreign language, (b) civic and social competences, (c) cultural awareness and expression.

(a) Communication in a foreign language is defined as:

“the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form in an appropriate range of societal and cultural contexts.” (EU 2006)

But unlike communication in the mother tongue, “Communication in foreign languages also calls for skills such as mediation and intercultural understanding” (EU 2006).

(b) It is possible to find references to the concept in Social and Civic competences as well, which:

“include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary”. (EU, 2006)

Finally, essential knowledge of the cultural awareness and expression competence includes:

“an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.” (EU, 2006)

These and other references in the document indicate that the concept of intercultural competence is important enough to be included among the competences that the European Union regards as being fundamental for its citizens. The Council of Europe, when it published its fundamental work for the setting of Common Reference Levels in foreign language-learning and teaching in Europe, namely the [Common European Framework of Reference for languages \(CEFR, 2001\)](#) already placed emphasis on intercultural competence. Thus, it is stated at the beginning of the CEFR that “in an intercultural approach, it is a central objective of language education to promote the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (CEFR, 2001).

Another important document that affirms the importance of intercultural competences for the European Union is the report entitled “[Developing Intercultural Competence through Education](#)” (2014). In its introduction the Council of Europe states that the development of intercultural competence and intercultural education is necessary in order to avoid manifestations of prejudice, discrimination and hate among different people. These problems originate in the social inequality that Europeans of different cultural backgrounds and affiliations face, making a peaceful coexistence more difficult.

Furthermore, currently intercultural and inclusive education is being launched in the EU as one of the main tools for the promotion of citizenship and shared values. Thus, one fundamental aim is to establish a policy framework to support Member States in promoting inclusive education that fosters ownership of shared values, contributing to the prevention of radicalization that might lead to violent extremism (see, [COM\(2016\) 377 final 7.6.2016](#)). Fears of extreme violence and radicalization, reinforced by the recent attacks in the territories of EU member-states, place emphasis on the need for inclusive education which substantially promotes social integration and intercultural awareness. The aim is that young people will be able to participate in facilitated discussions that increase their intercultural awareness and expand their intercultural



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competences through non-formal learning ([European Commission 2017](#)).

In view of this, a new Erasmus+ Virtual Youth Exchange initiative is due to be launched in 2018 to increase intercultural awareness and understanding between young people inside and outside the EU. Overall, one of the main aims of the Erasmus+ programme is the strengthening and enhancement of the intercultural competence.

Online Resources

The European Parliament and the Council, Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning

(<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>)

OJ L 394, 30.12.2006, pp. 10–18

Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

(<http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008H0506%2801%29>)

OJ C 111, 6.5.2008, p. 1.

Common European Framework of Reference for Languages (CEFR)

(<https://rm.coe.int/1680459f97>) (https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Online edition of the CEFR of the Council of Europe which constitutes the Common Framework establishing Common Reference Levels for languages (A1 to C2) in Europe and worldwide.

Council of Europe Pestalozzi Series, No. 3 (2014). Developing intercultural competence through education

(<http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi3.pdf>)

A volume that discusses the way to fully integrate intercultural competences as a key competence. It seeks to offer an educational rationale and conceptual framework for the development of intercultural competence and also describes the constitutive elements of intercultural competence that need to be developed in and through education in formal, non-formal and informal contexts.

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Action Plan on the integration of third country nationals

(<https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/1-2016-377-EN-F1-1.PDF>)

Study On the Feasibility of an ERASMUS+ Virtual Exchange Initiative - Final Report (2017)

(https://ec.europa.eu/education/sites/education/files/erasmus-virtual-exchange-study_en.pdf)

Online report from the European Commission Directorate-General for Education, Youth, Sport and Culture that refers, among other issues, to intercultural education and the intercultural dialogue among young people.

Problem-Solving and Critical Thinking

(<http://www.utc.edu/walker-center-teaching-learning/teaching-resources/ct-ps.php>)

Online article presenting the characteristics of critical thinking and the main teaching strategies that can be used to promote it.

Jonas Stier, Internationalization, intercultural communication and intercultural competence, Journal of Intercultural Communication, Issue 11, 2006

(<https://immi.se/intercultural/nr11/stier.pdf>)

This article assumes that the internationalization of higher education demands more elaborate pedagogical approaches to utilize the experiences of multiethnic student groups and to facilitate students' acquisition of intercultural competencies. Drawing from three internationalization ideologies embedded in the educational discourse, it is argued that intercultural communication – as a field of study or a discipline – can play a key role in this endeavour. Twelve fields of consideration, when international educators work with students, are also identified.



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1.2 Definitions and Meanings Proposed by Scholars for the Concept of Intercultural Competence

In the following three paragraphs, based on the work of [Perry and Southwell \(2011\)](#), an attempt is made to convey the variety of definitions and meanings scholars have proposed for the concept of intercultural competence. Following the authors, three main conceptualizations will be described: (a) intercultural competence, (b) intercultural understanding, and (c) intercultural communication.

- (a) Although “there has been little agreement amongst scholars about how intercultural competence should be defined” (Deardorff, 2006a pp. 5-9), it seems that definitions, meanings and conceptualizations frequently overlap. After a review of the literature, **intercultural competence** can be conceived as consisting of knowledge, attitude, skills and behaviour. [Bennett \(2008\)](#), after studying similarities between the definitions, affirmed that scholars talk about a “set of cognitive, affective and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (p. 16). Other conceptualizations include: knowledge, attitudes, understanding, motivation, skills in verbal and non-verbal communication, communicative awareness, language proficiency, appropriate and effective behaviours, flexibility, tolerance of ambiguity, knowledge discovery, respect for others, empathy, interpreting and relating skills, skills of discovery and interaction, and critical awareness ([Byram, 1997](#); [Heyward, 2002](#); Lustig & Koester, 2006; [Hiller and Wozniak, 2009](#)). Specifically, Byram defined intercultural competence as “intercultural communicative competence” where intercultural communication in a given social context sets the parameters for the development of such a competence (Byram, 1997).
- (b) **Intercultural understanding**, another broad concept indicated by Perry and Southwell (2011), embraces cognitive and affective domains. Knowledge is a fundamental part of the construct; knowledge of one’s own and other cultures, but also other characteristics related to attitudes, such as curiosity and respect (Hill, 2006; [Arasaratnam & Doerfel, 2005](#); Deardorff, 2006b; Heyward, 2002). The other fundamental part of intercultural understanding is the affective component, which is also called intercultural sensitivity. Perry and Southwell (2011) present [Chen and Starosta’s \(1998\)](#) conceptualization of intercultural sensitivity as an “active desire to motivate themselves to understand, appreciate, and accept differences among cultures” (p. 231). Another definition presented by Perry and Southwell (2011) is Bennet’s idea that intercultural sensitivity is the experience of cultural difference that is dependent on the way a person constructs that difference (1993). It is worth mentioning that the intensification of culture-driven conflict in parallel to the acceleration of the rhythm of globalization renders intercultural understanding an imperative need ([Kwok-Ying Lau, 2016](#)).
- (c) The third concept which scholars have debated in the last few years is that of **intercultural communication**, defined as “the ability to communicate with people of different cultures effectively and appropriately” ([Arasaratnam, 2009](#)). Unlike the previous two constructs, Perry and Southwell (2011), citing Lustig and Koester (2006), remember how intercultural communication is an attribute related to an association between individuals. Fundamental to the concept are empathy, intercultural experience/training, motivation, global attitude and the ability to listen well in conversation ([Arasaratnam and Doerfel, 2005](#)). At the same time, emphasis may be placed on the interdiscourse analysis as the discourse in intercultural communication by examining the presuppositions in an intercultural communication setting ([Scollon, Scollon, & Jones, 2011](#), pp. 30-31).





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Online Resources

Laura B. Perry & Leonie Southwell (2011), Developing intercultural understanding and skills: models and approaches, in: Intercultural Education 22, pp. 453-466

http://www.sandrachistolini.it/wordpress/wp-content/uploads/2013/10/05_10_2015_Developing.pdf

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters.

https://books.google.gr/books?hl=el&lr=&id=0vfq8JJWhTsC&oi=fnd&pg=PA1&ots=W0UWJ4gmHt&sig=h6oZwRyVWILd9vJBAh5I7QqW_r8&redir_esc=y#v=onepage&q&f=false

Intercultural competence as an aspect of the general communicative competence in teaching and assessing a foreign language.

Bennet, J. M. (2008). On Becoming a Global Soul. Developing intercultural competence and transformation: theory, research, and application in international education. Sterling, Va: Stylus Pub.

The chapter forms part of the book entitled "Developing intercultural competence and transformation: theory, research, and application in international education". The thesis of the book is that enrollments in international education programs are projected to grow exponentially as students, parents, and university personnel seek to prepare future leaders who can live and work effectively in a global environment. The outcomes of such opportunities emphasize not only traditional academic competence, but also changes in motivations, attitudes, self-identity, and values

Mark Heyward (2002), From international to intercultural: Redefining the international school for a globalized world, Journal of Research in International Education, pp. 9-32

<http://journals.sagepub.com/doi/abs/10.1177/147524090211002>

(full text:

https://www.researchgate.net/profile/Mark_Heyward/publication/238427152_From_International_to_Intercultural_Redefining_the_International_School_for_a_Globalized_World/links/552c6c8f0cf29b22c9c45660/From-International-to-Intercultural-Redefining-the-International-School-for-a-Globalized-World.pdf)

This article defines intercultural literacy as the competencies, understandings, attitudes, language proficiencies, participation and identities necessary for effective cross-cultural engagement. A new multidimensional and developmental model for intercultural literacy is proposed with reference to previous culture shock and cross-cultural adjustment models, and some implications for international schools are suggested. International schools, it is argued, are in a unique position to develop understandings and practice in relation to intercultural literacy. Not only can they do so but they should do so.

Myron W. Lustig, Jolene Koester (eds.) (2006), Among US: Essays on identity, belonging, and intercultural competence (2nd ed.), Pearson/Allyn & Bacon, Boston

The collective volume 'AmongUS' presents readings from individuals whose intercultural experiences give insights on how to achieve an effective and fair multicultural society where cultural identities are celebrated and maintained. The essays provide a rich source of materials to teach a broad array of interpersonal, sociological, and psychological concepts that apply to educational, business, and cultural settings. The authors have arranged the book around four themes: Identity, Negotiating Intercultural Competence, Racism and Prejudice, and Belonging to Multiple Cultures.

Gundula Gwenn Hiller, Maja Wozniak, Developing an intercultural competence programme at an international cross-border university, in: Intercultural Education, Volume 20, Supplement 1, October 2009, pp. 113-124

<http://www.tandfonline.com/doi/abs/10.1080/14675980903371019>

(full text available at: https://s3.amazonaws.com/academia.edu.documents/32767762/MbM_Hiller-Wozniak.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1507104685&Signature=QMLIa8f3WdYv5S7Qua2d1z3kaj4%3D&response-content-



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[disposition=inline%3B%20filename%3DDeveloping_an_intercultural_competence_p.pdf](#))

Abstract: The European University Viadrina located on the German–Polish border, with a high number of international students, was founded to promote the ‘growing-together’ of Europe. Despite these aims, it is becoming more evident that international institutions must develop special strategies to sensitize their members on an intercultural level and to encourage intercultural communication. The case of Viadrina University serves as an example of how a course programme can be created in order to promote intercultural competence. One of the programme’s main aims is to give students the possibility of experiencing, discovering and discussing the diversity of values and worldviews in special workshops. Today, the training programme, which at first had not been considered necessary by many university employees, has turned into a success story which can be transferred to other international academic institutions.

Ian Hill (2006), Student types, school types and their combined influence on the development of intercultural understanding, *Journal of Research in International Education*, pp. 5-33

This article focuses on students' exposure to intercultural understanding in a number of educational settings. The effect of that exposure depends very much on the nature of the schools, the programmes they offer, and their location. It also depends on the ‘nature’ of the students and how that affects their interaction with the school and its cultural context both within and without. The variables are many, the lines of influence are complex, and the whole process is full of nuances. Typologies of schools and students are used in an attempt to overcome these difficulties and arrive at some conclusions, including the need for an improved nomenclature of school types, which may form the basis for testing through future empirical research.

Lily A Arasaratnam, Marya L Doerfel (2005), Intercultural communication competence: Identifying key components from multicultural perspectives, *International Journal of Intercultural Relations*, 29, pp. 137-163

<http://www.sciencedirect.com/science/article/pii/S014717670500074X>)

Intercultural communication competence (ICC) is an area of study that is becoming more relevant in the increasingly multicultural communities that we live in. Though much progress has been made in this area of research since Hall [(1959). *The silent language*. New York: Anchor Books], a satisfactory model of ICC and a scale that translates well into different cultures is yet to be developed. This paper presents a review of past research in ICC and describes a unique approach to identifying variables that contribute toward perceived ICC. Specifically, this study triangulates and updates past research on ICC by integrating the theoretical backgrounds of social psychology, interpersonal communication, and anthropology to construct a multidimensional understanding of ICC. Data were collected via face-to-face interviews with participants representing 15 different countries and responses were analyzed using semantic network analysis. A definition of intercultural communication was derived from the responses, and knowledge and motivation were identified as important components of ICC. Additions to a multidimensional definition of ICC include listening skills, prior cross-cultural experiences, having a global outlook as opposed to an ethnocentric one, and an other-centered style of communication. Limitations of the study and implications for future research are discussed.

Guo-Ming Chen, William J. Starosta (1998), *Foundations of Intercultural Communication*, Pearson

<https://www.pearson.com/us/higher-education/program/Chen-Foundations-of-Intercultural-Communication/PGM281607.html>)

Written by two leading scholars in this fast-developing field, this text surveys the entire field of intercultural communication, presenting to undergraduate and graduate students the broad range of important themes, issues, and theoretical positions relevant today. In addition, the text treats the history of the field, covers important subjects like ethics and multiculturalism, and describes the way in which new advances in theory are starting to diverge from earlier emphases. In short, this is the broadest, most inclusive overview of the field of intercultural communication now available.

Kwok-Ying Lau (2016), *Phenomenology and Intercultural Understanding: Toward a New Cultural Flesh*

<https://books.google.gr/books?id=TfQqDQAAQBAJ&printsec=frontcover&dq=Intercultural+understanding&hl=el&sa=X&ved=0ahUKEwik5L3c6fzUAhUDbRQKHxNQAceQ6AEIMjAC#v=onepage&q=Intercultural%20und>



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[erstanding&f=false\)](#)

Online extract from the book by Kwok-Ying Lau on intercultural understanding in terms of philosophy

Arasaratnam, L.A. (2009). The Development of a New Instrument of Intercultural Communication Competence.

[https://www.ncdo.nl/sites/default/files/Arasaratnam-Instrument%20Intercultural%20Communication%20Competence%20\(2009\).pdf](https://www.ncdo.nl/sites/default/files/Arasaratnam-Instrument%20Intercultural%20Communication%20Competence%20(2009).pdf)

Abstract: A review of the past literature reveals that there is a need for a measure of intercultural communication competence (ICC) that can be used in culturally diverse groups of participants. The present study describes the development and initial empirical testing of a new instrument of ICC. Student participants (N = 302) from multiple cultural backgrounds were used. Using regression, factor, and correlation analyses, the instrument was tested for reliability and construct validity. The preliminary results are very promising. Implications for future research are discussed.

Scollon, R., Scollon, S. W., & Jones, R. H. (2011). Intercultural communication: A discourse approach. John Wiley & Sons.

https://books.google.gr/books?hl=el&lr=&id=rmgta7ePMi4C&oi=fnd&pg=PR11&dq=intercultural+communication+&ots=ewN5Jdhqzt&sig=msy1XoqTfTTSRgRCX7BEr9GgKuQ&redir_esc=y#v=onepage&q=intercultural%20communication&f=false

Online extract from a book discussing and analyzing intercultural communication in discourse analysis and in sociolinguistic terms.

Darla K Deardorff (2006a), Identification and assessment of intercultural competence as a student outcome of internationalization

<https://repository.lib.ncsu.edu/bitstream/handle/1840.16/5733/etd.pdf?sequence=1>

This article is available in the Journal of Studies in International Education.

Deardorff, D.K. 2006b. 'Assessing intercultural competence in study abroad students' in: Living and studying abroad: Research and practice, ed. M. Bryam and A. Feng, pp. 232–56. Clevedon: Multilingual Matters.

Jolene Koester, Myron W. Lustig, Intercultural communication competence: Theory, measurement, and application, International Journal of Intercultural Relations, Volume 48, September 2015, pp. 20-21

<http://www.sciencedirect.com/science/article/pii/S0147176715000292>

This brief article focuses on issues or concerns about the current state of intercultural communication competence (ICC) research. Theoretical issues include problems with ICC terminology and with conceptualizations of ICC. Measurement issues include problems with the use of self-reports to assess the “appropriateness” dimension of ICC and with the domain of skills and traits that make one more likely to be perceived as competent. Application issues centre on the desirability for increased attention to practical uses of research-based theory.

Wolfgang Fritz, Andrea Graf, Joachim Hentze, & Antje Möllenberg (2005), An Examination of Chen and Starosta’s Model of Intercultural Sensitivity in Germany and United States, Intercultural Communication Studies XIV: 1 , pp. 53-65

<http://web.uri.edu/iaics/files/05-Wolfgang-Fritz-Andrea-Graf-Joachim-Hentze-Antje-Mollenberg-Guo-Ming-Chen.pdf>

This study examines, via a replication study, Chen and Starosta’s Model of Intercultural Sensitivity, which is developed in the US context. Although an earlier attempt to reproduce the model in Germany has been successful, the present replication study does not reach the same result based on German and US-American samples. Consequently, the intercultural validity of Chen and Starosta’s Model is doubtful for the time being, and which requires closer examination in future research.

1.3 Deardorff's Model of Intercultural Competence

In this section Deardorff's model of intercultural competence will be presented. The choice of Deardorff's model depends on the number of citations that the author received by other scholars writing on the same theme. A search in Google Scholar on the author's 2006 article entitled "Identification and assessment of intercultural competence as a student outcome of internationalization" revealed that it was cited in 1490 works. Deardorff's model is also "the first attempt to reach a shared definition among experts of intercultural competence" (Baiutti, 2016).

In 2006 the author defined intercultural competence as "the ability to communicate effectively in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (pp. 247-248). Moreover, she develops two graphic representations of intercultural competence: the pyramid model and the process model.

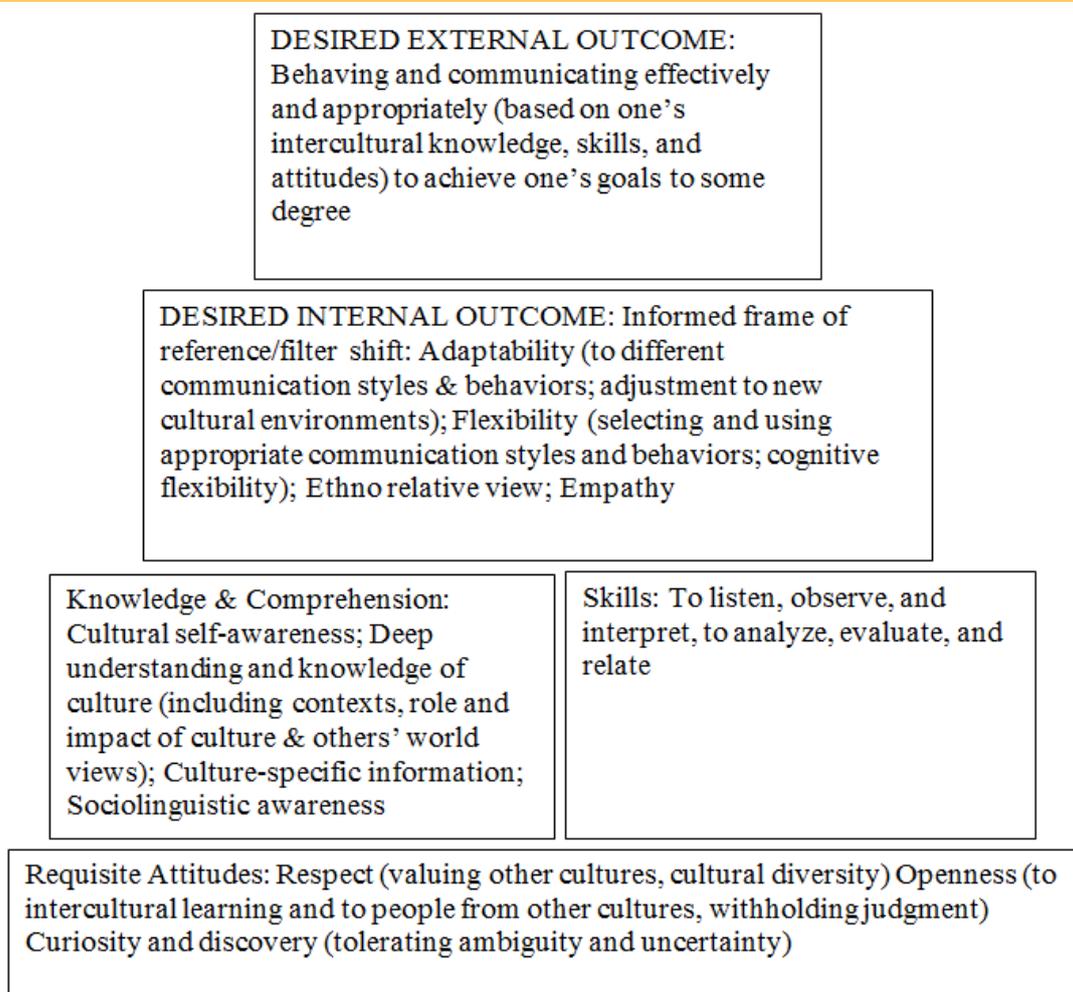
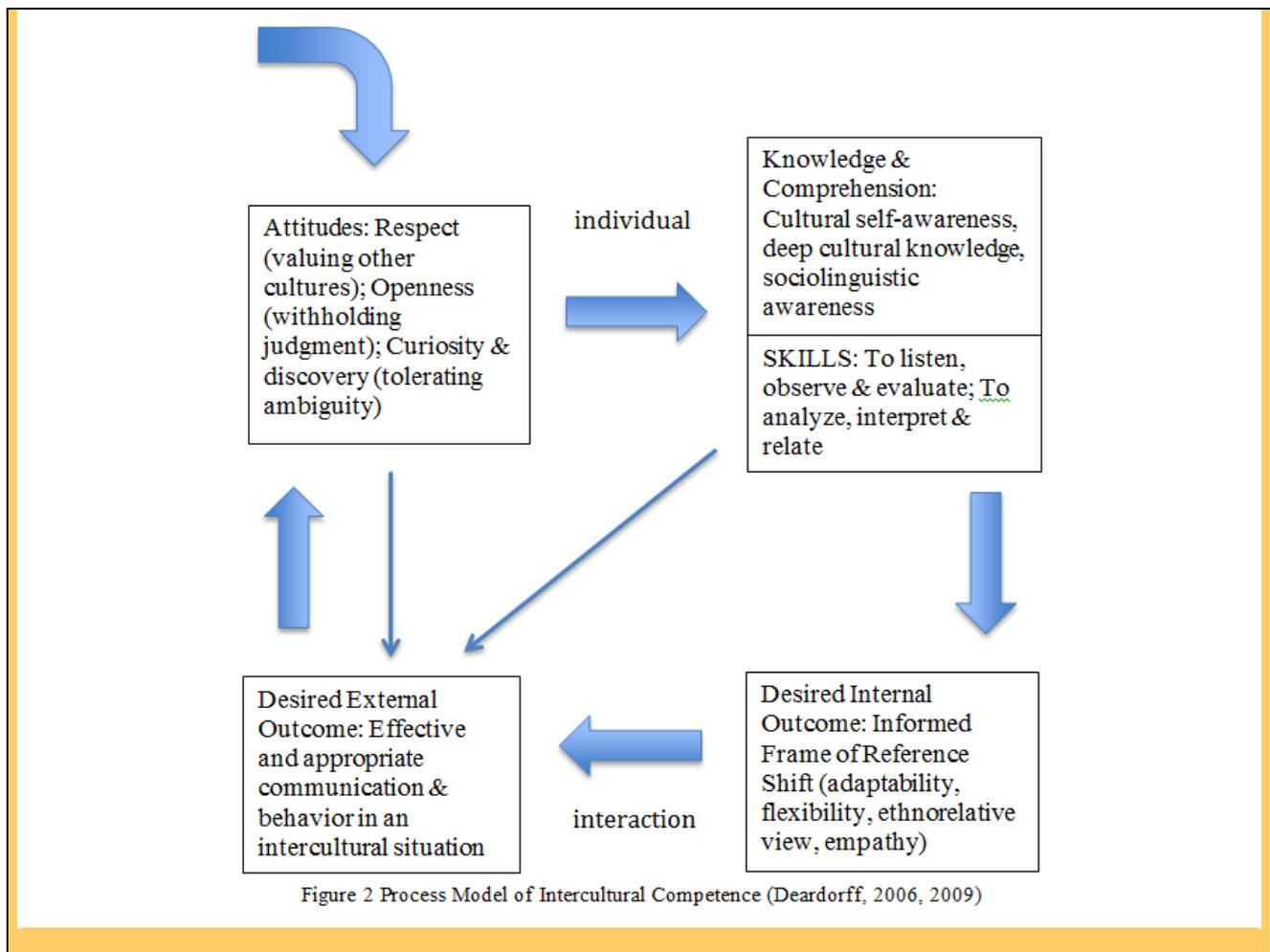


Figure 1 Pyramid Model of Intercultural Competence (Deardorff, 2006. 2009)

Both models present attitudes, knowledge and abilities that together produce internal outcomes like adaptability and flexibility but also external outcomes that allow individuals to communicate and behave effectively and appropriately in intercultural situations. Baiutti (2016) states that Deardorff's models have two main characteristics. The pyramid is a graphic representation of the fact that the concept of intercultural competence is built on personal attitudes, often considered less than knowledge or skills in other scholars' conceptualizations. The second model represents a continuous process, a lifelong learning competence.



Online Resources

Darla K Deardorff (2009), *The SAGE handbook of intercultural competence*

(https://books.google.gr/books?hl=el&lr=&id=4KdhRIqmqvMC&oi=fnd&pg=PR8&dq=DK+Deardorff&ots=fB-laLJAtn&sig=A-aziGL8uWaFnznwdK7iTSMTxgM&redir_esc=y#v=onepage&q=DK%20Deardorff&f=false)

The SAGE Handbook of Intercultural Competence brings together in one volume the leading experts and scholars from a variety of fields (e.g., education, communication, psychology, social work, health care, conflict studies, etc.) and from around the world who work in the field of intercultural competence.

Joseph Trimble, Paul Pedersen, and Eduardo Rodella, The Real Cost of Intercultural Incompetence, An Epilogue, in: **Darla K Deardorff (2009), *The SAGE handbook of intercultural competence***, pp. 492-503 (https://www.researchgate.net/profile/Joseph_Trimble/publication/236671770_The_real_cost_of_multicultural_incompetence_An_epilogue/links/00b4951902b8bc6bd0000000.pdf)

Darla K Deardorff (2011), *Assessing intercultural competence*, in: *New directions for institutional research*, pp. 65-79

(<https://pdfs.semanticscholar.org/983d/1824017338629ca049d8c6f486bdc1f57255.pdf>)



Chapter 2 – Teaching and Learning Methods to Promote Intercultural Competences in the Classroom

2.1 Didactic Models Underlining Different Conceptions of Learning

This section presents some of the teaching and learning methods that can be used to promote the development of intercultural competence in the classroom. For a teacher awareness of the didactic model adopted in the classroom is important because it determines his or her conception of learning. Depending on the didactic model, a teacher can propose different learning objectives or establish different relationships with students. Approaches to learning can vary depending on how intercultural education is proposed in class, as well as the efficacy of the didactic activities.

Grassilli and Fabbri (2003) proposed and defined four types of didactic models.

The classic model is focused on the teacher and on the subject content that needs to be transmitted. Lectures are the most typical method used and students have to repeat and memorize notions. The strengths of this model are the ability to program activities in class and evaluate learning easily. Two weaknesses of the model are the creation of passive listeners and the fact that students are merely receivers. Moreover, this model does not allow students to collaborate, to develop curiosity, the ability to judge or decision-making skills and neither does it foster the development of the ability to find solutions in unfamiliar situations.

The active model is focused on the learner. He/she is responsible for his growth and development. The didactic activities are based on learner needs decided by the learners themselves. The teacher facilitates learning by allowing student participation and enhances the learning environment by proposing even more resources to expand learners' competences. The strengths of this model are the recognition of the learner as an active participant and the promotion of research to find resources, solve problems and learn. The weaknesses are related to the fact that giving freedom to the learner means producing a weak didactic action without a definite plan and only based on the teacher's experience.

The main features of the technological model are planning, orderliness, and control. The requirement to achieve results characterizes the model and involves the need to measure and quantify in order to avoid subjectivity, intuition and unpredictability. The learner is the recipient of positive and negative strengths and the teacher plays the role of a scaffold. Learning develops through collaboration, negotiation, sharing, and the activation of multimedia and metacognitive processes.

Finally, the interactive model sees learning as a situated process. What happens in the given situation is relevant – the decisions made, and the real-life experience of solving real problems. The person who learns acquires awareness thanks to the activation of rationalization processes built through reflection and dialogue.

It is essential then to mention that all these models should enhance active learning as the improvements gained from them, "in which students engage actively in the learning process throughout a course, are substantial" ([Karlsson & Janson, 2016](#)).





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Online Resources

Bianca Grassilli, Loretta Fabbri, Didattica e metodologie qualitative. Verso una didattica narrativa, La Scuola, Brescia 2003

<https://www.ibs.it/didattica-metodologie-qualitative-verso-didattica-libro-bianca-grassilli-loretta-fabbri/e/9788835015222>

This text has a methodological basis that considers research as a source of rich development opportunities if it generally satisfies the qualitative paradigms and, more specifically, the narrative ones. Tales, professional autobiographies and stories can represent, in a new and constructive bond between didactics and narration, action and speech, an empirical basis on which to build didactical theories.

Didactic Models Underlining Different Conceptions of Learning. Active Student Learning

http://www.portlandpresspublishing.com/sites/default/files/Editorial/Wenner/PPL_Wenner_Ch11.pdf

Gunnar Karlsson, Sverker Janson (2016), The flipped classroom: a model for active student learning. Portland Press Limited.

J. Lave. (1991), Chapter 4. Situated learning in communities of practice.

<http://www1.udel.edu/educ/whitson/files/Lave,%20Situating%20learning%20in%20communities%20of%20practice.pdf>

In Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives) by Lave, J. & Wenger, E. Cambridge: Cambridge University Press.



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2.2 Methods to be Implemented in the Classroom to Promote the Acquisition of Intercultural Competence Through Active Learning

In its report “Developing intercultural competence through education” the European Council presents a chapter titled “How to develop intercultural competence through education”. Principles of planning for the promotion of intercultural competence include (a) experience, (b) comparison, (c) analysis, (d) reflection and (e) action.

- (a) Through **experience** students develop respect, curiosity and openness, discover the nature of new cultures and how different people act and communicate. Experience can be real or imagined and provided using examples, games, old and new media and role-play. Experience allows one to make comparisons and analyze one’s own assumptions.
- (b) The second principle for promoting intercultural education is **comparison**. Teachers need to be aware of learners’ wrong thoughts that confuse being ‘different’ or ‘unfamiliar’ with being ‘uncivilized’. Learners need to compare similarities and differences in a non-judgmental manner and understand that people with different cultures can think to them as unfamiliar.
- (c) The **analysis** of a situation can lead students to understand the explanations behind practices, values and beliefs put in practice by people of different cultures. Inquiry-based methods, audio and video resources may help teachers with this.
- (d) **Reflection**, the development of critical awareness and understanding are necessary in a program planned to develop intercultural competence. Methods to facilitate students’ ability to reflect are the discussion of experiences, diaries to keep track of learning, writing activities, drawing, and sharing what they have learnt.
- (e) Finally, students’ **action** and **engagement** are important when realized through intercultural dialogue or cooperative activities. Taking action is a way to improve responsibility and respect in the social and physical environment.

In Zadra’s work “Diversity for kids” (2004) and in the European Council’s work “Developing Intercultural competence through education” (2014), different methods and activities are suggested for use in the classroom with students. We agreed with Zadra (2004) that all these methods could be grouped into four broad categories:

- Deconstructive methods to offer students a new point of view (facilitate students in finding new information, put in practice negotiation among students, develop students’ ability to observe and listen)
- Experiential and game-based methods (role play, cooperative games, simulations, and problem-solving activities)
- Narrative methods based on stories to create and recreate, discover and re-discover. (use of storytelling in class, writing labs, video and audio production)
- Expressive methods that engage the deep dimensions of human beings (Theatre, painting, music, dance, photography and labs to express emotion)



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Online Resources

Council of Europe Pestalozzi Series, No. 3 (2014). Developing intercultural competence through education

[\(<http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi3.pdf>\)](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi3.pdf)

A volume that discusses the way to fully integrate intercultural competences as a key competence. It seeks to offer an educational rationale and conceptual framework for the development of intercultural competence as well as describe the constitutive elements of intercultural competence to be developed in and through education in formal, non-formal and informal contexts.

Pulido-Tobiassen, D. & Gonzales-Mena, J. Teaching Diversity: A place to begin. [Adapted from A Place to Begin: Working With Parents on Issues of Diversity, by Dora Pulido-Tobiassen and Janet Gonzalez-Mena, reprinted with permission from California Tomorrow.

[\(\[http://www.imagineeducation.com.au/files/GapTraining/Teaching_20Diversity_20A_20Place_20to_20Begin.pdf\]\(http://www.imagineeducation.com.au/files/GapTraining/Teaching_20Diversity_20A_20Place_20to_20Begin.pdf\)\)](http://www.imagineeducation.com.au/files/GapTraining/Teaching_20Diversity_20A_20Place_20to_20Begin.pdf)

A summary of a book on how we can best prepare children to meet the challenges and reap the benefits of the increasingly diverse world they will live in.



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2.3 Knowledge, Skills and Attitudes for Teachers to Develop Intercultural Competence

This section is devoted to the presentation of knowledge, skills, and attitudes that teachers need to develop. These skills will help teachers to become agents of change in their classrooms by fostering the right mix of communication, cooperation, flexibility, creativity and critical thinking. Through an analysis of the best practices collected in the first phase of the project "I Have Rights", it is possible to recognize the knowledge, skills and attitudes suggested by Zadra (2004) in her work. These can be divided into three different levels:

Cognitive level

- Development of a dynamic vision of the cultures that evolve, change each other and intertwine in people;
- Ability to transit from an ethnocentric perspective to an ethno-relative one;
- Ability to deconstruct one's own prejudices and one's own "cultural frames";
- Ability to detect apparently irrelevant and annoying details as signals that something in the prior knowledge is to be reviewed;
- Ability to recognize similarities and differences in situations;
- Ability to give multiple interpretations and meanings to the same data or fact.

Affective level

- Ability to be involved or indifferent, and ability "to read" one's own emotions;
- Knowledge and acceptance of oneself and one's limitations;
- Ability to recall one's own history;
- Opening and readiness to discover new experiences and diversity rather than fear of change;
- Understanding of diversity in ourselves, legitimization of the fact that we are or have been at some point foreigners to ourselves;
- Ability not to take oneself too seriously.

Relational level

- Ability to respect and be open towards others and their rights;
- Empathy;
- Active listening that meets the other's points of view;
- Ability to suspend judgment, and trust in the reasons of others even before having understood them;
- Dialogic ability;
- Ability to see misunderstandings and conflicts as opportunities;
- Ability to solve conflicts creatively, e.g. by creating common ground and new solutions.

Being aware of these skills will help teachers transform the class into a welcoming community, to recognize diversities, to practise listening to others, manage conflict and promote participation.

Likewise, the UNESCO Framework of Intercultural Competences is an equally important tool for achieving these aims. The proposed operational plan by UNESCO specifically refers to clarifying, teaching, promoting, enacting and supporting intercultural competences by proposing practical means of integrating these competences in everyday practice.



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Online Resources

Zadra, F. (2004) Convivere nella diversità. Competenze interculturalie strumenti didattici per una scuola inclusive. Diversity 4 Kids

http://www.eurac.edu/en/research/autonomies/minrig/Documents/Diversity4Kids/Convivere_nella_diversità-Franca_Zadra.pdf

Tennekoon, S.R. (2015). Crossing the Cultural Boundaries: Developing Intercultural Competence of Prospective Teachers of English. *International Journal of Scientific and Research Publications*, Volume 5(4).

<http://www.ijsrp.org/research-paper-0415/ijsrp-p4082.pdf>

A study exploring the possibilities of developing the intercultural competence of prospective teachers of English at a pre-service teacher education institute in Sri Lanka, through a curriculum intervention which provides teachers with extensive opportunities to engage in intercultural interactions while learning English in the classroom together with their counterparts from other major ethnic groups.

UNESCO (2013) Intercultural Competences. Conceptual and Operational Framework

<http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>

A UNESCO booklet that seeks to present the topic of intercultural competencies to many audiences all over the world by providing the basic terminology needed in order to develop intercultural competences and to permit intercultural dialogue, as well as outlining a series of minimal steps necessary to be able to share this knowledge with the largest number of others possible, across the greatest range of contexts.

Judith S. Kaufman and Janet L. McDonald, Preparing Teachers to Become Agents of Change, *The Radical Teacher* No. 47 (Fall 1995), pp. 47-50

https://www.jstor.org/stable/20709858?seq=1#page_scan_tab_contents



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2.4 Quantitative and Qualitative Methods for Evaluating and Assessing Intercultural Competence

Perry and Southwell (2011), while discussing the objectives of measuring intercultural competence, affirm that evaluation and assessment can be used to understand the level of a “person’s intercultural competence and then highlight which dimensions should be further developed” (p. 460) and “the effectiveness of intercultural learning experience”.

Deardorff in her work (2015) suggests seven myths regarding evaluation in general and the evaluation of intercultural competence in particular:

1. Pre- and post-testing is sufficient for the evaluation of intercultural competence;
2. It is correct to collect data and then think about how to use it;
3. There is a method better than others to evaluate intercultural competence;
4. It is better to plan the educational program first, and then think about how to evaluate it;
5. Only one person can evaluate;
6. It is necessary to be in agreement with standardized international instruments of evaluation;
7. Evaluating learning results is the same as evaluating the educational program.

Continuing with her suggestions, the author provides guidelines on how to realize a correct evaluation plan for intercultural competence. Teachers need to have a clear understanding of the reason why there is the necessity to evaluate intercultural competence. They must have a clear definition of learning objectives in order to align evaluation methods and instruments with them. Teachers have to start their educational program with an evaluation plan and engage others in the planning, realization and evaluation of the evaluation process. A correct evaluation program for intercultural competence needs explicit, transparent and clear criteria and must be able to withstand regular revision of the evaluation plan.

From the work of [Perry and Southwell \(2011\)](#) it is possible to list different quantitative and qualitative methods and instruments for the assessment and evaluation of intercultural competence (Table 1).

Quantitative approach	Qualitative approach
IDI (Hammer, Bennett & Wiseman, 2003)	Observation
ISS (Chen and Starosta, 2000)	Interviews
DMIS (Bennet, 1993)	Portfolio
CCAI (Kelley and Meyers, 1995)	Written reflections
BASIC (Koester and Olebe, 1988)	

Online Resources

Laura B. Perry & Leonie Southwell (2011), Developing intercultural understanding and skills: models and approaches, in: Intercultural Education 22, pp. 453-466

Darla K Deardorff (2015), Demystifying outcomes assessment for international educators: A practical approach, Virginia: Stylus Publishing

(https://books.google.gr/books?hl=el&lr=&id=_6ypCwAAQBAJ&oi=fnd&pg=PT15&dq=DK+Deardorff&ots=XuAnOHb9-B&sig=mqRVS6_EEyKlq3RqYICkuPh4GxI&redir_esc=y#v=onepage&q=DK%20Deardorff&f=false)

Chen, G.-M. & W.J. Starosta (2000). The Development and Validation of the Intercultural Sensitivity Scale. Human Communication 3: 1-15.

(http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1035&context=com_facpubs)



A paper reporting on a study that developed and assessed the reliability and validity of the Intercultural Sensitivity Scale

Hammer, M.R, Bennett, M.J. & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. International Journal of Intercultural Relations 27: 421-443.

http://www.sol.lu.se/media/utbildning/dokument/kurser/ENBC11/20112/Hammer_article_Task_1.pdf

A paper that reports on a measure of five main dimensions of the Intercultural Development Inventory.

The Developmental Model of Intercultural Sensitivity. Summary by Milton J. Bennett

<http://www.idrinstitute.org/page.asp?menu1=15>

Davies, S.L. & Finney, S.J. (2003). 'Examining the Psychometric Properties of the Cross-Cultural Adaptability Inventory'. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL (April, 2003).

<https://pdfs.semanticscholar.org/72f2/0989b12cab2c66bb3c8b70bc09f4697e1569.pdf>

A paper reporting on a study that examined CCAI to better understand the psychometric properties of this instrument through data collected from a group of university students.

Griffith, R.L., Wolfeld, L., Armon, B.K., Rios, J. & Liu, O.-L. (2016). 'Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions'.

<http://onlinelibrary.wiley.com/doi/10.1002/ets2.12112/full>

A research report aiming to identify current conceptualizations of ICC, review existing assessments and their validity evidence, propose a new framework for a next-generation ICC assessment, and discuss key assessment considerations.

Idikó Lázár, Martina Huber-Kriegler, Denise Lussier, Gabriela S. Matei and Christiane Peck (eds), Developing and assessing intercultural communicative competence - A guide for language teachers and teacher educators

http://archive.ecml.at/mtp2/publications/B1_ICCinTE_E_internet.pdf

This is a collective volume published under the auspices of the European Centre for Modern Languages (ECML) of the Council of Europe. The ECML promotes innovative approaches in language education and plays a significant role in disseminating good practice and assisting in its implementation in member states. The volume contains guidelines for the teaching of intercultural communicative competence, starting from its theoretical background and focusing especially on its assessment.

Sinicrope, C., Norris, J. & Watanabe, Y. (2007). 'Understanding and assessing intercultural competence: a summary of theory, research and practice (Technical report for the foreign language program evaluation project)'.

<https://www.researchgate.net/publication/237592016>

This report summarizes theory and research on intercultural competence, paying particular attention to existing approaches and tools for its assessment. It also reviews examples of the assessment of intercultural competence in the specific contexts of general education and college foreign language and study abroad programs.