Integrating Intercultural Communicative Competence into Foreign Language Teaching

By Bing Mu 慕冰, University of Rhode Island

The Modern Language Association (2007) promotes Intercultural Communicative Competence (ICC) as the desired goal of foreign language education in the United States. What is ICC? How does ICC develop in postsecondary programs in the United States? How can ICC be assessed? And what can we do in the language classrooms to enhance students' ICC? This workshop aims to explore the topic along these lines.

This workshop comprises two parts. First, it will introduce this key concept of ICC and its development in postsecondary programs in the United States, explore the role of proficiency-oriented language curriculum in contributing to postsecondary institutions’ intercultural goals, and highlight the individual experiences that affect students’ ICC development.

In the second part of the workshop, concrete examples will be provided to demonstrate how to leverage assessment results to create effective interventions to develop students’ ICC along the Intercultural Developmental Continuum. Participants will then work in groups to create activities targeting students at different ICC levels.
学生的跨文化交际能力。参会者届时有机会分组设计针对不同等级学生的跨文化交际活动。

About Dr. Bing Mu (慕冰)

Bing Mu is an Assistant Professor of Chinese and Intercultural Communicative Competence (ICC) Coordinator in the Department of Modern and Classical Languages and Literatures at the University of Rhode Island. Her research interests include intercultural communication and competence, study abroad, and pedagogical material development. She is the co-author of Action! China: A Field Guide to Using Chinese in the Community, a task-based field guide designed specifically to connect classroom learning with real-life communication in the local community in Chinese study abroad contexts. Her current research focuses on examining factors that affect students’ development of intercultural competence in study abroad and domestic contexts. Her work has appeared in International Journal of Intercultural Relations, Journal of the National Council of Less Commonly Taught Languages, and several edited volumes.

2 PDPs

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