



Intercultural competence for academic and professional success

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Multilingualism
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1. Language and culture
2. Multilingual contexts
 - intercultural communication
 - intercultural competence (IC)
3. Needs of IC identified
4. IC and Higher Education



1. Language and culture

- - concept of language
 - Mean of communication
 - Expression of conceptualizations and of knowledge construction/transmission



2. Multilingual contexts

intercultural communication

“people of different cultures communicate and meaning systems and cultures are acknowledged and preserved as much as possible through mutual understanding and appreciation, and through negotiated choices of linguistic and social rules” Fenimore



2. Multilingual contexts

intercultural competence (IC)

- Knowledge , skills, attitudes → a question of awareness
- “Intercultural competence is based on awareness of the difference between oneself and others. Such awareness allows intercultural interlocutors to build common ground: a *‘terrain d’entente’*, on which shared understanding can be built” Lanqua SP1



3. Needs of IC identified

- 1. TNP Languages III - *SP1 – Languages for language related industries and professions (2004-2006) + TNP D (2007)*

<http://www.celelc.org/>

- - *capacity to interact in different contexts*
- - *knowledge of mother tongue and foreign languages and be able to adapt this knowledge to different work contexts*



3. Needs of IC identified

- Graduates must be
 - flexible,
 - multilingual,
 - multiskilled,
 - (multi)specialized
 - aware in all the relevant fields and with an international outlook.



3. Needs of IC identified

2. HUMART (2009-2011)

<http://www.unideusto.org/tuningeu/sqf-humanities-and-arts.html>

- Students, teaching staff and employers select aspects of intercultural competence as the most important ones for the new design of curricula in humanities and social sciences



3. Needs of IC identified

3. Lanqua

<http://www.lanqua.eu/theme/intercultural-communication>

having completed a programme involving language study in Higher Education, students should have acquired...

- Knowledge of the cultures, institutions, histories and ways of life of different communities and be able to recognise their impact on behavioural norms in given fields of communication,
- understanding of the relationship between culture, contexts of communication and language use,
- insight into the roles and conventions governing behaviour within specific intercultural environments,
- critical awareness of their own and others' beliefs and values,
- sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication



3. Needs of IC identified

3. Lanqua

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity to...

- communicate effectively in the language of their interlocutor,
- apply the knowledge of culture and cultural values to the management of intercultural contexts,
- adapt their behaviour according to the demands of different intercultural situations,
- identify and critically analyse the cultural components of authentic media of communication,
- reflect on the cultural factors influencing their own behaviour and that of others.



4. IC and Higher Education

- IC is a component of the multilingual competence.
- It has to be considered as
 - Content
 - Topic (and a metacognitive topic)
 - Learning outcome
 - Quality criteria

- In *curricula* and in practices
- Being aware of languages, ways of thinking the world of interacting, ways of live

- “Teachers and students alike, through ever-evolving, sensitive, intercultural identities may re-imagine, re-create, or re-invent, the ever transforming grammar of self. In this way, societies of this planet may become more compassionately linked through second language learning and through the intercultural communicative process.”

Fenimore



Obrigado!

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