

## **Intercultural communication training in teacher education (ICCinTE)**

Based on *Mirrors and Windows*, an ICC textbook published by the ECML

*Project description*

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### **1. CONTEXT**

Although it is obviously of great importance to increase intercultural understanding in a multilingual and multicultural Europe, intercultural competence is still not incorporated in the curriculum of most teacher training programs. Therefore, training teacher trainers to promote intercultural communication training would have a beneficial multiplying effect in this field.

In order to encourage teacher trainers, mentors and language teachers in general to shift the focus from teaching only lexical and grammatical competence to emphasizing, teaching and practicing intercultural communicative competence (ICC) in their classrooms it is important to familiarize them with the theory and practice of intercultural communication training as well as with the materials available for the promotion of ICC.

Our central workshop and the subsequent training events will be designed so that our presentations will inform teacher educators about the theoretical background of intercultural communicative competence and will also give practical interactive training in developing ICC in a profitable way for the participants. In addition, it will be possible for participants to conduct research in the fields of materials development and assessment.

This project builds on previous research and development carried out within the framework of project 1.2.3 of the first medium-term program of the ECML. In fact, it is a continuation of that work in that the training workshops will be based on the research articles and the intercultural communication textbook produced by the team and the participants of the previous project.

## 2. AIMS AND OBJECTIVES

### General aims

Intercultural communication training in teacher education: training of multipliers to set off a cascading process on the basis of the existing textbook (*Mirrors and Windows*) for the development of intercultural communicative competence in teacher training.

### Specific objectives

- To promote a cascading process by training teacher educators to incorporate the theory and practice of intercultural communication training in their teaching to enable them to hold similar training sessions or courses for other teacher trainers or mentors in their home countries;
- to use *Mirrors and Windows* and perhaps develop more teaching materials that promote intercultural learning and to adapt *Mirrors and Windows* to French for use by French-speaking trainers and teachers;
- to survey and classify ICC assessment tasks and develop an assessment booklet/website to supplement *Mirrors and Windows* for users of the textbook.

## 3. EXPECTED OUTCOMES

The expected outcomes include:

- **processes:** the training of about 25 teacher educators at the central workshop in the development of their intercultural communicative competence (who will then be expected to train at least one group of trainers or mentors each at their own teacher training institution)
- **products:** an inventory of ICC assessment tasks, an assessment booklet/website to supplement *Mirrors and Windows*, a French version of the textbook, and possibly a booklet containing the contributions of the participants on their experiences and findings in connection with ICC training and materials development.

## 4. ACTION PLAN

<b>2004</b>
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### 16-17 January

**Meeting** of the project team in order to

- discuss preparations for the central workshop and the adaptation to French of three chapters of *Mirrors and Windows*
- distribute tasks and agree on deadlines and ways of communication.

### January-June

*Project team working on*

- *presentations for the workshop*
- *collection of ideas for the working copy of the adaptation of three units of Mirrors and Windows to French*
- *preparations for an inventory of ICC assessment tools.*

### 18-19 June

**Meeting** of the project team in order to

- finalise input for the workshop (including preparations for national training events, the content and form of the feedback from central workshop and national training events, etc.)
- review the translation (and ideas for adaptation) of the working copy of three units of *Mirrors and Windows* in French,
- discuss development of inventory of ICC assessment tasks
- finalise tasks and agree on deadlines.

### June to October

*Project team working on*

- *presentations for the workshop*
- *working copy of the adaptation of three units of Mirrors and Windows to French*
- *further develop inventory of ICC assessment tasks.*

### 12-16 October

5-day ECML **workshop** to

- introduce participants to the theory of ICC
- raise awareness of the need for ICC training in teacher education
- give practical training based primarily on *Mirrors & Windows*
- set up 4 networks to work on:
  - subsequent national training events in English or French
  - adapting *Mirrors and Windows* to French and developing materials based on literature and film to supplement MW
  - making an inventory of ICC assessment tasks to create an appropriate assessment tool to supplement the textbook

#### **Participant profile:**

Participants at the workshop should be language teacher educators or mentors (meaning school-based supervisors/trainers of trainee teachers). We are hoping to attract colleagues with a key multiplier role in methodology training who are interested in ICC training, materials development or assessment of ICC. Although workshop participants do not necessarily have to have experience in intercultural communication training, they will be expected to actively participate in the discussions and activities during the workshop. This is of great importance, because after the central workshop participants will be expected to either hold similar training workshops in their own institutions within a year after the central workshop, or participate in the proposed research on ICC assessment tasks or in the adaptation of ICC teaching materials to French.

**N.B.** Applicants who are interested in training trainers should be in the position to organize a national training event or workshop as part of an existing in-service trainer training course in their own country.

November to September (2005)

Project team and participants working in **networks** as follows:

Network 1: organisation of up to a maximum of 12 national training events/workshops to be held at the participants' own teacher training institutions (each co-facilitated by either Martina Huber-Kriegler, Ildikó Lázár, Christiane Peck or Gabriela Matei).

Network 2a: adapting *Mirrors and Windows to French* to provide French-speaking trainers/teachers with a French version of the textbook. Network coordinator: Ildikó Lázár

Network 2b: developing training materials based on literature and film to supplement *MW*

Network 3: making an inventory of and classifying ICC assessment tasks and developing validated survey instruments and assessment tools to cover the different functions of the process of evaluation on the basis of a conceptual framework, producing a tool in the form of a booklet and/or a website that would supplement the textbook *Mirrors and Windows* with guidelines and protocols to help administer the tool. Network coordinator: Denise Lussier (November 2004 – September 2006!).

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**2005**

6-7 May

**Meeting** of the project team (5 people) in Budapest in order to

- discuss national training events
- review adaptation and new materials
- analyze inventory of assessment tasks
- outline publication(s)
- discuss next steps and distribution of work

14-15 October

**Network meeting** in Graz (with ten participants and the team) in order to

- discuss and compile training materials and NTE reports for publication
- discuss and edit ICC materials and the adaptation of *MW*
- discuss and analyze preliminary results of Network 3 (ICC assessment tasks) and set further tasks and deadlines

November

**Publication** of the French version of *Mirrors and Windows*.

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**2006**

May

**Meeting of the project team** in order to

- proof read edited publication
- evaluate the project
- plan dissemination

November

**Publication** of the final results.

## **5. LANGUAGES**

The working languages of the project are English and French. Simultaneous interpretation will only be provided for central events (ECML workshops).

Participants are expected to have both receptive and productive skills in either English or French. Knowledge of further languages would also be useful.

All five team members speak either English and French or English and German in addition to other languages.