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Intercultural Communicative Competence in English Language Teaching

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V bakalářské práci se bude studentka zabývat problematikou rozvoje interkulturní komunikativní kompetence v procesech vyučování / učení anglického jazyka, a to s akcentem na podporu těchto procesů tvorbou, pilotáží a následným hodnocením konkrétních aktivit. V teoretické části budou uvedena východiska pro následné šetření. Studentka zde detailně představí přijatý koncept interkulturní komunikativní kompetence a pojedná specifika jejího rozvoje v rámci vyučování / učení se anglickému jazyku. Praktická část práce se zaměří na tvorbu dvou vyučovacích bloků zaměřených na rozvoj jednotlivých domén interkulturní komunikativní kompetence žáků anglického jazyka. Konkrétní aktivity budou v další fázi pilotovány a na základě této pilotáže hodnoceny, včetně případného navržení možných modifikací.

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Abstract:

This bachelor paper primary concentrates on the concept of *Intercultural Communicative Competence* in accordance with English language teaching. This concept is being clarified mainly with help of theories and models of *communicative competence* and *intercultural competence*. This paper also tries to offer the use of ICC in practice. It does it not only by presenting possible approaches towards teaching ICC, but also through using available sources to create activities. These activities are then taught and consequently analyzed from the ICC point of view, which is the core of the practical part of this paper.

Key words:

multicultural, intercultural, communicative competence, intercultural competence, intercultural communicative competence

Souhrn:

Tato bakalářská práce se primárně zabývá konceptem *Interkulturní komunikativní kompetence* ve vztahu k výuce anglického jazyka. Tento koncept je objasněn především pomocí teorií a modelů týkajících se *komunikativní kompetence* a *interkulturní kompetence*. Práce se také snaží nabídnout využití konceptu IKK v praxi. Činí tak nejen popisem možných přístupů využitelných při zaměření ve výuce na koncept IKK, ale i představením dostupných zdrojů pro tvorbu aktivit. Aktivity jsou vyzkoušeny v praxi při výuce anglického jazyka a následovně postoupeny analýze z pohledu využití domén IKK.

Klíčová slova:

multikulturní, interkulturní, komunikativní kompetence, interkulturní kompetence, interkulturní komunikativní kompetence

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THEORETICAL PART

1. INTRODUCTION

To live in the nowadays world, where sharp technical and political development virtually erases the countries' borders, means to live in the world of many cultures influencing each other. This results in calling for such kind of skills, knowledge, and attitudes that would contribute to a successful reception of members of other cultures. And as Jan Průcha adds education can play one of the significant roles within peoples' coexistence in conditions of cultural variability. (Průcha, 2001, p. 7) The effort to analyze the way how the education reacts to this role is captured in this bachelor paper.

Part of this work deals with intercultural education, how it is included in Czech curricular documents, and mainly how it is reflected in foreign language teaching (FLT)¹. However, the main aim of this paper is to introduce the concept of Intercultural Communicative Competence, and its relevance to language teaching. Practical part of this paper concentrates on putting the concept of Intercultural Communicative Competence into practice.

Theoretical part consists of four chapters. First chapter - an Introduction part aims at presenting the structure of this paper as well as at specifying terms such as "culture", "multicultural", "intercultural" etc. Second chapter defines the term Intercultural Communicative Competence (ICC) with the help of explaining the terms "Communicative Competence" and "Intercultural Competence." After introducing the concept of ICC, there are presented three different models by different authors. It also reflects the concept of ICC in curricular documents. Third chapter provides relevant language teaching methods and approaches. It also presents experiential learning theory and cooperative teaching method in order to introduce concepts supporting the intercultural approach. Final part of the third chapter then offers sources of materials suitable for implementation of ICC. Last fourth chapter summarizes the theoretical part.

Practical part consists of two chapters. Fifth chapter introduces the aim of practical part. The sixth chapter includes detailed description of all the steps of my research with analyzing and interpreting collected data. Final conclusion is then based on theoretical as well as practical findings.

¹ With respect to English Language Teaching

Appendices 1-9 contain detailed description of each activity together with required worksheets as well as they include (Appendices 13-21) filled in observation sheets to offer the possibility to study the information provided by the observing teacher. Appendix 11 presents thoughts and ideas captured in my Reflective diary directly after teaching each activity. Final Appendices (22 - 23) offer schemas and tables to support theoretical information.

1.1. Specificity of terminology

For my bachelor paper it is necessary to clarify the superior term “intercultural”. However, it is important to be familiar with the term “culture” first. Among numerous definitions I chose the one from American anthropologist R. F. Murphy. According to him, culture is “united system of meanings, values and social norms, which are obeyed by members of existing society, and which are forwarded to other generations through the process of socialization.”² (Murphy in Průcha, 2007, p. 46)

The point where two or more cultures meet is the point when we speak about “multiculturality”, respectively “interculturality”. These two terms are often being substituted, especially in context of education. For example *Pedagogický slovník* uses the terms “multicultural” and “intercultural education” synonymously. (Průcha, Walterová, Mareš, 2008, p.129) Nevertheless, there are differences in understanding these two terms. According to Kramsch, the term *multicultural* expresses “coexistence of people from many different backgrounds and ethnicities” next to each other. On the other hand, the term *intercultural* she characterizes as “meeting of two cultures or two languages across the political boundaries of nation-states.” (Kramsch, 1998, p. 81-82) Zerzová summarizes these two terms as follows: “The term *multicultural* reflects only existence of several cultures next to each other, however it does not implicate mutual contact, cultural exchanges, cooperation, and dialogue. On the other hand the term *intercultural* does not come from static and conceptually supported social adjustment, but it covers mutuality, exchange, dialogue between socio-culturally different groups, it is of dynamic nature.” (Zerzová, 2011, p. 10)² This is the reason why I work with the term *intercultural* throughout my bachelor paper.

It is also essential to distinguish between the terms *intercultural competence* and *intercultural communicative competence*. Despite these terms are closely related, in my paper I refer to *intercultural communicative competence* in relation to language teaching. Detailed study of these two terms are offered in the following chapter.

² My translation

2. DEFINING INTERCULTURAL COMMUNICATIVE COMPETENCE

2.1. Communicative Competence (CC)

According to Jan Průcha, “communicative competence is an individual’s ability to use different skills in social interaction allowing him/her for certain purpose realize acts of verbal communication (speaking, listening, writing, reading) as well as skills of non-verbal communication.” (Průcha, 2010, p. 125)

However, the theoretical base of this term lays in the 1970s of the last century. Thanks to a revolutionary distinction made by Ferdinand de Saussure (1916) between *langue* and *parole* as two different phenomena independent of each other, where “*langue* exists in the form of a sum of impressions deposited in the brain of each member of the community, and *parole* is an individual willful phonational act;” (Saussure in Brown, 1994, p. 31) Noam Chomsky in 1965 introduced similar version of such construct with terms *competence/performance*. (Brown, 1994, p. 31)

“*Competence* refers to one’s underlying knowledge of a system, event, or fact. It is the nonobservable ability to do something, to perform something. *Performance* is the overtly observable and concrete manifestation or realization of competence.” (Brown, 1994, p. 31)

The term *communicative competence* was then coined by a sociolinguist, and critique of Chomsky, Dell Hymes, who according to Brown, defines it as the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. (Brown, 1994, p. 227) Also, in the 1970s, research on communicative competence distinguished between *linguistic* and *communicative* competence to highlight the difference between knowledge “about” language forms and knowledge that enables a person to communicate functionally and interactively. (Hymes, Paulston in Brown, 1994, p. 227) However, Hymes was not writing for the FLT profession, he was rather concerned to analyze social interaction and communication within a social group using one language. The interpretation of the concept for FLT was undertaken by others, in North America mainly by Canale & Swain, and later by Bachman, and in Europe by van Ek.” (Byram, 1997, p. 9) Let’s look at these models in more details.

Model by Michael Canale and Merrill Swaine (1980) includes four different components, or subcategories, which make up the construct of communicative competence. The first two subcategories reflect the use of the linguistic system itself – (1) *Grammatical* competence, (2) *Discourse* competence, where grammatical competence focuses on sentence-level grammar, and discourse competence is concerned with intersentential relationships. The last two

subcategories define the more functional aspects of communication. (3) *Sociolinguistic* competence is the knowledge of the sociocultural rules of language and of discourse. (4) *Strategic* competence is described as “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.” (Canale and Swain in Brown, 1994, p. 228)

On the other hand, van Ek (1986) presents what he calls a ‘framework for comprehensive foreign language learning objectives’, which are explicitly developed in the context of this view of how FLT must be justified through its contribution to learners’ general education. He emphasizes that FLT is not just concerned with training in communication skills, but also with the personal and social development of the learner as an individual. Therefore, his framework indicates reference to ‘*social competence*’, ‘*the promotion of autonomy*’, and ‘*the development of social responsibility*’, which are perhaps inherent in the original discussions of communicative competence, but certainly not central and explicit. (Byram, 1997, p. 9) Van Ek’s model of ‘communicative ability’ (1986), cited in Byram, (1997), comprises six ‘competences’, together with autonomy and social responsibility. The model is summarized by Byram as follows:

1. Linguistic competence: the ability to produce and interpret meaningful utterances, which are formed in accordance with the rules of the language.
2. Sociolinguistic competence: the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship etc.
3. Discourse competence: the ability to use appropriate strategy in the construction and interpretation of texts.
4. Strategic competence: when communication is difficult, we have to find ways of ‘getting our meanings across’ or of ‘finding out what somebody means; these are communication strategies, such as rephrasing, asking for clarification.
5. Socio-cultural competence: socially and culturally, languages are differently framed. Being in one specific cultural or social situation or trying to master it outside the context requires a specific reference frame, and
6. Social competence: involves both the will and the skill to interact with others, involving motivation, attitudes, self-confidence, empathy and the ability to handle social situations. (van Ek in Byram, 1997, p. 10)

Even though Byram sees important and positive dimension of van Ek’s approach, he is also aware of certain omissions and also of a tendency to retain the native speaker as a model for the learner. Byram criticizes the use of the native speaker as a model for two reasons. One, “it is the problem of creating an impossible target and consequently inevitable failure,” and two, even if the native speaker model was possible, “it would create the wrong kind of

competence;” making learner “linguistically schizophrenic” (blending into another linguistic environment, as well as separating him from one’s own culture.) (Byram, 1997, p. 11-12)

The model of communicative competence has been elaborated into more detailed and comprehensive one by Lyle Bachman, who works with a term *Communicative Language Ability* (CLA). CLA includes three components: 1) *Language competence* (which comprises, essentially, a set of specific knowledge components that are utilized in communication via language), 2) *strategic competence* (which Bachman characterizes as the mental capacity for implementing the components of language competence in contextualized communicative language use), and 3) *psychophysiological mechanisms* (which refer to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon – sound, light). These components then interact with the language use context and language user’s knowledge. (Bachman, 1990, p. 84)

Bachman’s *Language competence* is henceforth divided into two main components – *organizational competence* and *pragmatic competence*, which complement each other in achieving communicatively effective language use. In Bachman’s model, *organizational competence* is composed of abilities engaged in a control over formal language structures, i.e. of grammatical and textual knowledge. *Pragmatic competence* refers to abilities for creating and interpreting discourse. “It includes two areas of knowledge: knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse (functional knowledge) and knowledge of sociolinguistic conventions for creating and interpreting language utterances which are appropriate in a particular context of language use (sociolinguistic knowledge).”³ (Bagaric, 2007, p. 99)

Nevertheless, to summarize this chapter, it is important to say, that the reason why I have chosen the above mentioned models is because I view them as perhaps the most influential theoretical models in FLT today. “Even though the organization of the models and their level of generalization might be a little different, all models contain the same components of *communicative competence*.” (Píšová, 2011, p. 57)

2.2. Intercultural Competence (IC)

The Common European Framework of Reference for Languages (CEFR) “describes in a comprehensive way what language learners have to learn to do in order to use a language for

³ See Appendix 22 for the Bachman’s schemata

communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the *cultural context* in which language is set.” (CEFR, 2002, p.1) This means, that the use of language and the cultural context can be seen as two interdependent areas of FLT. That is why it is necessary to analyze the concept of *intercultural competence*, which is closely related to the aims and the content of FLT. (Pířová, 2011, p. 58)

The term *intercultural competence* indicates the competence of an individual to include into his/her behavior and communication respect for values and for cultural standards of members of other nations, ethnics, and races. (Průcha, 2006, p.102) To extend Průcha’s definition, I would like to present Deardorff’s view on IC.

As a result of one of the relatively few efforts to identify a set of research-based components of intercultural competence, was Deardorff’s *Pyramid model of IC*. (Deardorff, 2009, p. 13)⁴ “This model attempts to represent figuratively a conception of foundational elements and an implicit ordering of elements with the resulting external (visible) outcome being the effective and appropriate communication and behavior in intercultural situations. *Knowledge and skills* presuppose some attitudinal dispositions, and collectively, *attitudes, knowledge, and skills* are likely to produce outcomes that illustrate the recursive nature of competence.” (Deardorff, 2009, p. 14)

Deardorff in her model establishes main components of IC, which provide teachers with a tool what to concentrate on when aiming at effective as well as appropriate intercultural communication. However, looking at the intercultural communication from the point of view of an English teacher, this brings me to a question, weather the communication is realized in the native language or a foreign language. I understand this issue by presenting an explanation in the concepts of Intercultural Competence and Intercultural Communicative Competence.

2.3. Intercultural Communicative Competence (ICC)

The fact that some scholars use both terms (IC and ICC) synonymously (see Fantini) can be quite confusing. For the need of this paper I look at the concept of ICC from the perspective of an English teacher and I fairly relate to the explanation provided by Kostková: “The distinction states that *interculturally competent* individuals are able to interact **in their native language** with people from other countries and cultures; while doing so, they draw

⁴ See Appendix 23 for illustration of Pyramid model.

upon their knowledge about intercultural communication, their attitudes, skills, previous experience, etc. On the other hand, *ICC* enables individuals to interact with people from other countries and cultures **in a foreign language**; their knowledge of other cultures, their values, habits, etc. is linked to their language competence through the ability to use the language appropriately and their awareness of the specific meaning, values and connotations of the language.” (Kostková, 2010, p. 233) Byram presents the relationship between Intercultural Competence and Intercultural Communicative Competence as one of degrees of complexity and ability to deal with a wider range of situations of contact in the latter than in the former (Byram, 1997, p. 71). “Simply said, ICC - the more complex concept - could be perceived as a blend of Intercultural Competence and Communicative Competence in a foreign language.” (Kostková, 2010, p. 233)

This theory of understanding ICC I support by presenting three models - one as it has been described by Alvino Fantini (2000), the other by CEFR (2001) and finally the model described by Michael Byram (1997).

In addition to the three domains 1) the ability to develop and maintain relationships; 2) the ability to communicate effectively and appropriately with minimal loss or distortion; and 3) the ability to attain compliance and obtain cooperation with others) for Fantini ICC is also:

- often described with a variety of traits,
- in at least five dimensions, and
- may be viewed as a developmental process. (Fantini, 2000, p.28-30)

Commonly cited attributes of interculturally successful individual include: respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humour, tolerance for ambiguity, and a willingness to suspend judgment, among others.

Five dimensions included in the construct of ICC are *awareness*, *attitudes*, *skills*, *knowledge*, and when interacting in foreign language, the fifth dimension is *proficiency in the host tongue*. He says that “learning to perceive, conceptualize, and express ourselves in alternative ways is a *sine qua non* of intercultural competence. A monolingual who has never grappled with a foreign communication system may develop many intercultural talents but will be excluded from the insights arising from the struggle to communicate in alternative ways and the differing conceptualizations encoded in other language systems.” (ibid) Moreover, Fantini points out the fact, that “once the process of IC development has begun, it is an on-going and lengthy, and often a lifelong process.” (ibid)

Following model, I will refer to is the model of Intercultural Communicative Competence as it is presented in The Common European Framework of Reference for Languages, because

it is the “basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.” (CEFR, 2001, p.1)

As I said, CEFR concentrates on both, development of CC as well as IC. Its model of *communicative language competence* comprises of three components: 1) *Linguistic competence*, which include lexical, phonological, grammatical, semantic, orthographic, and orthoepic competence; 2) *Sociolinguistic competence*, with linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent; and 3) *Pragmatic competences*, which is divided into discourse competence and functional competence. (CEFR, 2002, p. 108 – 130)

Apart from *communicative language competences*, defined in CEFR, there is also presented a list of *General competences*, “which are not specified to language, but which are called upon for actions of all kinds, including language activities.” (CEFR, 2002, p. 9) According to Píšová, (2011, p. 55) this model emphasizes the role of intercultural education, and it includes: 1) *Declarative knowledge (savoir)* – knowledge of the world; sociocultural knowledge; intercultural awareness. 2) *Skills and know-how (savoir-faire)* – practical skills and know-how; intercultural skills and know-how. 3) *‘Existential’ competence (savoir-etre)* – attitudes; motivations; values; beliefs; cognitive styles; personality factors; e.g. 4) *Ability to learn (savoir-apprendre)* – language and communication awareness; general phonetic awareness and skills’ study skills; heuristic skills. (CEFR, 2002, p. 101 – 108)

This is relevant for the fact, that CEFR stands the base for defining the aims of FLT in Czech curricular documents, which will also be discussed later.

Last model of ICC is described as it has been captured by Michael Byram in his publication *Teaching and Assessing Intercultural Communicative Competence* (1997)

When talking about van Ek’s “communicative ability”, we mentioned Byram’s criticism based on the use of “native speaker model.” For this reason, Byram introduces the concept of the ‘intercultural speaker’ to describe interlocutors involved in intercultural communication and interaction. (Byram, 1997, p. 32) **An intercultural speaker** is equipped with *knowledge* and *attitude* factors, which are also modified by the processes of intercultural communication. “The nature of the process is a function of the skills which a person brings to the interaction. These can be divided into two broad and related categories: first, *skills of interpretation* and establishing relationships between aspects of the two cultures; second, *skills of discovery and interaction*.” (Byram, 1997, p. 33) These four aspects of intercultural communication Byram underlines with the integration of teaching process, in which the development of learner’s *critical cultural awareness*, with respect to their own country and others takes place. (ibid)

He also stresses the importance of non-verbal communication in a model of intercultural communication. He sees it as “an area of cultural practices which should be the focus of the skills of discovery, interpretation and relating to otherness; it is more important that learners as intercultural speakers should acquire the skills which allow them to observe practices of non-verbal communication and relate them to their own.” (Byram, 1997, p. 47)

To complete Byram’s model, the aspects of *communicative competence* need to be added to the above mentioned *intercultural competence* once. They include formulations which “retain some of the insights of van Ek’s model but imply links with the knowledge and skills.”(Byram, 1997, p. 48) These are:

- *Linguistic competence*: the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language;
- *Sociolinguistic competence*: the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor;
- *Discourse competence*: the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes. (ibid)

To summarize, the above mentioned models offer similar components of intercultural competence. Moreover, Byram’s model as well as the model used in CEFR specifies the communicative competence (the ability to interact in a foreign language) by paying attention to linguistic, sociolinguistic, and discourse (pragmatic) competencies. This means they try to offer a useful guide to FLT teachers to develop in students apart from communicative competence also the intercultural one. That is why I decided to implement the concept of ICC into practice. For this reason I chose Byram’s model, mainly for its detailed summary of all the dimensions of ICC and its objectives.

To conclude, it has been stated that I see the major difference between understanding the concepts of IC and ICC in that ICC claims the importance of the ability to speak in the foreign language in order to become “interculturally competent”. Therefore foreign language is an integral part of IC. To support this theory I could compare more models of IC, and ICC, for example *Global Competencies Model* introduced by Hunter et.al. I view as a model of IC. This is because apart from components such as *Own cultural box*, *Openness*, *Diversity*, *Nonjudgmental reactions*, *Globalization*, *World History*, *Ability to assess intercultural performances and others*, “the authors note the surprising relative absence of second-language learning [...] The implication may be that language learning is secondary to the basic

motivational and cognitive orientations that permit movement in and among such cultures with or without language competence.” (Deardorff, 2009, p. 15)

On the other hand, Kupka’s model *Intercultural Communication Competence* I view as the one of ICC, because among others, he pays attention to “interacting effectively and appropriately with each other in diverse contexts by agreeing on the meaning of diverse symbol systems with the result of mutually satisfying relationships.” (Deardorff, 2009, p. 18) In visualization of Kupka’s model he specifically includes *foreign language competence* in one of his components (*Culture A /B Intercultural Perceptas*) (ibid). We could go on and on with analyzing the models whether they are more of IC models or ICC, however, this is not the purpose of this paper. Nevertheless, what models of intercultural competence have been introduced can be nicely seen in a Chart 1 of Kostková’s work, including the list of Basic components, the authors and the year of publishing. (Kostková, 2010, p. 240)

The important question to be discussed is how exactly the role of intercultural education is emphasized in English language teaching.

2.4. ICC in curricular documents

A system of Czech curricular documents is represented by two levels: the national level and the school level. “The national level comprises the National Education Programme and Framework Educational Programmes (FEPs). The National Education Programme defines initial education as a whole. The FEPs define binding educational norms across various stages: pre-school education, basic education and secondary education. The school level consists of school educational programmes (SEPs), forming the basis of education at the individual schools.” (FEP BE, 2007, p.6)

In this paper I will focus on FEP for basic education (FEP BE) since the teaching in my practical part was taking place in the elementary school. My goal is to investigate how our curricular documents deal with the development of ICC in FLT.

The content of basic education framework is divided into 9 educational areas, where each of them comprises one or more interlinked educational fields. Foreign language teaching (FLT) falls into the educational area **Language and Language Communication**.

“The requirements for foreign language education set out in the FEP BE are based on the Common European Framework of Reference for Languages (CEFR), which describes the various levels of language proficiency.” (FEP BE, 2007, 19) As it was mentioned, CEFR distinguishes “*The General Competences of an individual*” and “*Communicative language*

competence”. Even though CEFR conceives teaching/learning objectives in terms of both – development of the learner’s general competences as well as in terms of extension and diversification of communicative language competence – it provides the scale descriptors only for aspects of linguistic competence and pragmatic competence, and for sociolinguistic competence. (CEFR, p. 30) In this respect, CEFR only distinguishes those aspects of communicative competence, which are less closely related to language (general competences) from linguistic competences more narrowly defined, (CEFR, p. 101) and does not offer any specific list of *CAN DO* descriptors in order to provide teachers with some kind of a useful tool for development of IC.

The educational field **Foreign language** in FEP BE also does not specify in its content any kind of dimension of IC. It focuses mainly on *receptive, productive and interactive language skills* (FEP, 2007, p.25) and leaves any intercultural aspects behind.

Nevertheless, FEP BE as a newly updated state curricular document, cannot and does not omit “subjects related to contemporary present-day issues,” and therefore it established **cross-curricular subjects**, which represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promotes their personal development including pupils’ knowledge, skills and abilities as well as their attitudes and values. (FEP BE, 2007, p. 94) Cross-curricular subjects represent *a mandatory part of basic education* and schools must include all cross-curricular subjects contained in the FEP BE. (ibid) The cross-curricular subject reflecting the development of intercultural competence is called **Multicultural Education**. Since it is particularly closely tied to the educational area of Language and Communication through Language (with its educational field **Foreign language**) the integration of these two subjects offer the possibility for development of students’ ICC. However, apart from naming the benefits of the Multicultural education for pupils’ personal development, and listing the thematic areas (Cultural differences/Human relations/Ethnic origin/Multiculturalism/Principles of social reconciliation and society) FEP BE does not in any detail recommend how the relationship between the Cross-curricular subjects and educational areas could be realized. But it is important to say, that the actual cooperation of educational areas with cross-curricular subjects are mainly in competence of each school and should be defined in School Educational Programme.

From the above given information, it becomes clear that Czech curricular documents do not aim at development of ICC, even though the model of ICC is specified by CEFR. They offer no evident tools for English teachers to concentrate on development of intercultural competence dimensions. Nevertheless, the potential solution is in hands of teachers of each

school. They can create such School Educational Programme in which the construct of ICC could be realized.

3. DEVELOPMENT OF ICC IN ELT

3.1. Methods and Approaches in ELT

As far as the terminology is concerned, I understand the terms *Method* and *Approach* in accordance with Anthony's traditional explanation. "An Approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught; the content to be taught, and the order in which the content will be presented." (Richards, Rodgers, 1986, p. 15) However, I do take into account the current usage of these terms as they are described in Brown, where he presents important additions and refinements, including the explanation of the term *Methodology*. (Brown, 2000, p. 171)

Many methods and approaches to ELT have been developed and used over the last century, for instance the widely used Grammar-Translation method, Direct Method, The Audiolingual Method, Communicative language teaching, Total Physical Response, The Silent Way, The Natural Approach and many others. However, detailed analysis of these methods and approaches is not in the scope of this paper. I will concentrate only on two approaches to ELT, because I find them relevant to the development of ICC. These are Communicative Language Teaching approach, and Action-oriented approach. The relevance is based on the development of communicative competence and on the fact that the latter is used in CEFR.

Communicative language teaching approach is based on the functional view of language, which is "the view that language is a vehicle for the expression of functional meaning." (Richards, Rodgers, 1986, p.17) This approach aims to: "(a) make *communicative competence* the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication." (Richards, Rodgers, 1986, p. 66) Littlewood adds: "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." (Littlewood, 1981, p. 1)

Communicative activities reflect skills of communication enabling learners to acquire linguistic forms and relate them to communicative functions, nonlinguistic reality as well as social context. (Littlewood, 1981, p. 4) These communicative activities include discussion

sessions, simulation and role-plays, etc. Communicative approach has been widely adopted and it stands its base also in Czech curricular documents, in FEPs.

The above mentioned components of CLT were “enormously influential, and they assumed that language was largely concerned with ‘doing things.’ From this association of language use and transactional purpose grew whole branches of CLT. (Corbett, 2003, p. 21)

One of them is An action-oriented approach. It is also based on the development of *communicative competence*, however, it stresses out also the development of *general competences*, because it sees the users and learners of language “primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.” (CEFR, 2007, p. 9) It is this role of a learner as a ‘social agent’, which represents “the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture”. (CEFR, 2007, 1)

Both of the mentioned approaches were mentioned with the relevance to ELT, and in accordance with my practical part of this paper, where there are used the aims of communicative approach in teaching.

However, to broaden the approaches concentrated on language teaching of those of other learning theories, I present in the following chapters a learning theory called “Experiential Learning” and a teaching method called “Cooperative teaching”. I have chosen these theories with respect to support teaching the intercultural aspect of ICC in English lessons.

3.2. Experiential Teaching and Learning

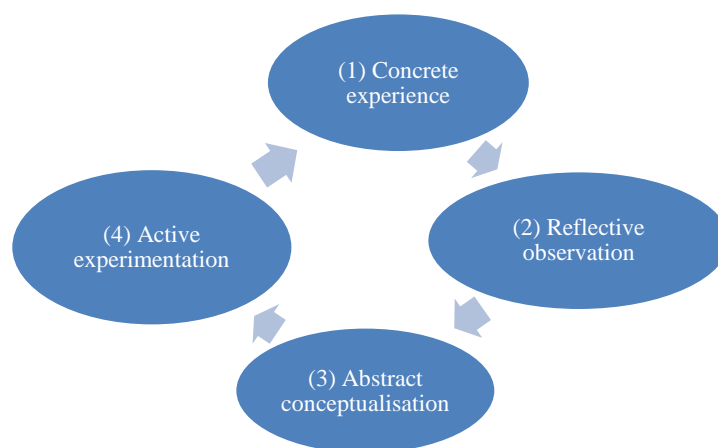
According to Kolb, “learning is the process whereby knowledge is created through the transformation of experience.” (Kolb, 1984, p. 38) Therefore experiential learning theory offers a fundamentally different view of the learning process; it emerges some very different prescriptions for the conduct of education, the proper relationship among learning, work, and other life activities, and the creation of knowledge itself. (Kolb, 1984, p. 20)

Kolb calls it “experiential” for two reasons:

1. To tie it clearly to its intellectual origins in the work of Dewey, Lewin, and Piaget.
2. To emphasize the central role that experience plays in the learning process. (ibid)

Kolb's model of learning from 1984 suggests the idea that learning is by its very nature a tension-and conflict-filled process. He says that "new knowledge, skills, or attitudes are achieved through confrontations among four modes of experiential learning. Learners, if they are to be effective, need four different kinds of abilities – *concrete experience* abilities, *reflective observation* abilities, *abstract conceptualization* abilities, and *active experimentation* abilities." (Kolb, 1984, p. 30)

See the scheme bellow:



Picture 1. *Modes of experiential learning*

Basically, if an individual wants to learn successfully, he should be able to get openly and without any kind of prejudices involved into new experiences, and he should be able to think about them and to analyze them from many points of view; he should be able to create concepts, which his observation integrate into logical theories, and should be able to use these theories in making decisions and solving problems. (Hartl in Hanuš, Chytilová, 2009, p. 44)⁵

As it is clear from Kolb's model, through Experiential learning students' are provided with the tool of how to work with their new experiences effectively, how to analyze them and use them in different situations. These phases are also important when dealing with aspects of different culture, thus Kolb's learning process is the base for development of intercultural competence in my practical part.

⁵ My translation

3.3. Cooperative teaching

Cooperation can be understood as a kind of reciprocity, where learners learn together, where mutual acceptance, common goals of all members of a group minimize individualist approach and confrontations. As Hana Kasíková suggests, this type of cooperative strategy is successfully applied to support friendship among children of different ethnicity, or to support tolerance and social understanding. (Kasíková, 2010, p. 6) Therefore to use cooperative teaching principles within teaching intercultural competence is also very helpful. Principles of cooperative teaching are as follows:

- Positive mutual dependency of group members (students' tasks are interlinked in the way that none of them can be successful individually, only as a group)
- Face to face interaction (preferably in smaller groups)
- Personal responsibility (the achievement of each individual is used for the whole group)
- The use of interpersonal and group skills important for cooperation
- Reflections on group activities.⁶ (Kasíková, 2001, p. 186)

Kasíková also identifies the aims of cooperative teaching for elementary education. These include the development of critical thinking; development of creativity and imaginative thinking; development of sensitivity for different interests and needs of others; cultivation of emotional needs; development of social conscience; or the ability to develop the skill of lifelong learning. (Kasíková, 2010, p. 12)

The use of principles of Cooperative teaching can help to create friendlier, more tolerated atmosphere in which each of individual's abilities are stressed and used for group's benefits. These principles however were not reflected in my practical part, since to implement these principles into classroom requires ongoing process, which was not the case of my teaching. Nevertheless, when dealing with cultural issues in which differences among members of different cultures are usually presented, cooperative way of teaching helps to understand each individual as being important original as well as an important part of the whole group. Such behavior contributes to lowering phenomena such as prejudice or stereotypical way of thinking, which is also the aim of developing students' intercultural competence.

Now, after introducing the concept of ICC and its supporting methods and approaches, I have to ask the main question: "HOW to integrate an intercultural perspective into ELT?"

⁶ My translation.

3.4. Implementing ICC into practice

Before we can answer this question, we should probably also discuss WHY to implement ICC in ELT? As Kramsch says, in the intercultural curriculum, near-native mastery of the elite L2 variety is not the unspoken goal. Instead, the ‘intercultural’ speaker is the ideal. She adds that “language learners’ knowledge of different languages and cultures makes them more skilled than monolingual native speakers.” (Kramsch, 1998, p. 27) In this respect Kramsch supports Byram’s understanding of ICC, since one of Byram’s fundamental features of his model is that “it proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign languages.” (Byram, 1997, p. 70) Therefore we can state that our goal in ELT defined as “development of ICC” is appropriate and has its important reasons.

And how to implement ICC into practice? For successful teaching lesson the importance lays in a correct definition of the aim of the lesson. The aim of the lesson is accomplished through a task⁷ or a set of tasks. Nunan defines “a task” as following: “a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.” (Nunan, 2004, p. 4) “The goals of cultural tasks will normally involve a combination of intercultural exploration and linguistic development.” (Corbett, 2003, p.41)

The following chapter presents number of resources and materials which help to create activities, which include cultural tasks that aim at developing ICC in ELT.

3.4.1. Resources and materials

Creation of intercultural communicative activities can be grasped from many different points of view. For example Valdes in her book presents different communicative approaches towards realizing intercultural activities when she mentions such techniques⁸ as discussion, role play, a problem-solving situation, value hierarchies, compare and contrast, brainstorming etc. (Valdes, 1992, 150-152) Valdes recommends that “sound materials for intercultural discussions should be constructed with the learner’s language abilities in mind. Vocabulary

⁷ The term can be referred to also as *Technique*, *Procedure*, *Activity*, *Exercise* – any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. (Brown, 2000, p.171)

⁸ Valdes uses particularly the term “technique” in her book.

lists are always extremely helpful.” (ibid). Moran suggests that “cultural behaviors can be presented and practiced through many forms.” (Moran, 2001, p. 142) He presents operations, rituals, dialogues, role-plays, performances, drama, simulations, field experiences. (ibid)

Corbett, on the other hand, selects activities based on *a conversation, written genre, ethnographic approach, visual literacy, or* whether they use *literary, media and cultural studies*. (Corbett, 2003, p. 47 - 189) He points out that unlike mainstream EFL courses, in an intercultural approach “greater emphasis is given to the role of language in the construction of identities, and great importance is given to the understanding and mediation of cultural differences.” (ibid, p. 103)

I have decided to list number of resources and materials, which can be used for creation of activities so they develop apart from communicative competence also the intercultural one.

These resources use *authentic and inauthentic (pedagogical) materials* of different cultures. *Authentic materials* include visual aids such as: *real objects* (postcards, souvenirs), *pictures, images, videos, films*; texts such as: *novels, stories, plays, poems, newspapers, cooking books etc.* Media aids offer: *online texts, projects, web-pages etc.*

Inauthentic materials could be the use of any resource books, where intercultural activities are already compiled. For example I found inspiration in books by Barry Tomalin and Susan Stempleski called “*Cultural Awareness*,” by Michaela Čáňková and Simon Gill “*Intercultural Activities*” or by Michael Byram, Adam Nichols and David Stevens called “*Developing Intercultural Competence in Practice*.” Another pedagogical material which uses the advantage of computers, and therefore has the potential to be well received by students is the project called *Czechkid*. This project (available at www.czechkid.cz) offers “a comprehensive tool for the introduction of multicultural education into schools [...] Along with the characters of Czechkid, we can reflect on their experiences; we can think beyond our own experiences, while at the same time learning something new about the individuals concerned and their life situation..“ [online]

All materials serve as the source of information, suggestions, ideas or interesting facts, habits and customs within targeted culture. It is then the teacher’s ability to use the source in order to create effective intercultural activities. They can include *role-plays, simulations, discussions, interpretations, analysis, criticism, associations, etiquettes, critical incidents etc.* According to Brown “role plays promote the process of cross-cultural dialog while providing opportunities for oral communication. Numerous other materials and techniques – readings, films, simulation games, culture assimilators, ‘culture capsules’, and ‘culturgrams – are

available to language teachers to assist them in the process of acculturation in the classroom.” (Brown, 2000, p. 189)

For my needs I have combined both, the use of *authentic* as well as *inauthentic* materials and I concentrate on communicative activities using mainly role-plays, simulations, and discussions.

4. CONCLUSION OF THEORETICAL PART

Theoretical part of this paper had the main aim to uncover the secrets lying behind the two terms *Intercultural Competence* and *Intercultural Communicative Competence*. My understanding of these terms is based on the involvement of Communicative competence within intercultural education, thus possible to be accepted by the language teachers.

There were three different models of ICC introduced and compared. For my needs I found Byram’s model as the most comprehensible, clearly specifying Communicative as well as Intercultural competence, and working with both of these competencies as being important.

Also, the attempt to discover whether our curricular documents deal with ICC concepts was made. FEP BE stresses requirements defined in CEFR, however, with ICC model described in CEFR is worked within FEP BE only in accordance with Communicative competence. The Intercultural competence is left out.

For this reason I chose to use the model of Michael Byram in my practical part. His construct with all of his dimensions I chose to be the core of my analysis. I wanted to see if the model could be adapted to the needs of English teachers at the elementary school and used in practice.

What is important to say is that using concept of ICC in English lessons should lead also to development of this competence. However, assessment of such development, and particularly development of Intercultural competence, is not an easy task. There is not a united idea of how to assess such process. Byram approaches assessment of IC by establishing assessment criteria for objectives of individual dimensions. (Byram, 1997, p.87-111) Fantini works with “A Yoga Form” meaning “Your Objectives, Guidelines, and Assessment”, which can be used as a self-evaluation guide for examining the development of IC. (Fantini, 2000, p.34) Finally CEFR, as it was already mentioned, deals with assessment of CC part of its model. The concept regarding IC, defined as General competences, is dealt with only as far as identifying objectives of each component of General competence in context of *saviors*, such

as *savoir-faire*, *savoir-etre*, and *savoir-apprendre*. (CEFR, 2001, p.101-108) Realizing that assessment is complicated and lengthy process, I decided to work in my practical part only with the ability to aim at the development of ICC through dimensions of ICC. Therefore, I do not search for the answer, weather the students achieved development of ICC. I ask, weather the lessons were aimed at such development. Therefore I decided to create activities to be used in lessons which would be aimed at individual Byram's dimensions, since I chose Byram's construct as the base.

Before I started to work on my practical part, it was important to decide which of approaches in ELT I would apply and also what sources I would use. Communicative competence as an integral part of ICC is considered to be a goal of language teaching in Communicative language teaching approach that is why I used this approach in my activities. I also used the influence of Experiential learning since it underlines the achievement of new knowledge, skills, and attitudes necessary for development of Intercultural competence.

Finally, I had to consider, which sources are there to be used in order to create functioning activities, which would target Byram's ICC dimensions. These sources I divided into authentic and inauthentic ones and used the combination of the two in creative way with the support of role plays, simulations and further discussions.

After collecting all the necessary theoretical information, I could start to work on my practical part.

PRACTICAL PART

5. INTRODUCTION

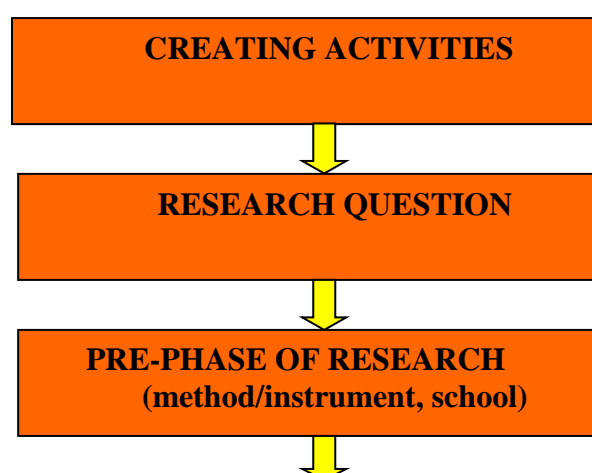
Based on my interest in intercultural education in the foreign language teaching, and following the theoretical findings, the aim of my practical part was to create such activities, which would contain dimensions of Intercultural Communicative Competence. As an English teacher I also wished to find out if it was possible to create activities which would meet the criteria of the concept of ICC. Having no actual experience with this concept in ELT I also wanted to try whether my theoretical knowledge of this concept would be sufficient enough to create and use such activities in English lessons. As the fundamental model of ICC I have chosen the model by Michael Byram as it was described in the theoretical part.

6. RESEARCH

As Gavora defines “the research is a systematic way of solving problems, which helps to broaden the human knowledge. Through the research we prove or disprove actual findings, or we establish new ones.”⁹ (Gavora, 2000, p. 11) Research is also a systematic activity, which needs thorough planning. Therefore in the following chapter I introduce the steps of my research in order to reach satisfactory results.

6.1. Research design

To be systematic in my research, firstly I had to plan all the steps of my research. The phases of my research are shown in Diagram 1, and are detail described in the following chapters.



⁹ My translation.

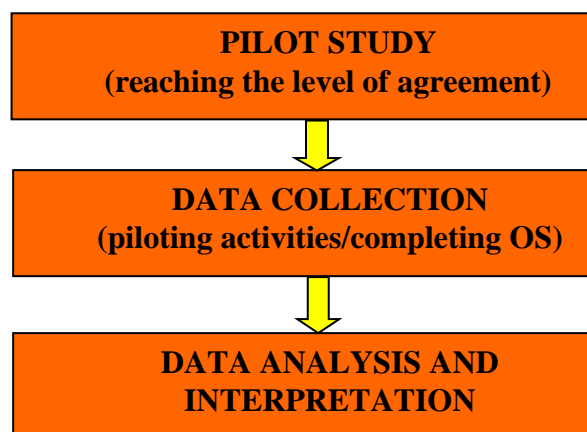


Diagram 1. *Phases of research design*

6.2. Creating Activities

My first step was to create activities based on my theoretical knowledge of the concept of ICC, and based on the sources of materials as they were also listed in my theoretical part of this paper. Since I knew I was creating activities for the elementary school, because it was the center of my focus in curricular documents, I had to choose and adjust the resource material in order to keep appropriate level of English language.

Another thing I had to consider was the number of activities. Because my aim was to include the dimensions of ICC within each activity, and because supposing that each activity would include communicative competence to some extent, the intercultural competence became the starting point for my orientation. For generalization I summarized the dimensions of IC into *knowledge*, *skills*, and *attitudes*. That is why the leader of my work and I have agreed on the number of six activities, giving space to these dimensions to appear at least twice, keeping in mind that all the dimensions are interlinked.

Working then with all kinds of materials, such as pictures, texts (from internet or books), and searching information about different cultures I created activities following the same structure. Each activity is divided into: *Warm-up*, *Main part*, *Follow-up*. I tried to keep the activity logical, where one part logically follows the other.

My goal when creating the activities was also to keep in mind not only the communicative language ability approach, but also the phases of Experiential learning, because the reflection and abstract conceptualization of an experience are important steps for giving a potential for new experience. In my activities it is usually some kind of discussion aiming at reflecting and defining what has been done in the lesson. It is only positive, that it goes hand in hand with

dimensions of ICC. As I explained, the principles of Cooperative teaching were not included in my activities.

The detailed overview of all my activities (including the ones I used for my pilot study) can be viewed in Appendices 1-9.

6.3. Research Question

To formulate the research question correctly means to have a helpful tool for defining the research method with its appropriate instrument. (Gavora, 2000, p. 26) Also being able to answer the research question in the end will give us obvious feedback whether the research has been successful. Gavora mentions three types of research questions/problems: descriptive, relational and causal. (ibid)

For the needs of my research I have chosen the descriptive type of research question, because the descriptive type “finds and describes situation, condition, or appearance of particular phenomenon.”¹⁰ (ibid) In my case I am looking for the appearance of dimensions of Intercultural Communicative Competence model in my activities when being put into practice. Therefore my research question is: “What dimensions of ICC were targeted in the activities during English lessons?”

6.4. Pre-phase of research

Now, that I have defined my research question, I needed to decide what method and what instrument will be most suitable to answer my research question. As Gavora suggested, with the descriptive type of research problem, there can be used the method of observation. (2000, p. 26) “Observation means watching people’s actions, record (registration or description) of this action, its analysis and evaluation.”⁶ (Gavora, 2000, p. 76) This particular research can be more specified as “structural observation” because the observer structures – divides what has been realized into prescribed categories. (ibid) These categories within my research are individual dimensions of Byram’s model of ICC, and the particular actions are the actions taken while teaching according to my activities. This type of observation is also classified as “direct observation” since the observer directly watches the actions in the actual place.

As soon as I have decided on the research method, it was important to create an appropriate instrument. Taking into account that I would be observed during my performance,

¹⁰ My translation.

my observer should have the observation sheet at his¹¹ disposal before starting the research. (ibid)

When creating the observation sheet (OS), I had to focus on categories, and the form of their realization in practice. For this reason the OS as it was presented to the observer included the column with the list of all dimensions/competencies as they were captured in Byram's ICC model – *linguistic, discourse, sociolinguistic competencies*, as well as *knowledge, skills of interpreting and relating, skills of interaction and discovery, and critical cultural awareness*; and the second column with the space for describing which particular action took place within each recorded dimension. The visualization of OS can be found in the Appendix 12.

However, to assure validity of the collected data, I decided to confront the collected data of my observing teacher with my own results. That is why I prepared OS also for myself. It was the same as OS of my observer, only extended by one more column. This column included registration of dimensions, which were PLANNED to be realized in the activity BEFORE actual teaching. The comparison of PLANNED dimensions to the REALIZED ones is discussed in the chapter 6.7, where all the collected data are analyzed.

To summarize, through teaching the activities, and through being observed while teaching, my goal was to obtain two, respectively three kinds of data - data from my observing teacher, and data from myself, which included analysis of activities BEFORE as well as AFTER the performed activity. (Compare Tables 1 and 2 in Appendix 13)

Also, to be clear about what was happening during my teaching, I decided to write Reflective diary, where I recorded all I found important in my lessons. (See Appendix 11)

My final step before I could start with my pilot study, I had to find the school, where my research would take place, and more importantly where I could find the observing teacher. Since I live in Hradec Králové, I chose typical urban elementary school, located in the middle of block of flats, with number of students around 600. An English teacher, who has been cooperating with me on this research, has been a teacher for 17 years. Therefore I could say he has been qualified and experienced enough to participate on this research.

¹¹ When addressing an observer/teacher I only use the pronoun „he“.

6.5. Pilot study

Pilot study using the method of observations was taking place in the elementary school from 15th October, 2012 to 1st November, 2012. However, before starting teaching the activities, I had to make sure the teacher is prepared for observing.

Firstly, I discussed the aim of the observations, and introduced the concept of ICC to the teacher. Dimensions of *communicative competence* seemed to be understood by the teacher, however, components of *intercultural competence* were more difficult to be grasped. This is why the teacher asked for theoretical information regarding Byram's model, and I photocopied her relevant information. I also wanted to know what kind of experience the teacher has. For this reason I asked her to fill in the "Entry Validation Interview" to avoid any differences of opinions. (See Appendix 10) This was quite an important step, because there were few things we needed to clarify. For example the understanding of ICC dimensions, particularly *knowledge*. The observing teacher focused only on realia/facts of other cultures, but according to Byram it is much broader phenomenon.

However, "it is not possible to use the observing system based only on reading the instructions. It is also important to practice the observation in order to be able to clearly identify each observing category." (Gavora, 2000, p. 84) "To practice the observation" meant to validate the "reliability of observing". "Reliability of observing with the use of categorial systems can be investigated by the level of agreement." (Gavora, 2000, p. 85)

For the need of reaching the level of agreement with the observing teacher, I prepared 5 activities. In the end only three of them were realized, because after piloting the third activity, we have reached the level of agreement in all the dimensions. Let me now analyze the progress of this pilot study.

My first activity, called PRE-ACTIVITY 1 (Appendix 1) was focused apart from *linguistic competence* and *discourse competence* also on *knowledge*, and *critical cultural awareness*. When I reflected achieved aims in the OS, I marked all of the planned dimensions. The observing teacher did not point to any of the intercultural dimensions. See Appendix 13, where it is possible to compare filled OSs. Therefore we were forced to discuss our views on the intercultural dimensions once again. We realized that the teacher was trying to analyze whether the targeted dimensions were achieved. For example, the teacher assumed that when the terms of prejudice/stereotypical thinking were introduced, it was not enough for students to understand the terms. This I agree with, however, the analysis if the students acquired, and to what extent presented knowledge was not the point. The point was to spot action regarding

the appearance of *knowledge* dimension in this case. However, it emerged from our discussion that a tool which gives space to note necessary improvement when aiming at any of the dimensions was needed. For this reason, the observing teacher and I agreed on using the word “partly” or in my case a symbol “+/-“ which meant that the dimension was covered during the lesson, but could be dealt with in a better, more accurate way. This has proved to be a good idea, because it clearly labels areas for an improvement, which are important for the part where I suggest appropriate modifications to the activities.

In the case of *critical cultural awareness*, the teacher was not sure about its relevance within the activity. She expected awareness of certain cultural issues, not necessarily the awareness of students’ stereotypical thinking.

Therefore, in the first study case in the PRE-ACTIVITY 1 we have matched in 2 out of 4 possible dimensions.

The second study, realized as PRE-ACTIVITY 2 (See Appendix 2), concentrated on three dimensions of ICC – *Linguistic* and *Discourse competence*, *Skills of interpreting and relating*. When comparing Tables 3 and 4 (See Appendix 14) there was misunderstanding in the *Attitude* dimension. Even though the teacher in her “Entry Validation Interview” explains that she views *Attitude* as “approach towards the facts about different cultures” in this case she marked *Attitude* dimension based on students expressing their attitudes towards their school. For that reason necessary clarification of the term was needed.

Interesting was the fact that even I had planned to target *discourse competence* in the activity there was no time for students’ presentations of their school. Therefore neither me, nor the teacher, put a tick by this competence.

In this pilot activity the observing teacher and I have reached the match in 2 out of 3 ICC dimensions.

In the PRE-ACTIVITY 3 (See Appendix 3) we have finally managed to reach consensus. Not only that we noticed realization of same three dimensions – *Linguistic*, *Attitudes*, *Knowledge* - but also we both used our tool expressing there was a space for improvement regarding one of the dimensions. (See Appendix 15, Table 5 and 6) We both felt that the *knowledge* dimension was expressed in the activity by pointing out different habits within one’s culture, but not all answers were checked and the activity was incomplete. Finally we could say we managed to set appropriate understanding and evaluation of target dimensions within the activities.

To summarize the pilot study, I need to consider two important conclusions – the process of reaching consensus, and the feedback on piloted activities. The process, based on sharing

opinions on problematic areas in each activity, could be evaluated as progressive, leading in the third activity towards a final agreement and mutual understanding of the construct of ICC.

The feedback arose from comparing originally planned procedure of each activity to procedure, which actually took place. In all of realized activities in this pilot study the biggest factor influencing results was the factor of time. Suggested modification for next use of these activities in lessons would be to have not 45 minute lessons, but ideally 60 or even 90 minute lessons. Having more time would help not only to finish all planned phases but to finish them in a comprehensible way. Particularly the space for overall summary at the end of each activity would help to improve effectiveness of partial aims.

Nevertheless, the pilot study has built mine as well as the teacher's confidence in evaluating individual dimensions of ICC in activities, and has been an important step for valid data collection.

6.6. Data collection

For my data collection I had to choose "research sample". "Purposeful qualified selection" as it is described by Švec and Maňák "selects persons based on features of primary file (in my case elementary school), which are important for chosen research. The researcher relies on his experience, theoretical knowledge regarding the research problem, consultations, and his own opinion." (Švec, Maňák, 2004, p. 47)¹² Therefore my research sample included students of 7th/8th and 9th grade of an elementary school.

Students participated in 6 English lessons, where 6 of activities were piloted in order to obtain research data. These lessons were taught from 18th October, 2012 to 1st November, 2012. After each lesson, the teacher and I filled in the observation sheets separately without any more discussions about what was or was not realized in each activity. I also completed my reflective diary to make sure not to forget any important aspects of each lesson.

Completed observation sheets and notes from my reflective diary serve the base for my next step of the research, data analysis and interpretation.

6.7. Data analysis and interpretation

In this chapter I present the results of my research. I do this in three contexts. First is the context of reaching consensus with my observing teacher. I analyze and interpret into what extent we have managed to judge the activities according to the appearance of individual

¹² My translation.

dimensions of ICC, and I identify areas of disagreement. Through appropriate data interpretation, with the help of reflective diary, I receive evidence of REALIZED dimensions. Based on this information I am then to compare data in the second context.

Second context deals with comparison of PLANNED appearance of dimensions of ICC in my activities, against REALIZED appearance of dimensions. This means I can compare how many dimensions were originally targeted in the activities, and those, how many were actually realized in the lessons.

The third context of my data analysis covers individual dimensions of ICC. I do not only compare the appearance of individual dimensions in activities, but also which dimensions were most problematic to target in the activities, and I try to find relevant interpretation for such phenomenon.

Lastly, I use analysis and interpretation in order to suggest appropriate modifications to my activities.

6.7.1. Analysis and interpretation of areas of agreement/disagreement in general

Based on comparing data from observation sheets for Activities 1-6 (Appendices 16-21) I have come to these results. Firstly, there is the illustration of total agreement in all 6 activities. See diagram bellow.

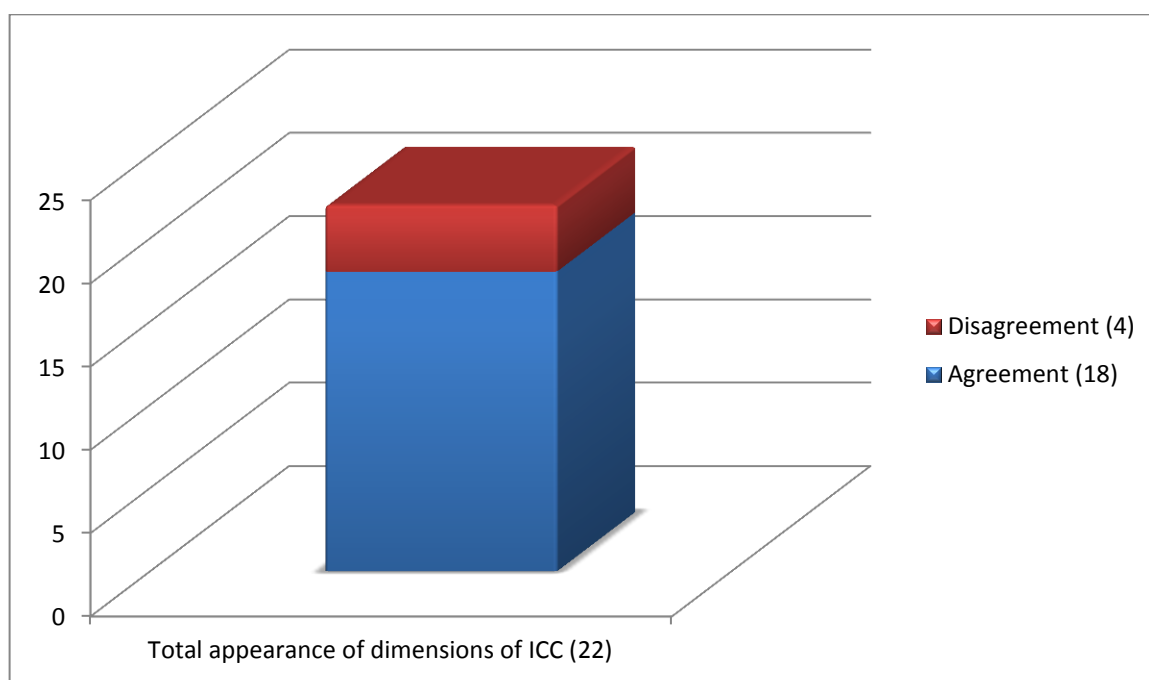


Diagram 2. *Comparison of agreement in total amount of ICC dimensions*

As it is clear from Diagram 2, from appeared 22 dimensions in all activities, the observing teacher and I were able to recognize in the same way 18 out of 22 targeted dimensions. Only in 4 dimensions we did not come to the same opinion.

Following analysis shows the agreement/disagreement in each of the activities. See diagram bellow.

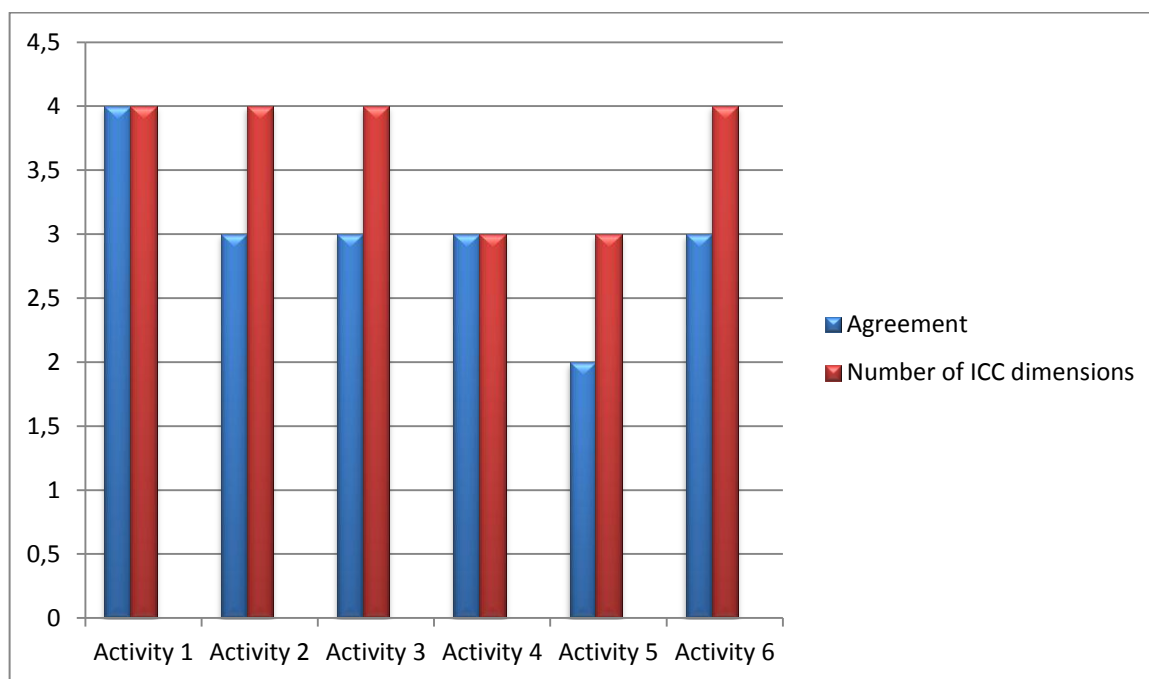


Diagram 3. Comparison of dimensions' agreement in each activity

In Diagram 3 it is possible to compare how many dimensions were acknowledged by the observing teacher and I (number of ICC dimensions) in each activity, and how many of these were judged the same way. I will now try to analyse and interpret each activity separately.

Activities 1 and 4 show 100% of agreement, as it is visible in the Diagram 3. In Activity 1 (Appendix 16) all four targeted dimensions were assessed by the observing teacher in accordance with my findings. These were *Linguistic competence*, *Attitudes*, *Knowledge* and *Skills of discovery/interaction*. The reason for such obvious agreement can be found in simple and systematic parts of activity, where each part had the aim to concentrate on an individual dimension, and the time used for each phase of the activity was used sufficiently. Positive feedback is also noticeable in Reflective Diary. It also proves the fact how closely interlinked all the dimensions of ICC are. The only mistake which appeared in my OS (Appendix 16) is

not realizing the appearance of *knowledge* dimension when planning this activity. However, this issue is dealt with in the following chapter.¹³

Activity 4 (Appendix 19), despite the agreement in all noted dimensions, reflects the views of the observing teacher and my view on how skilfully were the dimensions presented during the piloting.¹⁴ Without any further comments, only *Linguistic competence* was approached in a satisfactory manner.¹⁵

Rest of the activities, 2,3,5 and 6, show difference in at least one, respectively 2 dimensions. In activity 2, the observing teacher and I shared the same opinion on 3 out of 4 dimensions appeared during the lesson. However, the observing teacher found a space for improvement in *knowledge* dimension. (Appendix 17, Table 9.) On the other hand, *Linguistic competence* and *Attitudes* were clearly recognized. Nevertheless, this activity offers one interesting phenomenon. When looking at Table 10 (Appendix 17) *Critical Cultural Awareness* was explicitly recorded by me after finishing the activity. It became clear that students through comparing their free time with time of Gambian children evaluated their perspectives on every day values in their culture. Through this critical evaluation they also became aware of reasons for their attitudes towards Gambian children lifestyle. The interesting point is that this dimension was not originally discovered when planning the results of appearance of dimension, just as it happened in Activity 1.

Similar phenomenon happened also in Activity 3, this time the observing teacher judged *knowledge* dimension as being targeted in the activity unlike me. (Appendix 18) When analysing this activity in detail with the help of my Diary, I had to admit the teacher was right. Based on students' knowledge of appropriate behaviour, they could correctly interpret simulated situations and identify possible areas of misunderstanding in interaction. Even though the observing teacher sees this dimension as it could be more explicitly specified in the activity, I, on the other hand, did not realize its appearance at all. The reason might be found in paying an overt attention to *Skills* dimension. The positive sign is again the proof of dimensions being interlinked since there is visible cooperation of *Linguistic competence*, as well as *Attitudes*, *Knowledge*, and *Skills of interpreting and relating*.

OS for Activity 5 (Appendix 20), particularly Table 15, correctly expresses targeted dimensions. Observation teacher correctly assessed *Linguistic competence*, as being realized in the Activity leaving just space for improvement. Reason for me not listing linguistic

¹³ Analysis and interpretation of areas of planned against realized dimensions.

¹⁴ This issue is dealt with at the end of this chapter, where I suggest possible modification to the activities.

¹⁵ Interpreting reasons for agreements in individual dimensions is dealt also later in the chapter.

dimension (Appendix 20, Table 16) could be in the fact that I got carried away with the final phase of the activity, when students used their linguistic competence very poorly. But as the observing teacher correctly pointed out there was the aim to present appropriate vocabulary regarding the gestures. This is also clear from the WS 9 (Appendix 8). *Knowledge* and *Skills of discovery and interaction* again show tight connection as being both reflected in the activity.

In Activity 6 (Appendix 21) we come across probably the biggest variety of targeted dimensions. Agreement with the observing teacher is in 3 out of 5 respectively 4 recorded dimensions. These are *Linguistic*, *Discourse competence* and *Knowledge*. Difference of opinions is represented by *Attitudes* and *Critical cultural awareness* dimensions. The former was noted by the observing teacher, the latter by me. When looking into my Diary I have not found any sign of *Attitudes* dimension being realized in the lesson. The truth is the observing teacher might have noticed actions taking place in class which I did not recognize. Nevertheless, attitudes not appropriately expressed and emphasised within activity I decided not to consider as being validly evaluated in the activity. Therefore I do not work with them as dimension which appeared during my teaching. *Critical cultural awareness* on the other hand was not acknowledged by the observing teacher even though the students' were led to a conclusion judging others based only on colour of their skin. (See my reflective diary notes.) This awareness of their way of thinking plays an important role in preventing prejudice, therefore must be taken into account.

To summarize above presented data the observing teacher and I have managed to reach consensus in most of targeted dimensions, and thus we have continued in the progress of pilot study results. It also becomes clear that all of the ICC dimensions are to a certain context interlinked, and can be quite difficult to distinguish them separately. Also, for concentration on one of the dimensions, the others can be left unnoticed. To become a competent teacher who appropriately and naturally addresses dimensions of ICC requires time for practice as well as further analysis of taken actions.

6.7.2. Analysis and interpretation of areas of planned against realized dimensions

Due to comparing my and observing teacher's data, and deciding which of targeted dimensions were actually emphasized in all 6 activities, I can now present data of which dimensions were originally planned, and which dimensions came to realization. Also, based

on above mentioned findings, there were dimensions which were NOT planned, however were aimed at in the lessons. This information is illustrated in the Diagram 4 – see below.

Out of total number of realized dimensions (22) three were not originally planned or noticed as being aimed at within activities. Twice this appeared in *knowledge* dimension, once in *Critical cultural awareness*. The explanation lays in fact it is not easy to picture which of dimensions will be realized. In my case, also lack of experience and visible modesty in planning plays the role. This also explains why there is no evidence of planned dimension, but not targeted or aimed at in the lesson. Clearly it is because I concentrated on ICC dimensions which I could easily recognize as being part of the activity.

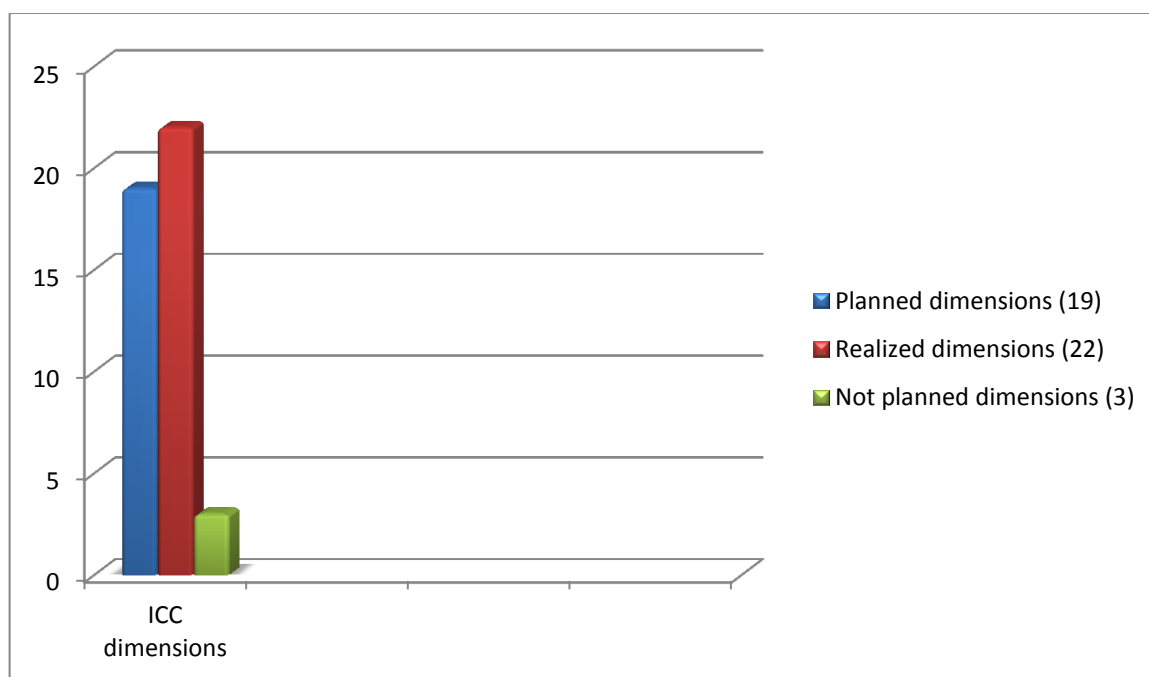


Diagram 4. Comparison of planned dimensions against realized dimensions.

6.7.3. Analysis and interpretation of appearance of individual ICC dimensions

In this section I analyze each of ICC dimensions separately. I concentrate on the appearance of each dimension in the activities as well as on which dimensions were most likely to cause the difference of opinions between myself and the observing teacher. All the findings are illustrated in the Diagram 5 in the following page.

Mostly targeted ICC dimension was definitely *Linguistic competence*. From 6 activities six times this competence became realized. Only one less appearance is noted in *Knowledge dimension* (five times) followed by *Attitudes* (three times). Twice were recorded dimensions

of *Skills* and *Critical cultural awareness*. Only once were targeted *Sociolinguistic* and *Discourse competence*. Explanation for this statistics may be as follows:

As an English teacher, there is probably stronger attachment to provide students with rules, phrases, vocabulary or grammar regarding English language. As Byram says “to be someone with Intercultural Communicative Competence means to be able to interact with people from another country and culture in foreign language. [...] Their knowledge of another culture is linked to their language competence through their ability to use language appropriately, and their awareness of the specific meanings, values and connotations of the language.” (Byram, 1997, p. 71)

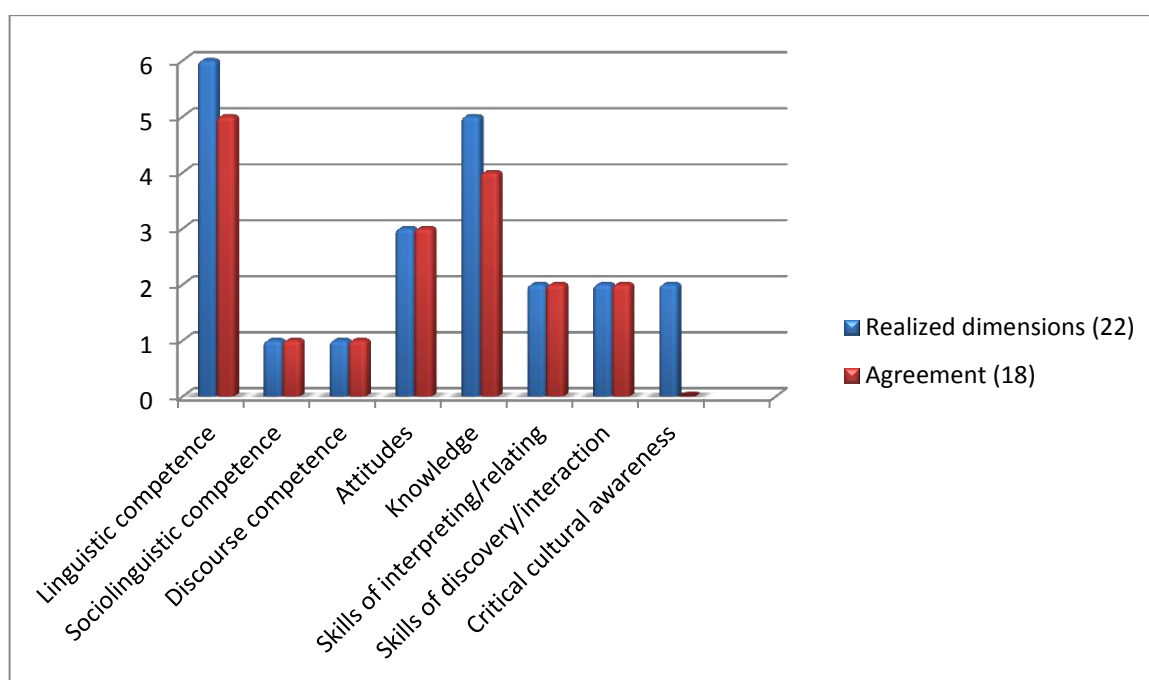


Diagram 5. Comparison of individual ICC dimensions in activities

This proves that the knowledge factor plays important role in ICC. Byram adds that “Knowledge and attitude factors are preconditions,” although he argues that “they are also modified by the process of intercultural communication.” (Byram, 1997, p. 33) All these three dimensions are most commonly represented in my activities.

Knowledge dimension could be viewed also as a bridge towards *Skills*. Using Byram’s words again he describes the *Skills of interpreting and relating* as dependent upon knowledge. (Byram, 1997, p. 98) In my activities where any of the *Skills* dimension was being targeted, only once *Knowledge* was not identified. (See Appendix 21)

Even though the *Skills of discovery and interaction* are by Byram mainly focused on developing skills “under the constraints of real-time communication and interaction” (Byram, 1997, p. 52) I have tried to include them in my activities through simulation of real situations. However, this attempt can be found questionable.

Critical cultural awareness is by Byram described as ‘educational’ component of ICC that “adds the notion of evaluation and comparison not just for purposes of improving the effectiveness of communication and interaction but especially for purposes of clarifying one’s ideological perspective and engaging with others consciously on the basis of that perspective.” (Byram, 1997, p. 101) This fact has been managed to be reflected in two of my activities (Activity 2 and 6).

Finally, the *Sociolinguistic and Discourse competence* were addressed only once within piloting activities. As Byram explains “in a learning context where the predominant location is the classroom, some objectives are much less easily attained than others. The lack of opportunity for real time interaction with interlocutors from a francophone country or community means that the competences which include skills of interaction or negotiation can only be partially attained and are unlikely to be needed. These skills include: in sociolinguistic competence, negotiation or making explicit presupposed meanings; in discourse competence, negotiation of conventions for intercultural interaction and texts; and in intercultural competence, the skill of interaction and the skill of discovery insofar as it is dependent on elicitation from native speakers.” (Byram, 1997, p. 83) These could be the reasons for such a little involvement of these ICC dimensions in my activities.

Other aspect of analyzing individual dimensions in the activities is the aspect of agreement between myself and the observing teacher. The most problematic dimension to be assessed was the dimension of *Critical cultural awareness*. The answer for this phenomenon could be interpreted based on the fact that the observing teacher did not acknowledge any of two appearances of this dimension. Therefore my concern is connected with the teacher’s understanding of this dimension, as well as with questioning her ability to work with students’ subconscious way of thinking in order to stress certain information to have the students to “become aware” of certain behavior patterns.

On the other hand, the other two disagreements in dimensions of *Knowledge* and *Linguistic competence* arose from my inaccurate reflection on what was realized in the activities. (Activity 3 and 5) In all other dimensions we managed to reach consensus.

To summarize, all the above analyzed and interpreted data were focused mainly on comparing agreements and disagreements of ICC dimensions according to activities as well as

according to individual dimensions. These findings play a fundamental role in answering my research question.

6.8. Suggested modifications to piloted activities

Final step of my research concentrates on an improvement of piloted activities. Seeing the notes written in the observation sheets and in my Reflective diary, 2 out of 6 activities do not need any improvement – Activity 1, and 6.

However, one modification could be established for all of the activities. It is the factor of time. All of the activities if divided into two or some (Activity 4) even to three hour sessions would lead towards more visible effect in all of targeted dimensions. Use more time for each of planned competencies, for example for pre-teaching important and necessary vocabulary would result into more comfortable and useful work with other dimensions of ICC. For example already mentioned Activity 4 offers potential for authentic experience with English language, where students are exposed to informal expressions spoken in strong northern accent. The understanding of these expressions with its meanings of irony, and the ability to use them in the correct context develops those of not so easily targeted dimensions of ICC such as *Sociolinguistic* or *Discourse competence*. Also realizing the influence of particular accent on communication, and having a chance to discover social as well as cultural background of people with different accents adds the potential for developing important aspects of intercultural competence. To achieve such development, having enough time is crucial. Therefore the suggested modification is not really a modification but a necessary factor for any intercultural activities.

Apart from not having enough time in each of the activities, there appeared to be another common aspect needed to be improved or worked with. It is the aspect of Czech language - in most piloted lessons Czech has become part of the activity to a certain extend. It is obvious that trying to make elementary school students discuss intercultural issues in English cannot be the answer. However, setting class rules which would be focused on discussion time (5-10 minutes) in intercultural activities, and which would allow students to express their thoughts, opinions, and attitudes in Czech could bring the positive results. If students learned they get space for reflecting their ideas concerning intercultural issues at the end of activity, they would not have to speak their mind every time they feel like it during the activity.

Last factor influencing the quality of presented activities is the knowledge factor. The teacher should be prepared for presenting different culture products, behavior, values etc. On

the other hand, the teacher cannot and should not be walking encyclopedia, therefore to use strategies in order to activate student's involvement in discovering other cultures can be very beneficial for development of ICC.

However, no matter how many detailed modifications are done to a certain activity to be perfect, without teacher's undying effort to learn, to practice and to evaluate himself in order to become more competent and skilled in the field of teaching ICC, no intercultural activity will be effective.

7. CONCLUSION OF PRACTICAL PART

The aim of the practical part was to create such activities to be used in English lessons, which would be based on the concept of Byram's model of ICC. The important was to pilot these activities in practice, and to evaluate if the components of ICC were targeted during the teaching. To conclude my practical part I will use the results of my research.

My research question asked about what dimensions of ICC were targeted in the activities during teaching. To answer this question, 6 activities were created and taught in 6 English lessons. The results of observations show that ALL components of Byram's model of ICC were targeted at least once in these lessons. The lowest appearance was noted in *Sociolinguistic* and *Discourse competence*, only once realized within activities. The explanation was given based on the fact that classroom environment does not offer sufficient number of opportunities to use strategies required by appropriate usage of the language in the cultural context. Limitations of classroom environment could be also reason for other components of ICC, which were targeted in lessons twice, such as *Skills* and *Critical cultural awareness*.

On the other hand, *Linguistic competence* appeared six times in the activities. Explanation could be found in assumption that as an English teacher I tend to concentrate on the aspects of language, which are necessary for the ability to understand and to be understood, such as vocabulary, and grammar predominantly. *Knowledge* as the component of intercultural competence stands the base for learning about any new cultural phenomena, and therefore was targeted five times in my activities. *Attitudes* stood in the middle appearing three times.

Apart from discovering the components of ICC in English lessons, the research also reflected the level of agreement on realized dimensions between me and the observing teacher. The level of agreement is represented by 18 out of 22 spotted dimensions. This quite

sufficient result can be explained by visible progress during the pilot study where a lot of discussion and communication between me and the teacher took place.

Finally, my practical part helped me to demonstrate that even not particularly experienced teacher could start developing Intercultural Communicative Competence of his students, based on his theoretical knowledge of such construct. With the help of everyday teaching, the teacher can keep improving his experience with ICC construct, and through his or his colleagues' reflections on teaching, he can search for necessary answers to become competent teacher of ICC. However, teacher's enthusiasm is the presumption his success in the field of ICC development.

8. CONCLUSION

This bachelor paper works with one very important aspect of our society. This aspect is the influence between cultural values of ones' own and the others, where these cultural values, behaviors, products, beliefs etc. can be recognized by an individual on every day basis. Contact of two and more cultures and their mutual impact is called interculturality. To be an individual with an intercultural understanding means to be able to develop intercultural competence in order to become interculturally competent. Such competence is in nowadays world, where many cultures influence each other, almost a must. For this reason I wanted to see, how is this competence reflected into English language teaching.

This paper presents the construct of Intercultural Communicative Competence in order to support the theory that this construct concentrates not only on Communicative competence, which historical development is described in the paper, and which is widely recognized by FL teachers. But it also concentrates on the aspects of Intercultural Competence. To understand, what components are part of intercultural competence, a model by Darla Deardorff was introduced. Regarding her findings, it is possible to compare the components of Intercultural competence as they are defined in the concepts of ICC according to Fantini, Byram, or as they are presented in CEFR.

Analysis of CEFR as the base for an educational field Foreign language in FEP BE looks at weak points of this document, which are mainly represented by not very clear approach towards General competence.

Since the construct of ICC is viewed from perspective of an English teacher, this paper also suggests approaches towards language teaching suitable for development of ICC. These approaches captured in this paper are Communicative language teaching and An Action-

oriented approach. However, these FLT approaches are extended by theories of Experiential learning and Cooperative teaching. The former works with students' new experiences, which are necessary to be dealt with effectively to gain appropriate knowledge, skills, and attitudes. The latter concentrates on mutual understanding of students' in order to ensure each individual is appreciated and important for the function of the whole group. Both of these theories support development of intercultural competencies.

Finally, the last step of the theoretical part necessary for implementing the concept of ICC into practice deals with relevant sources and materials, which could be used for creating activities. This paper offers a list of authentic and pedagogical materials, however, they are presented mainly as the source for teacher's inspiration. This is mainly for the reason, that there is no such material, which would tell teachers exactly, which steps to follow in development of ICC, and also it is the teacher's choice, which construct and its objectives he will follow. Nevertheless, the teacher has to keep in mind the level of English of his students and therefore needs to adapt activities to this level.

Using the theoretical findings, the practical part examines implementation of ICC into practice. The research concentrates on applying each dimension of Byram's model of ICC into ELT. This is achieved by creating 6 activities, which would aim at development of ICC. However, not the development of students' ICC is measured since it is complicated and lengthy process, but the appearance of individual dimensions realized through actions taking place in the lessons is analyzed.

Based on the observing method and filled in observation sheets, the research analyzed collected data in two levels. The first level dealt with comparison of agreement between the observing teacher and the researcher, the second level analyzed what was originally planned to be targeted within lessons, and what was actually realized.

Results of the research show there was quite a high number of agreement (22 out of 18 targeted dimensions), however, the way the dimensions were realized in lessons was not found satisfactory in most cases. Therefore, the improvement of activities and the way they were presented in lessons was required. On the other hand, the results show that all of dimensions of Byram's model of ICC were targeted in the lessons at least once. The least appearances were recognized in *Sociocultural* and *Discourse competences*, and the paper tries to answer possible reasons for such phenomenon.

In case of planned actions, not registering appearance of some of the dimension (*Knowledge* and *Critical cultural awareness*) was apparent. This could be for the researcher's

lack of experience with these dimensions and not being able to recognize them before the actual teaching.

To conclude, this paper not only presented theories important for implementing intercultural competence into ELT, but it also proved that the construct of ICC can be used in practice. However, it is mainly dependent on a teacher. Since there is no big help in curricular documents in providing teachers with particular tool how to use ICC in ELT, it is the teacher's responsibility if and how he implements this important competence into his syllabus. It is not an easy task and there are probably many modifications to be made if stepping onto the unknown ground, but the vision of possible results represented by young, interculturally skillful people should have the teacher motivated.

I would like to finish with the words of Joyce Valdes: "Obviously, no one can learn everything about all cultures – no one knows everything about one's own culture – but even rather sweeping generalities, so long as they are not false, may be a help, if one avoids the pitfall of stereotyping and does not expect all members of a culture to fit the generality." (Valdes, 1992, p. 49) And us as English teachers we can contribute to this goal.

RESUMÉ

Tato bakalářská práce se snaží reagovat na současný trend v přístupu k výuce cizích jazyků (CJ) a to představením konceptu interkulturní komunikativní kompetence (IKK). Tento koncept nabízí možnost implementace interkulturní tematiky do výuky cizího jazyka, v tomto případě jazyka anglického. Předmětem této bakalářské práce je tedy vztah IKK a AJ. Tento vztah je především podložen ujasněním si teorií týkajících se *komunikativní a interkulturní kompetence* a jejich zasahováním do výuky CJ. Nedílnou součástí práce je i obecný přehled, ve kterém se ukazuje vliv průřezového tématu Multikulturní výchova do jiných vzdělávacích oblastí, tedy včetně CJ. Tato práce také reflektuje praktické využití IKK ve výuce AJ a to pomocí pilotáže aktivit soustředěných na zacílení jednotlivých domén IKK. K tomu slouží využití modelu Michaela Byrama, který je s dalšími modely uveden v teoretické části.

První kapitola kromě popisu cíle práce se zabývá důležitými pojmy, které jsou nutné pro pochopení kontextu interkulturní tematiky. Rozlišuje tedy pojmy *multikulturní* a *interkulturní*, které obzvláště v českých podmínkách bývají často zaměňovány.

Druhá kapitola si klade za cíl představit koncept IKK a činí tak ve třech fázích. V první fázi je vysvětlen termín *komunikativní kompetence*, který je vedle pojmu *interkulturní kompetence* klíčovým pro pochopení následného termínu IKK. Tudíž je v práci zaznamenán historický vývoj definic komunikativní kompetence a jsou v ní popsány zejména novodobé modely Canale a Swainové a Bachmana.

Ve druhé fázi vysvětlování pojmu IKK se tedy věnuji objasnění konceptu *interkulturní kompetence*. *Interkulturní kompetence* je poměrně novodobé téma a v práci je tento termín vysvětlen jak pomocí Jana Průchy, tak především popsán na Pyramidálním modelu Darly Deardorff.

V poslední fázi se práce již věnuje konceptu IKK. Tento koncept je nejen definován pomocí Fantiniho, Byrama, ale představen i na modelu, s kterým pracuje SERRJ. V práci je patrná snaha zachytit specifika interkulturní kompetence tak jak jsou uvedeny v SERRJ a poukázat na jejich případné nedostatky.

Jako klíčové pro pochopení rozdílů mezi IK a IKK slouží také vysvětlení, které se opírá o vnímání konstruktu IKK z pohledu učitele CJ. Obhájení takového chápání IKK je pak v práci ještě podtrženo uvedením několika dalších konstruktů.

Druhá kapitola se také snaží zachytit konstrukt IKK v kurikulárních dokumentech využívaných především na základních školách, jelikož jsou relevantním tématem i pro další praktickou část. Proto k analýze využívám dokumentu RVP pro základní vzdělávání (RVP

ZV). Vzdělávací obor Cizí jazyk se opírá o koncept Společného evropského referenčního rámce pro jazyky (SERRJ), tudíž i tomuto dokumentu je věnovaná patřičná část.

Třetí kapitola se zaměřuje na rozvoj IKK v praxi. Pro to bylo nutné představit přístupy a metody ve výuce CJ, aby bylo patrné, jaké možnosti výuka CJ poskytuje. Tyto metody a přístupy jsou zejména podchyceny na základě vymezení důležitosti pro rozvoj konceptu IKK ve výuce CJ.

V porovnání s přístupy a metodami CJ pak práce nabízí také teorii „zkušenostního učení“, které je svým konceptem dobře adaptovatelné pro rozvoj interkulturní kompetence. Také výuková metoda „kooperativního učení“ je v souladu s principy IKV, tudíž i té je v práci věnována značná část.

Konečná fáze třetí kapitoly řeší konkrétní zdroje vhodné pro využití IKK ve výuce AJ. Tyto zdroje jsou rozděleny na základě toho, zda jde o autentické materiály, či neautentické. Neautentické (pedagogické) materiály pak představují konkrétní publikace, které se zabývají aktivitami soustředěnými na podchycení IKK v praxi. Kromě uvedených publikací, kterých je mimochodem bezpočet a zdaleka ne všechny mohly být v této práci zmíněny, je také uveden projekt Czechkid, který je dostupný z internetových stránek.

Celkově lze tedy konstatovat, že teoretická část poskytuje výchozí stanoviska nutná pro realizaci části praktické, které je věnována následující pátá a šestá kapitola.

Praktická část této bakalářské práce se tedy opírá o koncept IKK a jeho implementaci do výuky CJ, konkrétně AJ. Tato implementace probíhá skrze vytvoření aktivit, které jsou posléze pilotovány a vyhodnocovány. Praktická práce je tedy založena na vlastní tvorbě aktivit a následného uvedení aktivit do výzkumné části. Praktickou práci lze pomyslně rozdělit na část přípravy k výzkumu a část výzkumu soustředěných kolem výsledků z pozorování pilotovaných aktivit. Obě fáze jsou popsány v šesté kapitole této práce.

Do přípravné fáze výzkumu patřila tvorba aktivit, specifikování výzkumné otázky, na jejímž základě byl určen výzkumný postup včetně výzkumné metody a výzkumného nástroje.

Pro tvorbu aktivit bylo důležité, aby vedly ve výuce AJ k rozvoji jednotlivých domén IKK. Při jejich tvorbě bylo nutné přihlédnout k jazykové úrovni žáků, kterým tyto aktivity byly prezentovány. Dále pak bylo nutné uvědomit si, který faktor IKK bude skrze danou aktivitu rozvíjen a v jakém bude kontextu s cílem jazykovým. Jako výchozí model pro tvorbu aktivit byl zvolen Byramův model, zejména pro jeho komplexnější rozpracování, které uvádí konkrétní výchozí cíle u každé z jednotlivých domén. Celkem bylo nakonec vytvořeno 6 aktivit soustředěných na stěžejní domény Byramova modelu.

Tvorba aktivit si také kladla za cíl využít současných metod a přístupů ve výuce CJ, tedy především komunikativního přístupu stejně tak jako principů zkušenostního. Do jaké míry byly tyto teorie využity je ovšem těžko definovatelné, každopádně jejich vliv je v aktivitách patrný. Ať už skrze různé simulační techniky, při kterých si žák může osahat, či na vlastní kůži zažít pocit v dané situaci a následně jej reflektovat, tak i skrze založení aktivit na komunikativních aktivitách. Pro tvorbu aktivit bylo využito inspirace ze zmíněných pedagogických zdrojů, ale i autentických materiálů, s kterými bylo naloženo na základě vlastní kreativity a originality.

Ve fázi přípravy na výzkum bylo po vytvořených aktivitách nutné definovat výzkumnou otázku. K její definici je v práci využito deskriptivního typu výzkumného problému, tak jak jej uvádí Gavora a ptá se, jaké dimenze IKK jsou v aktivitách během výuky zacíleny. Tento typ otázky napomáhá také určení výzkumné metody, v tomto případě je přikloněno k metodě pozorování.

Do přípravné fáze patří také další důležitý krok, čímž je tvorba záznamového archu vhodného pro tuto metodu. Tabulka v záznamovém archu umožňuje především záznam takových informací, které byly relevantní pro následné hodnocení. Z toho důvodu byly v tabulce vytyčeny všechny dimenze IKK, u kterých byl dán prostor pro záznam konkrétní akce spojené s rozvojem dané kompetence. Takto navržený záznamový arch byl využit pro potřeby pozorujícího učitele. Pro mé potřeby, jako druhého nezávislého aktéra i pozorovatele byla tato tabulka rozšířena o sloupec, který uvádí již naplánované komponenty IKK. Takto vyplněná část sloupce pomáhá po odučené aktivitě porovnat, jaké složky IKK byly původně v aktivitě zacíleny, a jaké byly opravdu zrealizovány.

Dále pak informace z obou záznamových archů, tedy mého a pozorujícího učitele, nabízí možnost porovnat, v kolika zacílených dimenzích byla mezi námi shoda v posouzení jednotlivých složek v praxi. Ještě je důležité zmínit, že jednotlivé složky IKK jsou uvedeny v záznamovém archu tak, jak je uvádí Byram ve svém pojetí konstruktů IKK. Lze tedy konstatovat, že podstatný faktor tabulky spočívá v mém a učitelském hodnocení, zda dané cíle, které ať už byly definovány na začátku aktivity či nikoli, vedly k výskytu jednotlivých domén v rámci IKK.

Výzkumná přípravná část je v práci uzavřena specifikací ZŠ, na které se pilotáž odehrává a také výběrem pozorujícího učitele.

Poslední část popisuje uvedení aktivit do praxe. Výzkum je založen na dvou fázích pilotáže. V prvním kole pilotování aktivit ve výuce AJ na druhém stupni ZŠ bylo podstatné zajistit míru shody mezi mnou, vyučujícím a pozorujícím učitelem v náhledu na jednotlivé

dimenze IKK. Této míry je nakonec dosaženo po třech odpilotovaných aktivitách. Jako důležitá součást pilotní studie byl i konstantní validační rozhovor, který zajistil, aby chápání složek a záznam jejich výskytu při výuce byl jednotný.

Po dosažení míry shody se výzkum mohl přesunout do druhé fáze pilotáží. V této výzkumné části se postupovalo stejně jako v pilotní studii, nicméně již neprobíhal rozhovor zajišťující evaluaci zaznamenaných dimenzí.

Konečná hodnotící fáze tvoří podstatu výzkumné části. Ta nabízí údaje zpracované pomocí záznamů pořízenými při pilotáži aktivit. Těmito opěrnými záznamy jsou jednak záznamový arch a také reflektivní deník psaný ihned po uvedení dané aktivity. Oba tyto záznamy je možné nalézt v příloze bakalářské práce, včetně detailního popisu každé z aktivit.

Analýza a interpretace zjištěných dat ve výzkumu praktické části nabízí v podstatě kladné výsledky, i když v mnoha případech bylo nutné si připustit jisté nedokonalosti. A to především v zacílení Sociokulturní a Diskurzní kompetence.

Na závěr výzkumu lze konstatovat, že za úspěšnou pilotáží aktivit na ZŠ stojí nejen ochota vyučujícího kantora, který v rámci spolupráce se ujal role „pozorovatele“ i „hodnotitele“. Ale především žáci samotní. Jen a pouze v přímém kontaktu s nimi lze opravdu podchytit, jaký hluboký význam má IKK pro výuku CJ. Teprve díky jejich spontánnosti a otevřenosti aktivity mohly nabít pravého smyslu a odkrýt další neocenitelné možnosti.

Finální sedmá kapitola, tedy závěrečné shrnutí bakalářské práce, lze popsat následovně: teoretická znalost konceptu IKK je důležitým nástrojem pro jeho následné využití v praxi. I když toto využití není zrovna jednoduché a vyučující se musí potýkat s nelehkým úkolem, jak jednotlivé domény IKK zasadit do výuky a potažmo do sylabu určeného pro daný ročník, poskytuje inspiraci a další možnosti, jak výuku AJ nejen zpestřit, ale hlavně jak ji učinit relevantní pro život každého z žáků.

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APPENDIX 1 (Pilot study – Activity 1)

PRE-ACTIVITY 1

Recommended level of English: 6th/7th grade

The aim:

The aim of this activity is to improve the use of simple present tense with the use of 3rd person singular. This is done not only by creating such sentences, but also by presenting information about a third person. The aim is also to analyze students' way of picturing someone when they have only basic information available. This students' reflection is based on their own experience in this activity.

Warm up:

Tell students to brainstorm all kinds of jobs they know. (E.g. „teacher“) Write them on the board. Make sure that the word „scientist“ appears on the board. Once you have enough words, ask students to work in pairs.

Students now should try to make sentences describing what each of the persons does. (E.g. *Teacher teaches children at school.*) Check the sentences together.

Main part:

Make groups of 4 students. Each group gets a flip chart paper and the markers. The instruction is the same for each group. „Draw and describe a scientist“. The students should cooperate together with their ideas of how a scientist looks like and prepare a presentation to describe the picture in front of the whole class.

Follow up:

Discuss these questions with the whole class:

What do all the scientists have in common? Can you see any differences? Why did you picture a scientist like this? Was there any reason for it? Have you met any real scientist? Does he/she look like that? Can you find an example from a real life that you picture somebody based only on your imagination or simple experience? What about some members of different cultures?

APPENDIX 2 (Pilot study – Activity 2)

PRE-ACTIVITY 2

Recommended level of English: 8th/9th grade

The Aim:

The aim of this activity is to improve reading skills by understanding and finding relevant information in the text. This is realized by reading the text and by answering the questions relating to the text. The aim is also to analyze the text from the point of view of a Czech student by asking a question: *Could this text be written by Czech students?* After that students define possible similarities/differences in the approach of describing their school to the description of English students.

Warm up:

Ask students these questions:

Do you like going to school? Do you like your school? Why? Why not? Have a small discussion based on the answers.

Main part:

Introduce Woodlands Junior School to students. (Available at <http://www.woodlands-junior.kent.sch.uk/school/index.html>.) Tell students they are going to read information the students of Woodlands have written about their school. After you have read the article, students work in pairs and answer the questions related to the text. (WS 1) Discuss their answers. After that students' task is to circle three things they liked the most. Discuss their answers.

Follow up:

Group work: Have students to create 5 Fab Things about their school and present them. Compare the presentations.

WORKSHEET 1

10 Fab Things About Woodlands

Hi,

Our names are Ashleigh, Rachel, Chloe and Maddie. We are all in class 3Wa.

We have lots of news from Woodlands Junior School. We hope you like reading about us, here are the top ten best things about our school.

1. At Woodlands we have raised money for many charities including Cosmic.
2. We have many fun days called Rainbow Days where we pay money to dress up in lots of different coloured clothes.
3. We are having a New Building that is progressing very well. It started on 10th of December 2005 and it is now growing steadily each day and hopefully it will be complete in a few months time.
4. We have a set of rules at Woodlands otherwise known as The Woodlands Code. These are the four Code words: Care, Consideration, Courtesy and Community.
5. Pupils and teachers have been on TV many times. We all enjoy watching ourselves on TV.
6. We have had many important visitors. The Mayor of Tonbridge is one of them.
7. Keeping Fit is important to us.
8. Our School Dinners are delicious and healthy.
9. Teddy Trousers (teddy with really long legs) is our Head Teacher's best friend and helps him in assemblies.
10. Every pupil has the opportunity to join after school clubs. Here they are: choir, country dancing, cross country running, judo, football, netball and computer club.

Answer the following questions:

- 1) Who are Ashleigh, Rachel, Chloe and Maddie?
- 2) What are the „Rainbow Days“?
- 3) What is The Woodlands Code?
- 4) What visitors came to Woodlands Junior School?
- 5) Is the food good in their school?
- 6) What are the „assemblies“ and who goes there?
- 7) What are the „school clubs“?

APPENDIX 3 (Pilot study – Activity 3)

PRE-ACTIVITY 3

Recommended level of English: 8th grade

The aim:

The aim of this activity is to understand the vocabulary regarding daily habits and customs. It asks students to describe what people do or do not in one's own country. It also aims at the students' knowledge of culture habits in different countries. Students are able to describe the daily custom and express their attitude towards the habit.

Warm up:

Ask students to think about some of their daily habits. (E.g. *Every morning I say "good morning" to my parents when I get up.*) In pairs give them time to come up with three examples. Compare the answers.

Main part:

Have students to work in groups. Hand out the sentences about daily habits all over the world. (WS 2) Have students to create sentences, which would be true for their country. (E.g. *In my country people don't bow when greeting someone.*) Check the answers together.

Hand out the cards with the names of other countries. (WS 2) Students work in pairs and try to find a correct country for each of the mentioned habits. Discuss the answers.

Follow up:

Ask following questions – *Do you know any other foreign habit? Have you experienced it yourselves? What do you think about these habits? Which of our Czech habits you think is strange?*

WORKSHEET 2

Read the sentences and decide, whether this is a daily habit in our country:

- 1) People invite guests to lie down and rest when they arrive at their house.
- 2) People drive when they are 16 years old.
- 3) People like to drink their tea with milk.
- 4) People do not steal things, if they find it in the street. They return it to the nearest police station.
- 5) People do not find it strange to spit in the street.
- 6) People greet each other by their first name. Surnames and titles such as Mr. and Mrs. are not used.
- 7) People say “Hello” and „Good bye “ when they get on/out of a lift.
- 8) People find it very rude to show affection in public. (E.g. kissing in the street)

Sudan	China
USA	Iceland
United Kingdom	the Czech Republic
Japan	Ethiopia

APPENDIX 4 (Activity 1)

ACTIVITY 1

Recommended level of English: 7th grade

The Aim :

The aim of this activity is for students to be able to have a basic conversation when meeting someone new. It is also to recognize and to use appropriate greeting gestures when meeting someone of different cultural background. Finally, students will express and describe their own attitudes towards different types of greetings.

Warm up:

- Write on one side of a board list of different countries:
Turkey/Japan/Russia/USA/North Canada/Thailand/Scandinavia
 - On the other side of the board write vocabulary regarding greetings: *nod/shake hands/bow/hug/slap on the shoulder/kiss on side of the face/hands together and bow*
- 1) Go through the vocabulary and make sure students understand. You can perform the greetings with the students as a practice.
 - 2) Ask students to work in pairs to match the form of the greeting and the country. Check together the answers.¹⁶ Choose one country for each pair of students and ask them to prepare a short conversation. One of them is from CR and the other welcomes him/her to their country. What other things will be said? (Help students with the conversation.) When students are ready, let them perform the conversation in front of the class.

Main part:

- Give each student a slip of paper with the country of origin. Then the students mingle around the class and greet each other the appropriate way and have a conversation with each other. Tell students that when you shout: CHANGE, they must change the country of origin (exchange the slip of papers). The activity continues as before. Let students change their greeting couple of times and finish the activity.

Follow up:

- Ask students to place chairs in a circle and take seats. Then discuss together: *Which type of greeting they were/were not comfortable with? Why? How did they feel? (You can use Czech language in case they cannot find the words in English).*

¹⁶ Nod = Scandinavia/Shake hands = USA/Bow = Japan/Hug=Russia/Slap on the shoulder = North Canada/Kiss on side of the face=Turkey/Hands together and bow=Thailand

APPENDIX 5 (Activity2)

ACTIVITY 2

Recommended level of English: 7th grade

The Aim:

The aim of this activity is to improve present simple in 3rd person singular in sentences as well as in questions. It is demonstrated by their ability to have a short conversation about a daily routine of children in Gambia. Students also get information about Gambian children's lifestyles. The activity also aims at using the gained knowledge to be able to compare children's lifestyle in Gambia to students' own. Finally, students get the chance to express their opinions and attitudes on what has been discussed.

Warm up:

- Ask students to work in pairs. Give them WS 3 and tell them to fill the table with their daily activities. They fill in the column MY COUNTRY. *What does a typical work day look like?* Tell students to compare with others. Discuss the answers.

Main part:

- Tell students they are going to find out what does a typical day look like for three children in Gambia. They work in pairs again and each student gets a different copy with different information. (WS 4,5) Their task is to find the answers they are missing by asking the correct question. (E.g. *What does Naomi usually do at 6 am?*) Check the answers.

Follow up:

- Ask students to work in groups (of 3-4) and to complete the sheet of the daily schedule (WS3) for one of the Gambian child. Each group writes about a different child. *How different are the activities of their days?*

WORKSHEET 3

TIME	My country	Gambia
6 AM		
7AM		
9AM		
10AM		
2PM		
6PM		
7PM		
8PM		
9-11PM		
12PM		

WORKSHEETS 4,5

WORKSHEET A

TIME	NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
6 AM		Gets up, baths and prays	sleeps
7AM	Sweeps the floor, gets water, washes dishes		Gets up, baths, prays, revises lessons
9AM	Cooks lunch	Goes to school	
10AM		In school	In school
2PM	Working on farm	School day ends with lunch in school, extra studies until 6PM	
6PM	Working on farm		Gets water, baths
7PM		Cooks dinner, baths	Plays, studies and other
8PM	Dinner, washes dishes	Dinner, washes dishes	
9-11PM	Relaxes, plays, talks to friends, does more housework		Goes to teacher for extra studies
12PM		Goes to sleep	Goes to sleep

WORKSHEET B

TIME	NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
6 AM	Gets up, baths and prays	Gets up, baths and prays	
7AM		Sweeps the floor, gets water, washes dishes	Gets up, baths, prays, revises lessons
9AM	Cooks lunch		Goes to school
10AM	Takes lunch to mother on farm, works on farm	In school	
2PM	Working on farm		School day ends with lunch in school, extra studies until 6PM, if studies end early, plays football
6PM		Takes food to mother on farm, helps her	Gets water, baths
7PM	Returns home, cooks dinner	Cooks dinner, baths	
8PM	Dinner, washes dishes		Plays, studies and other
9-11PM		Goes to teacher for extra studies	Goes to teacher for extra studies
12PM	Goes to sleep	Goes to sleep	

APPENDIX 6 (Activity 3)

ACTIVITY 3

Recommended level of English: 8th grade

The Aim:

The aim of this activity is for students to describe specific types of behavior as shown in a picture by using present continuous tense. Students also analyze the behavior from acceptable/non acceptable point of view. They become aware of differences of opinions on such behavior by people from different cultures. Finally, they express their own attitude towards different patterns of behavior.

Warm up:

- Pre-teach vocabulary according to pictures in WS 6. Make sure students understand the words: *blow your nose, sneeze, make noise, wait in a queue.*
- Ask students to work in pairs. Give them a picture of different situations. (WS 6) Tell students to describe the situations in the picture. E.g. *The boy is blowing his nose.*

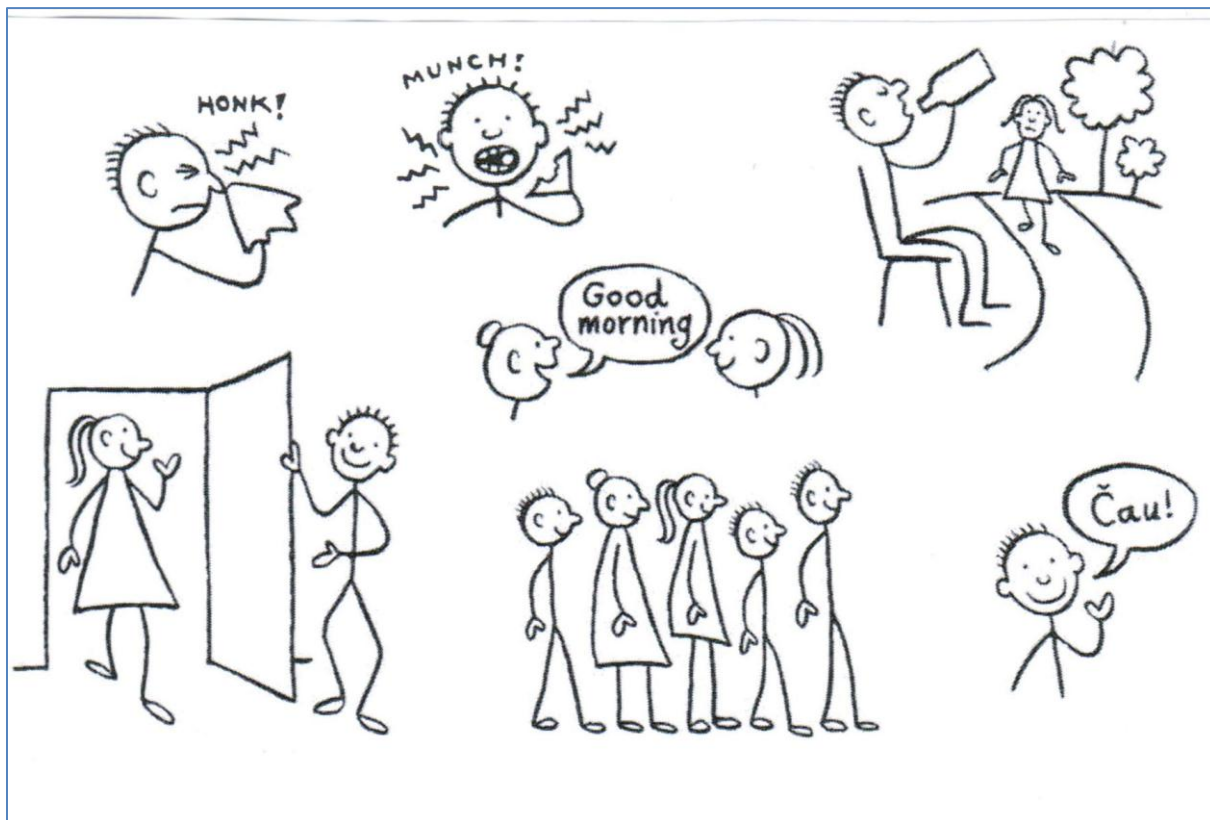
Main part:

- Students work in pairs (groups) and try decide whether the behavior in the picture is polite or impolite. Is it true also for some different countries? Discuss this issue with students and point out some cultural differences. (E.g. In Japan people do not blow their noses, but they make a noise eating noodles. In USA it is unacceptable to drink in public. In the UK not queuing is not acceptable. Etc.)
- Create pairs (groups) and hand out the slips of paper with different situation (WS 7) Tell students they will act the situation. Help students if necessary.
- Once the students watch the situation, they should try to analyze, what was the impolite behavior. (E.g. *He should wait in the cue. They shouldn't laugh.*) Ask students why they think so?

Follow up:

- Discuss with students: *Which of the behavior do you agree/disagree with? Why?*

WORKSHEET 6



WORKSHEET 7

SITUATION 1

You are in Japan. Welcome the student from the Czech Republic in the country. When talking, the student sneezes and blows his/her nose. You, as a Japanese, look at him/her very strangely.

SITUATION 2

You are in England. You are waiting in a cue for a bus to come. The bus comes. One student from Czech Republic suddenly jumps the cue and wants to get to the bus.

SITUATION 3

You are a shop assistant selling some food. One tourist from Turkey buys some food and asks you for a price. You tell him/her the price. The tourist starts to bargain. (Asks for lower price.)

You repeat the price again. He/she asks for a lower price again.

SITUATION 4

You are in the street. Some tourist from England asks you where the post office is. You don't understand. He asks again. You don't understand. You say "Sorry" and walk away.

SITUATION 5

You are walking together with your friend and you are talking about your homework. You are leaving the class and you open the door and walk out leaving your friend behind.

SITUATION 6

You are in the class and a teacher introduces a new student. She is from Turkey and she is wearing face veil. Students start laughing.

APPENDIX 7 (Activity 4)

ACTIVITY 4

Recommended level of English: 9th grade

The Aim:

The aim of this activity is for the students to be able to interpret authentic part of an English play. Students recognize English slang words and understand their meanings and connotations in order to avoid misunderstanding in case of interactions. Students are also able to use them in the correct context. Finally, the students identify problematic social issues arising from the text.

Warm up:

- Ss work in pairs. They discuss a question: *What do you usually talk about among girls/boys?* Discuss the answers with the whole class.

Main part:

- Have students work in groups of 4. Ideally groups of girls and boys separately. Hand out to each group the text of the play *Stags And Hens* by Willy Russell (WS 8) Before reading the text go through the following vocabulary/phrases:
A hen night. Lucky sod. Feller. Idle. Giving sb. the eye. I'll manoeuvre you in a minute. A dead weight.
Have students to find the vocabulary in the text and guess the meaning.
Also explain the writing slang words e.g. *Cryin' or happy for y'Linda* etc.
Have the girls concentrate on the part where the girls chat, and the boys on the part where the boys chat. Have both parts read aloud. Make sure that the students go through the dialogues and understand it. Discuss what the conversation is about.
- Students read the parts again in groups and practice the pronunciation. (If you have a chance to play a video from the Youtube, the link to the conversation between the girls can be watched – see bellow.) They try to read it as being in a play. Discuss following questions: *Is it proper English? If not, how do you know? Who do you think speak like that? What part of England does the play take place?*

Follow up:

- Ask students what do they think the whole play is about?
- Discuss with the class issues like: *What aspects of society does the part of the play illustrate? Does it reveal any problematic issues? Can these issues be found also in the Czech society?*

http://www.youtube.com/watch?v=xyCnylZ_VxE&feature=related

WORKSHEET 8

The Ladies and Gents in a Liverpool dance hall. Evening. Stevie Wonder's 'Superstition' is playing. The song fades and we hear, coming in over it, the sound of girls singing.

The girls come into the Ladies. Linda, goes straight into a WC and closes the door. The remaining girls begin to make-up.

Maureen (*crying*) Congratulations Linda. Congratulations.

Bernadette What's up with you now?

Maureen I don't know.

Bernadette Cryin'! On a hen night! It's supposed to be a happy night.

Maureen (*bawling*) I am happy. I'm very happy...for Linda.

Carol (*calling out to Linda*) We're all happy for y'Linda. Ogh Lind, you lucky sod!

Frances Just imagine Lind, after tomorrow you'll have your own flat, your own feller. You'll be a married woman.

Maureen (*crying*) Your own husband...

Carol Agh yeh. He's great, Dave, isn't he? He's a great feller. He's really dynamic isn't he?

Frances He's good lookin'.

Bernadette An' he's a worker isn't he? I mean he's not like some of them is he?

Carol They wouldn't lift a finger some of them, would they?

Bernadette Her feller's not like that though, is he?

Carol I'll bet he helps in the house an' that. I'll bet y'he does.

Bernadette Some fellers wouldn't, would they? My feller doesn't. Wouldn't lift a bloody finger. He wouldn't get out that chair if the roof was comin' through. Idle, y'know, that type! The kids call him the reluctant plumber...never does a tap!

Frances Her Dave won't be like that though.

Carol Agh no, Dave'll be great in the house.

Maureen I'll bet he even helps when the little ones come along. (*She cries.*)

Frances Will you shut it!

WORKSHEET 8 (Part 2)

*We see the foyer doors swing open. **Robbie, Billy** and **Kav** are struggling to get the legless **Dave** into the Gents.*

Robbie (to **Billy**) Hold the door. Just hold the door will y'.

He does so.

Kev Jesus!

*They get him through the swing doors which **Billy** continues to hold open.*

Billy No...y'see the problem is that y'not manoeuvring him right. You've got to manoeuvre correctly. Yeh.

Kav I'll manoeuvre you in a minute.

Billy What?

Dick What y'doing?

Billy I'm holding the door like y'said. Yeh.

Robbie We're in now, dickhead! Come here will y'? Get hold.

*He lets **Billy** take his place. He looks down at the stain on his trousers, holds open the door to the Gents. They begin to get him in.*

Robbie Agh look at that. Jesus! Curried bleedin' chicken all over me.

Kav It's disaster for you Robbie. Disaster.

Robbie begins to help get **Dave** into the Gents.

Kav An' that little one was given' you the big eye on the way in.

Billy It's all physics y'see. I read about it. Yeh.

Robbie Was she? Which one?

Kav Know that little one in the cloakroom?

Robbie That little one? Looks like Bianca Jagger?

Kav Yeh...that's the one.

Robbie Was she givin' me the eye?

*They try to get **Dave** into the WC.*

Billy (as they do so) No, see...he's a dead weight...you've got to take that into account. Yeh.

APPENDIX 8 (Activity 5)

ACTIVITY 5

Recommended level of English: 9th grade

The Aim:

The aim of this activity is for students to be able to distinguish different kinds of gestures and to identify their meanings in the context. Students also realize that some gestures can carry different meanings across different nationalities, which include Japan, USA and Italy. They also gain some knowledge of what gesture is and what is not appropriate within one's culture, which means that students are able to identify areas of misinterpretation.

Warm up:

- Ask students to work in pairs. Tell them to discuss together all kinds of gestures they know and their meanings, including gestures used abroad.
- Discuss with the whole class the results.

Main part:

- Explain students that the lesson is going to be about the use of different gestures in three different countries – America, Japan, and Italy. Hand out the WS9 and play the videos. After each video give students some time to complete the WS9 and discuss the answers together.

Follow up:

- Students work in groups and try to create a conversation with the use of gestures.
- Discuss with students: *What kinds of misunderstanding could arise if people do not know the meanings of some of the gestures? Could it cause any problems? In what situations?*

Internet links to the videos:

American gestures:

http://www.youtube.com/watch?v=2hIwmq8_OaU

Japanese gestures:

<http://www.youtube.com/watch?v=ShpttiWcAQY&feature=BFa&list=SP17C3AB462C4F554D&index=1>

<http://www.youtube.com/watch?v=zD3xPFui8bA&feature=autoplay&list=SP17C3AB462C4F554D&index=2&playnext=1>

<http://www.youtube.com/watch?v=iV6CRS80xT4&feature=autoplay&list=SP17C3AB462C4F554D&index=3&playnext=2>

<http://www.youtube.com/watch?v=Tz-MITEj1MM&feature=related>

Italian gestures:

<http://www.youtube.com/watch?v=g5KWvEOUYUI&feature=fvwrel>

WORK SHEET 9

ANSWER THE FOLLOWING QUESTIONS AND TRY TO REMEMBER THE GESTURES:

VIDEO No. 1 – American Gestures

1. What is the first gesture called?
What fingers are used for this gesture?
2. What is the second gesture called?
When is this gesture used?
3. What is the third gesture called?
What is it called in Czech?
4. What is the fourth gesture called?
When can you use it?
5. What is the fifth gesture called?
Do you use it in Czech?
6. What is the sixth gesture called?
Is it positive or negative?

VIDEO No. 2 – Japanese Gestures

1. How many types of bowing are there in Japan?
What are they for?
2. What does the first gesture mean?
3. What does the second gesture mean?
4. What does the third gesture mean?
5. What does the fourth gesture mean?

VIDEO No. 3 – Italian Gestures

After watching the video, try to show the following gestures:

- a) What do you want?
- b) I really have to go?
- c) Just a minute.
- d) I've got an idea.
- e) I don't care.
- f) I insist.
- g) Come here.

APPENDIX 9 (Activity 6)

ACTIVITY 6

Recommended level of English: 9th grade

The Aim:

The aim of this activity is for students to be able to present basic information about a person. They also realize their own interpretation of a person based only on a picture and mainly on the first impression. They also reflect whether patterns of prejudice have taken place in their interpretations. They also are able to find relevant information in the text regarding Romani culture, and present the information to others. Finally, the students express their own attitude towards Roma people and their culture.

Warm up:

- Tell students to work in groups of 4. Each group gets a picture of known/not known Roma people. (WS 10)
- Students task is to create some information about the people based on the picture. Information should include NAME, WHERE HE/SHE LIVES, FAMILY BACKGROUND, JOB, HOBBIES etc.
- Each group then presents their person/people.
- Show students the picture again. Tell them who the people really are. (WS 10) Are they surprised by the fact? Do they know any other popular Roma people? (Help students to come up with some names eg. Gipsy CZ, Věra Bílá, Lucie Bílá, Vlastimil Horvath, Jan Bendig (Superstar), TV presenter Ondřej Giňa, Gipsy Kings.)

Main activity:

- Ask students whether they know anything about Roma culture.
- Students continue working in the same groups as before. Hand out the information about the Romani culture. (WS 11) Each group gets a different topic. Their task is to select the most important information about the topic and write it down on the flip-chart paper. Then they present the information to the rest of the class.
- After each presentation ask the rest of the class following questions.
Which information did you find interesting?
How does it differ to the way you live?

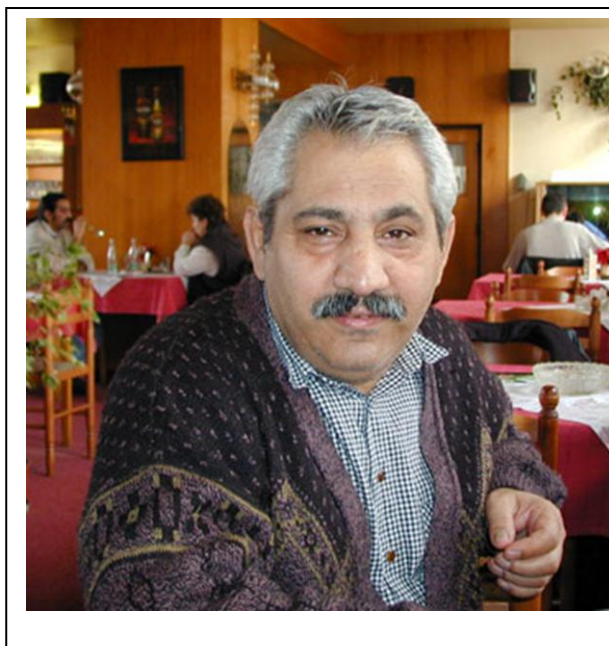
Follow up discussion:

- *What facts did you find interesting? What other things do you know about Roma people? Do you know any Roma people personally? Do you have any direct experience with Romani culture? What is your attitude towards Roma people?*

WORKSHEET 10



Jan Josef Horváth - fotograf



Ondřej Giňa - politik



Anna Poláková



PhDr. Jana Horváthová – etnografka,
muzeoložka

Information also available on www.romove.radio.cz

WORKSHEET 11

ROMANI CHILDHOOD

The worlds of children and adults aren't separated. The child learns from the adults, and because the children are constantly surrounded by many people, the child quickly learns to enter into social contacts. The adults respect the child and the child respects the adults. The whole family looks after the behavior of the child, and well brought-up children have respect for their family. They always introduce themselves by the family they come from. The child also learns by fully participating in social events in the community and imitating the elders. From earliest childhood, a child is also raised by his or her grandparents as well, who are usually more patient than the mother.

In raising children, the sex of the child is important. Boys work together with their fathers, girls with their mothers. Each child has real responsibilities. A boy learns his father's craft by helping him. A girl learns primarily how to be a good wife, and also a future daughter-in-law. She helps her mother cook for her younger siblings, prepares food, goes shopping with her mother to the market, and so on. Before her wedding, a girl can enter society only in the company of her father, brother, or future husband.

After her wedding, as a rule a girl leaves for the family of her husband, where she continues her education. At first, she acts as an assistant to her mother-in-law in her "woman's work," and she can't bring shame on her original family. The daughter-in-law is required to be pure (well behaved). The mother-in-law teaches the daughter-in-law how to cook food in the way her son likes it. Until she has her first child, the young bride has to be at the disposal of her mother-in-law. This period can be very difficult for the young girl. If she manages it well, she is accepted into the family as a full member.

ROMANI FAMILY

The family plays a large role in the life of the Roma. Everything happens in the family. The Roma are very independent of the surrounding society, but they are completely dependent on their family or group. The family is for the Roma the source of food, education and socializing. We can say that Roma are identified by their family.

In speaking about our family, most of us think of our husband or wife, parents, siblings, and possibly those relatives with whom we live under the same roof. Though we know other relatives, such as aunts, uncles, cousins, nephews, nieces, mothers-, fathers-, brothers-, and sisters-in-law, and we may not know many of them personally. In Czech, unlike the Romani language, we don't have names for the more distant relatives, such as the children of cousins. For the Roma these are nearer relatives, with whom they live in the same community or neighborhood (in physical proximity) and share not only bonds of blood, but of family tradition and solidarity.

In a Romani family, just as in a Czech one, there is a difference between the roles of the husband and wife. The Romani woman runs the family. The duty of the wife is to look after the house, raise the children, and listen to her husband. The woman often has to help economically. She has to ensure the survival of the family and acquire food and clothes. She

had to get food by any means, either by doing some kind of work for gadje - such as farmers - (working in the fields), picking wild fruit (blueberries, raspberries, etc.), or even begging.

The Romani husband is the protector of the family's prestige, makes decisions and takes responsibility for the family.

The family is held together also by the number of children born. The more children, the greater the family fortunes, and the number of boys also improves the standing of the family.

Every member of the family is equally important.. Old people are looked after and deeply respected, and they aren't excluded from the family life. Even the thought of putting elderly family members in an old-folk's home is unthinkable, like sending the children to a children's home.

SCHOOLING

The Roma doesn't give much value to a school education. This doesn't mean, however, that they don't wish to be clever. Wisdom is traditionally of high value in the Romani community, but it is understood different way than in the majority culture.

Wisdom among the Roma is transferred through narration of the experiences of the elders in the form of stories, fables, myths, proverbs, anecdotes, and riddles. The beliefs of the Roma, their life's wisdom, experiences, ethical norms, and philosophy are kept by talking about it. The "highest" genre of their narratives is the so-called heroic stories, and they occasionally tell short stories, usually humorous, but also ghost stories about experiences with spirits of the dead, and even "dirty" stories, during which the children have to leave.

Schooling is a very low priority for the Roma, far below the desire to make more money, and in that way equal the "gadje" (white people), at least financially. Even when the majority of Roma is unable to read and write, they know how to count very well. But this means that the schools don't respect their language or their different cultural and social conditions.

The majority of parents can't help their children who are having trouble in school, because they themselves aren't able to understand it. Another reason why Roma children are behind in school is the difference in the language of instruction from their mother tongue (the language they speak at home), and the complete absence of even minimal pre-school preparation, which of course the non-Romani children have. Their Czech vocabulary is half that of the other children, and on top of that, their word comprehension is less precise. The schools, such as they are, usually don't try to make up for this deficiency, so Romani children, intelligent though they may be, are sent off to special schools, where their development is slowed and the problem is repeated in the next generation.

APPENDIX 10 (An Entry Interview)

An INTERVIEW OF VALIDITY

1. How long have you been teaching English?

17 years

2. Which documents/approaches do you use for your teaching?

ŠVP (school educ. programme) communicative approach
Standardy

3. Do you cooperate with any Cross-curricular subject listed in FEP EE in your English lessons? Which?

V hodinách obč. věd. využívám věcnou přír. temat. do též zahrnuji med. věd., environment. věd., multikult. věd.

4. Explain how you understand following competences:

Linguistic: ability to ~~use~~ form correct sentences/utterances using required rules of the language

Sociolinguistic: ability to cover/understand the hidden meanings of the utterance

Discourse: ability to produce speech in a comprehensible and integrated way

5. Within the model we have discussed together, there are also four dimensions including Knowledge, Attitude, Skills of interpreting and relating, Skills of discovery and interaction, Critical cultural awareness. Can you explain how you understand these terms?

Knowledge - realizing the facts about different cultures

Attitude - approach towards the facts about different cultures (interest...)

Skills of interpreting and relating

- ability to identify areas of misunderstanding, new information arising from the differences between cultures

Skills of discovery & inter.

- ability to use the newly acquired knowledge in a real communication & interaction

APPENDIX 10

Critical cult. awareness

- ability to critically assess their own view of cultural issues.

APPENDIX 11 (Reflective diary)

REFLECTIVE DIARY

DATE: 15th October, 2012

PRE-ACTIVITY 1

Excellent group of students. We have managed to go through almost everything. Firstly, I was pleasantly surprised that it was not a big deal to create sentences using present simple in 3rd person singular. Students came up with simple, but correct sentences. In the end I asked about a scientist's job. With help they said: "A scientist develops new things." Then I gave them sheets of paper and in groups of 3 they drew and discussed the image of a scientist. The only problem was that they often discussed their ideas in Czech. Nevertheless, the results were very good. However, I decided to look only at one presentation to have enough time for the final discussion. The presentation was short, basic, but had the effect. The students used words like *messy, clever, intelligent, forget things, hard-working, wears glasses* etc. Funny was reaction of other students who were trying to tell me that they have drawn the scientist and prepared presentation in a similar way in order to make sure they have completed the task correctly as well.

Based on the presentation my question was: *Why does he look like that?* The answer was "*because Albert Einstein looked like that.*" Then a longer discussion took place where students realized not only that each scientist doesn't have to look like Einstein, but it could be a woman as well. At this time the term *stereotypical thinking* was introduced, however there was not much time to discuss more examples in every day life.

DATE: 16th October, 2012

PRE-ACTIVITY 2

This group of students didn't seem so enthusiastic. Maybe they didn't find such a big interest in the topic of the text. At the start, some of the students said they didn't like the school, but they at least liked some subjects. Favourite were the breaks at school. When we read the text from English students, some children expressed things that they liked (Rainbow Days, Pupils and teachers on TV, and School Clubs) and things they didn't like or didn't understand (The Woodlands Code). Also, some vocabulary had to be translated. Here I realized to have the pre-teaching vocabulary activity to be quite helpful.

Answering to questions after the text was managed quite well. Even the discussion about the fact that English students seemed proud of their school. Nevertheless, the discussion was often in Czech.

Lastly, they worked in pairs and tried to write 5 Fab Things about their school. Some of the first sentences were about the fact that there is music being played during the breaks. Then they liked also the food in their canteen, and informed about the students parliament. But there was not enough time to finish all the sentences and they got this task as homework.

DATE: 16th October, 2012

PRE-ACTIVITY 3

Very nice cooperation with students. Some of their daily habits included things like they greet people they know; they make their beds; they don't go to school at weekends, etc.

They didn't have much problem with the vocabulary in sentences, nor with creating appropriate sentences. Finally, they worked in groups and tried to guess which habit belongs to which country. As soon as we started checking the answers, quite an interesting discussion has started. Students were expressing their opinions and attitudes. They liked the fact that in USA you can drive from the age of 16. Also when talking about drinking tea in UK, one Vietnamese student shared the traditional way of drinking tea in Vietnam and other things he found a bit different (e.g. culture approach, families only with mothers etc.) This was also the reason why we got only to five cultural facts and not all eight of them. But after all, I felt really good about this activity.

DATE: 18th October, 2012

ACTIVITY 1

Great class. We have managed to perform every part of the activity. As soon as I presented the vocab regarding greetings, students started to mime the gestures. When we matched the greetings and the countries, students worked in pairs, creating the conversation. Some conversations were really nice, including questions like: "Do you have any brothers or sisters? What are your hobbies?" etc.

After performing the conversations with the use of gestures, students were mingling around the class, trying to have similar conversations. After about thirty seconds, I have shouted "change" and students changed partners as well as the gesture. It was interesting to see that some students found particular gestures quite embarrassing. Especially the kiss and the hug. This was also the reason who they tried to get into conversation. Boys and girls tried mainly to avoid each other. When we sat down, we discussed this behavior. However, Czech language was mostly used. One girl expressed she didn't understand why she should kiss somebody she didn't like. We then discussed the importance of greeting habits. That it is important for creating positive impression. When talking about different greeting habits, students also came up with for them "strange habits" they experienced in different countries. I was very happy with this activity and class.

DATE: 19th October, 2012

ACTIVITY 2

Quite pleasant experience with the class. There were not many students, therefore we managed to do almost everything. Firstly, students spoke about their day. The sentences were not too sophisticated, however mainly they were grammatically correct. I also tried to have one student speak about the other in order to practice the 3rd person singular. This was a little bit more complicated. Then the students wrote information into the column "my country" (WS 3) Mostly they used only verbs, such as "sleep, watch TV, play guitar etc."

Then they received information about a daily routine of children in Gambia. They worked in pairs and created questions in order to get appropriate answer. When we discussed the correct answers, students switched to Czech language to express their opinion about some Gambian duties. For example they were concerned about the fact that Gambian children pray in the morning, also that they have time for their homework after they help their families with necessary work. Students commented it with sentences like: "I wouldn't do that. I would need to sleep and rest more. Etc." Some students asked complementary questions, which I wasn't able to answer. For example how the praying looks like, or what kind of food they eat in Gambia."

Finally, when we compared both routines, students realized they spend part of their time at school and part of the time they can do what they like. Lots of kids plays computer games and don't help at home with any housework.

DATE: 22nd October, 2012

ACTIVITY 3

Quite nice group of students. They tried to cooperate and seemed interested in the activity. Most fun part was for them the part where they tried to act out the situations.

Firstly, students practiced new vocabulary (waiting in the queue, blowing my nose, sneezing etc.) They used it in sentences with present continuous tense. Then I taught them the phrase "I think that it is polite/impolite to..." Students tried to apply the phrase on the situations from the picture. When we discussed each situation I have students to raise the hands if they agree with what was said. They were not too sure with "blowing nose in public". The issue was discussed in Czech. They were shocked by the fact that Japanese do not blow their noses at all.

When acting some of the situations, mostly boys seemed to have fun. They particularly laughed when a boy shut the door in front of the other boy's face. After each situation we discussed what was wrong and why. Students also shared they attitude towards some of the behavior, for example they were surprised by the fact that British people "like" queuing even for taxis. However the discussion was mainly in Czech.

DATE: 23rd October, 2012

ACTIVITY 4

Great activity. But didn't finish it all. Wish I had two 45 min. sessions in one. All students enjoyed it. The reading was difficult at first, but they had fun "acting" the parts.

At first students shouted at me the topics of their conversations with girls/boys; eg. Fashion, football, ice-hockey, boys/girls, sex etc. Then they received the text and looked at the highlighted words. They tried to guess the meaning of the words. Then we read both parts aloud. Sometimes we discussed the meaning of some other words. Also the informal writing I had to explain. Some expressions students found particularly funny, e.g. Shut it. Dickhead. Etc. Because I had my computer with me, I played the part of girls chatting on video. They couldn't believe how fast they're speaking. We tried to imitate them in couple of sentences. We also discussed how the "boys" part looked like when being acted. Students then shared their opinion what were the conversations about. The girls part: *marriage/new husband/being happy*. The boys part was about: *arguing, girls, nothing*. I laughed at the answer "nothing". It seemed the most correct☺. Some boys mentioned that the girls are "typical" and "hysterical", which was also quite funny.

Then the students worked in groups and tried to "act" the play by reading it together in groups. Unfortunately, this was the end of the lesson. This was a shame, because I really wanted to discuss the behavior of the girls and boys in the play and found out whether it is any different? And also I wanted to ask what they think happened in the play in the end?

DATE: 31st October, 2012

ACTIVITY 5

Quite a lot of students. I was a bit confused at times and did not cover all the things I wanted. But overall it was not bad. What would be great though to have a chance to display

the videos on a big screen, because not everyone could see very well. However, students seemed to enjoy the whole activity.

Firstly they discussed what gestures they use in their everyday lives. This was fun, but of course the “f” sign was shown, which I was sure that would happen. Nevertheless, this part of activity was not coordinated very well, was a bit chaotic. When we started to watch videos, things got bit smoother and students were filling in their worksheets (WS 9). We discussed the correct answers after each video. Students particularly liked the Japanese bowing rules.

Finally, students worked in pairs. They chose one of the nations and its gestures and tried to create short conversation using the non-verbal communication. This was great. To see the whole class gesticulating wildly. The trouble was that the conversations didn’t make much sense.

DATE: 1st November, 2012

ACTIVITY 6

I don’t know why, but I really like this activity. Even though students don’t seem to enjoy it as much as I do. But again, it was not bad. When they spoke about people from pictures, they used poor English and lots of comments were made in Czech. The good thing was they clearly proved the signs of prejudice when giving information about a person from the picture. Usually expressions were like “from prison”, “killed his wife”, “works in fairs” etc. They admitted these opinions could be because of the dark skin of the people on the pictures. (WS 10)

Then students worked in groups and tried to point out information they found particularly important about Romany culture. After that they presented it to the whole class. We discussed things they didn’t know before. However, I had to keep asking, there were not many spontaneous reactions.

APPENDIX 12 (OS table – observing teacher)

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence		
Sociolinguistic competence		
Discourse competence		
Attitudes		
Knowledge		
Skills of interpreting and relating		
Skills of discovery and interaction		
Critical cultural awareness		

APPENDIX 13 (OS, Pilot study, Activity 1)

Observation Sheet

PRE-ACTIVITY 1

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss used 3rd person sing. in sentences about jobs. They rarely make mistakes.
Sociolinguistic competence	✗	
Discourse competence	✓	They present the scientist to other ss. Sometimes they look the vocabulary.
Attitudes	✗	
Knowledge	✗	
Skills of interpreting/relating	✗	
Skills of discovery/interaction	✗	
Critical cultural awareness	✗	

Table 1.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Improving present simple in sentences.	Ss made sentences - using 3rd person sing. - eg. a physicist's name.
Sociolinguistic competence				
Discourse competence	YES	✓	Comprehensible presentation.	Ss talked about their drawings & scientist. > It is very clear.
Attitudes				
Knowledge	YES	✓	Understanding term „stereotype, thinking“ + examples.	The lesson more interesting and (with examples) who not much the class.
Skills of interpreting/relating				
Skills of discovery/interaction				
Critical cultural awareness	YES	—	Ss are aware of their of the role of prejudice.	

Table 2.

APPENDIX 14 (OS, Pilot study – Activity 2)

Observation Sheet

PRE-ACTIVITY 2

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss are able to find answers for the questions and use new vocabulary in context.
Sociolinguistic competence	X	
Discourse competence	X	
Attitudes	✓	Students compare their learning experience with the text experience they use each.
Knowledge	X	
Skills of interpreting/relating	✓	Ss are able to use the information to create their own present action.
Skills of discovery/interaction	X	
Critical cultural awareness	X	

Table 3.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss find relevant info in the text + answer questions.	Ss read the text & understand it, find the answer by themselves.
Sociolinguistic competence				
Discourse competence	YES	X	Students interpret the text.	Ss managed to make one couple of examples of "Fab things".
Attitudes		?		
Knowledge				
Skills of interpreting/relating	YES	✓	Ss interpret the text with realizing English Ss attitude (school).	There students try to copy the sentence and so in their school they read their school as not a good thing.
Skills of discovery/interaction				
Critical cultural awareness				

Table 4.

APPENDIX 15 (OS, Pilot study – Activity 3)

Observation Sheet

PRE-ACTIVITY 3

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss are able to use the vocabulary and speak about daily routines.
Sociolinguistic competence	X	
Discourse competence	✓	
Attitudes	✓	A Vietnamese student shares his attitude towards some local daily habits.
Knowledge	partly	Ss are informed about habits in different languages. Not all the information have been discussed.
Skills of interpreting/relating	X	
Skills of discovery/interaction	X	
Critical cultural awareness	X	

Table 5.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Use of appropriate vocabulary in sentence.	Ss understood the students & were able to work more independently the way of pre-activity (discussion)
Sociolinguistic competence				
Discourse competence				
Attitudes	YES	✓	Ss share/question cultural practices.	Ss were interested in the life of local people encouraged by some of them + Vietnamese students.
Knowledge	YES	✓	Ss find out about different habits + give examples.	but 3 students were throughly interested.
Skills of interpreting/relating				
Skills of discovery/interaction				
Critical cultural awareness				

Table 6.

APPENDIX 16 (OS, Activity 1)

Observation Sheet

ACTIVITY 1

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss created short sentences. They enjoyed acting them and improved comp. skills.
Sociolinguistic competence		
Discourse competence		
Attitudes	✓	Ss explained their opinions about some of the gestures. Some ss didn't feel very comfortable.
Knowledge	✓	Ss work with the knowledge of appropriate gestures of greetings in different cultures.
Skills of interpreting/relating		
Skills of discovery/interaction	✓	Ss were able to use the gestures and correctly identified the country of origin.
Critical cultural awareness		

Table 7.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss have a basic conversation.	Ss interacted & use simple env. > using ss text other.
Sociolinguistic competence				
Discourse competence				
Attitudes	YES	✓	Ss show interest in different ways of greeting.	Ss were interested in guessing the gestures & giving their opinion about them.
Knowledge	✓	✓		Ss got the info about what the gestures are used for.
Skills of interpreting/relating				
Skills of discovery/interaction	YES	✓	Ss use appropriate non-verbal interaction.	Ss were able to use the gestures and correctly identified the country of origin.
Critical cultural awareness				

Table 8.

APPENDIX 17 (OS, Activity 2)

Observation Sheet

ACTIVITY 2

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss asked/answered OS about their daily routines. They presented simple present by asking into about some children.
Sociolinguistic competence		
Discourse competence		
Attitudes	✓	Ss quite easily shared thoughts about Gamb. children. They asked questions about food/dresses.
Knowledge	partly	Ss received some info about Gamb. life style. However the info didn't seem explicit.
Skills of interpreting/relating		
Skills of discovery/interaction		
Critical cultural awareness		

Table 9.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Appropriate use of present simple (3 rd person singular).	Use of present simple in questions? answers.
Sociolinguistic competence				
Discourse competence				
Attitudes	YES	✓	Ss are interested in other's experience of daily life.	Ss depicted their view on Gambian children's life style.
Knowledge	YES	✓	Ss learn about lifestyle and social practices in Gambia.	Ss got information about daily routine in Gamb.
Skills of interpreting/relating				
Skills of discovery/interaction				
Critical cultural awareness	✓	✓		Ss encouraged their own reflection of everyday life with the tables of Gamb. children.

Table 10.

APPENDIX 18 (OS, Activity 3)

Observation Sheet

ACTIVITY 3

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss use present contin. to describe the pictures. They use the phrase: "I think...."
Sociolinguistic competence		
Discourse competence		
Attitudes	✓	Ss seemed interested/actively seeking different info. habitually trying out what is (not) polite.
Knowledge	partly	Ss found out the info about what is (not) appropriate in the situations.
Skills of interpreting/relating	✓	Ss were able to point out what is polite/impolite behaviour.
Skills of discovery/interaction		
Critical cultural awareness		

Table 11.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss describe pictures with the use of present continuous.	They use the present continuous + the phrase "I think"
Sociolinguistic competence				
Discourse competence				
Attitudes	YES	✓	Ss are willing to question the behavior patterns.	Ss showed interest & actively asked some useful questions.
Knowledge		?		
Skills of interpreting/relating	YES	✓	Ss identify areas of misunderstanding in an interaction.	Ss correctly identified what was in the predicted situation.
Skills of discovery/interaction				
Critical cultural awareness				

Table 12.

APPENDIX 19 (OS, Activity 4)

Observation Sheet

ACTIVITY 4

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss practice some informal expressions.
Sociolinguistic competence	partly	Ss were made to realize the hidden meaning of some of the expressions.
Discourse competence		
Attitudes		
Knowledge		
Skills of interpreting/relating	✓	Ss interpreted the text from their point of view and related to the cultural level for OS.
Skills of discovery/interaction		
Critical cultural awareness		

Table 13.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss understand new vocabulary in a context of the text.	Ss practice with words + understood the meaning in the text.
Sociolinguistic competence	YES	✓	Ss discover/use meanings of new vocabulary.	Ss found out the meaning of the phrases.
Discourse competence				
Attitudes				
Knowledge				
Skills of interpreting/relating	YES	+	Ss are able to interpret the text and explain it.	By giving priority in the lesson Ss related to the text but not to the culture, discussion has place.
Skills of discovery/interaction				
Critical cultural awareness				

Table 14.

APPENDIX 20 (OS, Activity 5)

Observation Sheet

ACTIVITY 5

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence		Ss became familiar with vocab. regarding non-verb. comm. but didn't practice them. <i>partly</i>
Sociolinguistic competence		
Discourse competence		
Attitudes		
Knowledge	✓	Ss found out what gestures are appropriate/used in different situations.
Skills of interpreting/relating		
Skills of discovery/interaction	✓	Ss had a chance to perform gestures and realize what they meant.
Critical cultural awareness		

Table 15.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss use appropriate vocab. regarding non-verbal comm.	<i>Not used linguistic structure as was provided.</i>
Sociolinguistic competence				
Discourse competence				
Attitudes				
Knowledge	YES	✓	Ss know about the meanings of non-verbal phenomena	<i>Ss received info. about non-verbal habits in unit 8 & 9 pp 4.</i>
Skills of interpreting/relating				
Skills of discovery/interaction	YES	✓	Ss identify/negotiate an appropriate use of non-verbal com.	<i>Ss used the gestures in the conversation. They could identify them.</i>
Critical cultural awareness				

Table 16.

APPENDIX 21 (OS, Activity 6)

Observation Sheet

ACTIVITY 6

DIMENSIONS OF ICC:	YES/NO	HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT
Linguistic competence	✓	Ss worked with the help where they were looking for important info about Roma's culture.
Sociolinguistic competence		
Discourse competence	✓	Ss presented the info in front of the whole class.
Attitudes	✓	Ss shared their views on habits of Roma people.
Knowledge	✓	Ss remembered/discussed issues regarding Roma's culture (their living, family issues)
Skills of interpreting/relating		
Skills of discovery/interaction		
Critical cultural awareness		

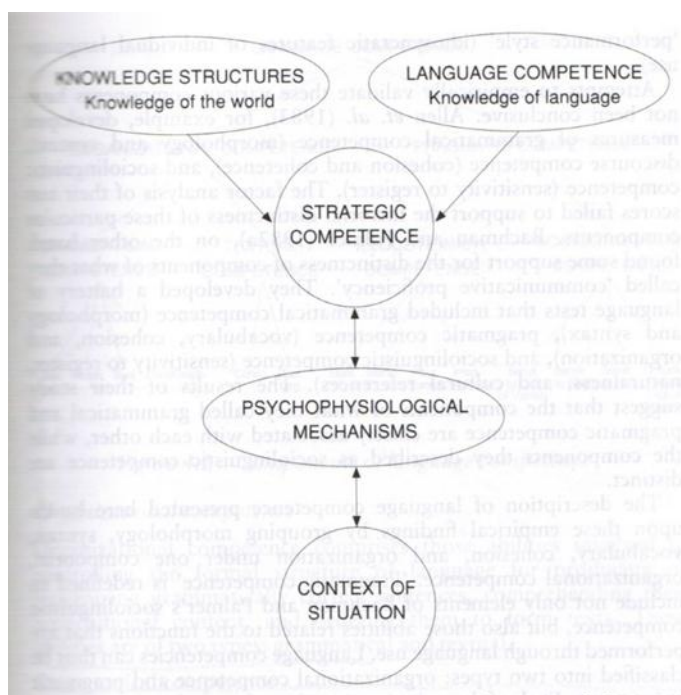
Table 17.

DIMENSIONS OF ICC:	YES/NO		HOW REALIZED IN THE ACTIVITY/STUDENTS' INVOLVEMENT	
	P	R	Planned	Realized
Linguistic competence	YES	✓	Ss can find/ understand relevant info in the text.	Ss were able to understand the text & find relevant info.
Sociolinguistic competence				
Discourse competence	YES	✓	Ss present gained knowledge in a comprehensible way.	Ss spoke about R. habits/customs in presentation.
Attitudes		?		
Knowledge	YES	✓	Ss know about the process of socialization (Roma)	Ss shared their views on what Roma did (not) learn about R. & whether it proved out.
Skills of interpreting/relating				
Skills of discovery/interaction				
Critical cultural awareness	YES	✓	Ss are aware of their own perspectives on Roma issues.	Ss became aware of their own perspective of Roma in R. public by discussing their own impressions of R. culture.

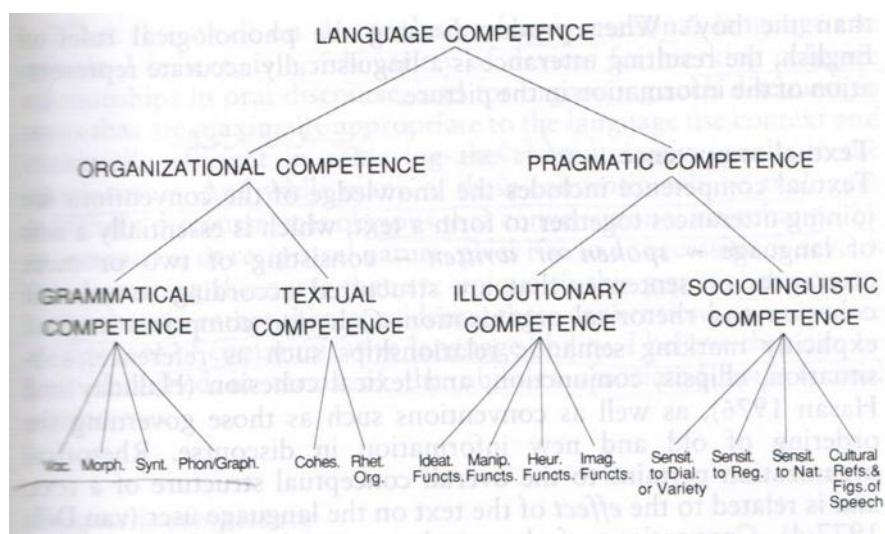
Table 18.

APPENDIX 22 (Bachman's model of CC)

Components of communicative language ability in communicative language use according to Bachman:

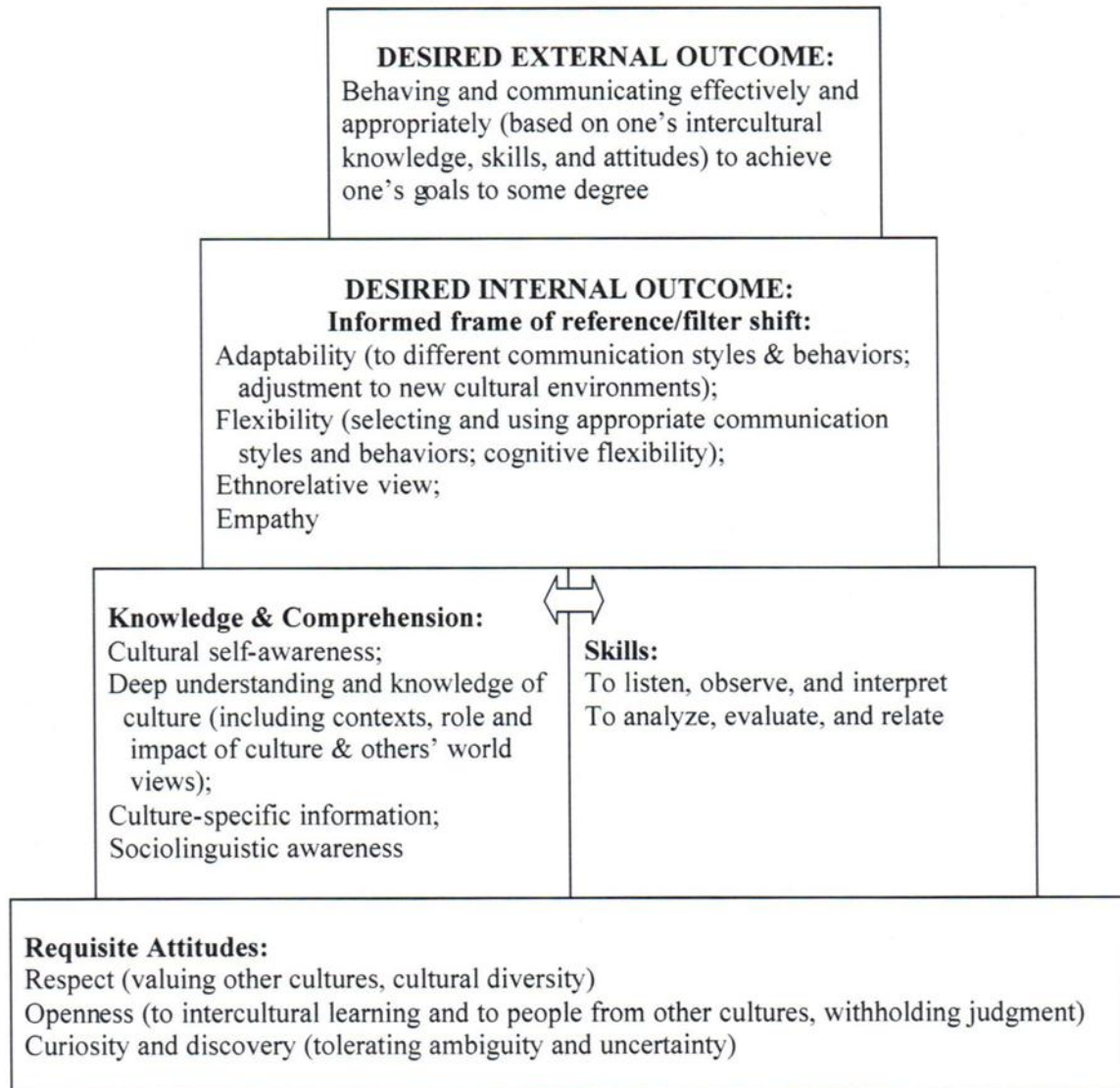


Components of language competence according to Bachman:



APPENDIX 23 (Deardorff's Pyramid model)

Pyramid model by Darla K. Deardorff:



NOTES:

- *Move from personal level (attitude) to interpersonal/interactive level (outcomes)*
- *Degree of intercultural competence depends on acquired degree of underlying elements*

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