

# CULTURAL AWARENESS OR ICC ?

# «THE ARRIVAL»: A GRAPHIC NOVEL

(watch the video on you tube)

- What kind of family is depicted in the story?
- Where do they live? Which language do they speak?
- Why does the father have to travel and to which country?
- What kind of alphabet is being used in the country he arrives to?
- How does he keep in touch with the rest of his family?
- What kind of animals are most common in the new country?
- Who is the little girl talking to in the end?
- What kind of pet does she have?

# PEOPLE'S HOMES – FACES & HOUSES IN TOWNS & COUNTRIES



# RELATIVIZING YOURSELF OR OTHERS?



# HOW IS IT DIFFERENT FROM WHERE I LIVE?



# WHICH PART OF THE WORLD IS IT?



WHICH PART OF THE WORLD IS IT?



WHICH PART OF THE WORLD IS IT?





# WHO'S NOT THERE? WHO'S MISSING AND WHOSE VOICES ARE NOT HEARD?



# WHO IS / IS NOT REPRESENTED?



# UNITED STATES OF ALL FAMILIES



# WHICH COLORS / SHAPES ARE MISSING?



**EUROPEAN REPORT  
OF THE HIGH LEVEL EXPERT FORUM ON MOBILITY (RHLEFM  
2008) HAS STATED THAT...**

**‘ [... ] there is an urgent need to forge a new generation of citizens with openness and multicultural cooperation skills for intercultural dialogue in the globalizing world.’**

**(RHLEFM 2008)**

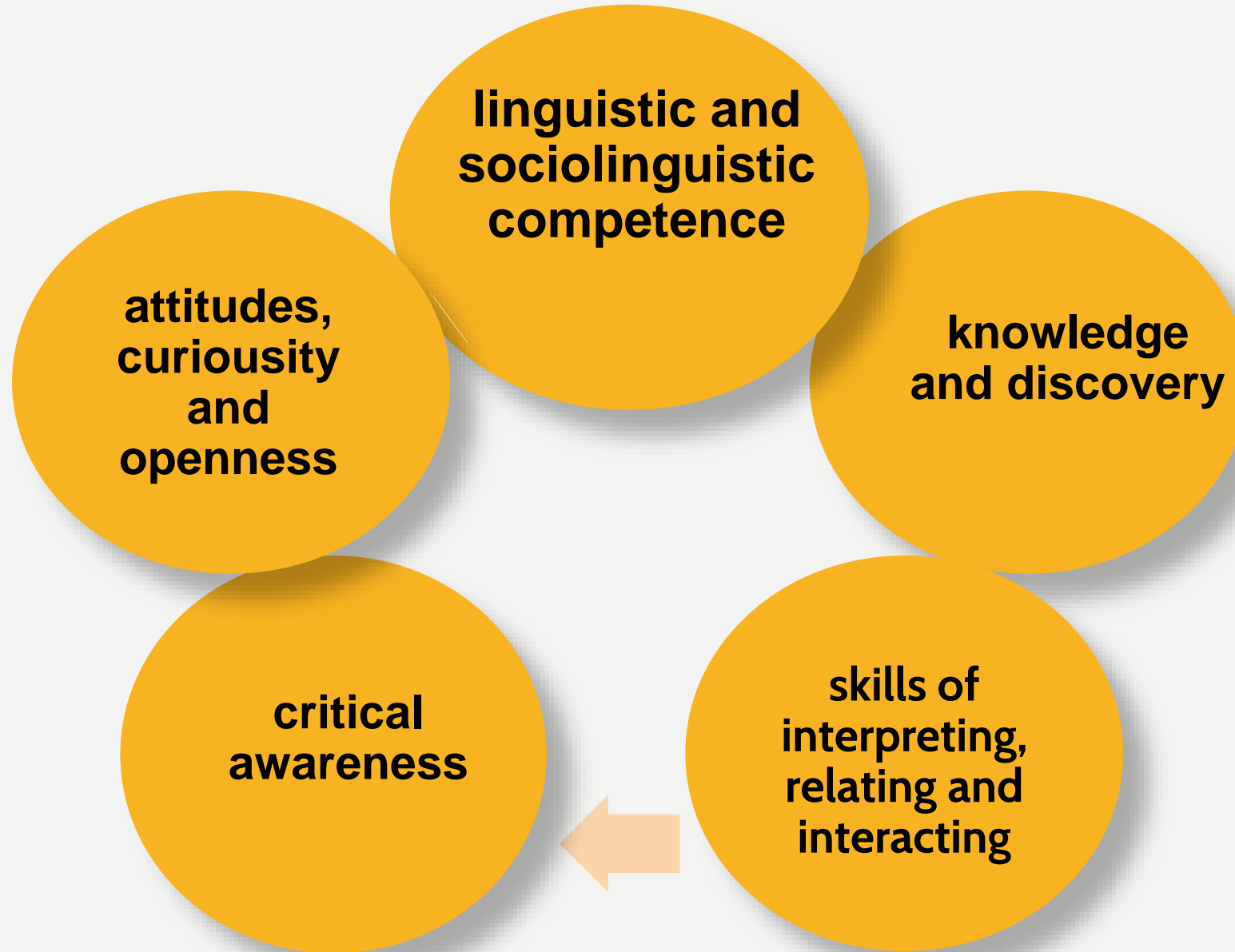
# **SOME OTHER DOCUMENTS FOCUS ON**

- new mobility and flexibility strategies in professional settings
- the importance of recognizing the challenges for the European economy in globalization, ageing population, and productivity gap that require a more flexible labor force: workers who possess adequate linguistic and intercultural skills in order to act successfully in the global market

# VOCATIONAL EDUCATION / LIFE LONG LEARNING CENTERS & WORKING ENVIRONMENTS NEED TO..

- ❑ advance pedagogical efforts to support learners/ co workers / peers in understanding and building their international communication skills, as well as the ability to deal with the cultural diversity of a foreign country environment
- ❑ establish / provide an online platform(s) for integrated training and assessment of intercultural communicative competence / raised cultural awareness

# MICHAEL BYRAM'S ICC MODEL





# THE MOST COMMON DEFINITION OF ICC

ICC consists of three components (**knowledge, skills and attitudes**) and is supplemented by five values:

- (1) intercultural attitudes,
- (2) knowledge,
- (3) skills of interpreting and relating,
- (4) skills of discovery and interaction,
- (5) critical cultural awareness

(Byram et al. 2002)

- **SEVERAL SUB-TOPICS:**

**communicating with non-native speakers**

**using and understanding non-verbal language**

**promoting tolerance towards multiculturalism and diversity**

# **YOUR PROFESSIONAL VIEWS, THEORETICAL JUSTIFICATIONS & PRACTICAL CONTRIBUTIONS ARE NEEDED TO ...**

...help evaluate and raise intercultural communicative competence through further expansion & implementation of **adequate dialogues** on real-life scenarios based on audio/visual interactions typical of the modern international working settings.

**knowledge about various cultures**

**ways of showing tolerance &  
understanding**

**building up the common good**

**relativizing oneself**

**KNOWLEDGE & SKILLS**

**COMPETENCE & PERFORMANCE**

# THE RECENT TRENDS / DEVELOPMENTS BEYOND THE NATIONAL STANDARDS



# ASK THE RIGHT QUESTIONS!

TRANSFORM THE CONSTRUCTED REALITY



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