

A Teaching Proposal for Intercultural Communicative Competence

Abstract

Since Canale and Swain's (1980) model of Communicative Competence, during the last decades the construct has evolved in a much more complex idea where culture plays the main role. Although it has been defined in several ways, this new concept is commonly known as Intercultural Communicative Competence. Authors such as Byram (1997), Kim (2001), and Fantini (2005) have proposed their models of ICC, which have in common the importance of acting appropriately and effectively in a specific culture, as well as being aware of the difficulties that facing a new culture may imply. The concept of culture has usually been disregarded in foreign language teaching, but thanks to these authors, it is increasingly becoming more relevant in the foreign language class, thus, making linguists and teachers reflect on the best way to implement the culture element in the syllabus. Therefore, we propose a teaching unit that aims at fostering interculturality and developing students' ICC, taking advantage of the great cultural diversity of the class where it has been implemented. This proposal has been carried out in a 2nd year class of the primary school C.E.I.P. Villar Palasí at Burjassot (Valencia), and after the put in practice of it, students have accomplished a questionnaire that we designed. Results show that they felt enthusiastic while learning about their peers' cultural habits and sharing their own. Therefore, we suggest that further research on how to include culture in the FL class should be conducted.

Key words: Intercultural Communicative Competence, culture, interculturality, teaching proposal