

JACET the 54th International Convention: Plenary Symposium

Intercultural Communicative Competence and English Language Education in a Globalized World

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Mae-Ran Park (Pukyong National University, President of PKETA)

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Visiting Professor, Bunkyo Gakuin University)

Chair: Hisako Yamauchi (Former Professor of the University of Nagasaki)

In a globalized world, intercultural competence has become imperative for foreign language learners in order to conduct effective and appropriate communication with people of other cultures. As English teachers, we need to instruct our students in the way they can acquire such competency as they improve their English skills. In this plenary symposium, we welcome three distinguished scholars who will share their ideas with us. The first speaker is Claire Kramersch from U.C. Berkeley, who will give us examples of how intercultural competence could be better taught in foreign language classrooms and discuss it from a theoretical point of view. The second speaker, Mae-Ran Park from Pukyong National University will examine how intercultural competence is taught in Korea. Finally, Nobuyuki Honna, Professor Emeritus of Aoyama Gakuin University, will discuss English as an international language and intercultural literacy viewing English used in the world today as a multicultural language. After the above talks, we look forward to interesting and fruitful discussion with the audience. The titles of the panelists' speeches, as well as their abstracts, are below.

Why is culture still such a controversial word in foreign language classrooms?

Claire Kramersch (U.C. Berkeley, President of AILA)

Despite decades of efforts in Applied Linguistics to define culture and to conceptualize how intercultural competence can and should be taught in foreign language classes, the term 'culture' is still likely to elicit in teachers sighs of despair or the shrugging of shoulders. They don't know what it is, they don't know how to evaluate it, they don't have time to teach it. Learners don't care about it and don't want to have culture "rammed down their throats" (Byram & Kramersch 2008). I will try and make

sense of these negative reactions on concrete examples from the classroom.

The current status of intercultural teaching and learning in Korea

Mae-Ran Park (Pukyong National University, President of PKETA)

It is well known that language and culture interact with each other very closely, and indeed culture virtually connects with all levels of language use and usages. In my presentation, I will first give an overview of the current status of intercultural teaching and learning in Korea, especially at the secondary school level. I will do this by reviewing relevant studies conducted in Korea as to how the target culture is treated in relation to English textbooks and classroom activities. Then, some of the key issues and challenges in Korean English education will be highlighted. Insights gained from this endeavor will shed light on how intercultural competence may be dealt with in EFL contexts.

English as an international language and intercultural literacy : A pedagogical discussion

Nobuyuki Honna (Professor Emeritus, Aoyama Gakuin University,
Visiting Professor of Bunkyo Gakuin University)

The global spread of English has not ended up with the global acceptance of American English or British English as the standard of usage. Instead, it has established English as a multicultural language. At the same time, there have occurred new types of problems. One of them concerns mutual communicability among speakers of different varieties of English. To improve this situation, it is indispensable that we address diversity management in English language teaching (ELT). In this presentation, I will discuss intercultural literacy as a pedagogical response to the demand of diversity management of English as a multicultural language in ELT. I will also show how language awareness teaching plays an essential component in this pedagogical endeavor in Japan.