

STRATEGIES TO DEVELOP SKILLS ICC

**STRATEGIES TO BE USED TO DEVELOP THE INTERCULTURAL
COMMUNICATIVE COMPETENCES**

A literature review submitted as a requirement to obtain the degree of professional
in modern languages

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ABSTRACT

Modern languages students need develop the intercultural communicative competence in order to have good command in the idioms learned, the research proposes strategies to improve communication skills. This article presents in theoretical framework main concepts with the purpose of understanding the meaning of Intercultural communicative competence, in addition it includes some notions about ICT's in the developing of competences and it emphasizes the role of the teacher and students as active participants in the process towards the development of ICC. This document cited authors as Byram, M., Katan, D. Gudykunst, W., Fantini, A., Kutukdjian, G., Corbett, J. and other, who through their different points of view provide and clarify the different concepts mentioned in this Lit Review, without forget some useful standards for Colombian education and development Intercultural Communicative Competences. Conclusions suggest to insert programs focus on Intercultural competence in curriculums of modern languages, these should include technology tools and intercultural meetings with other people culturally different.

Keywords: Intercultural, Communicative, Competences, Abilities, Education, Interaction, Culture, Languages, Develop and Strategies.

RESUMEN

Los estudiantes de lenguas modernas necesitan desarrollar la competencia comunicativa intercultural con el fin de tener un buen manejo de los idiomas aprendidos, la investigación sugiere estrategias para mejorar las habilidades comunicativas. Este artículo presenta en el marco teórico los principales conceptos con el propósito de entender el significado de la competencia comunicativa intercultural, además incluye algunas nociones sobre las TIC en el desarrollo de las competencias y enfatiza el papel del profesor y los estudiantes como participantes activos en el proceso hacia el desarrollo de la CCI. Este documento cita autores como Byram, M., Katan, D. Gudykunst, W., Fantini, A., Kutukdjian, G., Corbett, J. entre otros, quienes a través de diferentes puntos de vista proporcionan y aclaran los diferentes conceptos mencionados en esta revisión literaria, sin olvidar los estándares útiles para la educación colombiana y el desarrollo de las competencias comunicativas interculturales. Las conclusiones sugieren introducir programas enfocados en la competencia intercultural en los pensum de lenguas modernas, estos deben incluir herramientas tecnológicas y encuentros interculturales con personas culturalmente diferentes.

Palabras clave: Intercultural. Comunicativo, Competencias, Habilidades, Educación, Interacción, Cultura, Idiomas, Desarrollo y Estrategias.

LIST OF CONTENTS

Introduction 1

Statement of the Problem 2

Literature Review 3

 Concepts..... 3

 Intercultural Communicative Competences 5

Conclusions12

References 13

INTRODUCTION

Nowadays people are learning a second language because this facilitates contact with other human groups, Globalization has improved communication between different countries, the information is transmitted at high speed by the planet and people need to develop their language skills to break down barriers that may appear. People are traveling around the world for work, study, leisure, health and others. For this reason the development of intercultural communicative competence is required.

Intercultural communicative competences are understood not only by the use of language but also the nonverbal communication, social skills in intercultural meetings, affective and emotional aspects such as attitude or empathy to achieve an understanding of other cultures. On the other hand, when people are learning other cultures, they should not forget their own.

To understand this concept, First, this article presents the statement of the problem, where it put forward the reasons of research issue, later, it explains main concepts such as Culture, Intercultural, Competence, Communicative and finally Intercultural Communicative Competence (ICC), in order to clarify the research question, then, it states the ideas agree and disagree that it has and show the contrast by exposing of different references found in the research, in addition it sets out some strategies or thesis about the development the intercultural communicative competence, finally, the literature review concludes with the purposes to improve the implementation of several strategies to develop intercultural communicative competences in language learners.

STATEMENT OF THE PROBLEM

In Modern languages education currently, there are few uses of strategies for developing Intercultural Communicative Competences, and it is evident for majority of professionals in teaching, translation or interpretation, therefore, this literature review will show some faults that Colombian education has and the purposes that exists to improve this situation around the world, and these can be perceived as possible for implementation in the Colombian Education System by Modern languages students. Intercultural Communicative Competence was selected to write our Literature review because, it is essential for advance of all professionals in Modern languages, as a excellent way improve knowledge and learning acquired around education process in any educational institution.

With this in mind, a modern languages Professional have to develop intercultural communicative competences to the insertion in labor life; for this reason the universities have to establish strategies for developing them, in order to enrich the professional formation and to increase value of Colombian Professionals. As result of this observations, it is possible to have next question: What strategies could be used for developing the Intercultural Communicative Competences?

LITERATURE REVIEW ON STRATEGIES TO BE USED TO DEVELOP THE INTERCULTURAL COMMUNICATIVE COMPETENCES

CONCEPTS

Intercultural Communicative Competence has been considered fundamental in learning process of all Languages students to long time, even so, in last years to increase interest about it, so that, intercultural contact to enlarge. During learning process, it is common to recognize faults that it is not perceiving to teachers and management of universities. In this case, at the hand of this article, it will express information to increment possibilities to correct this fault.

The first step for to understand the Intercultural Communicative Competences is to know the most important concepts, to start with, definition of culture by Spencer (2008) is: "Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior"(p. 3). Exactly, for this reason, all times that the term culture is listen, people think in history, nationalities or ethnic groups. The culture is ground of all humanity and the environment influences it entirely. It is possible defined culture as a specific particular skill's unit that defines a explicit people group.

In the same way, to define culture. Nakayama previously with the collaboration of Collier, Hegde, Lee and Yep (2002) declared: "Culture shared language, beliefs, values (as different from language beliefs and values that are not shared; dissenting voices; and voices of the "other")" (p.85), again authors connect culture with beliefs and groups influences. And to stand out crucial are these innate characteristics contribute to the development and evolution of the language.

Previous concepts are linked with necessary knowledge and abilities in evolution of the language and society. Likewise, for Katan, D.: "Culture is that complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities and habits

STRATEGIES TO DEVELOP SKILLS ICC

acquired by man as a member of society” (p.25). Society is hub all, a population could change with any thing includes, without mattering time or location. If it is introducing any different custom, language or habits as a result of adaptation ability of humans.

Until now, culture and all humanity history are directly linked with communication because, through the ages knowledge has been transmitted by means of oral tradition. It is perfect example, to demonstrate the communication value. For this Literature Review specifically, intercultural communication by Arent (2009) concept is: “Intercultural Communication is the sending and receiving of messages across languages and cultures.” (p.2), maybe is most simple that others, but give exact information, when said “sending and receiving of messages”, told about abilities, own aptitudes have an important place in life to all people.

The key concept in this investigation is the language. Clearly, it has direct relation with communicative competence. One perception it is: “Language considered as a meaning-making system where the options available to individuals to achieve their communicative goals are influenced by the nature of the social context and how individuals are positioned in relation to it” Unsworth, L. (2006). (p.57). Every human needs to communicate like member of a community for transmit his or her thoughts, ideas or knowledge, this is the principle to language.

By the way abilities, other imperative concept is Competence, it has direct relation with aptitudes, for Kathryn Schroeder (2008) “Competence refers to a potential ability and/or a capability to function in a given situation” (p.2). Concretely the humans answer to external stimulus and the competence of everyone is defined to facility to out or reaction to difficult and strain circumstances.

To conclude with concepts, Intercultural Communicative Competences or ICC concept, all previous text link the culture with communicative interaction and abilities transform in competences. The ICC has a few all and Fantini (2006) explain it: “ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.” (p.1).

In summary, all concepts go in the same way, the main ground of human life is Culture that have basis in communication and it basis in language. The interaction

appropriately with other cultures have a result linguistic abilities develop or linguistic competences that are considered as Intercultural Communicative Competence.

INTERCULTURAL COMMUNICATIVE COMPETENCES

It is essential to include academic strategies to develop communicative abilities for interaction of language learning community. In other words Byram, M., Gribkova, B. and Starkey, H. (2002), said: "It is the hope that language learners who thus become 'intercultural speakers' will be successful not only in communicating information but also in developing a human relationship with people of other languages and cultures" (p.8), that is for achieve that the intercultural aspect in the students will be possible, it is indispensable communicative competence not only focus in learning about community through of books or articles, in this case it has to relevance connection between cultures, but before further progress in other respects, it is necessary to know what is the meaning of communication, in their concept the authors give a key point about how learners have to foster an adequate communication with others, if they get involved with the target culture.

The last Byram's idea could be complemented with the Gudykunst, W. words (2003): "Lack of knowledge on the other's culture (not on the other's language), ethnocentric attributions, stereotypes, sociopolitical problems, and unwarranted beliefs of universality are proposed to be some of the major factors causing intercultural miscommunications" (p.58), one perfect example is the distortion of conflict between Iran and Irak around the world, because, people have different ideas about them, but it is highly probable that they may be wrong due to inexperience in previously aspects mentioned and it makes that each person understands to their way.

In the same book Gudykunst, W. concluded: "Intercultural communication involves the exchange of cultural information between two groups of people with significantly different cultures" (p.259), it is important to note that the interchange of proper features as attitudes, values, languages, traditions and beliefs of distinct cultures people develop intercultural communication or in words by Kutukdjian, G and Corbett, J. (2009)

"From the perspective of cultural diversity, linguistic diversity reflects the creative adaptation of human groups to their changing physical and social environments. In

STRATEGIES TO DEVELOP SKILLS ICC

this sense, languages are not just a means of communication but represent the very fabric of cultural expressions, the carriers of identity, values and worldviews. (p.12).

It should be noted that, people change depending on the environment, in languages happens the same, people modify their language skills according to where they are or situations they face. For this reason when people have a conversation, it can identify some characteristics of the person or the place where he lives, for instance in accent, fluency, tone, expressions, gestures, among others, these can give clues about origin, education or culture. Also, it is relevant to mention three aspects necessary to understand, because the communication have relation with the culture, about this: as Vega in 1995 said:

“In the communicative process, culture plays three roles. First, it is from and through the communicators' cultural schemata that the communicative situation is perceived and understood and the communicative act created; second, it is also from and through the communicators' cultural schemata that the meaning of the addressers communicative act may be inferred; third, the result of the communicative act is a modification of the communicators' cognitive schemata” (as cited in Trujillo, F., 2002, p.107).

The culture in the communicative act can develop many skills in a person, but according to the context, culture can be learned and create an effective communication, on the other hand culture can be inferred and it conveys a message, or finally, it can change the way people perceive the world.

Taking into account, previous quotations, it could be said that, when different cultures and people have contact, this interaction is known as “Interculturality”, which contains aspects that people experience since first contact with individuals who are around, whether of their own culture or another, to understand this, as Gudykunst in 2003 explained: The cultural and intercultural competence not only focuses on knowing the differences between cultures, also must emphasize the aspects they share, besides bearing this in mind that every person learns different way and preserves ideas of a culture, (as cited in Gregorio, A., 2012)

Currently, the main interculturality contributions are described as essential to Communicative Competences according to mentioned by Byram, M., Gribkova, B. and Starkey, H. (2002): “the concept of 'communicative competence 'takes this into account by

STRATEGIES TO DEVELOP SKILLS ICC

emphasizing that language learners need to acquire not just grammatical competence but also the knowledge of what is 'appropriate' language". (p.5). This way is considerable to emphasize in the inclusion of language and culture as relevant components in develop of this competence, to achieve a formation of critical students and conscious of their environment, bearing this in mind in the same work, they adds to this:

The 'intercultural dimension 'in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction.(p.9)

According to the previous quote mentioned, it is considerable understand the role of teacher and students in the process of learning have changed due to that the perception about other cultures, it is not generally adequate because sometimes it goes together with stereotypes and in this sense, the intercultural communicative competence can not develop, nonetheless also it has to mention: "Students develop skills that help them to understand and value diversity. Language teachers are faced with a conception that crucially changes the model of the ideal teacher as the native or native like teacher, since an ideal teacher would be the one that helps students relate to the members of the other culture while being aware of their own cultural characteristics". Ramos, B. (2013, p.210).

Hence, the contact with others means an approach to culture of their similar without prejudices (stereotypes), because, sometimes it presents situations where people are guided by the first impression and this affects the perception that they have of others, which influence and creates problems in the development of communicative competence and thus in intercultural relations, which they are an important part in the formation of intercultural communicative competence. With respect to this Kutukdjian, G and Corbett, J.(2009, p.16). also quoted::

It is necessary the relevance of courses direct to improve of education essence with the purpose of increase the cover to several vulnerable groups that need this programmes for promote intercultural communicative competence inside their formal curriculum because that in some countries does not include this and is important in saving of language in every community.

STRATEGIES TO DEVELOP SKILLS ICC

On the other hand, It is indispensable not to forget the contact of people have with the internet in last times in all world, regardless the culture, which contribute to develop competence communicative through use of technological tools., according with previous, Barletta, N.(2009), said “With the likely increase in intercultural contacts in the future as well as of the changing educational demands following technological developments, it appears that the need to rethink the concept of teaching for ‘communicative competence in a foreign language’ is more pressing than ever”. (p.2), besides this Kutukdjian, G and Corbett, J. (2009) recommend:

In this way, continuously expanding networks – based on mobile phones, broadband Internet and other information and communication technologies (ICTs) – are creating new forms of human association of unprecedented scale and flexibility, spanning cities, nations and cultures. These are in turn forging new linguistic forms and practices linked to new cultural identities that are broadening, and redefining, existing boundaries across public/private domains and social, cultural and educational contexts. (p.12).

According to the previous citation, the ICT’s have an important relevance in Intercultural communicative competences because people are connecting with speed and easily than in past, however education system should take care to avoid that ICT’s convey a wrong message, due to the people do not have a real contact.

On this basis as Kern in 2006 considered “need to be critically aware of the connections among technology, culture, ideology, and specifically about the ways in which technology amplifies and constrains aspects of language learning and research” (as cited in Al Hasnawi, S., 2011, p.6), as mentioned previously, it is essential to consider the reaches of the use of ICTs as technological tools, such that these will be a significant contribution within the classroom in addition to support for development of the ICC in students.

By the same token, Al Hasnawi, S. adds to this “What is necessary for this online interculturally based interaction is critical awareness. This means that telecollaborative to be critically aware of discriminating what is real from what is technologically portrayed. In addition to the necessity of adapting the sense of change in communication with the world, such a process of questioning the authenticity, accuracy, and reliability of what they face expresses the learners” (2011, p.2).

STRATEGIES TO DEVELOP SKILLS ICC

The technology is a necessary tool, nonetheless when the interculturality is addressed in this media; it beware to convey reliable information to allow students to approach other cultures with accurate and authentic data, and it develops in them an optimal learning. With respect to this, an activity with students where on based on the communicative perspective, they develop close topics to them such as family and country, for the purpose of orienting them to make comparisons between their conceptions and what is experiencing in the new culture but without judgments of value. (Mejía, G. and Agray, N., 2014)

In other words, it must be remembered that contact with the ICTs wide his vision about the others and their cultures, therefore it is necessary to encourage the critical component with the purpose of avoiding judge people, as Byram in 1997 relates, “Critical culture awareness refers to “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries”, (as cited in Han, X., & Li, S., 2011, p.181)

In spite of, the different concepts about interculturality, intercultural communication, intercultural competences, exposed by Kutukdjian, Corbett, Arent, Fantini, Byram including but not necessarily limited. It is possible find agreements and disagreements, when research about Intercultural Communicative Competence, to continue , as an illustration is Dervin, F. (2010) wrote: “Intercultural competence is a concept that seems to be transparent, universally accepted, understood and (ab)used, but which has received many differing definitions inside and outside academia”(p.2).

And by contrast previous quotation, as Arasaratnam, 2009;Fantini, 1999; Han, 2012; Arasaratnam and Doerfel in 2005 expose: “the academic debate on the definition of intercultural competence seems still open after five decades mainly because an agreed definition of communication competence has not been reached yet” (as cited in Candel-Mora, M., 2015). These quotations have different conceptions as an example disagreements suggest by authors and variability that have a concept through the ages as humanity life change as words and concepts evolve. For complement, to know a reference of the concept of Communicative Competence is relevant to understand the Intercultural Communicative Competences.

STRATEGIES TO DEVELOP SKILLS ICC

In 2014 Ekwelibe, R. and Udoh, V. in their work, *Strategies for Developing Communicative Competence in English As A Second Language (ESL) Situation* defined Communicative Competence like: "a concept commonly used among linguists, applied linguists and language methodologists" (p.75). The main element of communication is Language. Linguistic is science that study language, and language is way to transmit information and it is based human evolution, but to use it, always has been needed to human acquired communicative abilities or competences that not send wrong message.

Intercultural Communicative Competence have relation not only with learning also with beware hurt cultural sensibilities, and it goes beyond learning about a particular community or culture, in the contrary, this must avoid discrimination because this competence is formed in people through learning other languages different their native language, also it involves comparing and interpreting different representations of each community such as language and other expressions belonging to a language (Cerón, L., Franco, G., Prieto, R. and Mendoza, E, 2011).

However, Byram, Gribkova, & Starkey (2002) defines that one main goal of interculturality is to "help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors" (p.7), previous quote is considered the correct way for identify the intercultural communicative competences, as for, Guidoum, Y. (2008), when said it: "language learning helps learner to avoid stereotyping individuals, to develop curiosity and openness to otherness and to discover other cultures" (p.6). Effectively, intercultural communicative competences could are learn but the better way is interaction. All knowledge acquired should be put into practice to develop more ability. In case of languages, develop communicative competences and fluency.

All in all, it is to say that Intercultural Communicative Competences are essential in formation of Modern Language professionals because, an integral professional needs more than education for developing completely his or her abilities, as Coste, Moore and Zarate in 2009 expose: "it is required institutions include into its curriculum such competences which could contribute to the plenty development of a human being; therefore, teachers have to provide situations in which learners keep in touch with

STRATEGIES TO DEVELOP SKILLS ICC

other cultures”(as cited in Cabrales, M., 2013, p.17). These Authors wrote about develop competences and the imperative interaction, like others exposed in this Literature Review.

In this point, it is possible, closely the previous ideas as the relevance that interaction for the knowledge evolve, communication with other cultures and education. After a fashion other similar point of view, that connected with this is Spitzberg and Chagnon, (2009) "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent cognitive, affective, and behavioural orientations to the world" (p.7), this quote exposed above all, influence that have the personal development over professional competences, including ICC in case to travel or people interact other cultures indifferent of which it is.

Similar to the previous affirmation, to recognize the value of ICC in the education context Kutukdjian, G and Corbett, J.(2009) wrote about of quality education: “The four principles of quality education defined by the report of the World Commission on Education for the 21st Century – ‘learning to be’, ‘learning to know’, ‘learning to do’ and ‘learning to live together’ – can be successfully implemented only if cultural diversity is situated at their core.” (p.15).

In order to clarify the previous quotation ‘learning to be’ is: it has the attitudes and values to learn about other cultures, ‘learning to know’ is: Aptitude to learn new experiences and knowledge, then they incorporate in existing, ‘learning to do’: It is to apply knowledge in intercultural meetings to overcome stereotypes, and finally ‘learning to live together’ it is has interaction with other people groups with respect and open mind (Hernández, E. and Váldez, S., 2010), for these reasons and the ideas presented before, it is imperative for Colombian education the development Intercultural Communicative Competences.

CONCLUSIONS

According to all previous exposed clearly the Languages students in Colombia need:

The technology tools are important in the learning process and the authors explains how intercultural communicative competences are been including with ICT's, for this reason, Colombian Universities or Institutes which teach languages should create online contents into their curriculums. In these, the students will be able to have interaction with other cultures and improve their language skills; however, they beware to convey an appropriate message and avoid a wrong learning or communication problems, besides it is necessary build apps to mobile phones and tablets in order to be connected most of the time.

To increase learning, improve experience and develop Intercultural Communicative Competences, one excellent option is live and know other cultures in their environment. People could have two options:

First, student exchange. Students improve every day and develop communicative abilities in languages u se: comprehension pronunciation and grammar. Second, is work in other country, immersion in another culture is the way to know all about language, customs, beliefs and values.

Therefore, it is relevant promote the knowledge, respect, tolerance and value the meaning that each culture deserves, in order to avoid misunderstandings and prejudices that frequently are created and not allow to get a proper interaction, where there is no chance of discrimination, because it affects development of ICC, due to according to majority of authors that were cited in this document, through their ideas, thoughts and contributions, it is evident that when the communication is build over assumptions, this becomes an obstacle to know and understand real aspects and characteristics around each culture that any person can experience.

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