

Contents

Foreword	ix
Preface	xiii
Introduction	1
<i>Manuela Wagner, Dorie Conlon Perugini and Michael Byram</i>	
Project Development as Cooperation	1
The Graduate Course	3
Project Timeline	4
Theoretical Background	6
The Glastonbury Context	9
Overview of the Book	11
Appendix A: Reading List for Graduate Course in 'The Development of Intercultural Competence in Language Education'	12
Appendix B: Objectives of Intercultural Communicative Competence (Byram, 1997)	14
1 Houses Around the World	22
<i>Patty Silvey and Silke Gräfnitz</i>	
Introduction	22
Preparation	24
Implementation	28
Theoretical Foundation	31
Student Reflections and Critical Cultural Awareness	34
Student Projects: The Outcomes	37
Lessons Learned	40
2 Discovering Modes of Transportation	42
<i>Dorie Conlon Perugini</i>	
Classroom Snapshot	42
Context	43
Implementing the Project	44

	Lesson Planning and Lessons	48
	Project Strengths	53
	Final Reflections	55
	Appendix: Unit Timeline	58
3	Using the Five Senses to Explore Cities	60
	<i>Philip Rohrer and Lauren Kagan</i>	
	Introduction	60
	The Existing Unit	61
	The Modified Unit	63
	Student Response	66
	Analysis of Intercultural Competence	71
	Challenges and Recommendations	74
	Conclusion	76
	Appendix	77
4	Intercultural Competence: Reflecting on Daily Routines	80
	<i>Jean Despoteris and Komo Ananda</i>	
	Introduction	80
	Our Project	81
	Challenges and Recommendations	92
	Conclusion	93
5	Diverse Perspectives of the Immigrant Experience	94
	<i>Deanne Wallace and Jocelyn Tamborello-Noble</i>	
	Introduction	94
	Project Outline	95
	Analyzing Students' Existing Views	96
	Developing a Teaching Method	101
	In the Classroom	103
	Overview of the Activities	105
	Reflections on the Process	105
	Final Reflections	110
6	Beauty and Aesthetics	113
	<i>Chelsea Connery and Sarah Lindstrom</i>	
	Introduction	113
	Who Are We?	113
	The Context	114
	Implementation	115
	The Process	117
	Student Projects	119
	Assessment	124

Challenges and Opportunities	125
Analysis and Reflections on the Project	126
Conclusion	129
Appendix A: Project Guidelines	130
Appendix B: Unit Objectives	131
Appendix C: Intercultural Competence Checklist	133
Appendix D: List of Project Titles	134
 7 IC Online: Fostering the Development of Intercultural Competence in Virtual Language Classrooms	 135
<i>Manuela Wagner and Niko Tracksdorf</i>	
The Authors/Teachers	136
The Context	136
Course Design	137
Conceptualization of Intercultural Competence	139
Integration of Intercultural (Communicative) Competence in the Online Courses	139
Activities in Synchronous Interactions	140
Activities in Asynchronous Interaction	143
Assessments	147
Challenges	148
Affordances	151
Future Perspectives	151
Appendix: Samples of Students' Journal Entries	152
 8 Becoming Interculturally Competent Through Study and Experience Abroad	 155
<i>Lauren Rommal and Michael Byram</i>	
Study Abroad	156
Students of Languages Abroad	159
Teachers of Languages Abroad	160
Preparation and Follow-up, and the Development of Intercultural Competence	162
Measuring the Effects	165
Conclusion	167
 Conclusion	 170
<i>Rita Oleksak, Manuela Wagner, Dorie Conlon Perugini and Michael Byram</i>	
Glastonbury Public Schools' Intercultural Competence Definition	171
Why Should Something Like This Happen?	172
What Needs to Be in Place?	173

Lessons Learned for Colleagues?	173
Outcomes and Advantages for the Program?	174
Glossary of Terms	175
Index	177