

Wednesday 3 June

2:20pm - 3:00pm

Room: Block Y, Room Y303

Presentation Title: Are intercultural communicative competence and learner autonomy interdependent?

Presenter / Co-presenters:	Debbie Corder, Auckland University of Technology
Presenter's Email:	debbie.corder@aut.ac.nz
Theme:	Developing life-long learners
Presentation Type:	Paper presentation

Abstract

The shift in emphasis from communicative competence to intercultural communicative competence (ICC) in language learning and teaching reinforces the importance of learner autonomy. The various models for ICC focus on the individual's personal growth. Learners are required to manage their own learning, and take an active role in the cyclical process of construction and reconstruction of personal knowledge and meanings. This draws on experiential learning, and is very dependent on the nature of the input, and on processing this input through a dialogic interaction with others. The learner needs to develop the ability to notice, reflect and critically analyse. Because of the focus on personal growth and the need to challenge one's own beliefs and assumptions, the learner must also be able to manage affective and behavioural components as well as the cognitive. In other words, we argue that the development of ICC and the characteristics of learner autonomy are interdependent. In this paper, we evaluate the learning, teaching and assessment approaches used to foster the development of ICC, and describe the creation of a learning community that is necessary for a dialogic process to occur.

Biodata

Debbie Corder lectures in Japanese and intercultural competence. Her research interests include CALL and autonomous learning (blended and online learning), and intercultural competence. She has co-developed and trialled an e-portfolio and is evaluating the potential of Second Life for real-time intercultural interaction and language exchange.