



NATIONAL HYBRID
CONFERENCE

Beyond Language Skills: Assessing the Intercultural Competence in the EFL Classroom



Conference Details:

Date: December 3rd, 2024

Time: 9:00 AM

Location: FLL conference room/
Google Meet

Hosted by: the Department of
English. Relizane University

Honorary Chair

Prof. Ahmed BAHRI

Conference President

Amina AISSA ASSIA

With the supervision of

Prof. Benabdellah MEFLAH

Dr. Samira BERDJI

Important:

- **Abstract: 250-300 words** mentioning the research problem, the research design, and the findings.
- **Conference Language: English**
- **Submission deadline: November 26th, 2024**
- **Practical research studies are prioritized over theoretical reflections.**
- **Submission email address: conferenceintercultural@gmail.com**

Objectives:

- To Identify and discuss the current challenges and barriers associated with assessing intercultural competence in Algerian higher education.
- To showcase the best empirically proven practices and innovative methodologies for assessing intercultural competence in various settings.
- To discuss the implications of research findings for policy development and practical applications in education, training, and professional development.

ARGUMENT

The inescapable 21st-century reality of blurred boundaries across territories and cultures, namely the emergence of digital spaces, has emphasized an ever-growing need to master the foundations of effective cross-cultural communication. Thus, the 21st century FL learner proficiency means more than just the development of their linguistic competence but more crucially their intercultural communicative competence (Byram, 2021). Such delineated output profile has put weight on the FL teachers' classroom practices to ensure proper instruction and assessment of intercultural competence. However, while there is a panoply of theorization and practice on how to teach and assess linguistic competence, there is a tangible under-exploration of the necessary measures to promote intercultural competence awareness, especially at the Algerian FL tertiary level. Such a task requires a collaborative effort on the part of educators, researchers, policymakers, and practitioners.

One significant challenge lies in the complexity and multidimensionality of intercultural competence which encompasses a wide range of skills, attitudes, and behaviors that are context-dependent and continually evolving. Witte (2014) explains this complexity as:

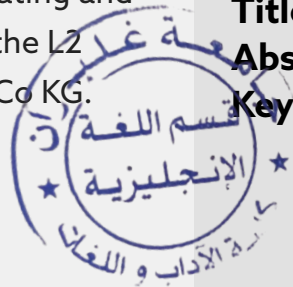
The process of institutional L2 learning is understood as being centered on the experiences, expectations, and requirements of the learner as an embodied subject. However, these (and the L2 learning process itself) are fundamentally structured by and embedded in social and cultural practices, to the effect that learning about cultural patterns and social structures of meaning-making has to be treated with the same level of attention as learning the second language as a linguistic system, both of which are integral issues in the intercultural L2 classroom. (p.264)

Existing theories often lack the depth and specificity required to inform effective teaching and assessment practices. Moreover, the interdisciplinary nature of intercultural competence further complicates matters, requiring insights from fields such as psychology, sociology, linguistics, and education.

To address these challenges, there is an urgent need to devise a solid assessment framework that can effectively capture the complexities of intercultural competence. Such a framework should draw upon existing theories while also integrating insights from diverse disciplines and considering the dynamic nature of cultural interactions. By establishing clear and comprehensive assessment criteria, educators and practitioners can better identify and develop strategies to enhance intercultural competence among individuals across various contexts (Fantini, 2018). Moreover, a vigorous assessment framework can serve as a foundation for designing targeted training programs, informing policy decisions, and promoting greater cultural understanding and inclusivity in our increasingly interconnected world.

References:

- Byram, M. (2020). Teaching and assessing intercultural communicative competence: Revisited. Multilingual Matters.
- Fantini, A. E. (2018). Intercultural communicative competence in educational exchange: A Multinational Perspective. Routledge.
- Witte, A. (2014). Blending spaces: Mediating and Assessing Intercultural Competence in the L2 Classroom. Walter de Gruyter GmbH & Co KG.



Abstract Submission Form:

- Full Name:**
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- Abstract:**
- Keywords:**

Conference Tracks: Related but not limited to

- Challenges of teaching Intercultural Competence at tertiary education
- Current practices in teaching Intercultural competence
- Ethical considerations and challenges in intercultural competence assessment (issues of cultural bias, equity, and inclusion)
- Assessment Methodologies of intercultural competence
- Technology and Assessment of intercultural competence
- Training programs and interventions designed to enhance intercultural competence and assessment literacy among educators, trainers, and practitioners.
- Future directions and perspectives for Intercultural assessment
- Intercultural Intelligence: Preparing EFL students for future encounters

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