



DAILY PROGRAMME

Intercultural Competence in the Classroom

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30-15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Attitudes (savoir être): suspending belief about your own culture	DAY 2 Knowledge (savoirs): about groups, and about interaction itself	DAY 3 Interpreting and relating (savoir comprendre)	DAY 4 Discovery and interaction (savoir apprendre/faire): the part that happens live	DAY 5 Critical cultural awareness (savoir s'engager), and arguing with the model
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Day by day

Day 1

Attitudes (savoir être): suspending belief about your own culture

- **Icebreaker:** "One thing I assumed everyone did" — in pairs, something you took for normal until you found out others did not; the group lists them, which opens the first component, suspending belief about your own culture
- Introduction to the course and participants; presentation of the schools of the participants
- The model and why it is five parts, not one quality: attitudes, knowledge, interpreting and relating, discovery and interaction, critical cultural awareness — introduced in Byram's own terms, from the 1997 text
- **Byram's definition of attitudes:** curiosity and openness, and a readiness to suspend disbelief about other cultures and belief about one's own
- **The half that gets skipped:** suspending belief about your own practices is harder than being curious about someone else's, and it is the half that changes teaching
- **Practicum:** decentring — each participant names one thing their own school does that would look strange from outside, and tries to explain it without defending it
- **Output:** your own list of practices you can no longer describe as simply normal

Day 2

Knowledge (savoirs): about groups, and about interaction itself

- **Warm-up:** "What is missing from the map" — in pairs, name one group or country you know almost nothing about, and what you would need to find out first
 - **Byram's knowledge component in full:** social groups and their products and practices, in your own country and your interlocutor's — and the general processes of societal and individual interaction
 - Why the second half is the one that matters in a classroom: knowing how interaction goes wrong is more useful than knowing a list of customs
 - **The single-story problem:** how "facts about a culture" teaching produces confident students who are still unable to hold a conversation
 - **Practicum:** take a supplied "facts about a country" lesson and rebuild it so that it teaches interaction processes instead
 - **Output:** one rebuilt lesson, with the knowledge it now teaches named explicitly
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Day 3

Interpreting and relating (savoir comprendre)

- **Byram's definition:** interpret a document or event from another culture, explain it, and relate it to documents from your own
 - Why this is a teachable skill rather than an opinion: interpretation has a method, and the method can be shown
 - **Practicum with the supplied document pairs:** two texts or images on the same subject from different cultural contexts — what each assumes its reader already knows
 - **Diagnosing a misunderstanding:** working backwards from a communication that failed to the assumption that caused it
 - **Turning it into a lesson:** the same procedure written up as something students can follow without the trainer in the room
 - **Output:** one document pair with your written interpretation and the lesson steps to teach it
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Day 4

Discovery and interaction (savoir apprendre/faire): the part that happens live

- **Warm-up:** "Something I misread" — in pairs, a small moment when you misread a person from another background, told without names; it opens the day on live discovery
- Why this component resists teaching, and why that makes it the easiest one to quietly leave out: it cannot be delivered as a handout
- **Byram's definition:** acquiring new knowledge of a culture and operating knowledge, attitudes and skills under the constraints of real-time communication and interaction
- Live practice in the multinational group (in a single-school group, using the supplied role briefings): unrehearsed exchanges where participants have to find out what they need while the conversation is running, then reconstruct what they did
- The Council of Europe's Autobiography of Intercultural Encounters: a structured reflection, written by Byram and colleagues, that takes a person back through one real encounter — how it works and how to run it with a class; a version for younger learners with picture cards also exists
- **Practicum:** plan the encounter-reflection you will run with your own students, including which encounter and when

- **Output:** a completed reflection on one of your own encounters, and the plan for running the same process with your class

Day 5

Critical cultural awareness (*savoir s'engager*), and arguing with the model

- **Byram's fifth component:** evaluating perspectives, practices, and products critically and on the basis of explicit criteria — in other cultures and in your own
- **The two words that do the work:** explicit criteria. What separates critical evaluation from prejudice is that the criteria are stated and applied to both sides
- **Where Byram took this next:** intercultural citizenship, including the ethical issues in teaching it (Byram, Porto and Wagner, 2021)
- **The criticism, given straight:** scholars have argued that the model quietly assumes agreement is the goal, and have proposed a "community of disagreement" instead — a disagreement that stays open can produce more honest engagement than a polite consensus
- **What that changes in a classroom:** how to run a discussion that does not have to end in everyone agreeing, and why that is not the same as letting anything be said
- **Assembly:** the five components on one page, each with your own worked example from the week and the one you know you avoid
- Course evaluation and discussion of future collaborations
- Issuance of the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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