



Sport as a Means for Developing Intercultural Competence

(30 hours - 2 hrs)

2021-2022

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Room 251

Please schedule meetings in advance

This course is conducted in English.

A. Aims

1. Understanding the concept of 'intercultural communicative competence'
2. Familiarity with diverse theories and discussion between intercultural communicative competence researchers
3. Developing an understanding of personal and cultural identity and intercultural communicative competence
4. The role of sport in developing intercultural communicative competence

B. Syllabus

Lesson(s)	Lesson Subject	Sources
1-3	Course Introduction Analysis and Complexity of the terms 'culture' and 'identity'	Hofstede, G. Hofstede, G.J. and Minkov, M (1992)
4-6	Theories of intercultural competence	Luther King, M. (1963) Byram, M. (1997) Bennett, J. M. (1993). Deardorff, D. K. (2006) Fantini, A. E. (2006)

Lesson(s)	Lesson Subject	Sources
		Yershova, Y., DeJeagbere, J., & Mestenhauser, J. (2000)
7-8	Research and assessment of intercultural competence	Sinicrope, C., Norris, J., & Watanabe, Y. (2007) Fantini, A. E. (2006)
9	Developing intercultural competence – From theory to practice	
10-12	Sport as a tool for developing intercultural competence – existing programs as models	Sugden & Tomlinson (2017) Lidor, R., Schneider, K. and Koenen, K. (eds.) (2011)
12-14	Student projects - preparing and implementing recreational or sport activities for promoting intercultural competence	
15	Review	

C. Teaching Modes

- Classroom and forum discussions
- Screening of clips
- Lectures
- Group activities

D. Student Obligations:

- Attendance and participation in lessons
- Assignments
- Final Exam
- Final Project

E. Grade components

(*) It is not possible to obtain a passing grade in a course without presenting a final project

- Involvement and active and prominent participation in lessons (which will be reflected in asking questions based on reading material, providing relevant examples, participation in class forums) - 20%
- Weekly tasks - 20%
- Final Project – 20%
- Final Exam 40%

Total 100%

Sources:

Bennett, J. M. (1993). Toward ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21–71). Yarmouth, ME: Intercultural Press.

Bhawuk, D. P. S., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, 16, 413–436.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Philadelphia, PA: Multilingual Matters.

Deardorff, D. K. (2006). Theory reflections: Intercultural competence framework / model. Retrieved from http://www.nafsa.org/_/file/_/theory_connections_intercultural_competence.pdf

Fantini, A. E. (2006). *Exploring and assessing intercultural competence*. World Learning Publications, Paper 1.

Hofstede, G. Hofstede, G.J. and Minkov, M. (1992) *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill USA, 2010, paperback only. ISBN 978-0-07-166418-9.

Jin, L. & Cortazzi, M. (1998), *The culture the learner brings: a bridge or a barrier ?*, In M. Byram & M. Fleming (Eds.), *Language Learning in Intercultural Perspective: Approaches Through Drama and Ethnography*, Cambridge: Cambridge University Press.

Lidor, R., Schneider, K. and Koenen, K. (eds.) (2011), *Sport as a Mediator between Cultures*, Proceedings from the International Conference on Sport for Development of Peace. Berlin: International Council of Sport Sciences and Physical Education

Luther King, M. *I Have a Dream Speech* (1963)
<http://www.let.rug.nl/usa/documents/1951-/martin-luther-kings-i-have-a-dream-speech-august-28-1963.php>

Sinicrope, C., Norris, J., & Watanabe, Y. (2007), *Understanding and assessing intercultural competence: A summary of theory, research, and practice* (Technical

Report for the Foreign Language Program Evaluation Project). *Second Language Studies*, 26 (1), 1–58.

Yershova, Y., DeJeagbere, J., & Mestenhauser, J. (2000). Thinking not as usual: Adding the intercultural perspective. *Journal of Studies in International Education*, 4 (1), 39–78.