

Empowering Business Students with Intercultural Communicative Competence through Multicultural Literature

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Abstract : The function of culture in language teaching changed because of globalization and the latest technologies. English became a lingua franca which resulted in altering the teaching objectives. The re-evaluation of cultural awareness is one of them. Business English teaching has also been subject to all these changes. It is therefore a wrong idea if we try to consider it as a diffusion of unlimited listing of lexis, diagrams, charts, and statistics. In fact, business students' future career will require business terminology together with intercultural communicative competence (ICC) to handle different multicultural encounters and contribute to the international community. The first part of this paper is dedicated to the necessity of empowering business students with intercultural communicative competence and the second turns around the potential of multicultural literature in implementing ICC in business English teaching. This was proved through a qualitative action research done on a group of Tunisian MA business students. It was an opportunity to discover the potential of multicultural literature together with inquiry-based learning in enhancing business students' intercultural communicative competence. Data were collected through classroom observations, journals and semi-structured interviews. Results were in favour of using multicultural literature to enhance business students' ICC. In addition, the short story may be a motivating tool to read literature, and inquiry-based learning can be an effective approach to teaching literature.

Keywords : intercultural communicative competence, multicultural literature, short stories, inquiry-based learning

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