

Fostering Intercultural Competence Through EFL Education: A Case Study at Tunghai University, Taiwan

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This case study investigates the role of English as a Foreign Language (EFL) education in fostering intercultural understanding among students at Tunghai University in Taiwan. In an increasingly globalized world, the importance of intercultural competence is paramount, and EFL classrooms serve as pivotal spaces for promoting cross-cultural communication and appreciation. Drawing upon interviews with EFL educators, surveys of students, and analysis of curriculum materials, this study explores the extent to which intercultural content is integrated into EFL teaching practices and its impact on student attitudes and perceptions. Findings reveal that educators at Tunghai University employ diverse strategies to incorporate intercultural content, including the use of authentic materials and facilitating discussions on cultural topics. Students demonstrate positive attitudes toward intercultural learning, expressing interest in participation in cultural exchange activities. However, while there are notable initiatives and enthusiasm for intercultural education, opportunities for further enhancement exist, particularly in terms of curriculum design and integration of explicit intercultural learning objectives. This study contributes to the discourse on EFL education and intercultural competence, offering insights into effective practices for fostering intercultural understanding in higher education contexts.

Key words: Intercultural Understanding, Cross-Cultural Communication, Curriculum Integration, Intercultural Competence, EFL Education

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