

# THE ICE CERTIFICATE IN INTERCULTURAL COMPETENCE IN ENGLISH

## TEST MANUAL



SECOND EDITION

The ICE Certificate in  
**INTERCULTURAL COMPETENCE IN ENGLISH**  
**TEST MANUAL**  
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Theoretical background, description of learning objectives and test format

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## The ICE Certificate in Intercultural Competence in English

Theoretical background, description of learning objectives and test format

### 1. General Remarks

The ICE Certificate in Intercultural Competence in English (ICE) provides employers, employees, teachers and learners with a reliable instrument for the testing of intercultural competence, essential in today's globalised society. Four of the main features will be mentioned here:

**(1)** In contrast to many of the instruments for the evaluation of intercultural competence available on the market, this test does not focus on personality profiles, sensitivity, ability to assimilate etc.,<sup>1</sup> but on the ability to communicate appropriately in international encounters. This means that practical communicative competence in intercultural encounters must first be described before it can be evaluated, as intercultural communication cannot take place without the active use of language. This however does not mean that ICE is a conventional language test. The test has been developed using the widely-accepted expert view that intercultural competence is a combination of cognitive, empathetic and communicative sub-competences.<sup>2</sup> Intercultural competence includes features of personality as well as knowledge but the most important component is ability. All these three components are taken into consideration in ICE, with the focus on practical communicative ability in intercultural situations being its most prominent feature.

**Practical  
communicative  
competence**

**(2)** The significance of any single language in the globalised world no longer depends solely on the number of people who speak it as their native language. Of far greater importance is the number of people who use the language as a second language or as a lingua franca. This makes English undoubtedly the world's number one language. Approximately half of all Europeans make use of English, even though the number of English native speakers in Europe is smaller than that of German and French.<sup>3</sup> The role played by English in the world as a whole is also a dominant one, even though the number of Mandarin speakers (as a first and as a second language) is more than twice that of English. Global changes indicate that there may be a shift towards Mandarin and Spanish in the future, but there still seems little doubt that the language of the Anglo-Saxons, and possibly in particular that of Anglo-Americans, will remain strategically important in the foreseeable future.<sup>4</sup> ICE therefore makes use of the versions of English commonly used in the United Kingdom and the United States of America. In view of the increasingly

**The future  
of English**

dynamic nature of these two versions of English, the version of English used includes many language conventions which can be described as Mid-Atlantic.<sup>5</sup>

**(3)** Most experts are convinced that in the majority of intercultural contacts, several or all the participants make use of English as a *lingua franca*. The use of English as an international language is therefore becoming the rule rather than the exception, particularly as this variety of English has no real cultural foundations. For this reason, it is widely supposed that people all over the world will be able to communicate successfully with each other as long as they all speak English properly. This is however not the case. The cultural codes behind the use of the language are in most cases to be found in the cultures of the non-Anglo-Saxon participants in the communication. To make matters worse, the fact that both or all are using English as a foreign language may well mean that individual culture-bound personality features, with their irreconcilable discourse strategies, are largely concealed from the other participant(s).<sup>6</sup> This has led to the widely-asked question “Which English are we to teach?” which has been discussed at great length in the field of ELT over the last few years. Consensus has been reached that concentrating on the versions of English spoken in the UK and the USA is not enough. The global use of English as an International Language implies its interculturally appropriate use in international encounters. This presents a challenge requiring intercultural knowledge but also, and perhaps particularly, meta-communicative skills. ICE takes this use of English into account and tests the ability to use English appropriately in a variety of intercultural communicative situations. This means that the lexical, idiomatic and phonological features of British and American varieties of English are only relevant if and when they encourage international and intercultural understanding. Meta-communicative abilities are in the foreground, as according to a large number of experts, it is these which are the key to the interculturally appropriate use of English as the global *lingua franca*.<sup>7</sup>

**English as a  
*lingua franca***

**(4)** A reliable instrument for the testing and assessment of intercultural competence requires valid testing procedures. ICE is based on international quality standards as described in *The Common European Framework of Reference for Languages (CEFR)*<sup>8</sup> and the *Manual for Relating Language Examinations to the CEFR*.<sup>9</sup> These approaches – originally developed under the auspices of the Council of Europe and now recog-

**A valid testing  
instrument**

nised as standards in Europe and beyond – have meant a significant improvement in quality. For the first time, a comparison has been made possible between certificates and other descriptions of competence all over Europe. In terms of policies of language, integration and job markets, this cannot be regarded too highly.

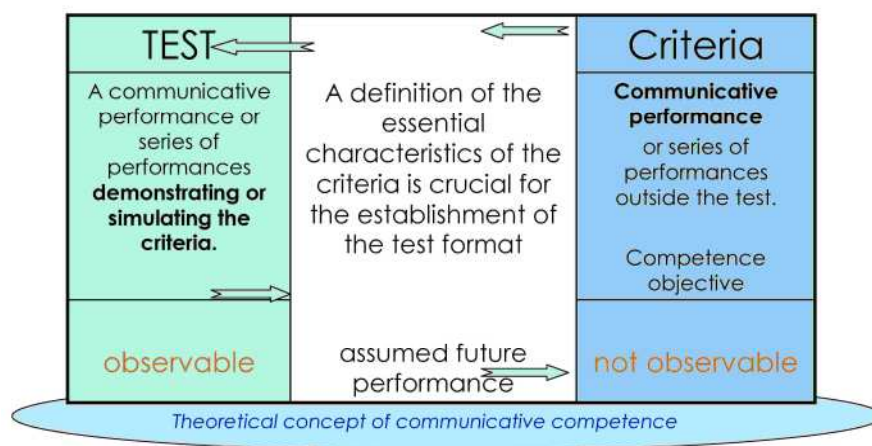
The basic focus of ICE on

- practical communicative competence,
- the use of English in intercultural encounters both as Anglo-American versions and when used as a lingua franca, and
- the use of the quality recommendations of the Council of Europe

has consequences both for the methods applied and the content included. These will be described more closely in the following.

## 2. Test Construct

Tests of language competence must make it possible to provide a forecast of future communicative behaviour. In doing this, they follow the procedure illustrated below:<sup>10</sup>



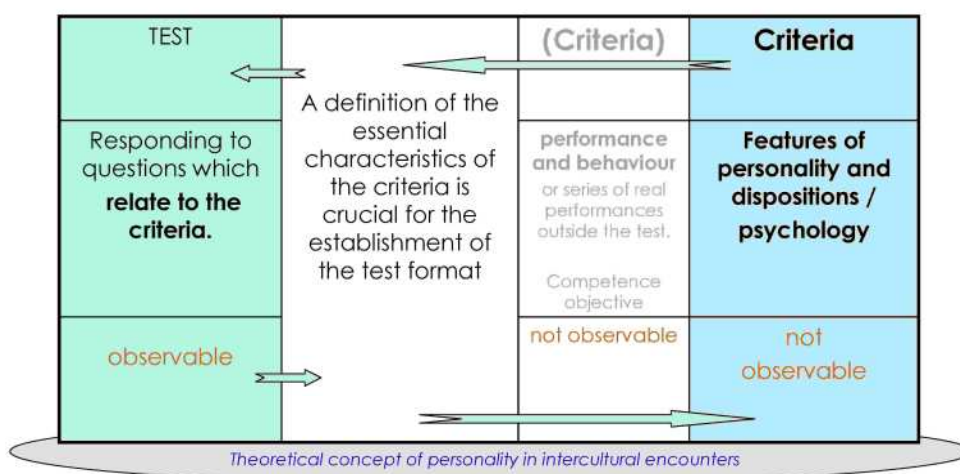
Moving anti-clockwise from top right to bottom right, the diagram demonstrates the connection between test and criterion. Essential features of any test construct are therefore

### Features of a test construct

- a usable and useful description of communicative competence (for instance as described in the level descriptors of the CEFR)
- a precise description of the marking criteria
- standardised simulation and marking procedures

A test construct based on a comprehensive illustration of verbal, non-verbal and paraverbal communication, as described in the CEFR, can make a claim to validity which is based on broad expert consensus.

Many of the procedures existing for the evaluation of intercultural competence, such as the *Intercultural Development Inventory (IDI)*<sup>11</sup> developed by Milton J. Bennett and Mitchell R. Hammer and used all over the world, the *Test of Intercultural Sensitivity (TIS)* from ICUnet AG in Passau<sup>12</sup> or the *Schwartz Value Survey (SVS)* from the iMo in Göttingen<sup>13</sup> form a contrast to this. Test such as the above use questionnaires and methods of interpretation, the construct behind which can be illustrated using the following variation of the diagram above:



A psychometric test of this type consists of questions (IDI 50, TIS 67, SVS 57), usually answered online. A personality profile is deduced from the answers, which declares the candidate suitable or otherwise for an intercultural assignment. Communicative language competence or communicative behaviour is (usually) not tested and (usually) not scored.

**Construct of psychological tests**

Any expert consensus, which may form the basis for such tests, can only be considered narrow or non-existing. In fact neutral experts usually complain that “widely available psychometric tests have unsatisfactory criterion-related validity.” Characteristics such as “intelligence”, “aggression” or “attraction” are considered so abstract as hypothetical constructs that their relevance in connection with performance-related issues poses a grave problem.

*The construction of a psychometric test begins with the listing of empirically observed phenomena, in which characteristics and the degree to which they occur are revealed and demonstrated. Theories, personal convictions and bias play a part in this listing. In order to eliminate these subjective influences, a decision has to be taken as to which phenomena should be recognised as indicating which specific characteristics. This consensus is formed by those who have made scientific studies of these characteristics. Psychology is still a long way*

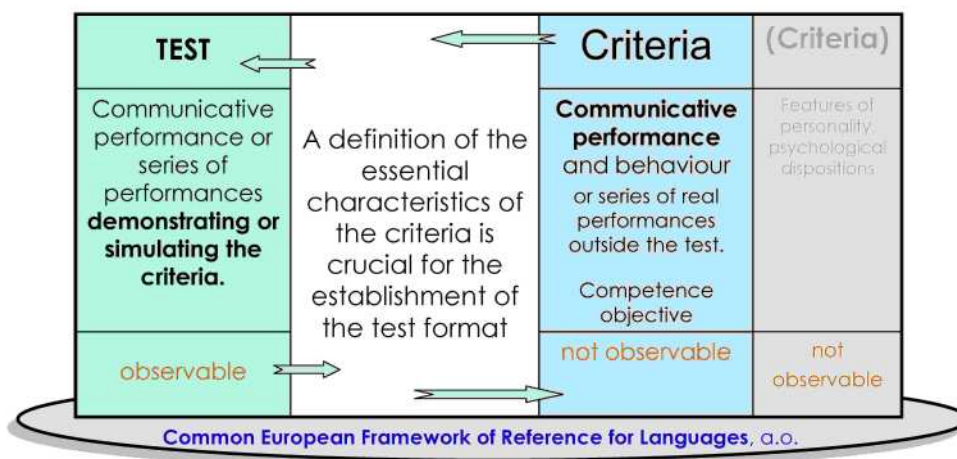
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*from reaching this consensus. The typological confusion existing in psychology concerning even central characteristics such as intelligence, attraction, competence etc. is the inevitable consequence.<sup>14</sup>*

A valid model for measurement on this basis seems difficult to imagine.

What is clear is that the claim to construct validity made by language competence tests is built on more solid expert foundations. Proceeding from a theory of communication based on consensus in many important areas, language competence tests worldwide use established and proven testing procedures. Features of personality and psychological constructs are not tested. This however does not mean that such things as tolerance of frustration or assertiveness are unimportant in intercultural dialogue. It means only that they cannot be tested validly, objectively and reliably.

A valid construct for an evaluation procedure for intercultural competence must therefore have a widely accepted expert basis and follow the description below:



Intercultural communicative competence (ICC) is made up of sub-competences, knowledge and ability. As well as this, ICC requires certain features of personality, such as tolerance and openness or ability to cope with stress and ambiguity. These can be acquired through learning only to a certain extent, which does not mean that they are not important. ICC is without doubt a blend of competences and must be taught, trained and evaluated taking this blend into account.

**Features of a test construct for intercultural competence**

The testing of knowledge will not pose a great problem as a wide range of accepted procedures exist for this, in contrast to the difficulties shown in the development of valid, reliable and objective test procedures for the testing of features of personality. This includes approaches such as self-assessment, whether in “Personality Profiling” (see above) or a “Portfolio of Intercultural Competence” with a “Passport, Biography and Dossier” for intercultural competence, such as that suggested in the INCA-Project.<sup>15</sup> However, and perhaps importantly, it cannot be assumed that evaluation procedures largely based on self-assessment are or will be widely accepted by employers, academic institutions or schools.

### Components of Intercultural Competence

At the core of intercultural competence are communicative competences, the most important of which is language with all its non-verbal and paraverbal elements. Theory-based, empirically validated, objective and reliable test procedures for the evaluation of language competence have existed for many years, are used worldwide and are the subject of an academic discipline. In contrast to the established test formats which exist, for instance for the languages German and English, the testing of intercultural competence has failed so far to answer many questions. In general, there has been no detailed consideration of the learning objectives of language training specifically designed to train intercultural competence using an “intercultural discourse grammar”. Some important components of this can be found in models such as that of Robert Saxer, compiled for the *Zertifikat Deutsch*.<sup>16</sup> This model, however, does not take meta-communicative competences into account, something which requires appropriate consideration. Saxer’s discourse grammar is a combination of topics, scenarios, language functions and notions with all their component parts - pragmatic and grammatical (both text and sentence) - leading on to semantics and again to topics and scenarios. In an intercultural context, the situations would be specific to the type of communication in a variety of intercultural encounters.

The body of an “intercultural discourse grammar”, which would also include an (albeit far smaller) section focussing on relevant intercultural knowledge, can form the basis for the development of a test format. Apart from the discussion of the test format, the questions of practical piloting and field trialling, statistical analysis and an ongoing revision process must also be addressed. The *Manual for relating Language Examinations to the Common European Framework for Languages* (Manual) published by the Council of Europe has been available in a pilot version since 2003 and was published in its final version in 2009. The Manual describes the



necessary steps to be taken for the production of tests and the maintenance of quality standards in language testing.

### 3. Test Format

Every test of language competence represents a compromise governed by rules. Several varieties of this compromise are conceivable, but all must include the following core components:

- a description of the communicative competences to be tested (e.g. the descriptions from the CEFR)
- precise marking criteria
- standardised simulation and marking procedures

The development of any test format will always be based on the basic principle behind any communicative language test, that the test is standardised as much as is necessary but also includes as much authentic communication as possible.

The ICE test format tests those elements of intercultural competence which can be tested, including cognitive aspects as well as communicative ability in English, without however losing sight of features of personality (which cannot actually be tested). The test consists of a **written online-test** and an **oral examination, taken in pairs**. Together these test speaking, writing, listening and reading in intercultural encounters. The main focus of the test is on communicative competence. Intercultural knowledge is only relevant for testing purposes to the extent to which it is necessary for dealing with practical intercultural communication in intercultural encounters.

The test criteria are based largely on the descriptions of communicative competence in the CEFR. The development of the test was also influenced by important work in the field, including Michael Byram's influential work (1997) and that of Bernd Müller-Jacquier (2000), both of which proved extremely useful in this context.

**test criteria**

#### A. The Common European Framework of Reference for Languages (CEFR)

The CEFR contains a large number of passages relevant to the subject of intercultural competence, including the general description of intercultural awareness and intercultural ability

##### 5.1.1.3 Intercultural awareness

*Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course,*

*important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes. (p. 103)*

**CEFR  
descriptors**

#### 5.1.2.2 Intercultural skills and know-how

These include:

- *the ability to bring the culture of origin and the foreign culture into relation with each other;*
- *cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;*
- *the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;*
- *the ability to overcome stereotyped relationships. (p. 104f.)*

Other relevant descriptions can be also be found in several of the descriptive scales of the CEFR, in particular the scales for interaction, compensation, control and repair, receptive strategies, overall spoken production, turn-taking, sociolinguistic appropriateness and flexibility. Alongside the general descriptions mentioned above, the following list of descriptors, taken from the CEFR, provided the main basis for the development of detailed test criteria and marking procedures.

What became clear was that a distinction between two levels of language competence, corresponding to levels B1 and B2 is necessary.

The following page contains a selection of relevant descriptors from the CEFR which proved helpful for the definition of intercultural communicative competence and the development of test criteria for this.

(Numbers refer to page numbers CEFR 2001)

A selection of relevant descriptors from the CEFR

	<b>Interaction</b>	<b>Compensating</b>	<b>Monitoring and Repair</b>	<b>Identifying cues and inferring</b>
<b>C1</b>	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers. 28			Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. 72
<b>B2</b>	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. 28	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. 64	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings 65	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. 72

	<b>Overall spoken interaction</b>	<b>Turntaking</b>	<b>Sociolinguistic Appropriateness</b>	<b>Flexibility</b>
<b>C1</b>		Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. 86 / 124	C2: Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly... 122  C1: Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts ... 122	
<b>B2</b>	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. 74	Can intervene appropriately in discussion, exploiting appropriate language to do so. 86 / 124	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. 122	B2+: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. 124

	<b>Interaction</b>	<b>Compensating</b>	<b>Monitoring and Repair</b>	<b>Identifying cues and inferring</b>
<b>B1</b>	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. 29	Can foreignise a mother tongue word and ask for confirmation. 64	Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem. 65	
	<b>Overall spoken interaction</b>	<b>Turntaking</b>	<b>Sociolinguistic Appropriateness</b>	<b>Flexibility</b>
<b>B1</b>	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. 74	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. 88 / 124	Is aware of the salient politeness conventions and acts appropriately. 122	Can adapt his/her expression to deal with less routine, even difficult, situations. 124

B. Michael Byram and Bernd Müller-Jacquier

Further support for the development of a specific test format was provided by Michael Byram's *Teaching and Assessing Intercultural Competence*, in which intercultural competence is discussed extensively. The subject of assessment and the criteria for judgement are also addressed throughout. The final chapter contains a comprehensive suggestion for assessing the five *savoirs*.<sup>17</sup> This combines the portfolio method (used particularly in teaching) with occasional tests of performance. In the following, examples are given of the methods suggested by Byram.

**Michael Byram**

Table 5.3 Summary of modes of assessment for skills (p. 102)

Objective	Kind of evidence	Where
<b>interpreting and relating</b> ( <i>savoir comprendre</i> )		
identify ethnocentric perspectives	part of evidence form assessment of savoirs	test and/or continuous assessment as for assessment of savoirs
identify misunderstanding and dysfunction	ditto	ditto
mediate between interpretations	part of assessment of interaction	
discovery and interaction ( <i>savoir apprendre/faire</i> )		
questioning a native speaker	use of interviewing techniques	test simulation
identify significant reference	ditto	portfolio
use sources to understand relationships	use of reference books etc. to illuminate specific documents	test and / or coursework
agree on conventions	retrospective analysis and documentation by self and others	portfolio
respond to distance / proximity of other culture	ditto	ditto
institutions for contacts	ditto	ditto
mediate between interlocutors	ditto	ditto

Bernd Müller-Jacquier, on the other hand, places the focus on speech acts themselves. The list of criteria and the many accompanying examples he provides proved to be extremely helpful for the development of a test construct for intercultural competence.<sup>18</sup> Müller-Jacquier's examples are taken from lexis, sequences of speech acts, discourse organisation, topics, directness/indirectness, register, paraverbal and non-verbal factors, culture-specific values and attitudes as well as culture-specific acts, including ritual acts.

**Bernd Müller-Jacquier**

The following description of the sub-competences, abilities and knowledge necessary for intercultural competence were developed using the relevant descriptors from the CEFR and with reference in particular to suggestions made in the work of Byram and Müller-Jacquier:

- **Knowledge** about institutions, processes of socialisation and other specifics in one's own and in one or more target countries.
- **Knowledge** of the causes and processes of misunderstanding between members of different cultures.
- **Ability** to engage with differences in a relationship of equality (incl. ability to question the values and presuppositions in cultural practices and products in one's own environment).
- **Ability** to engage with politeness conventions and communication and interaction conventions (verbal and non-verbal).
- **Ability** to use essential conventions of oral communication and to recognise changes in register.
- **Ability** to use essential conventions of written communication and to recognise changes in register.
- **Ability** to elicit the concepts and values of documents or events (i.e. meta-communication).
- **Ability** to mediate between conflicting interpretations of phenomena.

**Criteria for  
intercultural  
competence**

**All the abilities mentioned require language competence to at least a minimal degree. It would therefore seem that evaluation of intercultural communicative competence only makes sense above level B1 of the CEFR.**

The version of English language used in the test is based on

- a. Anglo-American English (*mid-Atlantic*)
- b. International English (English as a *lingua franca* –ELF)

**Mid-Atlantic  
and English as  
a lingua franca**

The use of both these versions of English implies a redefinition of the notion of **linguistic correctness**. A large number of empirical studies indicate which mistakes in intercultural communication cause serious misunderstandings and which are less important and can be more or less ignored. Strangely enough, it is the second type which often receives inordinate attention in traditional English teaching. This type of mistake includes the omission of the –s in the third person singular form, the difference between the present perfect and the simple past, the use of *if* and *would* in one clause, the use of prepositions and much more.<sup>19</sup>

Linguistic correctness will undoubtedly continue to be important in the future. However the notion of what is considered sufficiently correct or definitely incorrect is constantly changing. The use of English as a *lingua franca* has made an important contribution to this dynamic process and will continue to do so. Politeness conventions, discourse strategies and behaviour will become more important than any conventional understanding of linguistic

correctness. The latter will not become completely irrelevant, but will no longer form the basis for the definition of which mistakes are important.<sup>20</sup>

What will become increasingly unimportant are decidedly regional varieties of language or those used in certain social groups, the use of which can often lead to misunderstanding and confusion in intercultural encounters. This includes pronunciation and dialect as well as idioms such as (US) "Can you give me a ball park figure on the costs?" or (UK) "You're batting a sticky wicket there, I'm afraid." Lexical elements which cause no problems when used within the particular cultural context, such as *Ivy League* (US) or *beeline* (UK) are often unsuitable for use in international communication. Finally, the notorious "false friends" can also be the cause of (often hidden) intercultural misunderstandings. The use of words such as (German) *Konzept* as *concept* in English can lead to even greater problems. Although a similar word exists in English and in French, the meaning behind it is entirely different.<sup>21</sup>

Basically, it is those varieties of English which can be used in all regional and social groups which should be taught, omitting any highly specific varieties.

These communicative abilities are evaluated and certified at two levels. These levels correspond to the CEFR descriptors for

**2 levels**

B1	<b>Level 1</b>
B2 and above	<b>Level 2</b>

The learning objectives and test format are described in the following and examples of test items given.

## 12. References

- 1 cf. Intercultural Development Inventory (IDI); Test of Intercultural Sensitivity (TIS), Schwartz Value Survey (SVS) u.a. .
- 2 Bolten, Jürgen (2003), Interkulturelles Coaching, Mediation, Training und Consulting als Aufgaben des Personalmanagements internationaler Unternehmen. In: Bolten, J. / Ehrhardt, C. (ed.) (2003), Interkulturelle Kommunikation. Texte und Übungen zum interkulturellen Handeln. Sternenfels: Verlag Wissenschaft und Praxis. Byram, Michael (1997), Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters. Müller-Jacquier, Bernd (2000), Linguistic Awareness of Cultures. Grundlagen eines Trainingsmoduls. In: Bolten, Jürgen (ed.) (2000), Studien zur internationalen Unternehmens-Kommunikation. Waldsteinberg: Popp.
- 3 Source: <http://dsephoton.mplc.co.uk/TickTack/files/langsur2/eustats.htm> [20.6.2011]
- 4 Graddol, David (2006), English Next. Why global English may mean the end of 'English as a Foreign Language'. London: British Council. Gnutzmann, C. / Intemann, F. (2005) (eds.), The Globalisation of English and the English Language Classroom. Tübingen: Gunter Narr Verlag. Crystal, David (1997), English as a Global Language. Cambridge: Cambridge University Press.
- 5 Mid-Atlantic English, (*trans-Atlantic accent*) is a cultivated or acquired version of the English language that is not a typical idiom of any location. It blends American and British without being predominantly either. It is also used to describe various forms of North American speech that have assimilated some British pronunciations and vice-versa. These pronunciations were, at one time, common in English-speaking theatre and film, and were also found among members of the upper classes of American society. Mid-Atlantic is also commonly used by Anglophone expatriates, many of whom have adopted certain features of the accent of their place of residence. [http://en.wikipedia.org/wiki/Mid-Atlantic\\_English](http://en.wikipedia.org/wiki/Mid-Atlantic_English) [20.6.2011]
- 6 House, Juliane (1999), Misunderstanding in intercultural communication. Interactions in English as a lingua franca and the myth of mutual intelligibility. In: Gnutzmann, Claus (eds.) (1999), Teaching and Learning English as a Global Language. Native and Non-Native Perspectives, S. 73-89. Tübingen: Stauffenburg Verlag. Jenkins, Jennifer (2007), English as a Lingua Franca. Attitude and Identity. Oxford: Oxford University Press. Seidlhofer, Barbara (2005), English as a lingua franca. In: ELT Journal Volume 59/4 October 2005. 339-341. Seidlhofer, Barbara (2003), A concept of international English and related issues. From 'Real English' to 'Realistic English'. Strasbourg: Council of Europe.
- 7 Beneke, Jürgen (1991), Englisch als lingua franca oder als Medium interkultureller Kommunikation? In: Grebing, Renate (ed.) (1991), Grenzenloses Sprachenlernen. Festschrift für Reinhold Freudenstein. Berlin: Cornelsen & Oxford University Press. 54-66. Byram, Michael (1997), Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters. Müller-Jacquier, Bernd (2000), Linguistic Awareness of Cultures. Grundlagen eines Trainingsmoduls. In: Bolten, Jürgen (ed.) (2000), Studien zur internationalen Unternehmens-Kommunikation. Waldsteinberg: Popp. Wolf, Hans-Georg / Polzenhagen, Frank (2006), Intercultural Communication in English – A Cognitive Linguistic Focus on Neglected Issues. Essen: LAUD.
- 8 Council of Europe (2001), Common European Framework for Languages: learning, teaching, assesment. Cambridge.
- 9 Council of Europe (2003), Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Manual. <http://www.coe.int/t/dg4/linguistic/> [20.6.2011] - see also Council of Europe (2011) Manual for Language Test Development and Examining - For use with the CEFR. Produced by ALTE for the Language Policy Division, Council of Europe <http://www.coe.int/t/dg4/linguistic/> [20.6.2011]

- 10 cf. McNamara, Tim (2000), *Language Testing*. Oxford University Press. 8
- 11 IDI Intercultural Development Inventory cf. <http://www.idiinventory.com> [20.6.2011]  
Hammer, Mitchell R. / Bennett, Milton J. / Wiseman, Richard (2003), *Measuring intercultural sensitivity: The intercultural development inventory*. In: *International Journal of Intercultural Relations* 27 (2003) 421-443
- 12 TIS Test of Intercultural Sensitivity (ICU.net AG, Passau) <http://www.icunet.ag/de/loesungen/potenzialanalyse/tis/index.htm> [20.6.2011]
- 13 Schwartz Value Survey SVS (iMO Interkulturelle Management und Organisationsberatung Göttingen) [www.imo-international.de](http://www.imo-international.de) [20.6.2011]
- 14 Meyer, Harald (2004), *Theorie und Qualitätsbeurteilung psychometrischer Tests*. Stuttgart: Kohlhammer. Translation by elc. 17. Muck, Peter M. (2006), *NEO-Persönlichkeitsinventar nach Costa und McCrae (NEO-PI-R) von F. Ostendorf und A. Angleitner*. In: Fay, Ernst (2006), *Tests unter der Lupe 5. Aktuelle psychologische Testverfahren — kritisch betrachtet*. Göttingen. Vandenhoeck & Ruprecht. 66-87
- 15 INCA (2004) [http://www.incaproject.org/de/downloads/22\\_INCA\\_portfolio\\_German\\_final.pdf](http://www.incaproject.org/de/downloads/22_INCA_portfolio_German_final.pdf) [20.6.2011]
- 16 Saxer, Robert (1999), *Didaktische Grammatik der deutschen Sprache. Inventar zum Zertifikat Deutsch*. In: EDK / ÖSD / Goethe-Institut / WBT (eds) (1999), *Zertifikat Deutsch. Lernziele und Testformat*, 264 -371. Frankfurt am Main: Weiterbildungs-Testsysteme GmbH.
- 17 [http://www.coe.int/t/dg4/linguistic/manuel1\\_en.asp](http://www.coe.int/t/dg4/linguistic/manuel1_en.asp) [20.6.2011]
- 18 Byram, Michael (1997), *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters. The 5 *savoirs*, which are also mentioned in the CEFR, are the following: attitudes (*savoir être*), knowledge (*savoirs*), skills (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre / faire*), critical cultural awareness (*savoir s'engager*).
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# Test of Intercultural Competence in English - ICE FORMAT AND RATING SYSTEM

The **ICE test** at **levels 1 and 2** was trialled and statistically evaluated with a group of 375 candidates. The decision on the final test format was made after the trialling.

We would like to thank all those who supported us in the trialling:

- Hochschule München (Munich University of Applied Sciences): Prof. Dr. Patricia East
- Fremdspracheninstitut der Landeshauptstadt München: Renate Will
- Hochschule für Technik und Wirtschaft des Saarlandes (Saarland University of Applied Sciences): Prof. Dr. Christine Sick
- Max-Weber-Berufskolleg (Vocational Training School) Düsseldorf: Sabine Krause
- Hochschule Bonn-Rhein-Sieg (Bonn University of Applied Sciences): James Chamberlain

## TEST FORMAT — WRITTEN PARTS (Levels 1 & 2)

Time	Part	Item-Type	No of items	Rating criteria
10 min.	<b>1</b>	<b>Critical Incidents</b>	<b>10</b>	cf. pp. 19 & 30
10 min.	<b>2</b>	<b>Listening Comprehension</b>	<b>10</b>	cf. pp. 20 & 31
10 min	<b>3</b>	<b>Structured Responses</b>	<b>10</b>	cf. pp. 21 & 32
10 min	<b>4</b>	<b>Proof Reading</b>	<b>10</b>	cf. pp. 22 & 33
10 min	<b>5</b>	<b>Country Specifics</b>	<b>30</b>	cf. pp. 23 & 34
10 min	<b>6</b>	<b>Written Production</b>	<b>1</b>	cf. pp. 24 & 35
<b>60 min</b>				

## TEST FORMAT — ORAL PARTS (Levels 1 & 2)

Time	Part	Task-type	What is tested?	Rating criteria
10 Min. preparation time				
5 min.	<b>1</b>	<b>Dialogue</b> on personal background and international / intercultural experience	Building Rapport	
5 min.	<b>2</b>	<b>Discussion of input</b> (text, picture, diagram etc.)	Ability to discuss aspects affecting culture-bound behaviour and intercultural communication and to reflect on one's own culture and experience	a. Communication b. Intercultural competence c. Language
5 min.	<b>3</b>	<b>Discussion of critical incident or text</b>	Ability to discuss critical incidents and to give realistic explanations and pragmatic suggestions	cf. pp. 27-29 & pp. 37-39 & p. 40
<b>15(+10) min.</b>				

## Marking (Levels 1 & 2)

Sub-Test Writing	No. of items	Points	
1 Critical Incidents	10	10	<b>Pass = 60 % in written parts = 36 points</b>
2 Listening Comprehension	10	10	
3 Structured Responses	10	10	
4 Proof Reading	20	10	
5 Country Specifics	30	10	
6 Written Production	1	10	
	Maximum	60	
<b>Oral</b> 1 2 3			n.b. <b>0</b> points for " <b>non-judgemental attitude</b> " = 0 points  <b>Pass = 50% in oral</b>
	Maximum	40	
<b>TOTAL</b>		<b>100</b>	

A certificate is issued after both the written and oral parts of the test have been passed.

Both parts can be repeated as often as the candidate wishes.

LEVEL 1	PART 1	CRITICAL INCIDENTS
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## SAMPLE ITEMS Level 1

**Critical incidents** are not only often the focus of international academic discussions, but also play an important part in many training programmes for intercultural competence. Critical incidents are encounters where there is danger of a conflict between people with different cultural backgrounds and are used to illustrate culture-bound values, expectations, conventions etc. They can be used to make culture standards (my own and others') clear and have proved to be a good way of discussing strategies for dealing with intercultural misunderstandings.

Sub-test 1 consists of 10 multiple-choice items with 3 options.  
Only one answer is correct.

The items test the candidates' recognition of potentially critical incidents as well as their familiarity with verbal and non-verbal strategies for dealing with these.

### SAMPLE ITEMS

#### 1.

An Italian colleague stands too close to you when he is talking to you. What do you say and do?

- a. You move back a bit saying: "Sorry, but I'm not really used to standing so close to you."
- b. You suggest to change the situation saying: "Why don't we sit down and have a cup of coffee?"
- c. You know that this is what the Italian colleague considers normal and try to move a bit further away from him.

#### 2.

A delegation of Japanese businessmen is visiting your company. When one of them gives you his business card, what do you say and do?

- a. You thank him, take the card and put it on the table in front of you.
- b. You accept the card and offer him your own card in return.
- c. You accept the card with both hands and study it closely for about 15 seconds.

<b>LEVEL 1</b>	<b>PART 2</b>	<b>LISTENING COMPREHENSION</b>
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Sub-test 2 consists of 10 multiple-choice items with 3 options.  
Only one answer is correct.

Each item consists of a brief description of a situation, a recording of a brief utterance and 3 possible interpretations of the utterance. The recordings are played only once. The utterances are spoken in English by native and non-native speakers, who use discourse strategies which could lead to misunderstandings in intercultural encounters. The items test the candidates' recognition of these discourse strategies and their ability to interpret them correctly.

#### SAMPLE ITEMS

Choose **one** of the answers — a, b or c — for each question. Only one answer is correct.  
Unless stated otherwise, in all the situations below, you do not know the person you are speaking to very well.

1.

You offer to drive a visitor to your company to the airport. The visitor says:



**["I hope it's not too much trouble. I could always get a taxi."]**

The speaker means

- a. I would prefer a taxi.
- b. I accept your offer.
- c. I think getting a taxi is too difficult.

2.

During a meeting with business partners from the USA one of the visitors says:



**["Would you mind if the door was closed?"]**

The speaker means

- a. I can close the door.
- b. I don't want the door to be closed.
- c. Please close the door.

<b>LEVEL 1</b>	<b>PART 3</b>	<b>STRUCTURED RESPONSES</b>
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*Sub-test 3 consists of 10 multiple-choice items with 3 options.*

*Only one answer is correct.*

*Each item consists of a brief description of a situation and 3 possible verbal reactions.*

*The items test the candidates' ability to use verbal politeness conventions to avoid misunderstandings in intercultural encounters.*

#### SAMPLE ITEMS

*Choose **one** of the answers — a, b or c — for each question. Only one answer is correct.*

*Unless stated otherwise, in all the situations below, you do not know the person you are speaking to very well.*

**1.**

You get a phone call but the line is very bad and you can't understand the caller very well. What can you say?

- a. I'm afraid I can't understand you.
- b. Please speak louder!
- c. What are you saying, please?

**2.**

You are having dinner at a colleague's home. The food is very nice but you can't eat any more. What can you say?

- a. I am full and I can't eat any more now.
- b. I'm afraid I can't manage any more. It was very good.
- c. The food is good but it is too much for me.

<b>LEVEL 1</b>	<b>PART 4</b>	<b>PROOF READING</b>
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*Sub-test 4 consists of 5 short texts which are divided into 3 parts (groups of sentences, sentences or parts of sentences).*

*Each text contains one example of an inappropriate use of register which could lead to a misunderstanding in an intercultural encounter. Candidates identify and mark this.*

*The items test the candidates' ability to recognise inappropriate use of register in written communication.*

#### SAMPLE ITEMS

In each text there is one part which may seem impolite.

Mark **one** part in each text.

**You want to visit an English company. You write to say when you will arrive.**

**1.**

**a** I am writing about my visit to your company. **b** I arrive next Monday at 11.30 p.m. **c** If you like, you can pick me up at the airport.

**2.**

**a** I would like to give you some information about my visit. **b** Tell me how to get to your company, please. **c** I am coming by car.

LEVEL 1	PART 5	COUNTRY SPECIFICS
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Sub-test 5 tests knowledge of country-specific information. In the context of intercultural communication, this requires some explanation. Just as the term competence\* always implies a specific context (no-one can be competent in everything and everywhere), the term intercultural competence can equally only be used for one or several specific cultural contexts. This implies that a general intercultural competence ("interculturality") is as unlikely as a general competence in foreign languages.

Two questions must be answered in the context of the ICE training programme and test:

- a. How is the wide range of target cultures dealt with?
- b. What can be regarded as the most important (essential) country-specific information?

a) Learners and candidates choose the target culture on which they wish to focus. During the training programme, they research and present this culture using internationally and interculturally appropriate presentation techniques. The presentation should focus on interculturally relevant information, including, besides country-specific information (see below), rules and conventions of behaviour (Dos and Don'ts).

b) In this context country-specific information can be taken to mean the information which, if they are in possession of it, makes visitors appear "informed and interested" to a host in the target culture rather than "uninformed and uninterested". This includes an unspecified amount of information which may range from the name of the currency to the names of important cities and particular characteristic social, economic, political, religious and other features. Rules of behaviour (Dos and Don'ts) also form a part of this. Not all the information which exists is necessary for every encounter with the culture. ICE assumes that the learner/candidate possesses a basic amount of country-specific information and is aware of the necessity of possessing this.

Sub-test 5 consists of 30 multiple-choice items with 3 options. Only one answer is correct.

The candidate chooses the target culture on which he/she wishes to be tested. Full points can be achieved in this sub-test if 18 questions (60%) are answered correctly.

\* ERPENBECK, John: KODE – Kompetenz-Diagnostik und -Entwicklung. In: ERPENBECK, John; ROSENSTIEL, Lutz von (ed.): Handbuch Kompetenzmessung. Stuttgart 2003, p. 365-385. FRANKE, Guido: Facetten der Kompetenzentwicklung. Bielefeld 2005. GNAHS, Dieter: Kompetenzen – Erwerb, Erfassung, Instrumente. Bielefeld 2007

## SAMPLE ITEMS INDIA

1.  
India's currency is called

- a. Baht.
- b. Rial.
- c. Rupee.



2.  
Politically India is a

- a. union of 28 independent states.
- b. People's Democracy.
- c. Parliamentary Republic.

3.  
More than 100 different languages are spoken in India, but Hindi and English are

- a. spoken by everybody in all of India.
- b. two official languages for all of India.
- c. spoken by educated people only.

<b>LEVEL 1</b>	<b>PART 6</b>	<b>WRITTEN PRODUCTION</b>
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*Sub-test 6 consists of 1 written task, usually a brief email.*

*Marking is of the use of conventions of written discourse which would be appropriate in most intercultural encounters. The use of "face-saving strategies" plays an important part.*

*The marking of sub-test 5 is carried out by 2 trained raters, using the criteria below. The raters mark independently of each other and then come to a consensus on the final score.*

## RATING CRITERIA WRITTEN PRODUCTION

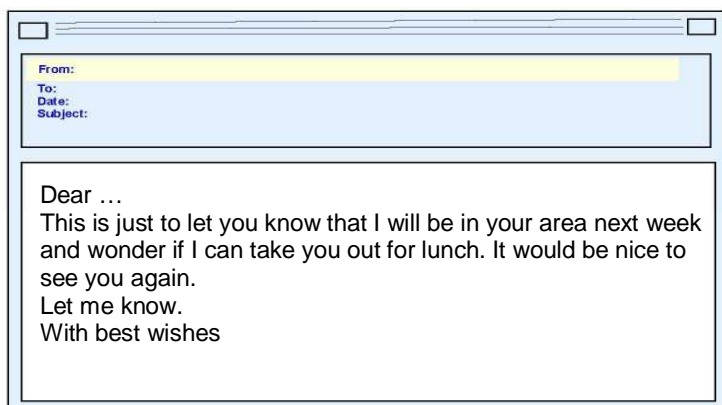
Criteria	Points
<p>The email is appropriate in all respects, i.e. it would not cause any offence, irritation, confusion or misunderstanding.</p> <p><b>and</b></p> <p>The language is appropriate for the level concerned (B1 or B2).</p> <p><b>and</b></p> <p>There are no or very few mistakes and none which affect understanding.</p>	<b>10</b>
<p>The email would not cause any offence, irritation or misunderstanding, but one part of the message is missing or inappropriate.</p> <p><b>and/or</b></p> <p>The language is below the level concerned (B1 or B2).</p> <p><b>and/or</b></p> <p>There are several language mistakes, none of which affect understanding of the main message.</p>	<b>6</b>
<p>The email may cause offence, irritation, confusion or misunderstanding as parts are missing and/or inappropriate.</p>	<b>4</b>
<p>The message is expressed in such a way as to cause offence, irritation or confusion.</p> <p><b>and/or</b></p> <p>There are so many mistakes that not even the main message can be understood.</p> <p><b>and/or</b></p> <p>Nothing has been written.</p>	<b>0</b>



<b>LEVEL 1</b>	<b>PART 6</b>	<b>WRITING</b>
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## SAMPLE ITEM

You receive the following email from a business associate you have met once or twice:



Reply to the email.  
 You have no time next week, so refuse the invitation.  
 Do not write more than 60 words.

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# ANSWER SHEET — LEVEL 1

Centre:

Candidate:

Date

Version

		a	b	c											
<b>PART 1</b>	1				ANSWER SHEET										
	2														
	3														
	4														
	5														
	6														
	7														
	8														
	9														
	10														
		a	b	c											
<b>PART 2</b>	11				ANSWER SHEET										
	12														
	13														
	14														
	15														
	16														
	17														
	18														
	19														
	20														
		a	b	c											
<b>PART 3</b>	21				ANSWER SHEET										
	22														
	23														
	24														
	25														
	26														
	27														
	28														
	29														
	30														
		a	b	c											
<b>PART 4</b>	31				ANSWER SHEET										
	32														
	33														
	34														
	35														
	36														
	37														
	38														
	39														
	40														
		a	b	c	a	b	c	a	b	c					
<b>PART 5</b>	41				51				61				ANSWER SHEET		
	42				52				62						
	43				53				63						
	44				54				64						
	45				55				65						
	46				56				66						
	47				57				67						
	48				58				68						
	49				59				69						
	50				60				70						

<b>LEVEL 1</b>	<b>PART 6</b>	<b>ORAL TEST</b>
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The oral test is conducted in pairs and consists of 3 parts and a 10-minute preparation period. During the test the candidates communicate with each other and are marked on their performance by 2 trained examiners.

The role of the examiners is restricted to structuring the test. Only in certain cases should the examiner intervene in the test, for example if one candidate is dominating the discussion.

The marking of the oral examination is carried out by the examiners independently of each other using the criteria below. They then come to a consensus on the final score.

## RATING CRITERIA ORAL TEST

Criteria		Points
<b>1. Communication</b>	Contributing to interaction	6/4/2/0
	Involving other interlocutors	6/4/2/0
	Use of polite discourse conventions	6/4/2/0
<b>2. Intercultural competence</b>	Expression of non-judgemental attitude*	8/4/0
	Evidence of knowledge of intercultural theory	8/4/0
<b>3. Language</b>	Linguistic appropriateness	6/4/0
	<b>TOTAL</b>	<b>&lt; 40</b>

\* 0 points = FAIL

## Criteria definitions

### 1 Communication **Contributing to interaction** **Points**

The quantity of the candidate's contributions is adequate for the interaction. He/she says enough in general to make his/her experiences, opinions and attitudes clear in all parts of the oral test.	<b>6</b>
The candidate only contributes adequately in two parts of the oral test or does not say enough in general to make his/her experiences, opinions and attitudes entirely clear.	<b>4</b>
The candidate only contributes adequately in one part of the oral test or does not say enough to make his/her experiences, opinions and attitudes entirely clear.	<b>2</b>
The candidate does not say anything or so little in all parts of the oral test that the quantity of his/her contributions cannot be considered adequate.	<b>0</b>

### 1 Communication **Involving other interlocutors** **Points**

The candidate actively involves the other interlocutors in all parts of the oral test, asking for and referring to their experiences, opinions and attitudes.	<b>6</b>
The candidate does not always actively involve the other interlocutors , asking for and referring to their experiences, opinions and attitudes <b>or</b> does this in only two parts of the oral test.	<b>4</b>
The candidate rarely actively involves the other interlocutors asking for and referring to their experiences, opinions and attitudes <b>or</b> does this in only one part of the oral test.	<b>2</b>
The candidate hardly ever involves the other interlocutors (or not at all) and does not ask for or refer to their experiences, opinions and attitudes.	<b>0</b>

### 1 Communication **Use of polite discourse conventions** **Points**

Everything the candidate says is expressed appropriately, using polite discourse conventions appropriate to the level concerned.	<b>6</b>
Most of what the candidate says is expressed appropriately, using polite discourse conventions appropriate to the level concerned. The candidate is not rude in any part of the oral test.	<b>4</b>
The candidate deviates from the use of polite discourse conventions on several occasions using language which is inappropriate. The candidate is however not rude in any part of the oral test.	<b>2</b>
The candidate uses mostly inappropriate discourse conventions and is sometimes rude.	<b>0</b>

## Criteria definitions

### 2 Intercultural competence **Expression of non-judgemental attitude** **Points**

The candidate's opinions are expressed non-judgementally or neutrally at all times. There is no evidence of negative attitudes or use of inappropriate stereotypes or generalisations.	<b>8</b>
The candidate's opinions may be open to misinterpretation as they are not always expressed entirely non-judgementally or neutrally. Some of what the candidate says shows evidence of negative attitudes or the use of inappropriate stereotypes or generalisations.	<b>4</b>
The candidate's opinions are clearly judgemental and there is a great deal of evidence of negative attitudes. The candidate makes use of inappropriate stereotypes and generalisations.*	<b>0*</b>
* 0 points in non-judgemental attitude = 0 points for the whole oral test	

### 2 Intercultural competence **Evidence of knowledge of intercultural theory** **Points**

The candidate shows that he/she has some knowledge of cultural standards and intercultural theory and can make use of this in deciding how to behave and react in intercultural encounters.	<b>8</b>
The candidate indicates that he/she may have some knowledge of cultural standards, and intercultural theory and can make use of this in deciding how to behave and react in intercultural encounters.	<b>4</b>
The candidate shows no evidence of having considered cultural standards and intercultural theory.	<b>0</b>

### 3 Language **Points**

The candidate's language is at the level concerned (B1 or B2) <b>and</b> there are no mistakes or only a few, none of which affect understanding.	<b>6</b>
The candidate's language is at the level concerned (B1 or B2) <b>and</b> there are several mistakes, none of which affect understanding.	<b>4</b>
The candidate's language is below the level concerned (B1 or B2) <b>or</b> There are so many mistakes that understanding is affected.	<b>0</b>

## SAMPLE ITEMS Level 2

**Critical incidents** are not only often the focus of international academic discussions, but also play an important part in many training programmes for intercultural competence. Critical incidents use encounters where there is danger of a conflict between people with different cultural backgrounds and are used to illustrate culture-bound values, expectations, conventions etc. They can be used to make culture standards (my own and others') clear and have proved to be a good way of discussing strategies for dealing with intercultural misunderstandings.

Sub-test 1 consists of 10 multiple-choice items with 3 options.  
Only one answer is correct.

The items test the candidates' recognition of potentially critical incidents as well as their familiarity with verbal and non-verbal strategies for dealing with these.

### SAMPLE ITEMS

#### 1.

An Indian visitor to your company gives you a very personal gift, e.g. a recording of precisely the music you like, because he knows what you are interested in. What do you say and do?

- a. You accept it but tell him that this is not appropriate in your culture ("Thank you for the present, but we don't usually do this in Germany").
- b. You refuse it ("I'm sorry, I can't take this from you") as you feel it is not appropriate to accept personal gifts from business associates.
- c. You thank him ("Thank you very much, that's most kind of you.") and accept it gratefully because you know a personal gift is common in India.

#### 2.

At a meeting where you are the chairman, a Scandinavian member of your team always takes a long time to finish each sentence. What should you say and do?

- a. You should ask him to be a bit quicker ("Can you please say what you want a bit more quickly?") to make the meeting more efficient.
- b. You should finish his sentences for him so you can get on with business. He will be grateful for this.
- c. You should let him finish even if it takes longer as he will otherwise think you are rude.

Sub-test 2 consists of 10 multiple-choice items with 4 options.  
Only one answer is correct.

Each item consists of a brief description of a situation, a recording of a brief utterance and 4 possible interpretations of the utterance. The recordings are played only once. The utterances are spoken in English by native and non-native speakers, who use discourse strategies which could lead to misunderstandings in intercultural encounters. The items test the candidates' recognition of these discourse strategies and their ability to interpret them correctly.

### SAMPLE ITEMS

Choose **one** of the answers — a, b or c — for each question. Only one answer is correct.  
Unless stated otherwise, in all the situations below, you do not know the person you are speaking to very well.

1.  
**You are showing an English visitor around your town and ask where the visitor would like to go for lunch. He says:**



**[Oh, you're the one in charge today.]**

He ...

- a. doesn't want to go to a restaurant.
- b. is offering to pay for lunch.
- c. wants to know more about the restaurants .
- d. wants you to decide where to go.

2.  
**During a presentation you give some information to the audience. Someone interrupts you and says:**



**[ Sorry. I don't think you got that quite right actually.]**

The speaker means:

- a. I don't know enough about what you are saying.
- b. The situation is changing all the time.
- c. You are making a mistake about that.
- d. You are probably right.

Sub-test 3 consists of 10 multiple-choice items with 5 options.  
More than one answer may be correct.

Each item consists of a brief description of a situation and 5 possible verbal reactions.  
The items test the candidates' ability to use verbal politeness conventions to avoid misunderstandings in intercultural encounters.

### SAMPLE ITEMS

Choose all the appropriate answers for each question.

**More than one answer may be correct.**

Mark **PLUS (+)** for YES and **MINUS (-)** for NO.

Unless stated otherwise, in all the situations below, you do not know the person you are speaking to very well.

**1.**

Which of these can you use if you want to suggest someone does something?

- a. Why don't you ...?
- b. You could ...
- c. You might as well ...
- d. You'd rather ...
- e. You'd better ...

**2.**

A Hungarian business woman introduces herself as Szabo Cotalin. You are not sure what to call her. What can you say?

- a. Can you tell me which of your names is which?
- b. My name is Jim Smith. Do call me Jim.
- c. So, your name is Szabo, isn't it?
- d. What are you called?
- e. What would you like me to call you?



*Sub-test 4 consists of 10 short texts which are divided into 4 parts (groups of sentences, sentences or parts of sentences).*

*Each text may contain up to 3 examples of inappropriate use of register which could lead to a misunderstanding in an intercultural encounter. Candidates identify and mark these.*

*The items test the candidates' ability to recognise inappropriate use of register in written communication.*

#### SAMPLE ITEMS

In each text there are **one to three** parts which may seem impolite. Mark the parts which may seem impolite in each text.

**One of your company's products is not available at the moment. Your boss has asked you to write to the customers who have ordered this product and tell them this.**

**1.**

**a** I am writing to inform you that we do not have this product in stock at the moment. **b** Please wait for three months and then you will get it. **c** If you have any questions you can contact me any time. **d** I will do my best to help you.

**2.**

**a** This product is not available at present. **b** I am sorry about this but you must know it is not our fault. **c** I will tell you when it is available again and send it as soon as possible to you. **d** I must apologise about this delay.

See page 23.

### SAMPLE ITEMS CANADA

**1.**

Canada's capital is

- a. Edmonton.
- b. Ottawa.
- c. Toronto.



**2.**

Québécois is

- a. a local version of French used in Quebec.
- b. the foreign language which all Canadians learn at school.
- c. the native language of all of the population of Quebec.

**3.**

Refusing individual meals or drinks

- a. is considered impolite.
- a. is generally accepted even without an explanation.
- b. is accepted if a proper explanation is given.

LEVEL 2	PART 6	WRITTEN PRODUCTION
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*Sub-test 6 consists of 1 written task, usually a brief email.*

*Marking is of the use of conventions of written discourse which would be appropriate in most intercultural encounters. The use of "face-saving strategies" plays an important part.*

*The marking of sub-test 5 is carried out by 2 trained raters, using the criteria below. The raters mark independently of each other and then come to a consensus on the final score.*

## RATING CRITERIA WRITTEN PRODUCTION

Criteria	Points
<p>The email is appropriate in all respects, i.e. it would not cause any offence, irritation, confusion or misunderstanding.</p> <p><b>and</b></p> <p>The language is appropriate for the level concerned (B1 or B2).</p> <p><b>and</b></p> <p>There are no or very few mistakes and none which affect understanding.</p>	<b>10</b>
<p>The email would not cause any offence, irritation or misunderstanding, but one main part of the message is missing or inappropriate.</p> <p><b>and/or</b></p> <p>The language is below the level concerned (B1 or B2).</p> <p><b>and/or</b></p> <p>There are several language mistakes, none of which affect understanding of the main message.</p>	<b>6</b>
<p>The email may cause offence, irritation, confusion or misunderstanding as parts are missing and/or inappropriate.</p>	<b>4</b>
<p>The message is expressed in such a way as to cause offence, irritation or confusion.</p> <p><b>and/or</b></p> <p>There are so many mistakes that not even the main message can be understood.</p> <p><b>and/or</b></p> <p>Nothing has been written.</p>	<b>0</b>

## SAMPLE ITEMS

**A business partner did not come to an appointment you had made and did not give you a reason. You do not have his mobile phone number and so you write an email.**

Do not write more than 60 words.

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<b>LEVEL 2</b>	<b>PART 6</b>	<b>ORAL TEST</b>
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The oral test is conducted in pairs and consists of 3 parts and a 10-minute preparation period. During the test the candidates communicate with each other and are marked on their performance by 2 trained examiners.

The role of the examiners is restricted to structuring the test. Only in certain cases should the examiner intervene in the test, for example if one candidate is dominating the discussion.

The marking of the oral examination is carried out by the examiners independently of each other using the criteria below. They then come to a consensus on the final score.

## RATING CRITERIA ORALS

Criteria		Points
<b>1. Communication</b>	Contributing to interaction	6/4/2/0
	Involving other interlocutors	6/4/2/0
	Use of polite discourse conventions	6/4/2/0
<b>2. Intercultural competence</b>	Expression of non-judgemental attitude*	8/4/0
	Evidence of knowledge of intercultural theory	8/4/0
<b>3. Language</b>	Linguistic appropriateness	6/4/0
	<b>TOTAL</b>	<b>&lt; 40</b>

\* 0 points = FAIL

## Criteria definitions

### 1 Communication **Contributing to interaction** **Points**

The quantity of the candidate's contributions is adequate for the interaction. He/she says enough in general to make his/her experiences, opinions and attitudes clear in all parts of the oral test.	<b>6</b>
The candidate only contributes adequately in two parts of the oral test or does not say enough in general to make his/her experiences, opinions and attitudes entirely clear.	<b>4</b>
The candidate only contributes adequately in one part of the oral test or does not say enough to make his/her experiences, opinions and attitudes entirely clear.	<b>2</b>
The candidate does not say anything or so little in all parts of the oral test that the quantity of his/her contributions cannot be considered adequate.	<b>0</b>

### 1 Communication **Involving other interlocutors** **Points**

The candidate actively involves the other interlocutors in all parts of the oral test, asking for and referring to their experiences, opinions and attitudes.	<b>6</b>
The candidate does not always actively involve the other interlocutors, asking for and referring to their experiences, opinions and attitudes <b>or</b> does this in only two parts of the oral test.	<b>4</b>
The candidate rarely actively involves the other interlocutors asking for and referring to their experiences, opinions and attitudes <b>or</b> does this in only one part of the oral test.	<b>2</b>
The candidate hardly ever involves the other interlocutors (or not at all) and does not ask for or refer to their experiences, opinions and attitudes.	<b>0</b>

### 1 Communication **Use of polite discourse conventions** **Points**

Everything the candidate says is expressed appropriately, using polite discourse conventions appropriate to the level concerned.	<b>6</b>
Most of what the candidate says is expressed appropriately, using polite discourse conventions appropriate to the level concerned. The candidate is not rude in any part of the oral test.	<b>4</b>
The candidate deviates from the use of polite discourse conventions on several occasions using language which is inappropriate. The candidate is however not rude in any part of the oral test.	<b>2</b>
The candidate uses mostly inappropriate discourse conventions and is sometimes rude.	<b>0</b>

## Criteria definitions

### 2 Intercultural competence **Expression of non-judgemental attitude** **Points**

The candidate's opinions are expressed non-judgementally or neutrally at all times. There is no evidence of negative attitudes or use of inappropriate stereotypes or generalisations.	<b>8</b>
The candidate's opinions may be open to misinterpretation as they are not always expressed entirely non-judgementally or neutrally. Some of what the candidate says shows evidence of negative attitudes or the use of inappropriate stereotypes or generalisations.	<b>4</b>
The candidate's opinions are clearly judgemental and there is a great deal of evidence of negative attitudes. The candidate makes use of inappropriate stereotypes and generalisations.*	<b>0*</b>
* 0 points in non-judgemental attitude = 0 points for the whole oral test	

### 2 Intercultural competence **Evidence of knowledge of intercultural theory** **Points**

The candidate shows that he/she has some knowledge of cultural standards and intercultural theory and can make use of this in deciding how to behave and react in intercultural encounters.	<b>8</b>
The candidate indicates that he/she may have some knowledge of cultural standards, and intercultural theory and can make use of this in deciding how to behave and react in intercultural encounters.	<b>4</b>
The candidate shows no evidence of having considered cultural standards and intercultural theory.	<b>0</b>

### 3 Language **Points**

The candidate's language is at the level concerned (B1 or B2) <b>and</b> there are no mistakes or only a few, none of which affect understanding.	<b>6</b>
The candidate's language is at the level concerned (B1 or B2) <b>and</b> there are several mistakes, none of which affect understanding.	<b>4</b>
The candidate's language is below the level concerned (B1 or B2) <b>or</b> There are so many mistakes that understanding is affected.	<b>0</b>

**SAMPLE ITEMS**
**PART 1**

In intercultural communication it is important to initiate and maintain contact and build rapport.

Start a conversation with your partner. Talk about the following:

- Your experiences with other cultures, both in your own country and when travelling.
- What was unusual for you.
- What you found difficult about intercultural communication.
- What was easy when communicating with people from different cultures.
- In what way these experiences may have influenced your feelings about other cultures.

**PART 2**

Read the following text about how many Germans see the Arabs. Then discuss the question with your partner:

- a. Have you ever met a person from an Arab country?
- b. If yes, would you agree with the author?
- c. If no, do you feel the author's point of view might be right?
- d. Would you have any explanation as to why Germans might be confused by the Arabs?

Germans are often rather confused by the Arab world. They miss clear structures, and everything seems to be chaotic. People don't seem to be very efficient. Germans have great problems with the Arab attitude towards time — there is a lack of punctuality, people don't seem to have any self-discipline, there is no precision and little planning. ... Arabs seem to ignore rules and improvise a lot.

Robert Gibson, Worlds Apart? In: Business Spotlight 1/08

**PART 3**

On his first visit to your company, an Indian business partner gives you a very expensive leather briefcase as a welcoming gift. What do you say and do?

1. Discuss your answers with your partner.
2. What do you think the Indian visitor's intentions are?



# ANSWER SHEET — LEVEL 2



Centre:

Candidate:

Date

Version

		a	b	c								
<b>PART 1</b>	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
		a	b	c	d							
<b>PART 2</b>	11											
	12											
	13											
	14											
	15											
	16											
	17											
	18											
	19											
	20											
		a	b	c	d	e						
<b>PART 3</b>	21											
	22											
	23											
	24											
	25											
	26											
	27											
	28											
	29											
	30											
		a	b	c	d	e	f					
<b>PART 4</b>	31											
	32											
	33											
	34											
	35											
	36											
	37											
	38											
	39											
	40											
		a	b	c	a	b	c	a	b	c		
<b>PART 5</b>	41				51				61			
	42				52				62			
	43				53				63			
	44				54				64			
	45				55				65			
	46				56				66			
	47				57				67			
	48				58				68			
	49				59				69			
	50				60				70			

ANSWER SHEET

## ICE-Test DURCHFÜHRUNGSREGELUNG 2013

Wird der ICE-Tests als IHK-Zertifikatstest durchgeführt, gelten die Durchführungsregeln der IHK.

### I. ORGANISATORISCHE VORAUSSETZUNGEN

Die Schule/Hochschule benennt eine/n ICE-Beauftragte/n. Diese/r verpflichtet sich im Namen der Schule/Hochschule zur Einhaltung der Richtlinien zur Geheimhaltung und ordnungsgemäßen Testdurchführung. Es gelten die u.a. Durchführungsregelungen.

### II. FACHLICHE VORAUSSETZUNGEN

Es sollte sichergestellt sein, dass alle Schüler/innen, die sich zum ICE-Test anmelden, mit den ICE-Inhalten, dem Testformat und den Bewertungskriterien vertraut sind. Insbesondere wird die Durchführung eines ICE-Mustertests empfohlen, der der Schule/Hochschule von elc kostenlos zur Verfügung gestellt wird.

### III. TEST-ORGANISATION

#### A. Vor dem Test

(1) Der/die ICE-Beauftragte meldet einen Test-Durchgang mindestens 10 Arbeitstage (2 Wochen) vor dem beabsichtigten Test-Termin bei elc an. Dazu wird ein Anmelde-Formular verwendet, das elc der Schule/Hochschule zur Verfügung stellt und das als Fax an 069 – 53056527 oder als Email-Anhang an [info@elc-consult.com](mailto:info@elc-consult.com) gesendet wird. Folgende Informationen müssen bei der Test-Anmeldung enthalten sein:

- Test-Termin: genaue Adresse und Zeit
- ICE-Verantwortliche/r: Name, Adresse, Tel-Nr., Email-Adresse
- Niveaustufe des ICE-Tests (Level 1 / Level 2)
- Namen der teilnehmenden Schüler/innen mit individueller Angabe der gewünschten Zielkultur/en (betr. Testteil Landeskunde Part 5).
- ggf. optionaler Testteil „Interkulturelle Theorie“

(2) Spätestens 2 Tage vor dem Testtermin erhält der / die ICE-Beauftragte sämtliche Test-Unterlagen als Ausdruck. Im Einzelnen versendet elc folgende Unterlagen:

- 1 Satz Testaufgaben (Part 1-6) pro angemeldete/n Schüler/in. Die Testsätze enthalten jeweils den individualisierten landeskundlichen Testteil (Part 5)
- Je 1 Antwort-Formular und ein Blanko-Formular für die schriftlich-produktive Aufgabe (Part 6)
- 1 mp3-Datei für den Hörverstehens-Teil (Part 2) auf CD-ROM

(3) Die übersandte mp3-Datei für den Hörverstehens-Teil wird rechtzeitig vor dem Test vollständig abgehört und unter Verschluss gehalten.

(4) Sollten Mängel an einer oder mehreren Unterlagen festgestellt werden, wird elc sofort informiert, damit umgehend Ersatz geschaffen werden kann.

(5) Die räumlichen und technischen Bedingungen sollen eine einwandfreie Testdurchführung gewährleisten, d.h. insbesondere sind ausreichender Platz im Test-Raum (z.B. ein Tisch pro Person) und eine gute Wiedergabequalität der Sound-Datei gewährleistet.

(6) Die Kandidat/innen sollten vorab darüber informiert sein, dass ein eigenes Schreibgerät mitgebracht werden soll. Empfehlenswert sind Bleistifte, damit ein Kandidat ggf. Korrekturen vornehmen kann.

(7) Für die Test-Durchführung steht 1 Test-Leiter/in bereit, der/die mit den Durchführungs-Regeln vertraut ist und deren Einhaltung überwacht.

(8) elc stellt ein Test-Protokoll zur Verfügung, das von dem / der Testleiter/in geführt und nach Abschluss des Tests den Testunterlagen zum Rückversand beigelegt wird.

## B. Während des Tests

**SCHRIFTLICHE TESTTEILE:** Bis auf weiteres wird der Test in Papier-und-Bleistift-Form geliefert.

(1) Vor Beginn des Tests überprüft der/die Testleiter/in die Identität der Kandidat/innen. Der/die Testleiter/in informiert die Kandidat/innen über den Ablauf des schriftlichen Tests.

(2) Jede/r Kandidat/in erhält den mit seinem Namen versehenen Testsatz, das Antwort-Formular sowie das Formular für den schriftlich-produktiven Teil.

(3) Anschließend beginnen die Kandidat/innen mit Part 1.

(4) Nach 10 Minuten beginnt Part 2 (Hörverstehens-Aufgabe). Dazu wird die zur Verfügung gestellte Datei von Beginn bis Ende abgespielt. Alle notwendigen Pausen sind in der Aufnahme berücksichtigt. Die Aufnahme endet selbständig.

(5) Anschließend bearbeiten die Kandidat/innen selbständig die folgenden Testteile (Part 3 – 6). Dafür stehen **40 Minuten** zur Verfügung.

(6) Falls der optionale Testteil „Interkulturelle Theorie“ gewählt wurde, stehen den Kandidat/innen zusätzlich 10 Minuten zur Verfügung.

(7) Fünf Minuten vor Ablauf der Testzeit weist der / die Testleiter/in auf die verbleibende Zeit hin.

(8) Nach Ablauf der Testzeit werden sämtliche Testunterlagen unverzüglich eingesammelt.

## C. Nach dem schriftlichen Test

(1) Die Testunterlagen werden vollständig an elc zurückgeschickt. Versandadresse: Beethovenplatz 1-3, 60325 Frankfurt am Main.

(2) Der / die ICE-Beauftragte stellt sicher, dass keine Unterlagen zurückgehalten bzw. Kopien von Unterlagen angefertigt werden.

## D. Mündliche Testteile

(1) Die mündlichen Testteile werden als Paarprüfung von zwei ausgebildeten Prüfenden durchgeführt. Sie finden in der Regel im Anschluss an die schriftlichen Testteile statt. In Einzelfällen kann ein separater Termin für die mündlichen Testteile

vereinbart werden. Für die separate Anmeldung der mündlichen Testteile gilt eine zweiwöchige Frist [vgl. Punkt III. A. (1)]

(2) In 2011 werden die mündlichen Testteile von 2 Beauftragten von elc durchgeführt. Nach Qualifizierung durch elc können künftig auch Fachlehrer/innen des jeweiligen Trägers die mündlichen Testteile abnehmen. Dabei ist sicherzustellen, dass kein Tester Kandidaten/in prüfen darf, die er/sie während der letzten 12 Monate im Fach Englisch unterrichtet hat.

(3) Es werden drei Räume benötigt: 1 Raum für die Test-Durchführung, 2 Räume für die getrennte Vorbereitung der beiden Kandidaten/innen.

(4) Parallel zur Durchführung eines mündlichen Tests bereiten sich zwei weitere Kandidaten/innen auf den Test vor.

(5) Unmittelbar nach Durchführung eines mündlichen Tests einigen sich die Prüfenden auf die Bewertung und notieren sie im Testprotokoll. Sollte keine Einigung erzielt werden, gilt die für den/die Kandidat/in günstigere Bewertung.

(6) Die ausgefüllten und unterschriebenen Testprotokolle werden im Umschlag an elc zurück gesandt. Postadresse: Beethovenplatz 1-3, 60325 Frankfurt am Main.

#### **IV. AUSWERTUNG UND RECHNUNGSTELLUNG**

(1) elc wertet die Test-Ergebnisse innerhalb von 10 Arbeitstagen nach Erhalt der Unterlagen aus, fertigt die Zertifikatsurkunden an und schickt sie an den / die ICE-Beauftragte/n der Schule/Hochschule. Auf Wunsch kann eine Ergebnis-Statistik beigefügt werden.

(2) Zusammen mit der Ergebnis-Rücksendung stellt elc der Schule/Hochschule die Test-Durchführung in Rechnung. Der Einzelpreis pro Kandidat/in beträgt 130,- €. Als Zahlungsziel gelten 2 Wochen nach Rechnungserhalt.

Frankfurt am Main, im Februar 2013