Holly L. Collier

Factors Influencing Teachers' Intercultural Competence

The purpose of this study was to identify the factors influencing teachers' intercultural competence (ICC). By implementing ICC into the classroom teachers begin teaching all students, incorporating all cultures, ethnicities, learning needs, developmental levels, and many more differentiations within the classroom. The research provided a list of factors shown to have high levels of influence on teachers' development of ICC. Factors such as: characteristics, behaviors, experiences, and backgrounds contribute to teachers' development of ICC. For example, the research showed that teachers who have intercultural experiences were shown to be interculturally competent. These intercultural experiences range from studying abroad to teaching in a culturally diverse classroom. Research had already shown that intercultural experiences contribute to teachers' ICC. Through this study the idea that teachers can develop ICC by teaching in a culturally diverse classroom, through friendships, and other everyday activities, was identified. This study supports teachers' development of ICC and hopes that the identified factors will allow teachers to implement ICC into their classrooms and teaching methods.