

The aim of this dissertation is to assess the development of intercultural communicative competence in student teachers of English language within a study subject Intercultural Communicative Competence taught at the Department of English and American Studies at the University of Pardubice. Firstly, the terminology to be used throughout the text is defined. Consequently, relevant theoretical foundations are introduced, especially philosophical foundations as well as foundations in linguistics and foreign language didactics. These indicate the position from which we approach the discussed phenomenon, i.e. interculturality that in the current globalized world poses new demands not only on pedagogical practice, but on research too. In the subsequent part of the dissertation focus lies on intercultural education, the key aim of which is defined as development of intercultural communicative competence. Current trends in intercultural education are discussed with accent on the specifics of English language teaching and learning. The core of the theoretical part of this work aims to conceptualize the construct of intercultural communicative competence and to elaborate on its consequent didactic aspects, i.e. its development and assessment.

The empirical study includes two phases: first phase aims to capture the context of the main research. Initially, we analyze Czech curricular documents: Framework Educational Programme for Primary Education and school educational programmes of selected primary schools. Our aim is to map how is intercultural communicative competence elaborated in these documents. Secondly, we introduce own study subject (syllabus etc.) called Intercultural Communicative Competence which focuses on the development of intercultural communicative competence in students, future teachers of English. This study subject serves as a framework of realized research.