

CALL FOR PROPOSALS

Edited Volume Title: *Pathways to Global Competence Development*

Publisher: Cambridge University Press (Elements in Intercultural Communication)

Deadline for Submission: August 31, 2025

We are pleased to invite chapter proposals for an upcoming edited volume that explores interdisciplinary approaches to fostering global competence through a practical, research-based framework. This volume brings together scholars and practitioners from diverse fields to share empirical studies, pedagogical innovations, and theoretical insights on cultivating global competence in educational and professional contexts.

Editors:

- Soyhan Egitim, Faculty of Global and Regional Studies, Toyo University, Tokyo, Japan
- Seiko Harumi, SOAS, University of London, London, UK

Background

In today's globalized world, the ability to navigate cultural boundaries is an essential skill for success. Engaging with individuals from diverse linguistic, cultural, and social backgrounds requires more than language proficiency alone; it also demands a deep understanding of cultural nuances, empathy, and adaptability. As internationalization accelerates across educational and professional domains, there is a growing need for a structured approach to fostering effective communication and building meaningful intercultural relationships. In response to this need, we have developed a global competence framework tailored specifically for educational contexts (see Figure 1). This framework emphasizes four essential components: *linguistic proficiency*, *cross-cultural knowledge*, *adaptability in communication styles*, and *adopting values beyond our horizon*. Far from being solely theoretical, our framework is grounded in empirical research as well as the lived experiences of educators and students navigating diverse cultural environments.

The first component of our framework is linguistic proficiency, and the English language is the primary tool for expressing thoughts, feelings, and ideas as well as understanding and relating to people from different cultures in cross-cultural encounters. Through the lens of world language education, we emphasize the significance of English as a valuable tool for communication despite the challenges involved in aligning educational policies with classroom realities. We divided linguistic proficiency into receptive (listening and reading comprehension) and productive (speaking and writing) skills. While English language education is essential, true *global competence* extends far beyond language proficiency. It involves understanding the diverse perspectives and worldviews of others in cross-cultural interactions. Therefore, the second component we propose is cross-cultural knowledge. This knowledge becomes more meaningful when we engage in intercultural interactions, which we view as the starting point. Through such interactions, individuals should cultivate curiosity about other cultures, regardless of whether the experience is positive or negative. As curiosity develops, individuals are likely to seek out

information about the culture, a process we refer to as ‘research and discovery’ in our framework. Finally, repeating these three steps should facilitate the acquisition of meaningful cross-cultural knowledge. We believe this is a cumulative process that fosters individuals’ curiosity and desire to learn more about one another, thereby creating a positive and dynamic cycle that continues.

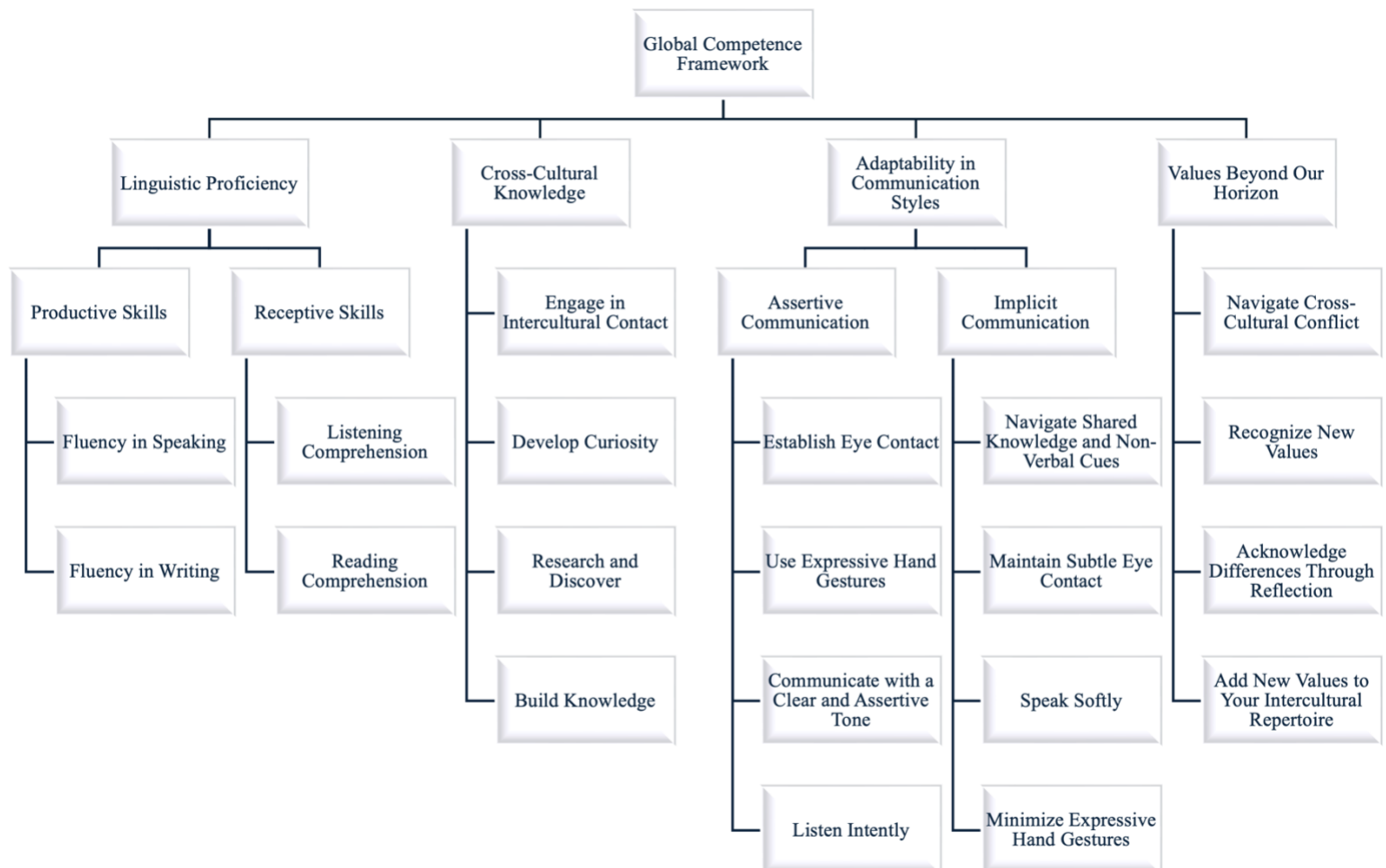
The third component of the framework is developing adaptability in our communication styles, a critical component in managing intercultural encounters effectively. It is unrealistic to expect that a universally acceptable communication style can be fully achieved. However, our framework emphasizes that it is possible to develop cognitive flexibility to adapt to different communication styles according to the cultural context we are in. This step includes two key categories: assertive communication for students from implicit contexts and implicit communication for students from assertive contexts. If we think of this process as a shuttle bus route, with one end representing implicit communication and the other representing assertive communication, developing an assertive communication style can help students accustomed to implicit communication build the cognitive flexibility to ‘get off the bus’ at any point along the route. The reverse also applies to students from Western cultures, where assertive communication is more common. Our goal is not to abandon one style in favor of another, but to cultivate the ability to switch between them flexibly, depending on the context. In this way, we can ‘board the bus’ of intercultural interactions and ‘get off at any point,’ effectively navigating diverse cultural environments.

The final component of our *global competence* framework is adopting values beyond our horizon to thrive in global environments. As people move to new territories, they all face adaptation challenges, which are often unpredictable and hard to prepare for. Therefore, it is unrealistic to expect that we can adopt new values without experiencing conflict. In fact, we may need to treat conflict as a natural part of intercultural encounters, as it brings opportunities to develop empathy, tolerance, and acceptance toward others. By reframing conflict in this way, we can open the door to deeper reflection and understanding, which would help us establish meaningful cross-cultural relationships. By transcending ethnocentric views, our framework offers a dynamic approach to integrating new values while preserving cultural integrity.

In this edited volume, we intend to explore how these four components are implemented across various educational and professional settings worldwide. Our goal is to provide students, educators, and professionals with a practical tool that serves as a guide to thriving in an increasingly interconnected world.

Figure 1

Global Competence Framework



Note. The figure was adopted from the book entitled, *Developing Global Competence in World Language Education: A Four-Step Framework for Success* (Egitim & Harumi, 2025). The overview of this upcoming book is available via the hyperlink: [Developing Global Competence in World Language Education](#)

Themes of the Volume

We invite interdisciplinary contributions that focus on one or more of the following:

- Fostering Global Competence in World Language Education (Including All Languages)
- Application of One or More Components of the Global Competence Framework in Study Abroad Contexts
- Application of One or More Components of the Global Competence Framework in Collaborative Online International Learning Contexts
- Application of One or More Components of the Global Competence Framework in International Business Settings

- Developing Cognitive Flexibility for Communication Across Cultural Boundaries
- Enhancing Cross-Cultural Leadership Through the Global Competence Framework
- Promoting Ethical Global Citizenship and Sustainable Practices Through the Global Competence Framework

Guidelines for Proposals

Include the following in your proposal:

Link: <https://forms.gle/Kb6K36ZrYqjHMHq57>

1. **Tentative Title and Subtitle**
(Make sure it reflects your topic and connects to one of the volume's themes.)
2. **Author Details:**
 - Full names and affiliations
 - Email address
 - Indicate *corresponding author
 - Short bios (max. 50 words each, written in third person)
3. **Proposal (Approx. 300 words):**
 - Background / Context of your study
 - Aims and Connection to one of the Themes of the Volume (choose from the 6 themes you posted earlier)
 - Methodology (must be empirical)
 - Summary of findings or expected results
 - 5-8 Keywords
 - APA 7 citation style
 - Times New Roman, 12 pt font

Note: The final paper **must not exceed 4,000 words**, including **references**. Strict adherence to this limit is required by the publisher.

All disciplines welcome. Accepted contributors will be asked to participate in peer review.

Anticipated Timeline (*Subject to minor changes*)

- **June 23 – August 31, 2025:** Call for Proposals Open
- **August 31, 2025:** Proposal Submission Deadline
- **October 31, 2025:** Notification of Conditional Acceptance
- **November 1 – December 31, 2025:** Internal Review by Publisher
- **January 1 – May 31, 2026:** Writing First Drafts
- **May 31, 2026:** First Draft Deadline
- **June 30 – August 31, 2026:** Chapter Revision Period
- **August 31, 2026:** Revised Chapter Submission Deadline (*max. 4,000 words*)
- **September 1 – October 31, 2026:** Final Blind Peer Review
- **October 31 – November 30, 2026:** Submission of your final drafts
- **December 1, 2026:** Submission of Final Manuscript to Publisher

Recommended Sources for Reference

1. Baker, W. (2024). Intercultural communication. *ELT Journal*, 78(2), 212-215. <https://doi.org/10.1093/elt/ccad040>
2. Bennett, J. M. (2013). *Basic concepts of intercultural communication: Paradigms, principles, and practices*. Nicholas Barley Publishing. <https://lccn.loc.gov/2013005341>
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4. Deardorff, D. (2009). *The SAGE handbook of intercultural competence*. Sage Publications. <https://doi.org/10.4135/9781071872987>
5. Egitim, S., & Harumi, S. (2025). *Developing Global Competence in World Language Education: A Four-Step Framework for Success*. Taylor & Francis (in press). [Link](#)
6. Fantini, A. E. (2018). *Intercultural communicative competence in educational exchange: A multinational perspective*. Routledge. <https://doi.org/10.4324/9781351251747>
7. Helm, F. (2024, November 25). *Intercultural communication in virtual exchange*. Cambridge University Press. <https://doi.org/10.1017/9781009385589>
8. Humphreys, G. (2023). *Short-term student exchanges and intercultural learning*. Cambridge University Press. <https://doi.org/10.1017/9781009356671>
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10. Liu, S., Komisarof, A., Hua, Z., & Obijiofor, L. (Eds.). (2025). *The Sage Handbook of Intercultural Communication*. SAGE Publications Limited.
11. McConachy, T. (2017). *Developing intercultural perspectives on language use: Exploring pragmatics and culture in foreign language learning* (Vol. 33). Multilingual Matters. <https://doi.org/10.21832/9781783099337>
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13. Zhu, G. (2021). A prism of the educational utopia: The East Asian educational model, reference society, and reciprocal learning. Discourse. *Studies in the Cultural Politics of Education*, 42(6), 943-957. <https://doi.org/10.1080/01596306.2020.1714547>