

**Theory & Application of the New Model of Intercultural Communication:
Toward Post-COVID-19 World
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In today's multicultural, interconnected world, the ultimate objective of second and foreign language learning is now being shifted from communicative competence to intercultural communicative competence (Byram, Holmes, & Savvides, 2013). In this presentation, after a brief overview of the theoretical background, I will introduce the new empirical model of intercultural communicative competence (ICC), by exploring the structural relationships among eight individual differences factors that affect ICC. Willingness to communicate (WTC) was introduced for the first time into the ICC model to connect the field of second-language acquisition to the field of intercultural communication. Constructive conflict resolution was integrated for the first time into the ICC model, reflecting Hoff's (2014) argument that disagreement and conflict could potentially be beneficial situations for enlightening individuals through profound discourse between self and others. I will end my presentation by discussing the application of the model in the classroom and beyond to build intercultural friendship toward the Post-Covid-19 world.

Bio: Yoko Munezane currently teaches at Rikkyo University, Japan. Her research interests include intercultural communication in higher education, positive psychology, cross-cultural psychology, study abroad, and individual differences in language learning. She earned her doctorate degree in applied linguistics from Temple University and her MA from Columbia University. Her recent publications have appeared in *EUROSLA Yearbook*, *The Modern Language Journal*, *Studies in Higher Education*, *Applied Linguistics Review*, and others.