

WHAT TO DEVELOP AND HOW FOR INTERCULTURAL COMPETENCE



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PREVIEW

- Introduction – our stories
- What are the difficulties of intercultural communication?
- What are the components of culture?
- What does culture learning involve?
- What are the components of intercultural competence?
- Who is likely to be a successful intercultural speaker?

INTERCULTURAL COMMUNICATION

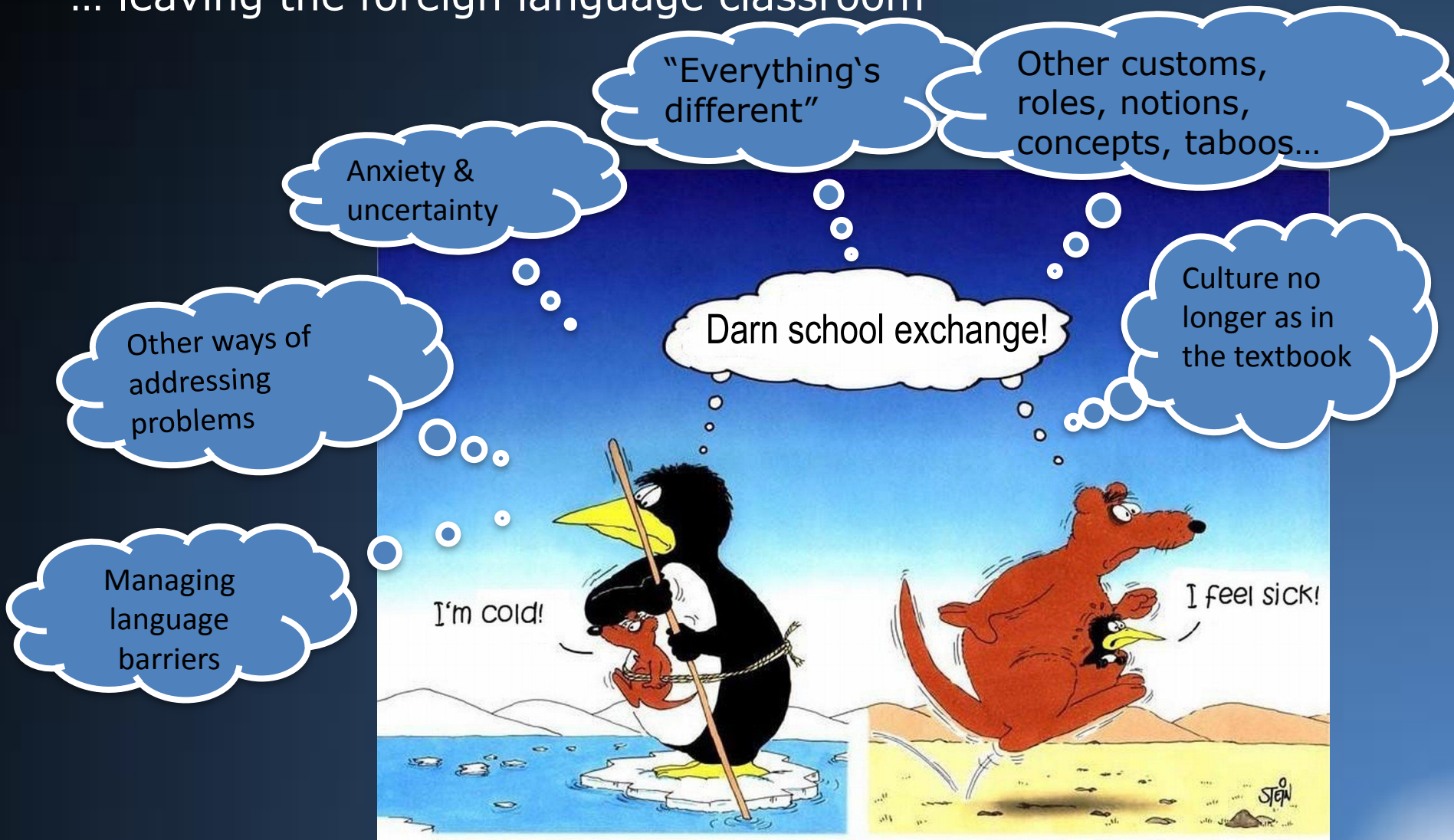
OR WHY IS IT DIFFICULT TO COMMUNICATE SUCCESSFULLY EVEN AT ADVANCED SPEAKER LEVEL?

Because...

- we don't know what or who they are talking about (no or limited shared knowledge about facts, people and places)
- we take it for granted that people all over the world share the same values, beliefs and attitudes as we do
- we don't know what meanings and values others attach to basic concepts (work, authority, respect, health, food, etc.)
- we don't know what certain behaviors mean (or we think we know and often misinterpret them)
- and perhaps we are not open, curious, accepting, flexible and non-judgmental or not enough ...

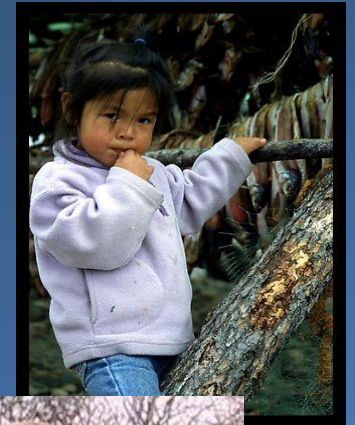
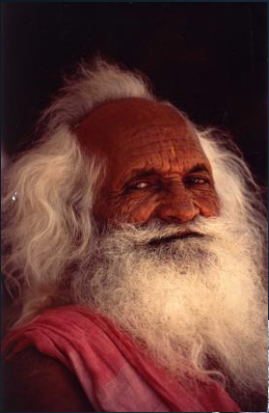
The pitfalls of international contacts...

... leaving the foreign language classroom



WHY DO WE SPEAK FOREIGN LANGUAGES?

to be able to communicate with people from a variety of different linguistic and cultural backgrounds



CULTURE

arts,
music, films,
cuisine, fashion,
famous people, artifacts, traditions,
literature, landmarks,
architecture, symbols

behavior and speech patterns (greetings,
starting or ending a conversation, agreeing –
disagreeing, interrupting, complimenting,
complaining – criticizing, body language)

discourse structures (developing - structuring ideas,
supporting arguments, cohesion - coherence, etc.)

roles in relation to status by age, sex, class, occupation

notions of modesty, authority, punctuality, cleanliness, etc.

definitions of beauty, honesty, sin, cooperation, friendship,
work ethic, problem solving, logic, patterns of decision-making, ideals
governing child-raising, **values** relating to family relationships, love,
death, health, respect, wealth, prestige, etc.



At a dinner table:

'This dish is just not good enough.' (Chinese)

'Oh, it just needs a little salt.' (American)

When visiting an English colleague:

'Would you like a cup of tea?' (English)

'Why? I'm not sick!!' (Greek)

Running into a friend on the street:

'Hi. How are you doing?' (American)

'Just miserable. I've got a headache because my partner left me yesterday.' (Hungarian)

At the hospital:

'My daughter be with me. She speaks language good.' (Turkish)

'Your daughter is too young to stay here with you.' (German)

A GREEK – AMERICAN DIALOGUE

What they said

American: How long will it take you to write the report?

Greek: I don't know. How long should it take?

American: You're in the best position to analyze time requirements.

Greek: 10 days.

American: Take 15. Is it agreed you'll do it in 15 days then?

What they were thinking

I believe in participatory management. I want him to take responsibility for this task so I ask him a question rather than just telling him what to do.

He's my boss. So he should tell me what to do so I ask him for his opinion on how long the task should take.

I push him to take responsibility for the task by repeating the question.

I don't really understand the question but I give him an answer to make him happy.

I am happy that he has given an answer but he has not estimated enough time so I'll give him more. I push for a commitment – a verbal contract. This is our deal.

What they said

American: Where is my report?

Greek: It will be ready tomorrow.

American: But we had agreed that it would be ready today.

Greek: This is unacceptable. I resign.

What they were thinking

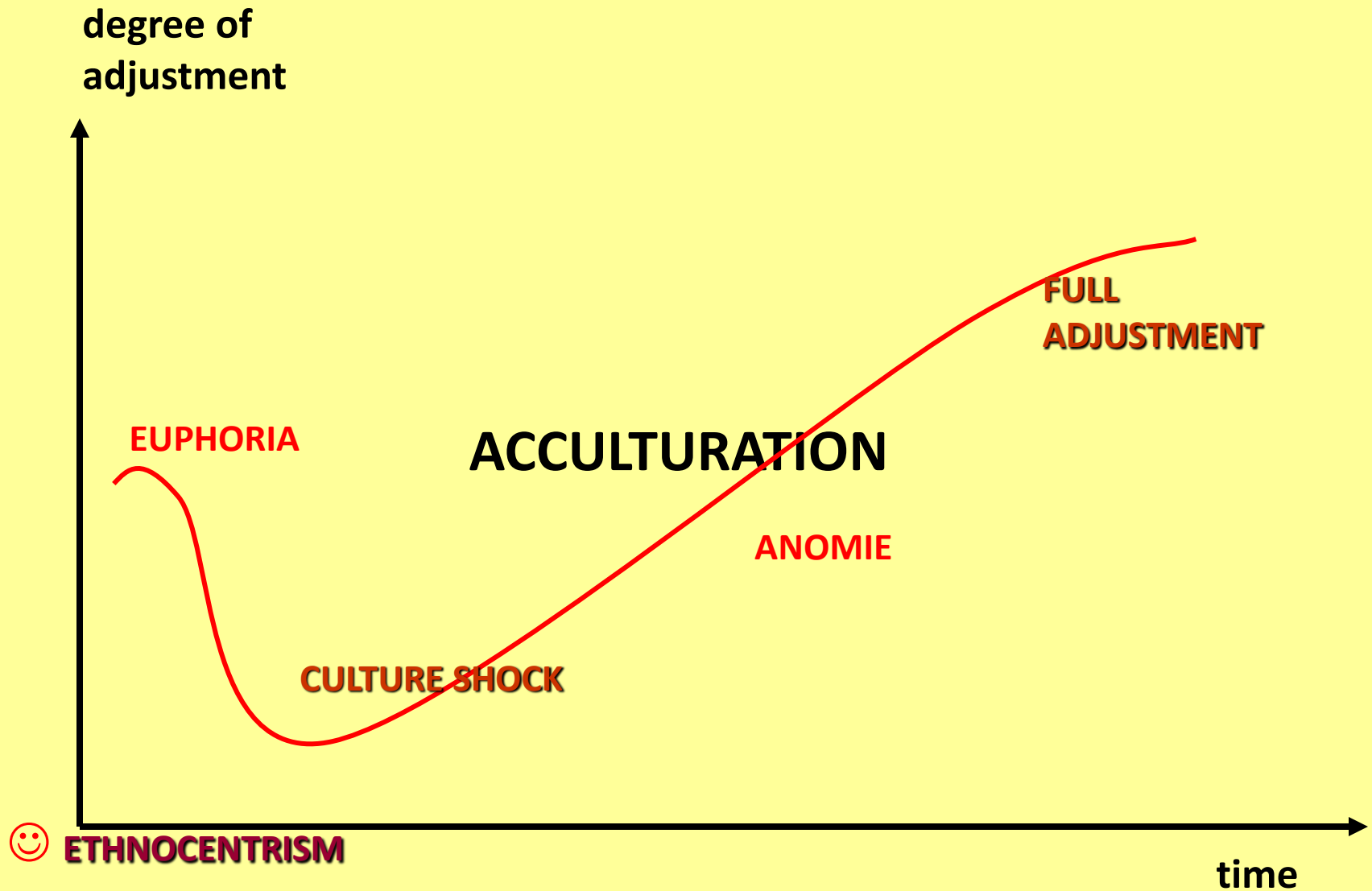
I ask a question to check whether he has honored our contract and completed the report.

I haven't had time to finish this complex report. I inform him of a little delay.

I'm unhappy. We had a contract to finish the report by today. I expect my employee to take more responsibility when they commit to an action.

This boss has no understanding of all the hard work which I have put in to try to complete this report. Not one word of positive feedback. I can't work for him. I have to leave.

THE U-CURVE OF CULTURAL ADJUSTMENT



(H.D BROWN)

ACTIVITY

ASSOCIATIONS



BREAKFAST



GOING TO SCHOOL

Surprises in the survivor stage:

breakfast = reggeli

coffee, juice

eggs, bagels,

French toast,

peanut butter,

cereals,

7:30-8am

with the family

(2 or 3 people)

often in the car

coffee,

fresh white bread

with jam and milk or

omelet/bacon,

cereals,

6:30-7am

with the family

(5 or 6 people)

at the kitchen table

I had fresh white bread and jam for breakfast with my grandma at 6:30 this morning.

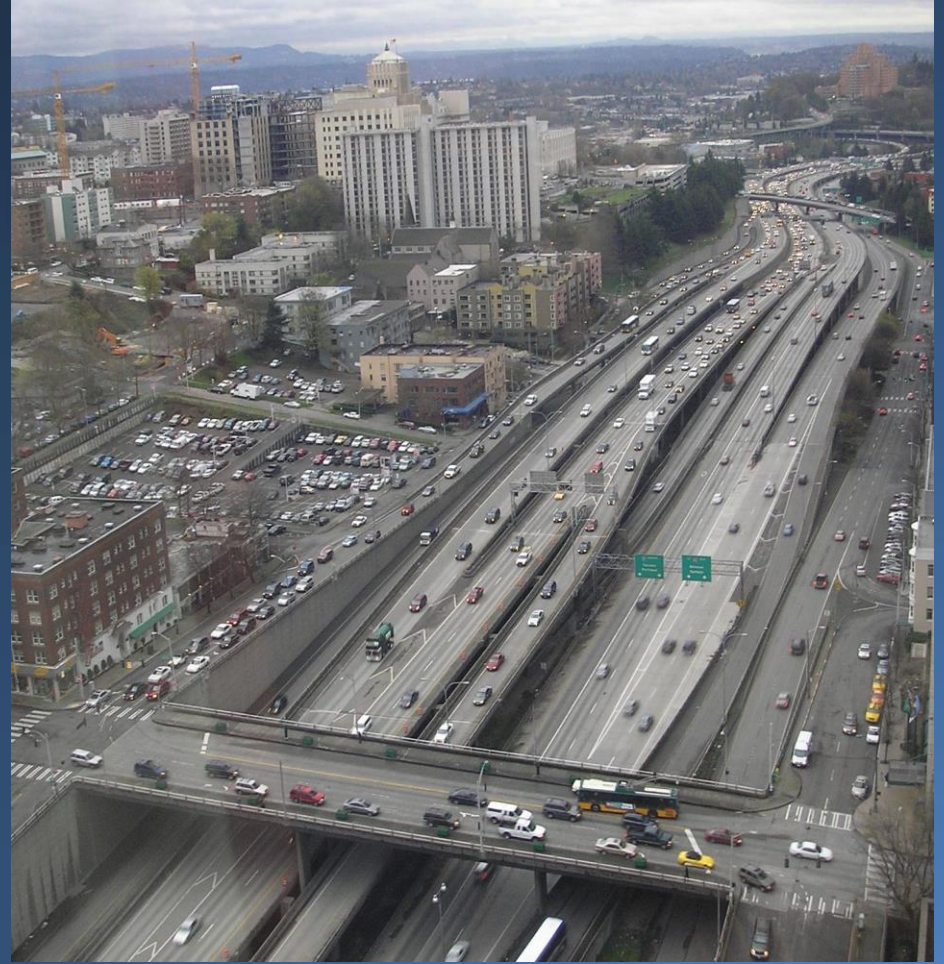
- Why so early?
- Where did you get fresh bread at dawn?
- How come your grandmother was there?



I have to go to school now.



I have to cross the street
when I go to school.



I' ll go wash my hands.



Let's start dinner.



work = munka

- 9am-5pm
- casually dressed
- informal with boss
- 7:30-4pm
- elegantly dressed
- formal with superior

to greet = üdvözölni

- Hello
- no handshake
- hugs
- I wish you a good day
- obligatory handshake
- kisses

school = iskola

- social training
- expecting fun
- casual clothes
- rote learning
- fear of failure
- uniform

hospital = kórház

- fear
- loneliness
- humiliation
- being exposed and helpless



FRIENDSHIP,
HELP,
AUTONOMY

PUNCTUALITY,
RESPECT,
AUTHORITY

ARE THE DIFFERENCES AND SIMILARITIES UNIVERSAL, CULTURAL OR PERSONAL?

Power distance vs. Equality of opportunity

Power distance: Authoritarian versus democratic

- high power distance cultures are described as authoritarian where power is usually in the hands of a few people;
- low power distance cultures tend to distribute power through the population more democratically.

(Geert Hofstede on cultural dimensions)

Examples for values in the family, at school and at work

	Small power distance	Large power distance
In the family	Children encouraged to have a will of their own Parents treated as equals	Children educated towards obedience to parents Parents treated as superiors
At school	Student-centered education Learning represents impersonal truth	Teacher-centered education (order) Learning represents personal wisdom from teacher (guru)
At work	Hierarchy means an inequality of roles, established for convenience Subordinates expect to be consulted Ideal boss is resourceful democrat	Hierarchy means existential inequality Subordinates expect to be told what to do Ideal boss is benevolent autocrat (good father)

Ranking of 12 countries in power distance

Country	Rank (1=highest 53=lowest)
Venezuela	5
India	10
Brazil	14
France	15-16
Hong Kong	15-16
Thailand	21
Japan	33
USA	38
Holland Germany	40
Great Britain	42-43
Sweden	42-43
	48

INTERPRETING VALUES

People in the UK may seem eccentric and unprincipled

UK personal liberty: Considering one's self as a unique individual with the freedom to do as one pleases if not bothering others or violating the law. (Negative: Eccentric)

UK pragmatism: Achieving a workable outcome is preferred to honoring unrealistic processes. (Negative: Unprincipled)

INTERPRETING VALUES

People in the US may seem disrespectful, aggressive and mechanistic

US equality: "Level the playing field." Social equality is the cornerstone of democracy.
(Negative: Disrespectful)

US speed: "Time is money." Saving time and being efficient are critically important.
(Negative: Mechanistic or aggressive)

INTERCULTURAL COMPETENCE



Attitudes

valuing cultural diversity, showing respect, empathy, flexibility, curiosity, openness, humor, tolerance for ambiguity, and a willingness to suspend judgment

**As shown in
your actions
or behavior**

Knowledge

understanding cultural diversity of all groups, awareness of assumptions, stereotypes, knowledge about link between language and culture, knowledge of beliefs, values, practices, etc.

Skills

of observing, interpreting, relating, mediating, cognitive flexibility, multiperspectivity, etc.

based on Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. and Philippou, S. (2014). Developing ICC through Education. Strasbourg: Council of Europe

INTERCULTURAL SPEAKER

“someone who has knowledge of one or more cultures and social identities
and who has the capacity to discover and relate to new people from other contexts
for which they have not been prepared directly”

(Byram, 1998)

monolingual
speaker

intercultural
speaker

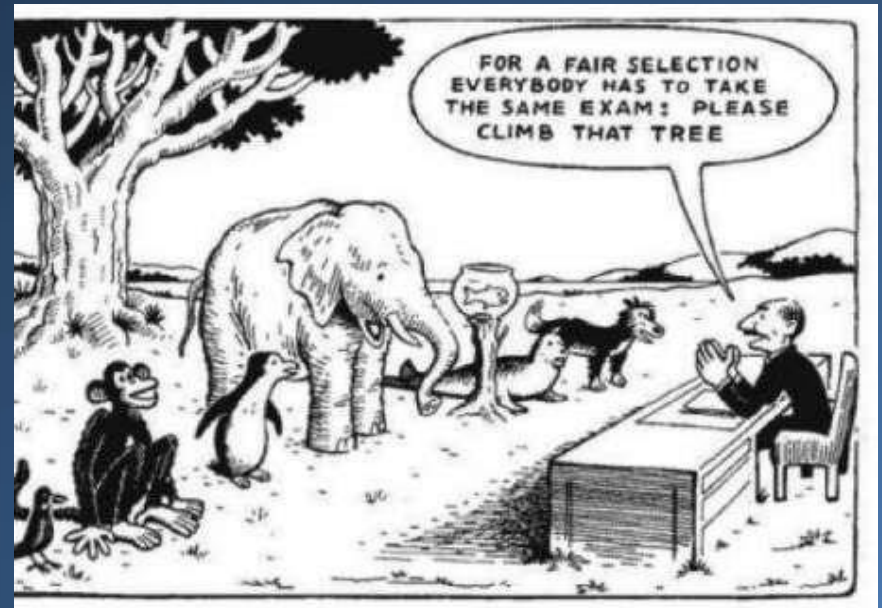


INTERCULTURAL COMPETENCE

... in general terms can be defined as “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts .”

(Bennett and Bennett, 2004)

HOW DO WE ASSESS ALL THIS?



HOW SHALL WE ASSESS INTERCULTURAL COMPETENCE?

ICC TOOL: WHERE IT STARTED

Think Tank on Schools for Intercultural Competence

Pestalozzi seminar:

30 teachers, school heads and experts
at the European Wergeland Centre,
Oslo, in October 2011

Outcome: ICC Tool

a tool to recognize progress,
a list of indicators for
intercultural competence,
piloted in many countries,
and then further developed into
an application for PCs, tablets and iPads



ICC TOOL ACTIVITY: HELPING LEARNERS' RECOGNIZE PROGRESS

1. Individually try to select a few items (descriptions of observable behavior) which remind you of an intercultural situation where you did very well or where you failed terribly. Try to recall what was strange, interesting, exciting, embarrassing or difficult.
2. Share your stories within your group. Try to find reasons, similarities and differences, possible solutions.
3. Fill in the ICC Tool or do your self-assessment online in the web application.

REASONS FOR CRITICAL INCIDENTS

- lack of knowledge about ...
- lack of skills in ...
- problems with attitudes of ...

WHERE TO FIND THE ICC TOOL (pdf) AND THE APPLICATION?

ICC Tool available in English, German, French, Russian, Hungarian and 10 other languages on the Pestalozzi Programme website:

<http://www.coe.int/en/web/pestalozzi/intercultural-matters>

ICC Tool application for PCs, tablets and iPads in English and French:

<http://www.areyouintercultural.eu>

developed in cooperation with the Intercultural Cities project of the Council of Europe

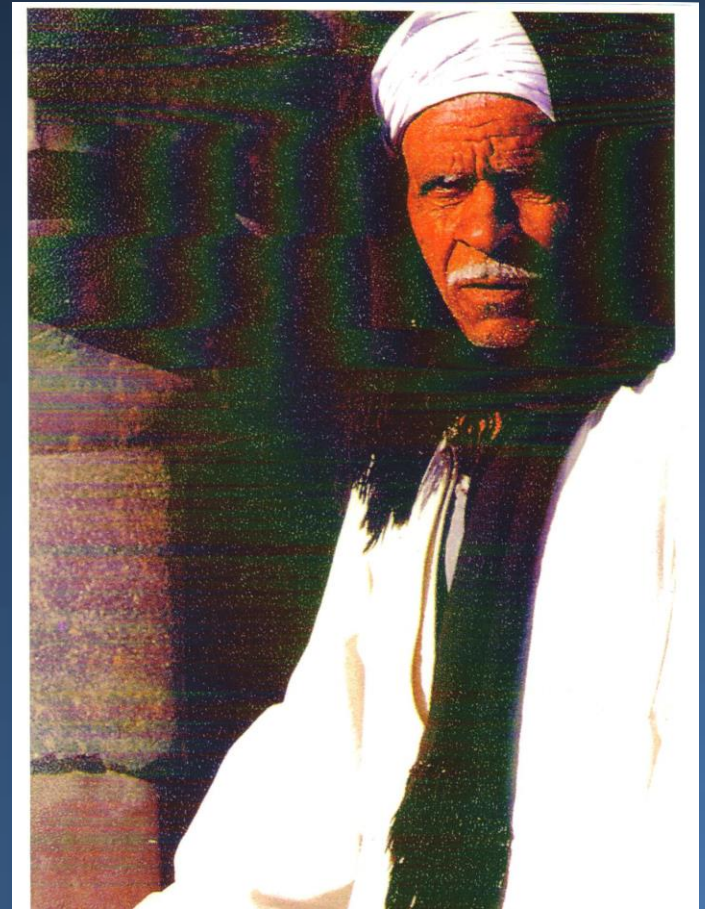
ACTIVITY

BUILDING ON EXISTING KNOWLEDGE

BUILDING ON EXISTING KNOWLEDGE

Look at the pictures and try to answer the following questions.

1. What did he have for breakfast?
2. What kind of house does he live in?
3. What's his job?
4. Does he like jazz?
5. What does he think of global warming?



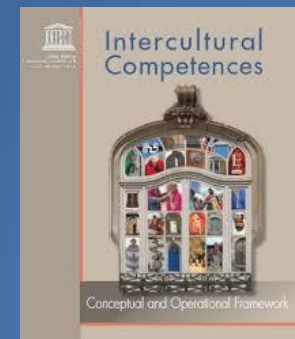
What did he have for breakfast?
What kind of house does he live in?
What's his job?
Does he like jazz?
What does he think of global warming?

SOME FURTHER RESOURCES

- ✧ Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P., and Philippou, S. (2014). *Developing Intercultural Competence through Education*. CoE: Pestalozzi Programme
- ✧ Neuner, G. (2012). The Dimensions of Intercultural Education. In: J. Huber (ed.) *Intercultural competence for all*. CoE: Pestalozzi Programme (available online)
- ✧ Lázár, I., Huber-Kriegler, M., Lussier, D., Matei, G., Peck, C. (2007). *Developing and assessing intercultural communicative competence. A guide for language teachers and teacher educators*. CoE: ECML (available online)
- ✧ Huber-Kriegler, M. Lázár, I. and Strange, J. (2003). Mirrors and windows – an intercultural communication textbook. CoE: ECML (available online)
- ✧ UNESCO (2013). Intercultural competences (available online)
- ✧ Most Pestalozzi publications can be found here:

<http://www.coe.int/en/web/pestalozzi>

<http://www.coe.int/en/web/pestalozzi/online-library>



INTERCULTURAL COMMUNICATION

Intercultural communication is about cultural mediation and cultural mediation “... is the process of creating bridges of understanding between persons of different cultures.”

(Bochner)



‘When in Rome, ...

look for bridges!’

SHOULD YOU HAVE ANY COMMENTS,
QUESTIONS OR FEEDBACK,
DON'T HESITATE TO WRITE TO ME:

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HAVE AN INSPIRING CONFERENCE!