

## FIND SOMEONE WHO

- \_\_\_\_\_ knows which team Michael Owen plays for
- \_\_\_\_\_ can name two of Shakespeare's tragedies
- \_\_\_\_\_ loves to go walking in the Wienerwald
- \_\_\_\_\_ can tell you the difference between marmalade and jam
- \_\_\_\_\_ has read and enjoyed a book by Jane Austen
- \_\_\_\_\_ has seen 'The Full Monty'
- \_\_\_\_\_ went on holiday to the same country as you last year
- \_\_\_\_\_ knows the names of at least five varieties of Scotch whisky
- \_\_\_\_\_ remembers Gulliver's first name
- \_\_\_\_\_ can tell you a good joke in English
- \_\_\_\_\_ knows the name of a current English cricketer
- \_\_\_\_\_ went to Scotland last year
- \_\_\_\_\_ knows what 'balti' is
- \_\_\_\_\_ prefers Shopping City Süd to the Naschmarkt
- \_\_\_\_\_ can tell you who appears on the reverse of a five-pound note
- \_\_\_\_\_ knows the name of the dog in 'Three Men In A Boat'
- \_\_\_\_\_ has seen a film that you are thinking of going to see
- \_\_\_\_\_ believes British English is better than American English
- \_\_\_\_\_ can name the UK's Home Secretary
- \_\_\_\_\_ finds opera-going enjoyable

UMGI B M BMO B

MG!

# NORMALITY

*Read these statements and then mark each on a scale from 1 (= seems perfectly normal/o me) to 5 (= seems very strange to) me. Then compare your findings with a colleague or friend.*

## **It's normal**

1. to take your shoes off when entering a house
2. to leave some food on your plate at the end of a meal to show you've had enough
3. to say something before beginning to eat
4. to eat a meal with your fingers rather than cutlery
5. to ask for permission before leaving the table at the end of a meal
6. to drink beer in a pub from the bottle rather than a glass
7. to invite guests to lie down and rest as soon as they arrive
8. to find a jug of water instead of paper in the toilet
9. to say "please" when asking for something in a shop
10. not to say "please" when ordering a drink in a pub or café
11. not to respond verbally when somebody says "thank you"
12. to say "goodbye" when getting out of a lift
13. to wear a uniform to go to school
14. to wear shorts on a hot day
15. for a woman to wear trousers
16. to smack children when they misbehave
17. not to make eye contact with a person who is speaking to you
18. to wait till you're married before starting sexual activity
19. to have the house divided into separate men's and women's parts
20. for adult children living with their parents to make a real financial contribution

*Simon Gilt, St Pölten 2003*

## INTERCULTURAL COMPETENCE- A TEXTBOOK AUTHOR'S VIEWPOINT

Most learners will be using English as a medium of communication with other non-native speakers, and certainly with people of different cultures. Errors of socio-cultural competence are likely to be less tolerated than errors of grammar or lexical insufficiency. But it is impossible to give the learners enough specific information about a culture, because it is impossible to predict all the cultural circumstances in which they will use their newly acquired language competence. Information about *sample* cultures, such as Britain and America, as well as non-English speaking ones, is given to allow the learners to compare their own culture with another. This creates opportunities for learners to reflect on their own culture in order to become more aware of the possibility of different attitudes, behaviour, customs, traditions and beliefs in other cultures. In this spirit, cross-cultural training is possible even with groups where the learners all come from the same cultural background. There are interesting and revealing differences between people from the same region or town, or even between friends and members of the same family. Exploring these will help the learner's become not merely proficient in the language but competent in the overall aim of communication."

*(Simon Greenall, Reward Intermediate Teacher's Book p iv)*

*Simoli Gi/12U02*

# INTERCULTURAL COMPETENCE

The competent intercultural communicator possesses

linguistic competence (ie familiarity with *form*)

the ability to relate *form* to *function*

sociolinguistic the appropriate use of language *in context*)

strategic competence (ie the ability to overcome difficulties and gaps in the above)

critical B. Ram (1998) as the ability to "see similarities and differences not only from their own but also from the perspective of the other and objective view of oneself"

Furthermore, they will be able to:

suspend their own and their disbelief in others' values and values  
possess objectivised knowledge of values and perceptions, both their own and others'  
obtain this through comparative/contrastive methods  
interpret texts and to their existing knowledge and attitudes  
discover new beliefs, behaviours and values  
Use all this knowledge and these skills to interact with others in a variety of ways

objectives,

## ATTITUDES

- curiosity, openness, and willingness to accept the other person's perspective as normal and one's own as strange the other's perspective

## KNOWLEDGE

- of different social groups and products in one's own and the other society

## SKILLS OF INTERPRETATION

- the ability to use knowledge of one's own and the other society to interpret both foreign texts and documents in a way that makes sense of them in one's own society and texts and documents from one's own society in ways which explain it in the other society

## SKILLS OF DISCOVERY AND INTERACTION

- ability to acquire new knowledge of a culture and cultural practices
- ability to operate knowledge, attitudes and skills under the constraints of 'real time' communication and interaction

## CRITICAL CULTURAL AWARENESS

- the ability to evaluate critically and on of explicit criteria perspectives and practices in one's own and other cultures and societies

(c. Littlewood, 1981, Byram, 1998, 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025)

## FROM A STUDENT'S ESSAY

### Task A

*Read the paragraph below and say whether you think it might have been written about Austria. Explain your reasons. Which other country might it have come from? Who do you think might have written it?*

The most 'dangerous danger', waiting for you everywhere, is the character of \_\_\_\_\_ people. People such as taxi-drivers, shop assistants, waiter etc want to get rich on foreigners. Visitors are completely taken in by them. They have to pay enormous money, much more higher than usual. Many people hate our country because of its (persons' I have meant. The character of \_\_\_\_\_ people is very specific. They are as vultures throwing on the prey. When they see foreigner, they immediately start to attack and get as much money as possible. They are not interested in satisfaction of the customers, they are interested only in their own profit. That is typical. All of the \_\_\_\_\_ are the same (there exist some exceptions - as me) they long for money and they are very mean. Most of them can think only about themselves. The highest priority in their life are money and possession. And therefore occur many problems between foreign travellers and our people.

### Task B

*Can you help Martina with her English?*

The most 'dangerous danger', waiting for you everywhere, is the character of Czech people. People such as taxi-drivers, shop assistants, waiter *waiters* etc want to get rich *on* foreigners. Visitors are completely taken in by them. They have to pay enormous money *enormous sums of money*, much more **higher** *much more* than usual. Many people hate our country because of its 'persons' I have meant *the people I have mentioned*. The character of Czech people is very specific. They are as *like* vultures *throwing* on the *their* prey. When they see foreigner *a foreigner*, they immediately start to attack and get as much money as possible. They are not interested in satisfaction of the customers *the satisfaction of their customers*, they are interested only in their own profit. That is typical. All of the Czechs are the same (there exist some exceptions - as me *like me*) they long for money and they are very mean. Most of them can think only about themselves *themselves*. The highest priority in their life are *is* money and possession *possessions*. And therefore occur *there occur* many problems between foreign travellers and our people.

### Task C

*In groups, brainstorm what might be the greatest problems either foreign visitors to this country or Austrians going to Britain might face. Choose one and write a paragraph about it.*

*Simon Gill, St Pölten 2003*

A SONG OF PATRIOTIC PREJUDICE  
(Michael Flanders and Donald Swann)

Chorus: The **English**, the English, **the English** are best  
I wouldn't give tuppence for all **of** the rest

The rottenest bits of these islands of ours  
we've left in the hands of three unfriendly powers  
Examine the Irishman, Welshman or Scot  
You'll find he's a stinker **as** likely as not

*Gch aye, awa' wi' yon Edinburgh Festival...*  
The Scotsman is mean, **as** we're all well aware  
And bony, and blotchy, and covered with **hair**  
He eats **salty** porridge and works all the day  
And hasn't got bishops to show **him** the way

**Chorus** (as before)

*Ah, ould mother over the head with a shillelagh...*  
The Irishman now our contempt is beneath  
He sleeps in his boots and he lies in his **teeth**  
He blows up **policemen**, or **so** I have heard  
And blames it on Cromwell and William **the Third**

**Chorus:** The English are noble, the English are nice  
And worth any other at double the price

*Ah, yachyda...*  
The Welshman's dishonest, he cheats when he can  
And little and **dark**, more like monkey than man  
He works underground with a lamp in his hat  
And sings far too loud, far too often and flat

And crossing **the Channel**, Olle **cannot** say much  
For the French or the Spanish, the Danish or Dutch  
The **Germans** are German, the Russians are red  
And the Greeks and Italians eat garnc **in** bed

Chorus: The English are **moral**, the English are good  
And clever and modest and misunderstood

And all the world **over** each nation's the same  
They've simply no notion of playing the **game**  
They argue with **umpires**, they cheer when they've won  
And practise beforehand, which **turns** the fun

**Chorus:** The English, the English, the English **are best** ,  
So up with the English and down with the rest

It's not that **they're** wicked or **naturally** bad  
It's knowing they're foreign that makes them so mad  
For the **English** are all that a nation should be  
And the flower of the English are Donald, **Michael**, Donald, Michael and me

# EXPLOITING TEXTS

## Pre-text activities

- focus on a parallel topic in C1/C2
- activate existing knowledge of topic (*how?*)
- use of illustrations, visuals, realia etc
- prediction of vocabulary or contents of text
- pre-teaching vocabulary

## Access to text

- motivation (eg dividing text into manageable "chunks", variety of activities, element of fun)
- different types of reading/listening (eg extensive, intensive, scanning, skimming, comparative, contrastive)
- reasons to read/listen (eg time limits, pre-questions)
- different types of questions (eg question-word, yes/no, true/false, information transfer, multiple-choice)
- at least some "open" rather than "closed" questions

## Language focus

- aspects of grammar (eg verb forms, prepositions, use of articles)
- vocabulary work (eg opposites, synonyms, definitions, translation, hyponym-headword relationship, word fields, connotations)
- register (eg formal vs informal, spoken vs written, GB vs US English)
- cohesion and text organisation
- spelling and pronunciation

## Ideas focus

- oral activities
  - roleplay/improvisation/drama
  - interviews
  - discussion and debate
  - short talks/presentations
  - games
- written activities
  - parallel text writing
  - letters/postcards
  - paragraph/report/composition
  - summary/text expansion
  - translation
  - research work (eg simple fieldwork, web-based research, webquests)
  - project work
  - art and craft

SimOfI Gill 2003

C1: Muttersprache  
C2: Fremdsprache

headword = Oberbegriff



## STEREOTYPE

I'm a fullblooded  
West Indian stereotype  
See me straw hat?  
Watch it good

I'm a fullblooded  
West Indian stereotype  
You ask  
if I got riddum  
inrne blood  
you going askl  
Man just beat de drum  
and don't forget  
to **pour** de rum

I'm a fullblooded  
West Indian stereotype  
you say  
I suppose you can show  
us the limbo, can't you?  
How you know!  
How you know!  
You sure  
you don't want me  
sing you a calypso too  
How about that

I'm a fullblooded  
West Indian stereotype  
Youcallrne  
happy-go-lucky  
Yes tOOt's me  
dressing fancy "  
and chasing wornen

if you think ah lie  
bring yuh sister

I'm a fullblooded  
West Indian stereotype  
You wonder  
where do you people  
get such riddum  
could it be the sunshine  
My goodness  
just listen to that steelband

Isn't there one thing  
you forgot to ask  
go on man ask. ask  
**This** native will answer anything  
How about cricket?  
I suppose you're good at it  
Hear this man  
, good at itl  
Put de willow  
mme band  
and watch me stripe  
de boundary

Yes I'm a fullblooded  
West Indian stereotype

That's why I graduated  
from Oxford University  
with a degree  
in anthropology

*JohnAgard*

## CULTURAL STUDIES - SOME WEB-BASED RESOURCES

- Breaking Down The Walls *break/ig Down The Walls (award-winning intercultural learning site created by a group of 4<sup>th</sup> and 5<sup>th</sup> grade kids // W/scol/lin and aimed at the 9-11 age group)*
- British Council British Studies Gateway <http://www.britishecouncil.org/studies>
- British Council British Studies page <http://old.britishecouncil.org/studies/stdsinv.htm>
- The British Studies Electronic Route-map <http://www.ssre.bku.hk/bs/> (*links site run by The British Council in Hong Kong*)
- The British Council in Poland's British Studies Page <http://elt.britishecouncil.org> (*same interesting materials and ideas*)
- Culture Matters - The Peace Corps Cross-Cultural Workbook [http://www.peacecorps.gov/publications/field\\_download.efm](http://www.peacecorps.gov/publications/field_download.efm) (*large pdf document w/rh a strong practical bias*)
- Cultural Studies from Birmingham eJournal <http://artsweb.bham.ac.uk/beesr/index.htm> (*online journal from the prestigious Centre for Cultural Studies of Birmingham University*)
- Cultural Studies links page <http://www.eserver.org/Jeserver>
- Delta Intercultural Academy <http://www.dialogj.com/> (*online forum for intercultural education and training - articles, reviews, discussions etc - business focus*)
- Family Culture <http://www.familyculture.com/index.htm> (*information on holidays and celebrations all round the world*)
- Future Culture <http://www.wepworld.com/80/futureculture.html> (*very good for worldwide country-by-country information - a quiz is also provided*)
- Getting Started in Intercultural Communication Training <http://www.spz.fh-rhein-steg.de/english/iac/Getting%20Started%20in%20Intercultural%20Communication%20Training.html> (*text of excellent talk given by James Chamberlain at 2001 IATEFL Conference in Brighton*)
- Kingwood College Library American Cultural History of the Twentieth Century <http://www.nhmccd.edu/lrc/kc/decades.html> (*excellent series of decade-by-decade guides with very good links to further detail on what's covered*)
- Language and Civil Society <http://exc4.angels.stilte.gov/foi/unhournal/> (*from the same people as "Forum" magazine - lesson plans on civic education and related topics, including cross-cultural awareness*)
- McGraw Hill's Multicultural Supersite <http://www.mhhe.com/socsci/education/multilindex.mhtml> (*directories, links etc from McGraw-Hill publisher*)
- The Nonverbal Dictionary of Gestures, Signs and Body Language Cues <http://members.aol.com/nonverbal2/dictionl.htm> (*very comprehensive and well researched - fascinating*)
- Paul Gorsky's Multicultural Pavilion <http://curry.edschool.virginia.edu/go/111multicultural/index.html> (*ideas, resources, links, etc for multicultural education*)
- Portrait of the USA <http://usinfo.state.gov/usainfo/usainfo/factoverlhomepage.htm> (*from the government, so with a certain angle, but still a good source of information about various aspects of the USA - manages to be both concise and informative*)
- Ruth Vilmi's Culture Pages <http://www.ruthvilmi.net/uhutl/ProjecUCulture/> (*pieces about Finnish culture from Helsinki Technical University students and some good cultural links*)
- Sarah Zupko's Cultural Studies Center <http://www.popcultures.com/> (*all sorts of interesting links*)
- Teaching Tolerance <http://www.splcenter.org/teachingtolerance/tt-index.html> (*materials and ideas for promoting tolerance from the Southern Poverty Law Center in the USA*)

Simon Gill, St Pölten 2003