

The background features a light gray, semi-transparent pattern of a crowd of people, overlaid with several realistic water droplets of various sizes. The text is centered and rendered in a bold, black, sans-serif font.

# ACQUIRING INTERCULTURAL COMPETENCE: CULTURAL WORLDVIEW VS. INTERCULTURAL WORLDVIEW

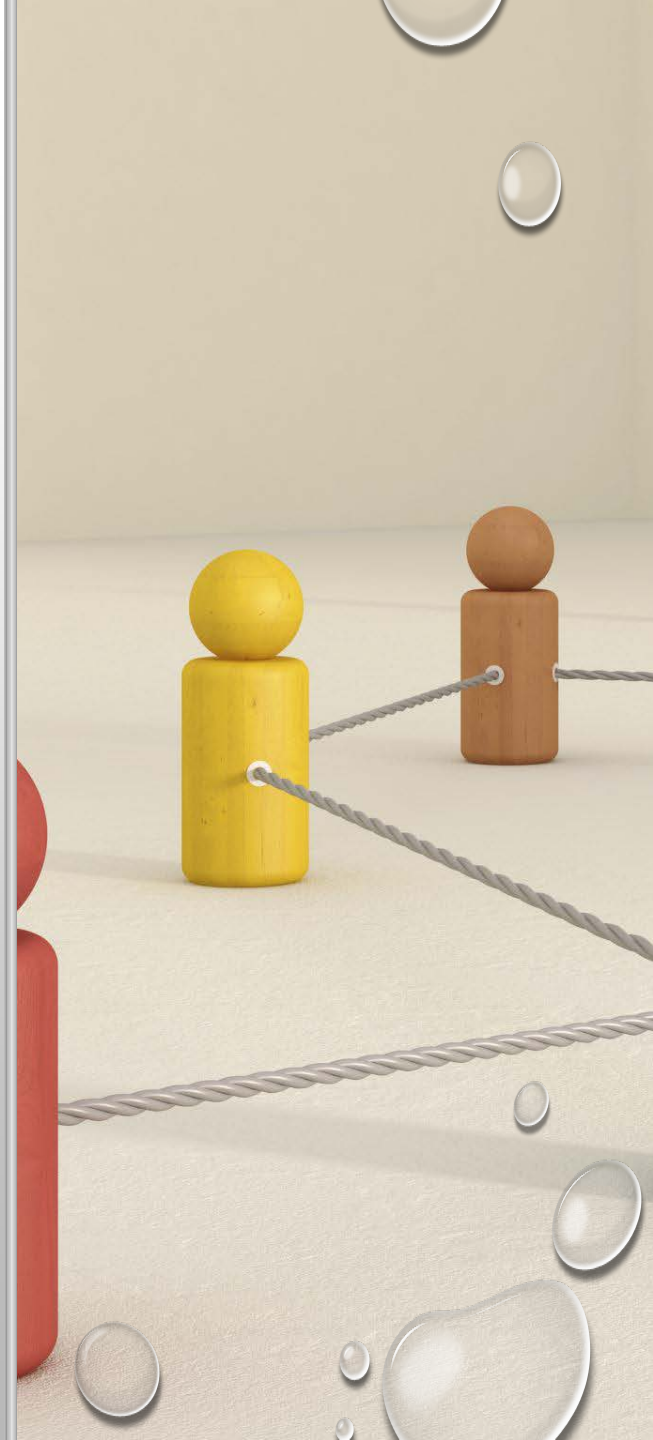
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# INTERCULTURAL COMPETENCE

- WHAT EXACTLY IS INTERCULTURAL COMMUNICATION?
- - CULTURE, COMMUNICATION, STEREOTYPES
- INTERCULTURAL COMMUNICATION COMPETENCE (ICC)
- - CONCEPTS
- HOW CAN WE CORRECT ETHNOCENTRISM?
- REFLECTIVE QUESTIONS



# “WHEN IN ROME, DO AS THE ROMANS DO”

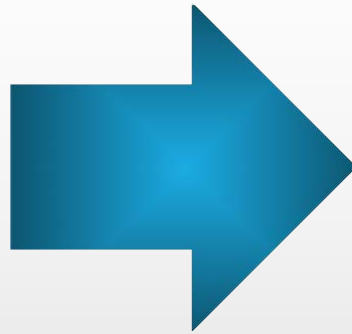
- What’s the meaning of this proverb?

The origin of this proverb goes back in history when St. Augustine arrived in Milan to assume his role as a Professor of Rhetoric for the Imperial Court where he noticed that the Church did not fast on Saturdays as it did in Rome. He became very confused and consulted another wiser man Ambrose who was the Bishop of Milan. He exclaimed: “When I am at Rome, I fast on Saturday; when I am at Milan I do not.



# CULTURE AND COMMUNICATION

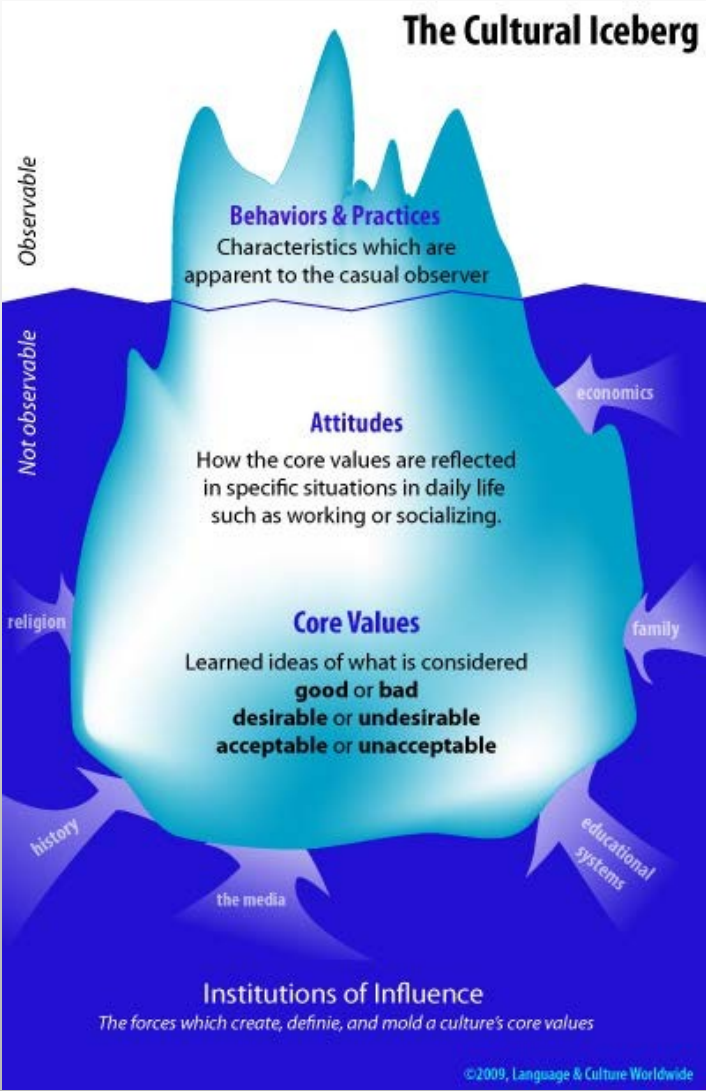
Culture is often defined in interrelation to Communication



**“Culture is communication and communication is culture”**

- Culture is something that cannot be observable and consists of many levels. If you visit a community for a short time, you only see the surface i.e. the social etiquette but its deepest layers are not visible to the eye”
- *We should never denigrate any other culture but rather help people understand the relationship between their own culture and the dominant culture.” – Edward Hall*

Cultural models:  
 -the iceberg  
 -the tree  
 -the onion



**Coach** **Managing Cultural Differences**  
 Six Fundamental Patterns of Cultural Difference

**What's different?**

1. Communication styles
2. Attitudes towards conflict
3. Approaches to completing tasks
4. Decision-making styles
5. Attitudes towards disclosure
6. Approaches to knowing

**What's hidden below surface?**

1. Beliefs
2. Values
3. Perceptions
4. Expectations
5. Attitudes
6. Assumptions

**Visible cultural differences**

**Invisible cultural roots**

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**Visual Cultural Differences**

**Language**  
**Housing**  
**Food**  
**Clothes**

**Key Beliefs**  
 Not so visible but has an effect on determining behaviour at a more superficial level

**Norms and Values**  
 greetings  
 bow, shake hands

# STEREOTYPES



→ FIXED IDEA OR IMAGE THAT MANY PEOPLE HAVE OF A PARTICULAR TYPE OF PERSON OR THING, BUT WHICH IS NOT TRUE IN REALITY;

→ IT IS IMPORTANT TO SUSPEND JUDGMENT, AVOID MISCONCEPTIONS, NARROW PERSPECTIVES AND IMMATURE REACTIONS;

→ STEREOTYPES OFTEN CONTAIN A GRAIN OF TRUTH, BUT CANNOT CHARACTERIZE AN ENTIRE CULTURE;

→ A bad intercultural training will be focused on stereotypes. "Good training avoids stereotyping, and encourages trainees to change their view in the light of what they observe" (Gibson, 2002)

# What is intercultural communication (IC) and intercultural communication competence (ICC)?

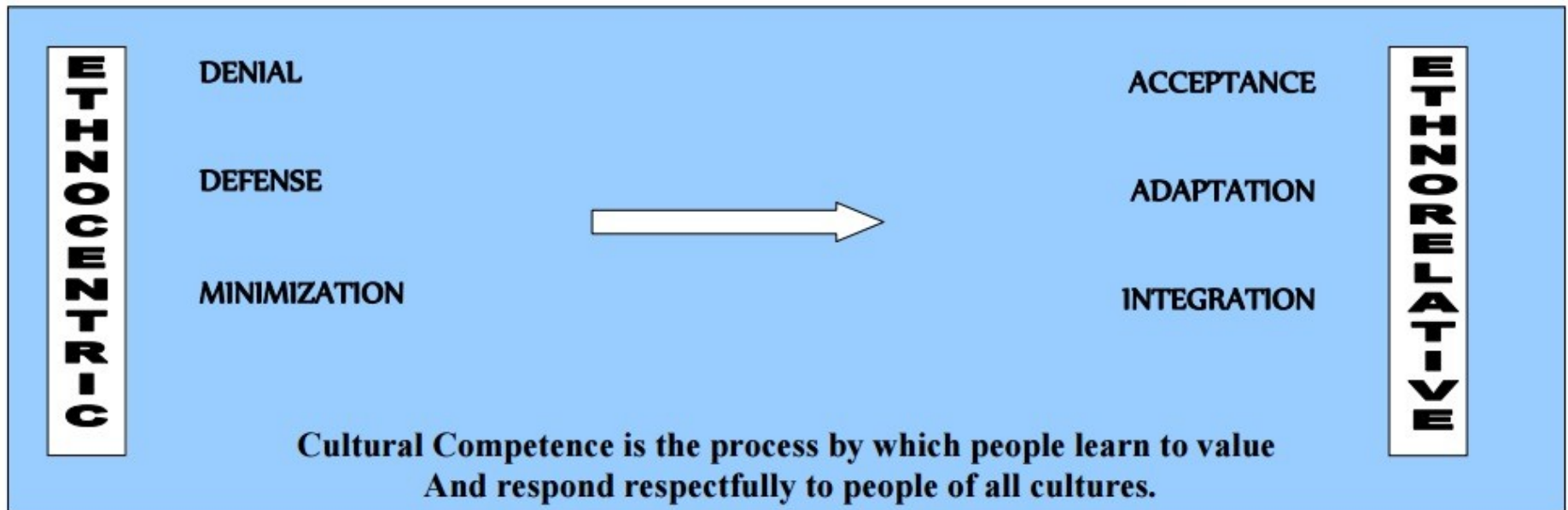
- Intercultural communication (IC) is **the communication among those people who have different cultural references that they perceive themselves as pertaining to different cultures**
- IC provides people with different ways of thinking, seeing, hearing and interpreting the world;
- ICC - "An intercultural competent speaker of a foreign language possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture"

# ICC CONCEPTS

- Byram's model in ICC whose concept is in accordance with linguistic competence, sociolinguistic competence and discourse competence (Han & Song, 176) combines knowledge, skills and discovery and interaction, intercultural attitudes and critical cultural awareness into a system of intercultural competence.
- **Bennet's model of cultural competence - "Cultural competence is the process by which people learn to value and respond respectfully to people of all cultures." (p. 245). Bennett's model consists of a continuum of six stages moving from "ethnocentrism" to "ethnorelativism."**



# BENNETT MODEL OF CULTURAL COMPETENCY



## STAGES OF CULTURAL COMPETENCE

**DENIAL:** Unaware of the existence of cultural differences.

**DEFENSE:** Acknowledge cultural differences but feel threatened by them. Methods used to defend against uncomfortable feelings are:

*Denigration*                      *Superiority*                      *Reversal*

**MINIMIZATION:** Minimize cultural differences in order to protect one's own cultural identity.

**ACCEPTANCE:** Recognize and value cultural differences without judging them as positive or negative.

**ADAPTATION:** Adapt cognitively and behaviorally to cultural differences; Operate successfully within another culture.

**INTEGRATION:** Interact comfortably with a variety of cultures; Integration of cultural awareness into everyday interactions.

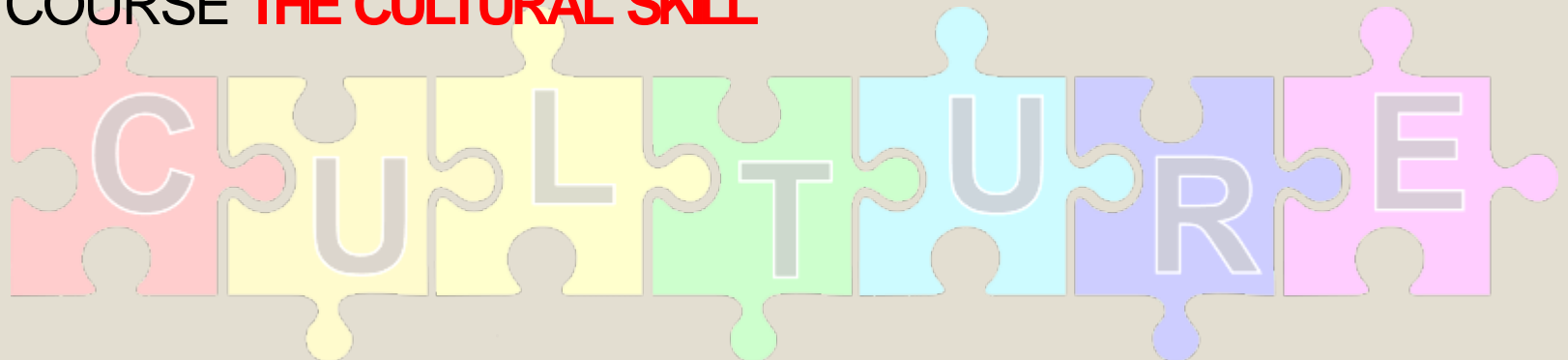
Bennett, M.J. (1993). Towards Ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.) *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

# AIMS OF INTERCULTURAL COMMUNICATION COMPETENCE

- **The ultimate goal of an IC approach is not so much ‘native speaker competence’ but rather intercultural communicative competence**
- **IC approach – trains learners to be diplomats i.e. able to view different cultures from a perspective of INFORMED UNDERSTANDING and this aim displaces the long-standing objective of ELT – to attain ‘native speaker proficiency’!**

# CONCLUSION

- Culture means the characteristics and knowledge of a particular group of people, defined by their language, religion, cuisine, social habits, music and arts
- Intercultural communication – the communication b/n people from different cultures
- Why do we need ICC – in order to improve the language one does not need to acquire the native speaker proficiency but rather to improve the reading, writing, speaking and listening skill AND OF COURSE **THE CULTURAL SKILL**



**In order to check whether you are interculturally competent please spend a few minutes at the end of this session answering these reflective questions:**

**1. How truly open am I to those from different cultural, socio-economic, and religious backgrounds?**

**2. Do I make quick assumptions about a new person? Do I pre-judge new to me people or situations or do I withhold judgment while I explore the multi facets of the situation?**

**3. Do I measure an unfamiliar person's behavior based on my own culturally conditioned expectations or do I try to understand an unfamiliar person's behavior based on his/her own culturally conditioned background?**

**4. Do I value those from different backgrounds? How do I demonstrate that I value others, even when I may disagree with their beliefs and opinions?**

**5. Am I eager to learn about different cultures and specifically am I eager to learn about my colleagues' backgrounds and experiences? Do I make an effort to learn more?**

**6. Can I move from the ethno-centric to the ethno-relative stage?**

спасибо 谢谢  
GRACIAS 谢谢

THANK YOU

ありがとうございました MERCI

DANKE धन्यवाद

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