

# THE INTERPLAY OF INTERCULTURAL COMMUNICATION, INTERCULTURAL COMPETENCE AND INTERCULTURAL PRAGMATICS

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# OUTLINE

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- What exactly is intercultural communication?
  - culture, communication, stereotypes
- Intercultural Communication Competence (ICC)
  - Concepts
  - What is Intercultural Pragmatics?

# INTRODUCTION

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- Who we are?

Basic information about the project

- Современи пристапи во истражувањето на интеркултурната прагматика и нејзината примена во наставата - од научни концепти до практична реализација
- Contemporary Approaches in Intercultural Pragmatics Research and its Application in Teaching – from Scientific Concepts to Practical Implementation

# “WHEN IN ROME, DO AS THE ROMANS DO”

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- What’s the meaning of this proverb?

According to the Cambridge Advanced Dictionary this proverb means “...when you are visiting another country, you should behave like the people in that country”. In this case the Roman behavior is the intercultural communication gap.

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.



# EXPLANATION



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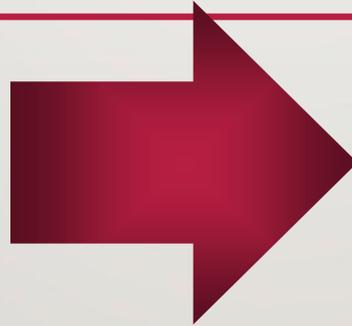
When people travel in different surroundings, they can face some challenges as it was the case with St. Augustine. If one is not aware of the culture, traditions, art in the country they travel, they can either face the culture shock or have problems with the locals. That is the reason why learning about other cultures is important. Not only for travelling or entertainment, but for other reasons such as education or business.

Activity: Let's pack our bags and travel somewhere in our minds 😊  
Which is your dream country and why?



# CULTURE AND COMMUNICATION

Culture is often  
defined in  
interrelation to  
Communication



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

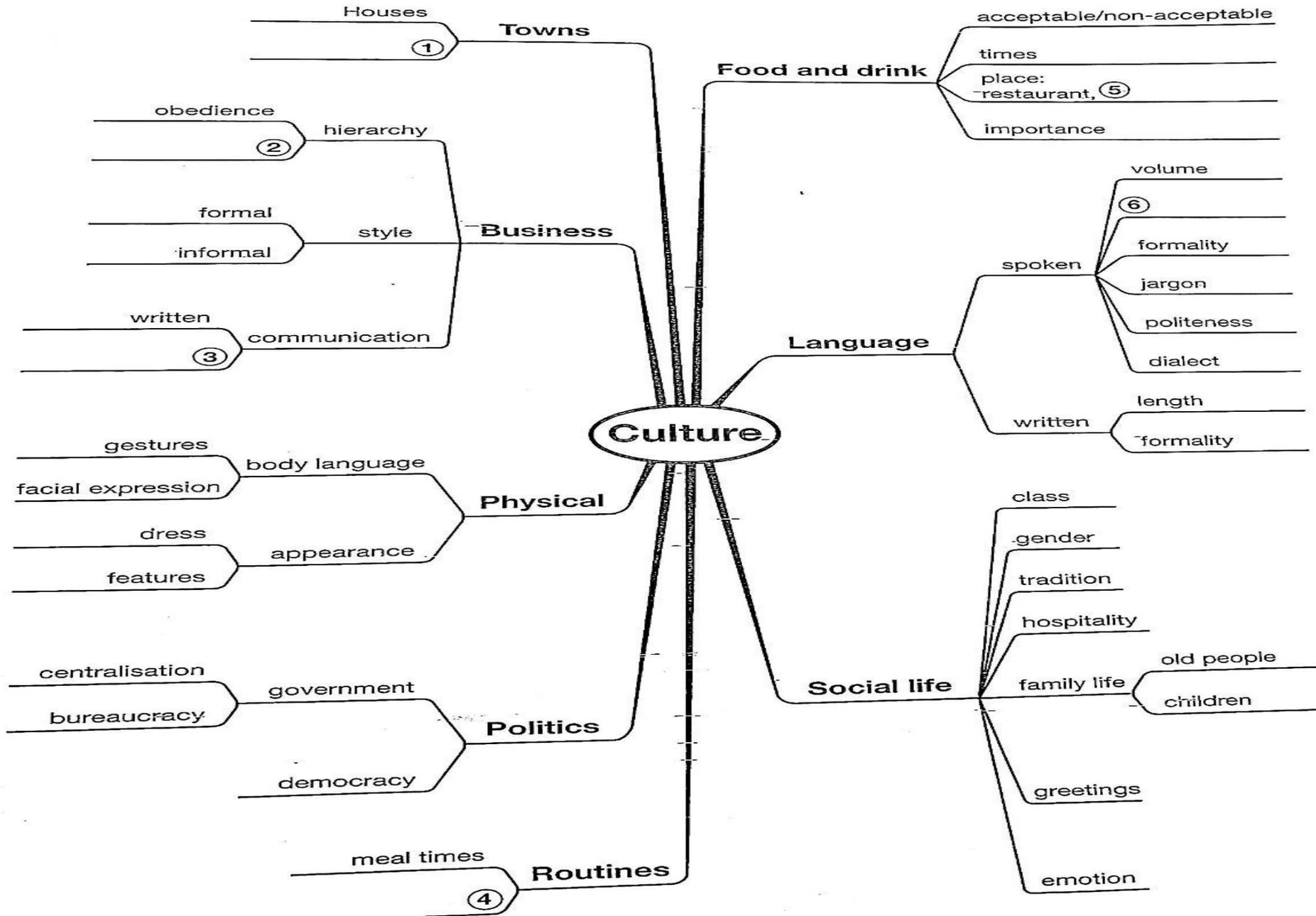
- Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.

- Culture is something that cannot be observable. It is something that 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*

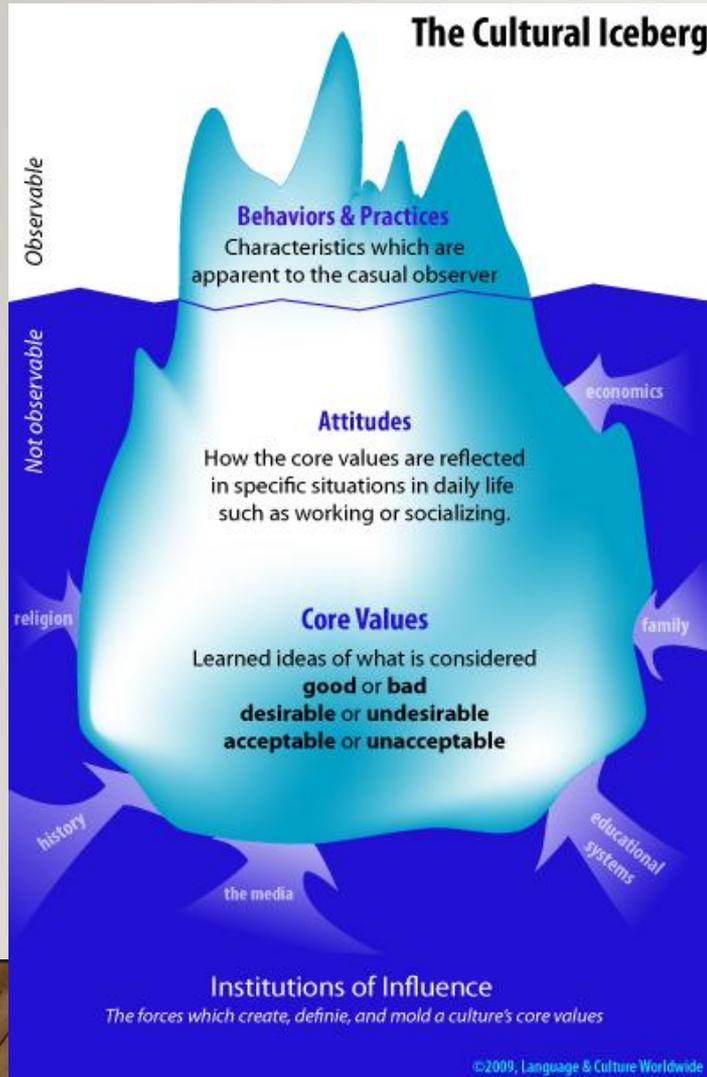
The aim of this mind map is to try to identify as many of the components of culture as possible. Follow the lines out from the central word 'culture'.

- 1 Complete the spaces numbered 1 to 6 with a suitable word or phrase.
- 2 Continue the lines outwards with suitable ideas.



# CULTURAL MODELS:

- THE ICEBERG
- THE TREE
- THE ONION



## Managing Cultural Differences

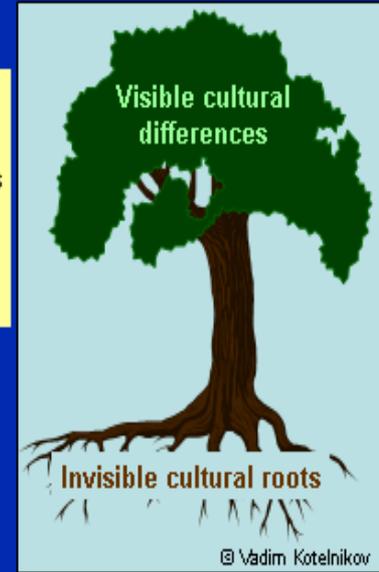
### Six Fundamental Patterns of Cultural Difference

#### 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

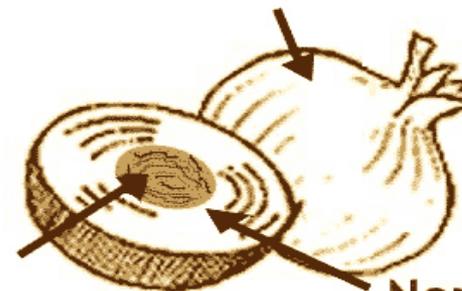
#### What's hidden below surface?

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



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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

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- 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;
- Getting the whole picture of culture needs active participation, you cannot rely on stereotypes;
- **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)**

# STEREOTYPES YOU KNOW?



# WHAT IS INTERCULTURAL COMMUNICATION (IC) AND INTERCULTURAL COMMUNICATION COMPETENCE (ICC)?

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- Intercultural communication (IC) is the communication among those people who have so 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 is not a skill but a process!

# SELF – TESTS FOR ICC IMPROVEMENT

## **Personal Report of Intercultural Communication Apprehension (PRICA)2**

It is designed to measure the fear or anxiety an individual experiences when interacting, or anticipating interaction, with people from different cultural groups.

Appendix on: <https://www.jamescmccroskey.com/measures/prica.htm>

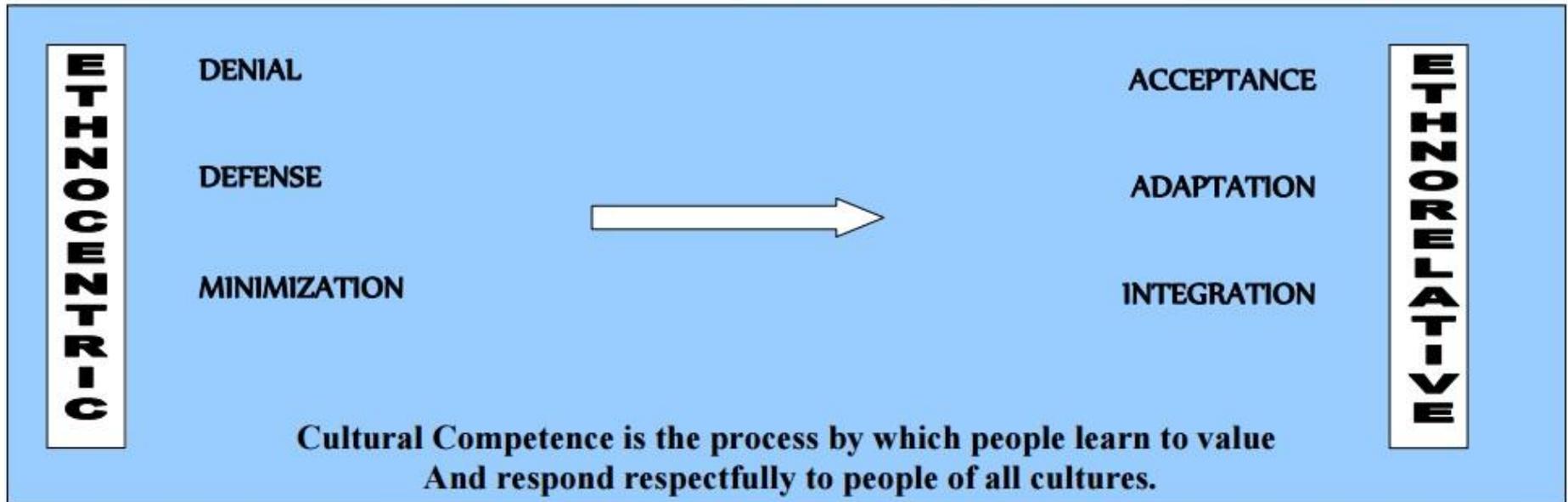


# ICC CONCEPTS

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- **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. Thus, the role of the language is therefore to develop skills, attitudes and awareness of values just as much as to develop a knowledge of a particular culture or country (Byram, 2008).
- **Bennet's model** of cultural competence - "Cultural competence is the process by which people learn to value and respond respectfully to people off 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.

# ETHNOCENTRISM SELF-TEST

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- **GENE (Generalized Ethnocentrism)**



The **Generalized Ethnocentrism (GENE) Scale** is a psychological assessment tool designed to measure an individual's tendency to view their own culture as the central standard by which all other cultures are judged.

# FINAL THOUGHTS ON IC AND ICC

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- 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**

# WHAT DOES “PRAGMATICS” MEAN?

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A subfield of linguistics known as pragmatics examines how meaning is created and understood in context as opposed to being exclusively derived from word meanings. It focuses on how people use language in everyday contexts, considering things like the speaker's intentions, participant relationships, cultural norms, and the social and physical communication setting.



# WHAT IS INTERCULTURAL PRAGMATICS?

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Definition: The study of how people from different cultural backgrounds use language in social interaction and the effects of their differing pragmatic norms.

- ❑ Speech Acts: How we make requests, give feedback, apologize, disagree.
- ❑ Politeness Strategies: Directness vs. Indirectness.
- ❑ Turn-Taking: In meetings, seminars, and classrooms.

# Intercultural Pragmatics

**“ ICP takes the point of view that individuals from different societies or communities interact according to their own pragmatic norms, often resulting in a conflict of expectations and , ultimately, misunderstandings between the groups.”**

Because intercultural interaction has the potential to bring up stereotypes, prejudice, and discrimination against entire groups of people, research in ICP and ICC can reduce these consequences.



# INTERCULTURAL PRAGMATICS IN EDUCATION

Attention to:

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1. Mismatch of interactional norms between home and school in order to empower children to succeed.
2. Possibility of language to have various connotation in different cultures.
3. Differences in terms of group power



Guys, how 'bout going out for a beer after the class?

This interaction may sound totally inappropriate to some cultures, while it can be quite acceptable in Brazil.

# DO SIT. 1 – TAKE SOME NOTES!

**Instructions:** Imagine you are complaining to someone in your first language. Write down what you would say for the three situations in the chart below, and then translate them directly to English without changing anything. How does the English version sound?

	Your First Language	English
<b>Situation 1:</b> Your classmate always comes late to group meetings and is not helping at all with your group's presentation. Complain to that classmate.		
<b>Situation 2:</b> Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.		
<b>Situation 3:</b> Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor.		

**Table 4. Worksheet for comparing complaints in the L1 and English**

Do your complaints seem polite and appropriate in English? Why or why not? In your first language, how do you complain differently to a friend, a child, a supervisor, and a teacher? Is this the same for complaining in English? Why or why not?

- How can you improve the complaints you wrote in English?
- Why can't you just translate complaints directly from your first language?

When comparing the L1 response with the English translation, students notice which responses may be inappropriate in their L2.

Moreover, as the situations include three different power relations, the translations may reveal how social status affects complaints differently in their first and second languages.

# THE "PRAGMATIC MISMATCH" IN ACADEMIA

## Areas of Conflict:

1. Classroom Participation: The "value" of speaking up (e.g., Socratic debate vs. respectful listening).
2. Academic Writing: Structuring an argument (linear vs. circular); using citations; expressing a stance (hedging vs. strong claims).
3. Supervisor-Supervisee Relations: Expectations of directness, feedback style (explicit criticism vs. implied suggestions), and hierarchy.
4. Collaborative Work: Decision-making styles and conflict management.

# CONCLUSION

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- Pragmatic diversity is a reality in global academia, not a deficit.
- Mismatches in directness, politeness, and turn-taking can create significant barriers.
- The solution is pragmatic flexibility i.e. conscious and strategic integration of diverse styles.
- The comprehension of differences in communicative conventions, world views, norms of speech behaviour and interpretations, together with one's background, establishes social, educational and workplace networks, supporting successful communication. This understanding ought to start in our surroundings, among families, friends and neighbours.

# THANK YOU FOR YOUR ATTENTION

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