

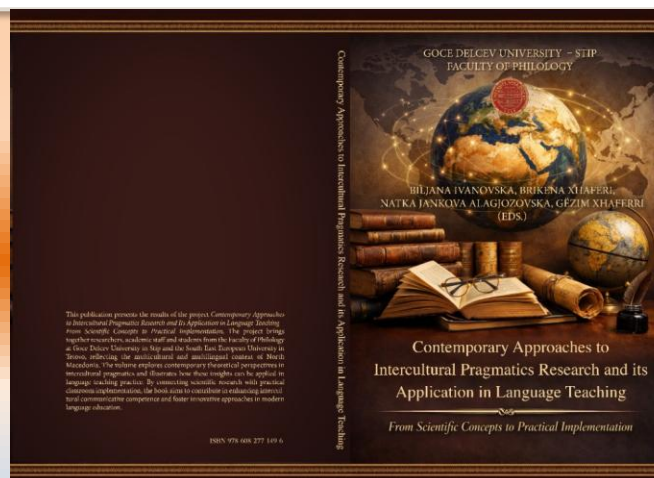
UNIVERZITA J. E. PURKYNĚ V ÚSTÍ NAD LABEM



Contemporary Approaches to Intercultural Pragmatics

Connecting Pragmatic Norms, Global Communication, and Language Teaching

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Pragmatic Norms Shape Communication Beyond Literal Grammar

Speech Act Theory

Analyzes language as action across 3 levels:

- Locutionary: Literal utterance
- Illocutionary: Intended function (requests, apologies, complaints)
- Perlocutionary: Listener effect & cultural interpretation

Politeness & Face Theory

Navigates social harmony based on Brown & Levinson (Srisuruk, 2011):

- Positive Face: Desire for approval & social inclusion
- Negative Face: Desire for autonomy & non-imposition

Turn-Taking Conventions

Regulates participation in interaction (Casillas, 2014):

- Manages speech flow in formal & academic settings
- Guided by verbal/non-verbal cues (pauses, intonation, gestures)

Developmental Models Guide the Continuum to Ethnorelativism

Bennett's Developmental Model (DMIS)

Traces the evolution of cultural sensitivity from Ethnocentrism to Ethnorelativism across 6 stages (Bennett, 1993, 2004):

1. Denial: Ignoring cultural differences
2. Defense: Perceiving difference as threat
3. Minimization: Trivializing variance
4. Acceptance: Respecting alternative worldviews
5. Adaptation: Shifting perspective & behavior
6. Integration: Synthesizing multicultural identity

Livermore's Educator Competency Model

Focuses on educators' capacity to facilitate learning across culturally diverse student groups (Livermore, 1998):

- Cognitive Domain: Deep knowledge of cultural norms & language structures
- Emotional Domain: Empathy, self-awareness & openness to difference
- Behavioral Domain: Adapting pedagogical communication & teaching style
- Relationship Building: Fostering trust and inclusivity in global classrooms

Cultural Awareness Evolves Across Four Stages of Interaction

Four Levels of Cultural Awareness (Quappe & Cantatore, 2005)

- Stage 1: Parochial ('My way is the only way') — Cultural impact is ignored.
- Stage 2: Ethnocentric ('I know their way, but mine is better') — Differences seen as problems.
- Stage 3: Synergistic ('My way and their way') — Diversity utilized for creative solutions.
- Stage 4: Participatory ('Our way') — Shared creation of joint cultural meanings.

Six Imperatives for Intercultural Communication (Martin & Nakayama, 2010)

1. Self-Awareness: Understanding one's social & political location
2. Demographic: Responding to global migration & diversity
3. Economic: Navigating global markets & workplace cooperation
4. Technology: Engaging digital global platforms
5. Peace: Conflict resolution & peaceful coexistence (McLean, 2015)
6. Ethics: Balancing universalist and dialogic ethical frameworks

Language Teachers Must Act as Intercultural Mediators

Expanding the 4 Skills

Foreign language teaching must extend beyond listening, speaking, reading, and writing:

- Acquiring cultural mediator skills (Corbett, 2003)
- Aligning with CEFR guidelines for intercultural competence (Council of Europe, 2001)

Learner-Centered Pedagogy

Shifting foreign language classrooms into interactive cultural spaces:

- Teaching explicit target culture pragmatic norms (Liddicoat, 2024)
- Integrating learners' home culture & identity (Scarino & Liddicoat, 2009)

21st-Century Outcomes

Building personal capital & social cohesion in globalized society:

- Transforming cultural diversity into collaboration & innovation
- Reducing prejudice, xenophobia & communication friction (Mrnjaus, 2013)

Theoretical Framework Built on Key Pragmatic & Intercultural Scholarship

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