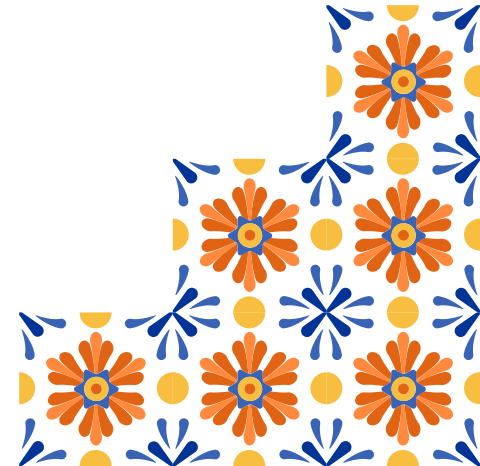
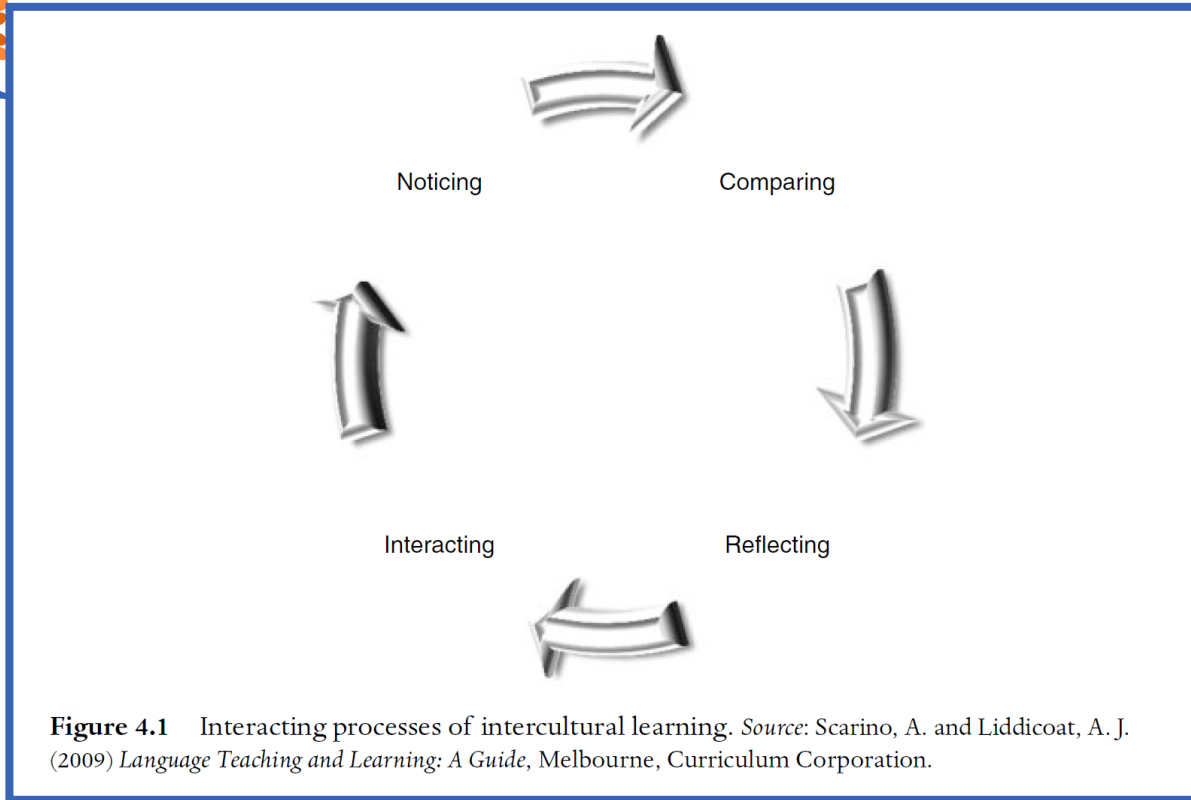


# Intercultural Competence



# Processes of intercultural learning



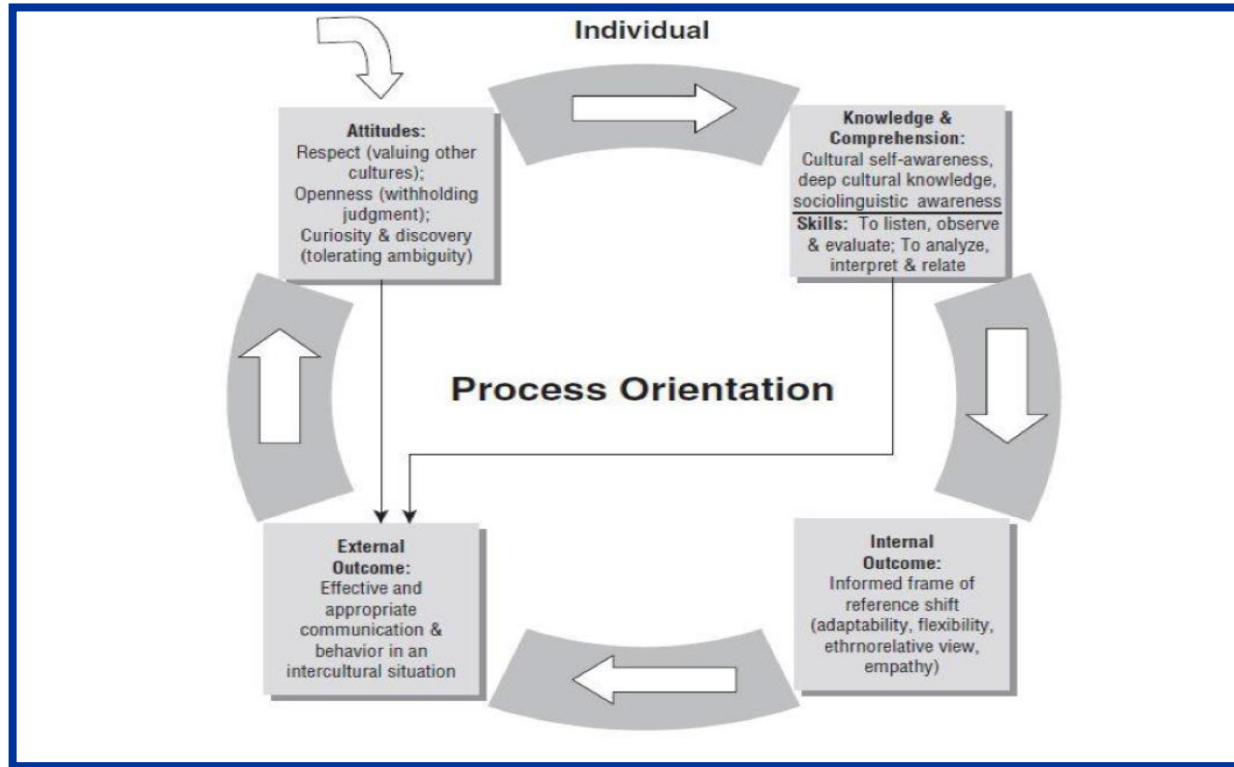
**Figure 4.1** Interacting processes of intercultural learning. *Source:* Scarino, A. and Liddicoat, A. J. (2009) *Language Teaching and Learning: A Guide*, Melbourne, Curriculum Corporation.

(Liddicoat & Scarino, 2013)

# Elements of Intercultural Competence

<b>Knowledge (Les Savoirs)</b>	Cultural knowledge and self-awareness
<b>Intercultural attitudes (Savoir être)</b>	Curiosity A sense of openness Ability to “decenter” Withholding judgement
<b>Interpreting and relating (Savoir comprendre)</b>	Comparing and contrasting texts, events and practices. Ability to interpret meaning and relate to information
<b>Skills of discovery and interaction (Savoir apprendre/faire)</b>	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
<b>Critical cultural awareness (savoir s’engager)</b>	Ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries.

# Process of Intercultural Competence



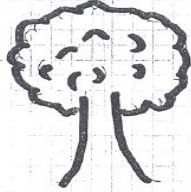
Deardoff (2006)

# Processes of Intercultural Learning

Aufgabe: Zeichnen Sie spontan einen Baum

Deutsche : 35

29x



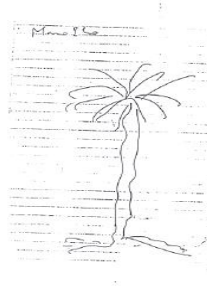
6x:



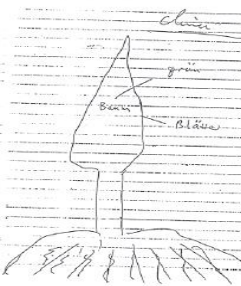
When I gave my international students the same task it was not surprising that their concept of a tree was influenced by their experiences of their own environment:

Regionalspezifische Varianten:

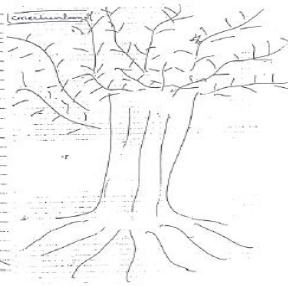
Marokko  
(Palme)



China  
(Pappel?)



Griechenland  
(Olbaum?)



(cf. Neuner, 1994)



# Examples: Intercultural Tasks and Activities

# Processes of intercultural learning

Barbie

vs.

Fulla



**Intercultural Elements:** *Intercultural Attitudes*   *Discovery & interaction*   *Critical cultural awareness*



Food



Photocredit: Copyright Maalouf





# Exploring the meaning of Tabbuli



## Step 1:

- Why is it considered a national dish?
- What are its ingredients?
- Is it a full meal or a snack?
- Where and when is it eaten?(everyday, on special occasion?)
- What do people do after eating it?
- What is it accompanied by?
- What are its origin? Is it originally eaten by poorer people or the rich?



**Step 2: Filling in the information about Tabbuli and brainstorming together national dishes from other countries –pair work or small groups**

Name of national dish	Your national dish	Another national dish
Which country/countries?		
Ingredients?		
Meal or snack?		
Where and when is it eaten?		
What is it accompanied by?		
What are its origins?		
What do people do after eating it?		

Attitudes  
Savoir être

Interpreting & Relating  
Savoir comprendre



## Suggested answers:

Name of national dish	haggis	feijoada	hot dogs
Which country/ countries?	Scotland	Brazil	USA and Canada
Ingredients?	sheep's stomach, heart, liver, lungs and windpipe; onions, suet, oatmeal, salt and herbs	salt pork, pork sausage, ham, salted tongue, pig's knuckle and trotters, black beans, onion, parsley, tomatoes and garlic	Frankfurter sausages (beef or beef and pork); long oval-shaped bun
Meal or snack?	meal	meal	snack
Where and when is it eaten?	usually around 25 January, the birthday of Robert Burns, Scotland's national poet	Wednesdays and Saturdays, often in restaurants	often at sports games
What is it accompanied by?	mashed potatoes ('tatties') and turnips ('neeps')	rice, mandioca flour, sliced kale, sliced orange, hot pepper sauce	optional mustard, ketchup, pickles
What are its origins?	peasant food, later celebrated in a poem by Burns, <i>To a Haggis</i>	peasant food, originally on slave plantations	convenience food at sports games
What do people do after eating it?	at a Burns Supper, they dance, listen to speeches, songs and poems	lie down, doze, chat sleepily . . .	continue watching the game



Interpreting & Relating  
Savoir comprendre



### **Step 3: Researching national dishes of other Arabic countries**

Learners might use : Internet, local restaurants, classmates, family members, e-partners, recipe books in libraries etc..

### **Step 4: For homework- preparing a presentation**

Present their findings to the class.

Learners can be invited to bring in a small snack typical of their home country.

### **Teachers please be aware of :**

Some learners in your class will not eat certain kind of food for religious or other reasons such as dietary restrictions

Some learners will not make dishes with certain ingredients



Discovery and Interaction  
Savoir apprendre

## Step 5: Going local

Learners can undertake fieldwork on restaurants in their own community . Which ones are distinguished by national cuisine?

Learners can visit one of the restaurants even if only to look at the menu in the window.

### learner Worksheet:

Name of restaurant

Type of food served

Typical dish and price

Chef's special and price

Are any local dishes offered? If so, what is a typical "local dish"?

Is there any entertainment offered?(music) describe it.

Are there any dishes unfamiliar to you? If so, choose one and find out what the ingredients are and how it is prepared

Do you think the restaurant is expensive? how much will an average meal cost?

Critical Cultural Awareness



## Step 5: Reflection

- 1- How is this restaurant similar to a restaurant that you go to with your family? Name a few elements that are similar
- 2- How is this restaurant different to a restaurant that you go to with your family?
- 3-For each set of statements below, choose the one that best describes your reaction and say why you chose that statement.
  - A. I felt very comfortable in the restaurant and would like to go back.  
I felt relatively comfortable in the restaurant.  
I felt uncomfortable in the restaurant.
  - B. I thought it was fun to discover new foods in the restaurant and might like to try one.  
I learned about some new foods that other people use. This will help me in class.  
I like field trips, but I'm not really interested in learning about new foods.
  - C. I felt very comfortable trying to talk with the waiter.  
I felt okay talking with the waiter.  
I felt uncomfortable talking with the waiter.  
I didn't talk with the waiter
4. What have you learned about yourself and others from thinking about this?

NCSSFL-ACTFL Intercultural Reflection Tool

# When Planning your lesson..



## Developing IC awareness and perception

1. describing and commenting on visual and auditive impressions
2. pictures (what one sees)
3. telling stories (in picture-stories)
4. evaluating situations and people
5. describing people (clippings)
6. personal impression and interpretation of pictures
7. change of perspective
8. describing pictures/situations from memory

## Concept and meaning

1. speculating about 'blank space' e.g. in a story
2. making collages from pictures and texts
3. connotation – denotation; excluding words that do not fit
4. defining one's own priorities
5. defining differences (e.g. Café – bar – Kneipe)
6. formulating questions to define a concept
7. project research concerning a concept (e.g. living room)

## Comparing cultures

1. Comparing and contrasting
2. Finding generic terms
3. Classifying
4. Discussing opinions
5. Socio-cultural units in comparison
6. Ways of expressing indirectness (The German "man")
7. Comparing stereotypes
8. Culture-specific logical relations

## Developing communicative competence in intercultural situations

1. Analysing the effect of speech acts and their linguistic realisations
2. Analysing strategies of communication
3. Analysing socio-cultural features of certain text types
4. Analysing and comparing styles of expression
5. Translation and interpretation
6. Giving feedback (active listening)
7. Cultural interplay
8. Adopting roles in a discussion
9. Paraphrasing
10. Meta-communication (talking about communication)

Stage 1

Stage 2

Stage 3

Stage 4



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# ¡Gracias!



¿Tienes alguna pregunta?

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