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Foreign Affairs: Foreign Languages as intercultural Communication

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Icebreaker – Draw a House

Sharing a single pen or pencil and, with both persons holding the pen at the same time, draw a house on a blank sheet of paper.

Turn the paper over and, without talking, draw a house together from a uniquely different culture.

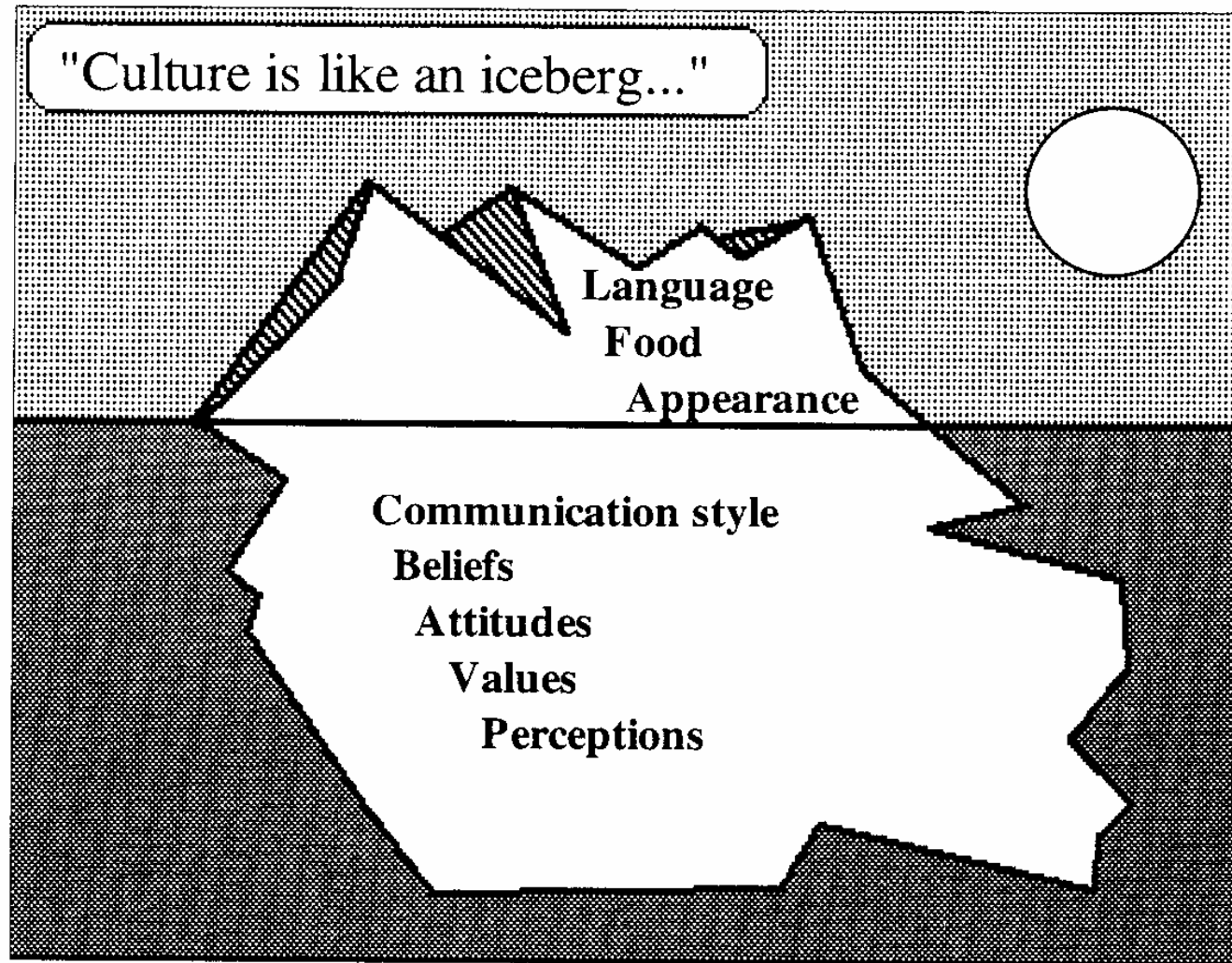
Present your pictures to the others and discuss them.



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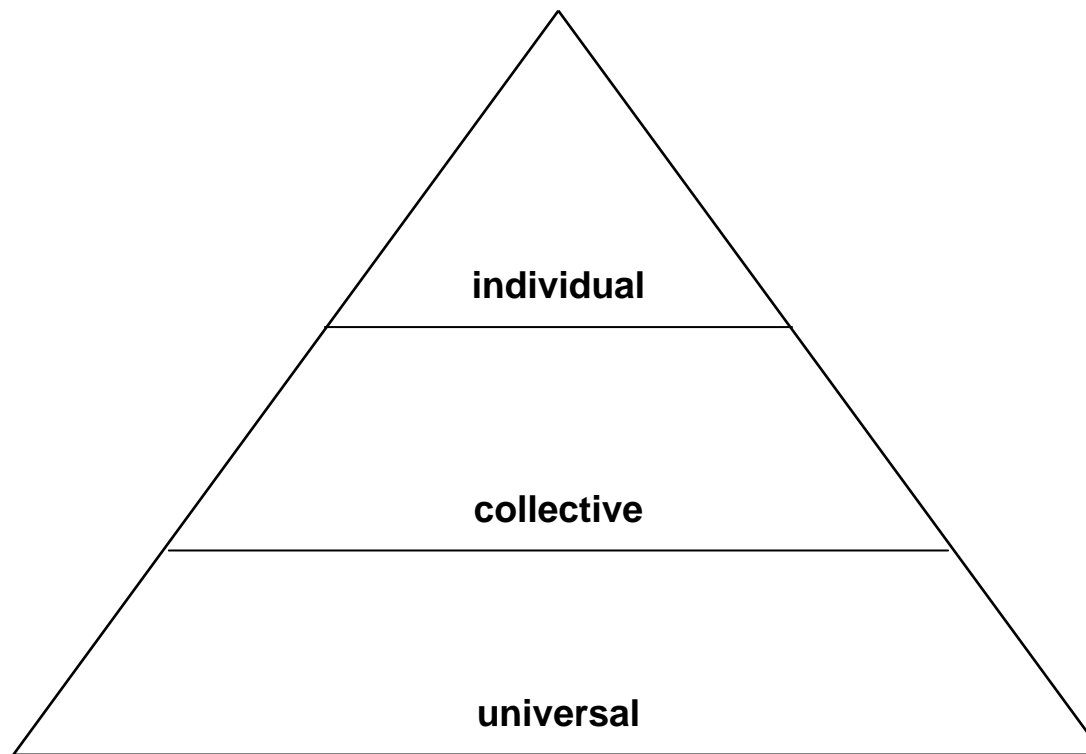
“Our concept of cultural distance is something which we can understand on one level, but may not be able to ***physically and emotionally*** deal with quite as readily.”

- Theodore Gochenour



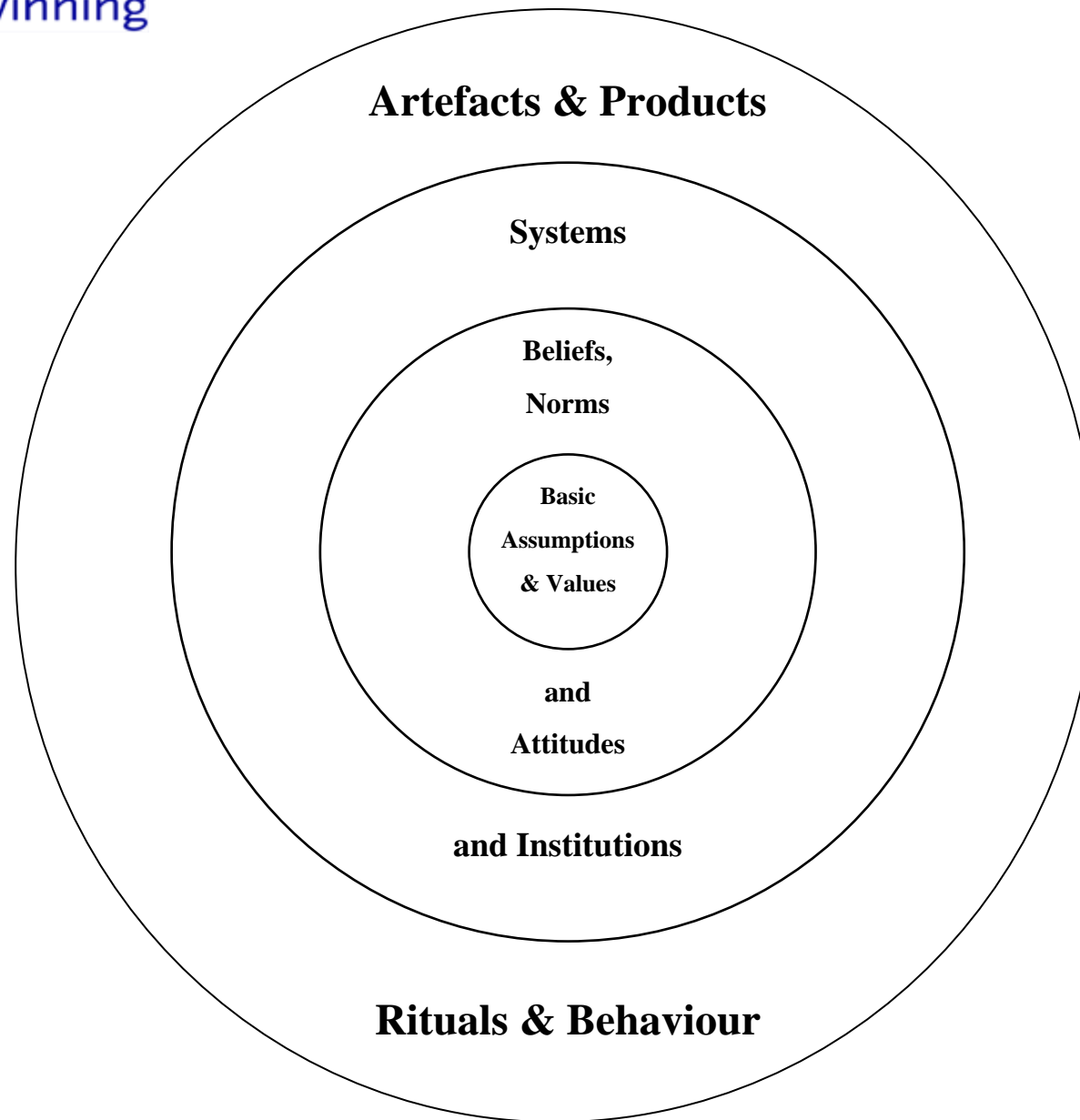


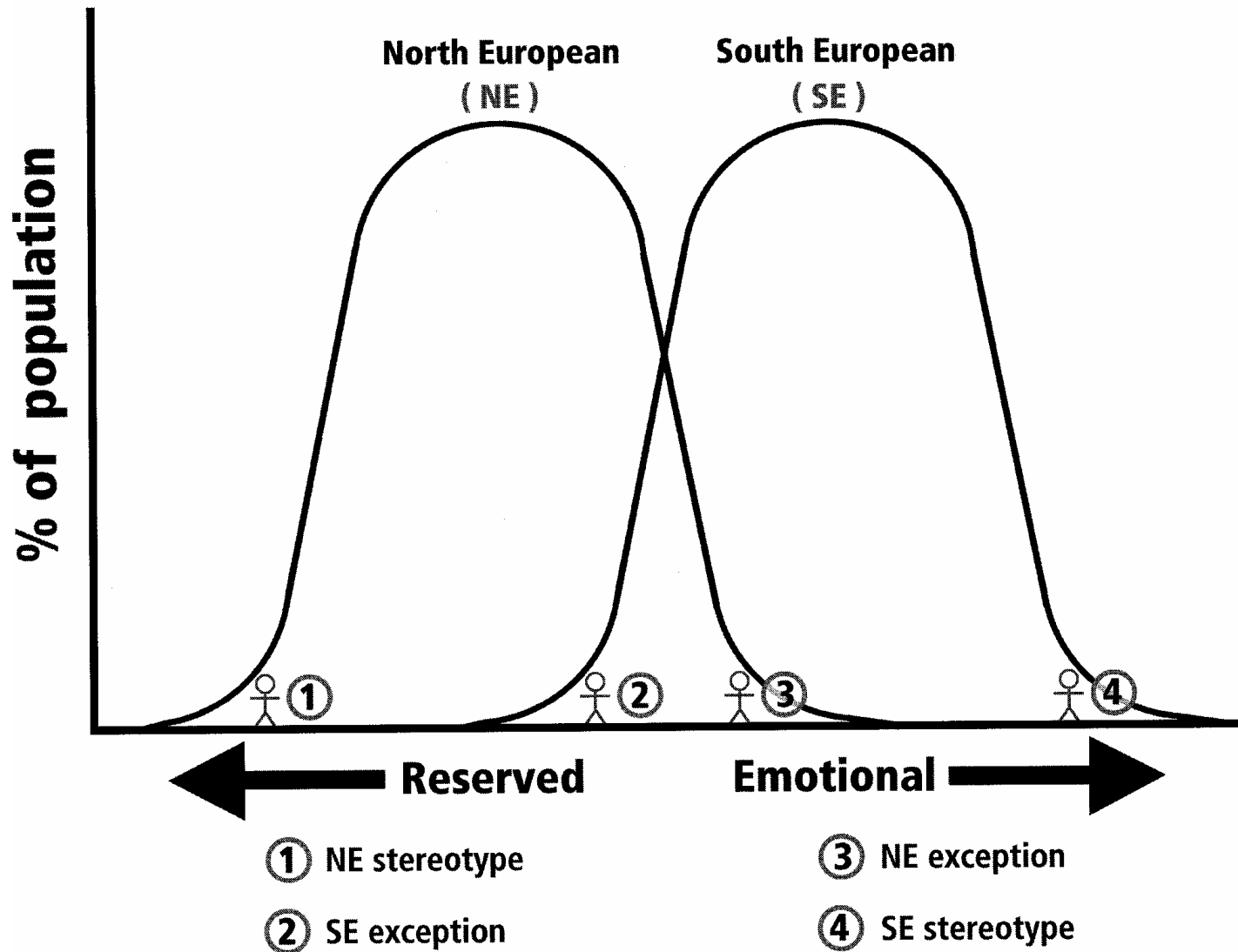
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Three levels of "Human Mental Programming."

Hofstede: *Culture's Consequences*, 1980.

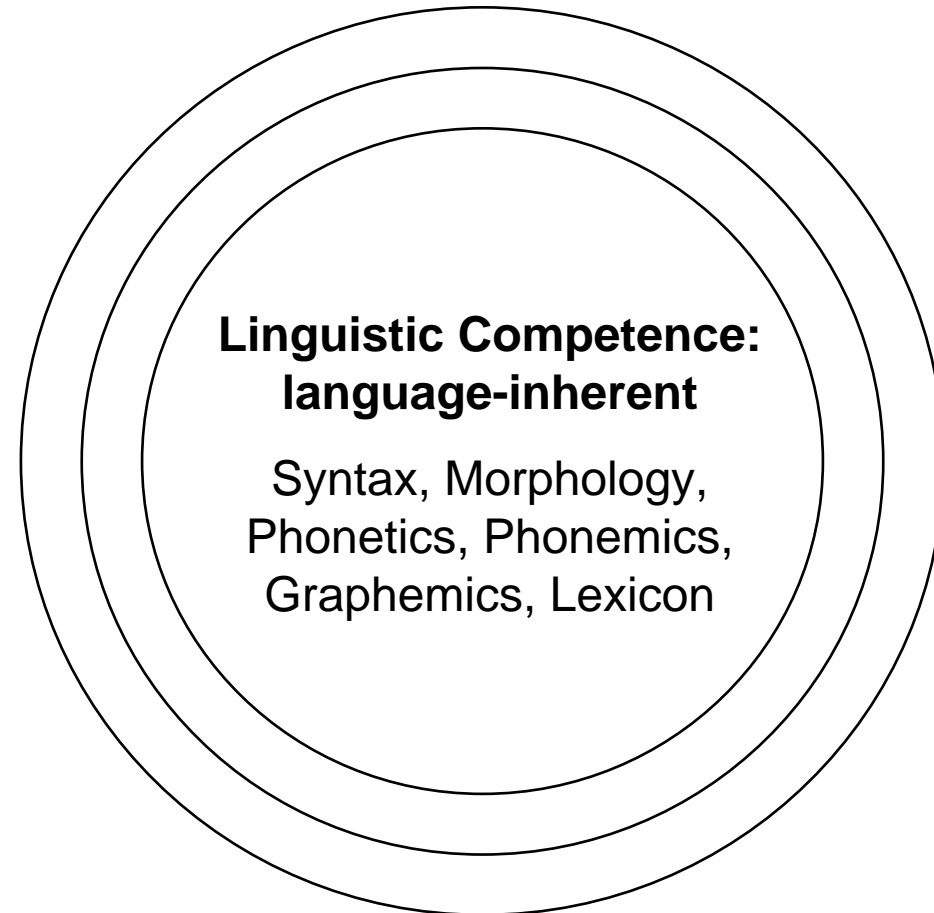






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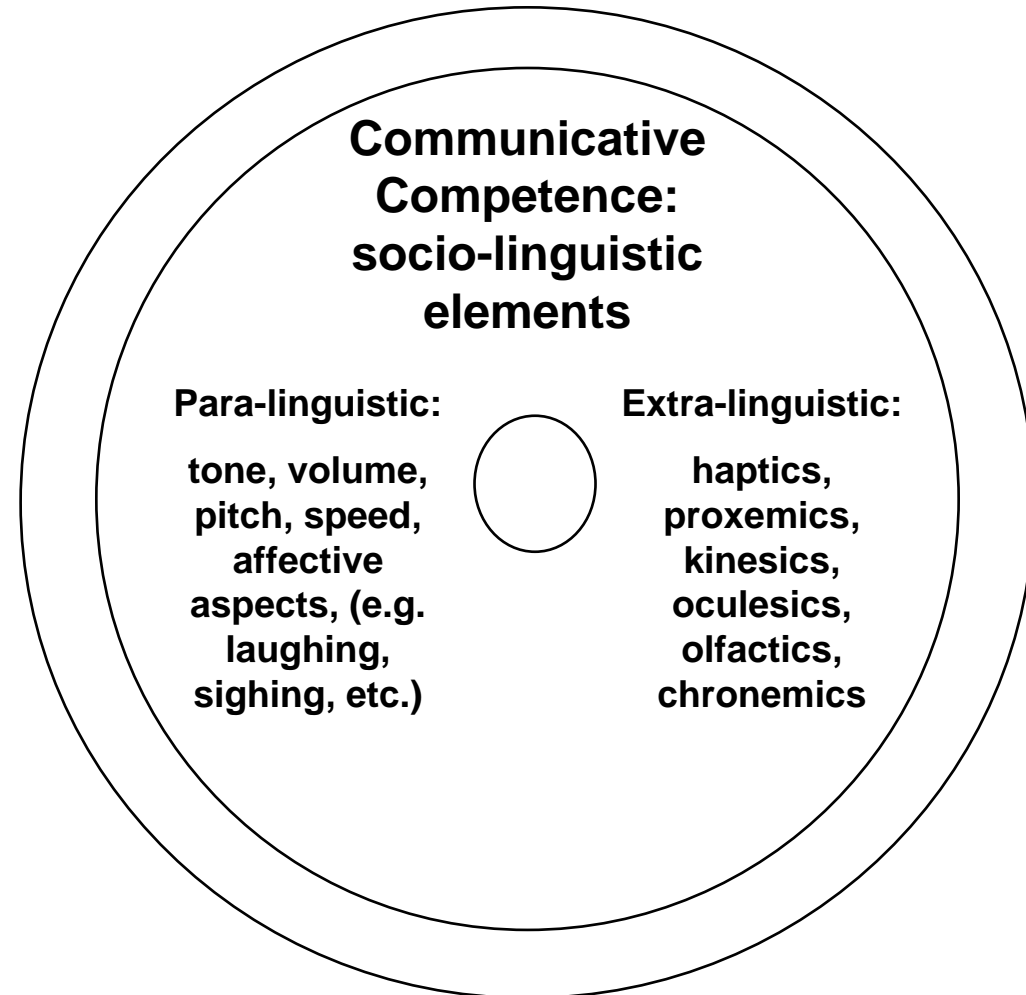
**A language-based
organizational
model of
intercultural
competence**





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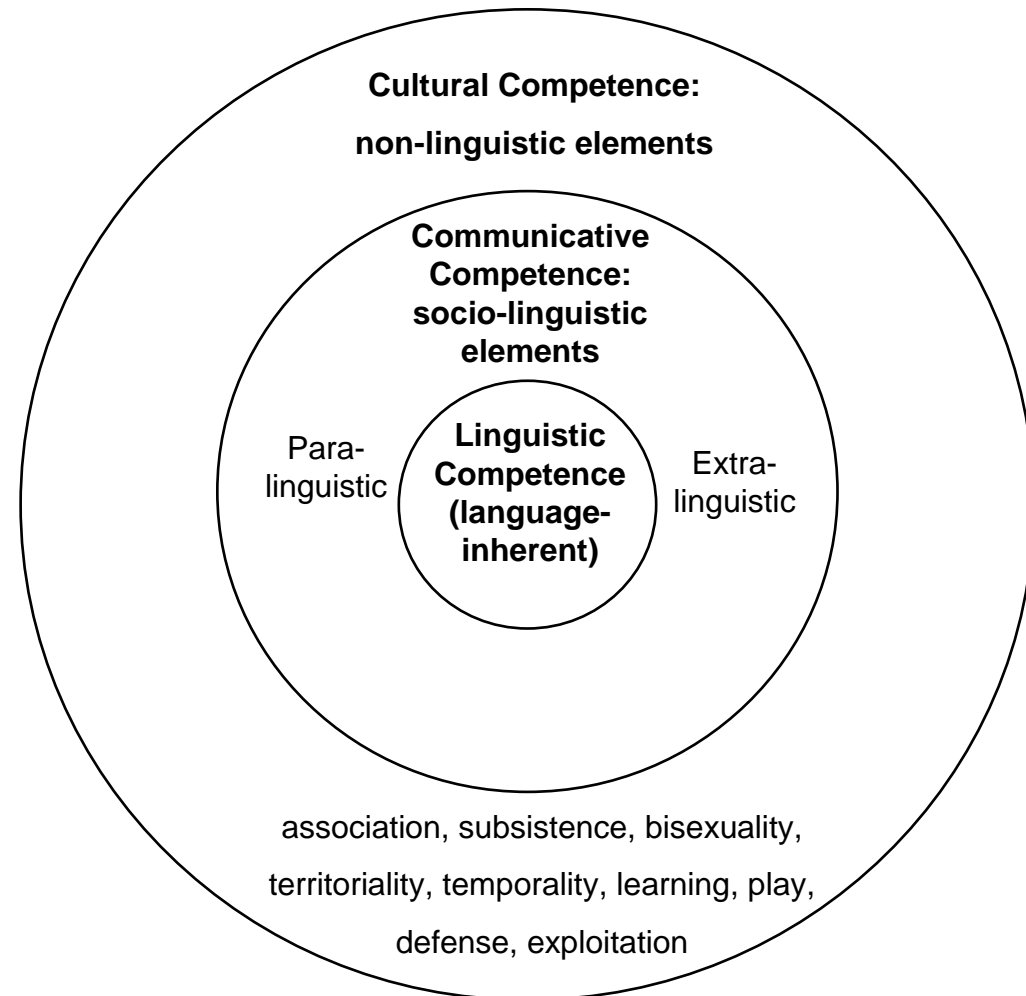
**Cultural Competence:
non-linguistic elements**

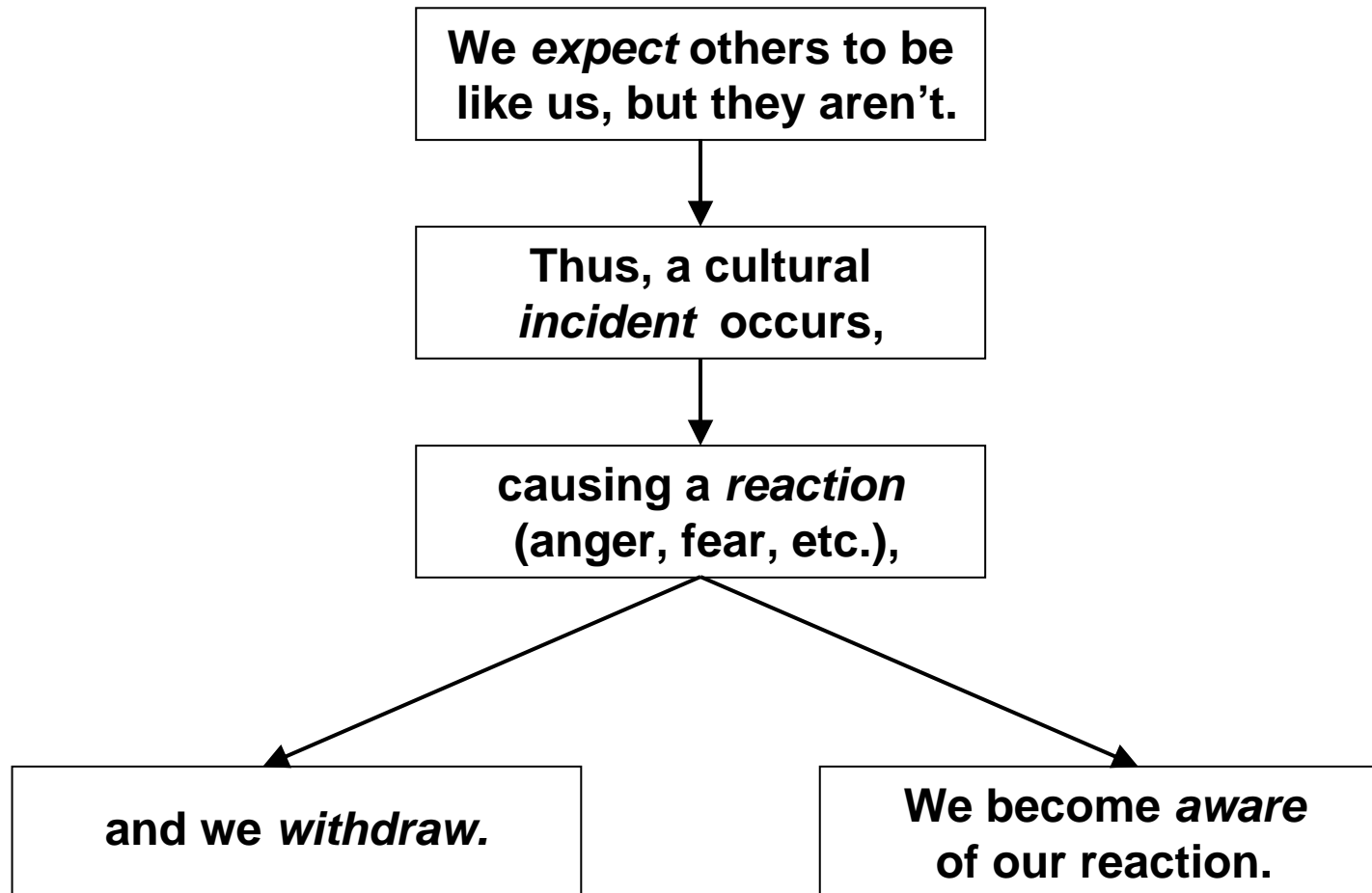
**association, subsistence, bisexuality,
territoriality, temporality, learning, play,
defense, exploitation**



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**A language-based
organizational
model of
intercultural
competence**







**We become *aware*
of our reaction.**

**We *reflect* on
its cause,**

**and our reaction
subsides.**

**We *observe*
the situation,**

**which results in
developing culturally
appropriate *expectations*.**



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**Describe the
following picture.**



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The DIE Model

1. Description
 - a. must be neutral and exact
 - b. needs to overcome cognitive and perceptive filters
2. Interpretation
 - a. conjecture of what the observation might mean
 - b. attribution of motive to the persons observed
3. Evaluation
 - a. an emotional or effective judgment
 - b. what you feel about what you've observed

Now with a partner ...
describe, interpret and evaluate.





Description	Interpretation	Evaluation
<p>Note down as exactly and as neutrally as possible what you experience. Anything that strikes you as different, funny, weird, sad, etc. is appropriate. Feelings, emotions, judgments should not be expressed on this side. Just stick to the facts.</p>	<p>Now try to analyze or interpret what you have observed. Which basic assumptions or values are behind the behavior? How does your observation help you to classify the culture in terms of value orientations ?</p>	<p>Describe your thoughts, feelings, etc. about the event. What in your cultural makeup may be affecting how you feel? How is that different from whatever values or assumptions may be at work in the new culture?</p>



Description	Interpretation	Evaluation
<p>This morning I had to go to school at 8:10, but I could not hear my alarm clock ringing at 6:40, so I overslept until 8:00. My host mother did not wake me up though she heard the alarm clock's sound.</p> <p>Host mother said in the evening, "Next time if you don't wake up, what should I do? I respected your privacy this morning."</p>	<p>In Japan, people help each other. We always take care of our families and always take care of our friends even if they are grown-up persons. To take care of each other is a most important value for us.</p> <p>I understood her attitude represented the important American values: individualism and privacy.</p>	<p>I first felt that she was very unkind to me. Maybe she doesn't care if I have many difficulties at school. I felt loneliness.</p> <p>But maybe she also wanted me to learn "self -help" and "time control" to help me to survive here in America.</p>



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Monochronic

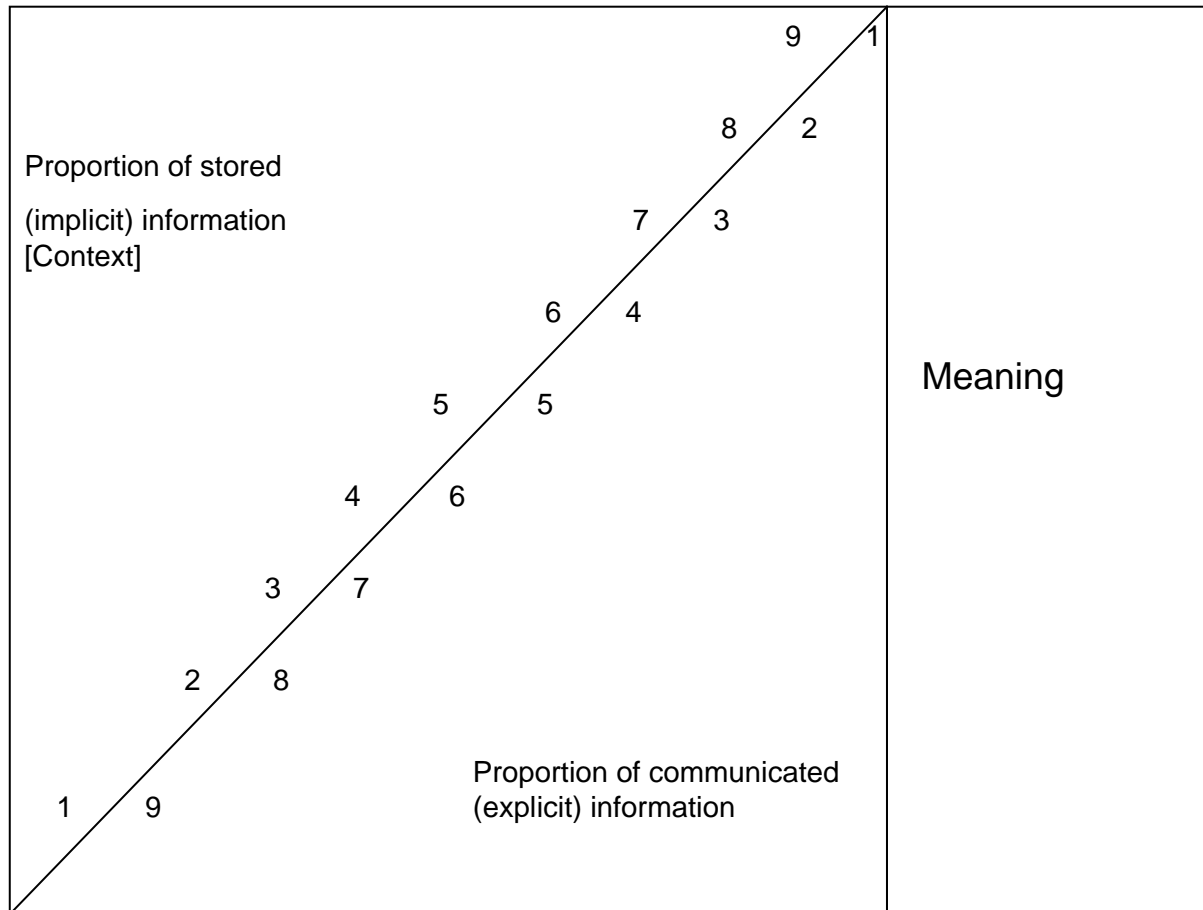
- 1) do one thing at a time
- 2) concentrate on the job
- 3) take time commitments seriously
- 4) are low-context and need information
- 5) are committed to the job
- 6) adhere religiously to plans
- 7) are concerned about not disturbing others
- 8) show great respect for private property
- 9) emphasize promptness
- 10) are accustomed to short-term relationships

Polychronic

- 1) do many things at once
- 2) are subject to interruptions
- 3) consider time commitments an ideal to be achieved, if possible
- 4) are high-context and already have information
- 5) are committed to people
- 6) change plans often and easily
- 7) are more concerned with family and friends than with privacy
- 8) borrow and lend things often and easily
- 9) base promptness on relationship
- 10) tend to build lifetime relationships



The relationship between implicit and explicit information
in information networks of varying density



High density
information networks.
Much implicit
information.
e. g. Japanese

Middle to low infor-
mation density.
e. g. Americans

Low information
density.

Little implicit infor-
mation. e.g.
Germans

The combination of implicit and explicit information
results in meaningful communication.

Source: Hall & Hall
Verborgene Signale, 1983.



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BASIC

Behavioral Assessment Scale for Intercultural Competence

Lustig & Koester, 2003



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Behavioral Assessment Scale for Intercultural Competence

1. **Display of Respect:**
The ability to show respect and positive regard for another person
2. **Orientation to Knowledge:**
The terms people use to explain themselves and the world around them



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Behavioral Assessment Scale for Intercultural Competence

3. Empathy:
The capacity to behave as though you understand the world as others do

4. Interaction Management:
Skill in regulating conversations



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Behavioral Assessment Scale for Intercultural Competence

5. Task Role Behavior:
Behaviors that involve the initiation of ideas related to group problem-solving activities

6. Relational Role Behavior:
Behaviors associated with interpersonal harmony and mediation



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Behavioral Assessment Scale for Intercultural Competence

7. Tolerance for Ambiguity:
The ability to react to new and ambiguous situations with little visible discomfort

8. Interaction Posture:
The ability to respond to others in descriptive, nonevaluative and non-judgmental ways



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“Culture hides more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own.”

- Edward T. Hall



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On-Line Resources

<http://www.sietar-europa.org/>

<http://www.dialogin.com/>

<http://www.geert-hofstede.com/>



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