INTERCULTURAL COMMUNICATION-TEXTBOOKS ANALYSIS

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INTRODUCTION

1.1 The concept of Intercultural Competence and its acquisition

Learners should become communicatively competent (Widdowson 1978, 1989)

The improvement of personal and social development van Ek (1986)

Key element in Intercultural Competence
Intercultural Communication (IC) is defined as a communicative process:

Knowledge (savoirs),
Skills (savoir comprendre and savoir faire),
Education (savoir s’engager),
Attitudes (savoir être)

(Byram 1997)
Byram’s (1997) model of communicative competence: intercultural competence

students’ background cultures
1.2 Teachers’ beliefs and practices

Sercu et al. (2005)

475 teachers, 7 countries:

2 types of teachers:
- some teachers do not incorporate IC
- some teachers do since teaching a foreign language = teaching a culture
Bandura and Sercu (2005)

Bulgaria, Spain, Greece, Mexico, Sweden, Poland and Belgium

Results:
- Traditional teaching
- Daily life and routines
- Traditions and folklore
- 50.33 % school trips or exchanges

Mexico and Bulgaria presented better results
1.3 Intercultural Competence in textbooks

Input:
sarcely realistic
artificial and decontextualised

English in the UK (Sercu 2006).

Textbooks selection criteria:

- additional materials
- the layout
- price
- teachers’ book quality
- students’ age
- pace
- intercultural information
- motivation

Face2Face. Cambridge: Cambridge University Press (B1 level)

Cutting Edge. Pearson (C1 level).

- Grammar
- Vocabulary
- Pronunciation
- Practical English
- Writing
- Revise and Check

- unit 1: personal information
- unit 2: jobs and family
- unit 3: daily routine
- unit 4: shopping
- unit 5: past tenses
- unit 6: places in a city
- unit 7: holidays
- unit 8: adventures
- unit 9: past participles
Face2Face. Cambridge: Cambridge University Press (B1 level)

- Vocabulary,
- Grammar,
- Real World,
- Speaking,
- Listening and Video,
- Reading, and Writing
Face2Face. Cambridge: Cambridge University Press (B1 level)

- unit 1: likes and dislikes
- unit 2: food and cooking
- unit 3: travelling
- unit 4: music
- unit 5: home
- unit 6: decisions
- unit 7: goals and achievements
- unit 8: weather and natural disasters
- unit 9: health
- unit 10: people
- unit 11: jobs,
- unit 12: wishes
Cutting Edge. Pearson (C1 level)

- Language focus,
- Vocabulary
- Skills
- Pronunciation
- Task,
- World culture/ Language live,
- Study, Practice & Remember.
Cutting Edge, Pearson (C1 level)

- unit 1: global warming
- unit 2: strong emotion
- unit 3: in the money
- unit 4: self-help
- unit 5: how you come across
- unit 6: live and learn
- unit 7: taste
- unit 8: live and let live
- unit 9: things to come
- unit 10: truth and lies
Sercu’s (1997) framework

3.1 Representativeness and Realism

New English File (A1) level
  - drawings
  - British and American cultures
  - beauty standards

Face2face (B1) level
  - no diversity
  - British people
  - African-American people together
Sercu’s (1997) framework
3.1 Representativeness and Realism

*Cutting Edge (C1)*
- cultural diversity mainly in one section
- few African-American people
Sercu’s (1997) framework
3.2 Characters in the book

New English File (A1)
- drawings
- young people
- tourism
- cultures are strongly stereotyped
Sercu’s (1997) framework

3.2 Characters in the book

*Face2face* (B1)
- adults
- travelling

*Cutting Edge* (C1)
- young people
- daily issues
Sercu’s (1997) framework

3.3 Language

- projector of reality (Sapir and Whorf, 1956).

- can portrait stereotypes (Sercu 1995).
Sercu’s (1997) framework

3.3 Language

New English File (A1)

the woman doesn’t cook, she just puts pizza in the microwave…the man cooks at the weekend…the child has a terrible diet and she goes to Burger King every week’

‘Can men cook?’

(See Appendix H).
Sercu’s (1997) framework
3.3 Language

Face2face (B1 level),
   - gender stereotypes
housework (See Appendix I).

Cutting Edge (C1)
   - gender stereotypes

‘the truth about spending’
All women become like their mothers. That is their tragedy. No man does. That is his, or, My wife and I were happy for 20 years. Then we met. (See Appendix J).
Sercu’s (1997) framework
3.4 Pupil

**New English File (A1)**
- comparing with their own culture

**Face2face (B1)**
- own culture is not considered

**Cutting Edge (C1)**
- own culture is not considered
4. TEACHING PROPOSALS

Stereotypical perspective in textbooks

Input, output and interaction (Swain 1985; 2000)

Need to be critical thinkers
4.1 Culture influences language

Speech acts
Indirect language forms

Requests
most face-threatening speech act (Searle 1976).
Culture influences language

Welcome: Culture influences language
Description:
Grade Level:
Curriculum:
Keywords:
Author(s): Me Me2

The Public URL for this WebQuest:
http://zunal.com/webquest.php?w=306894
Culture influences language

*Introduction*

-Culture influences the way we speak, so, we need to remember this when using English.

-English can be considered as an indirect language, we need to be polite and we cannot speak directly.

-Requests are language forms which are used for getting something: Would you mind helping me? (you want to get the help of someone)

-It is really important to say requests correctly for not being perceived as rude.

The Public URL for this WebQuest:
http://zunal.com/webquest.php?w=306894
Culture influences language

Task

You are going to see two different situations in the film “Love Actually”, pay attention to the way people request. The task is going to be a role-play in which you have to perform a request

The Public URL for this WebQuest: http://zunal.com/
Culture influences language

Process

1. Read this important information to do a request:

Social distance means that depending on the social distance between the speakers, we request differently, for example it is not the same to request to a friend than to request to your boss. Therefore, we can request to an intimate, acquaintance or to a stranger, and we will request differently.

Power refers to the power the hearer has over the speaker; for example, we request differently to a friend rather than to a teacher because the teacher has more power. The power can be high (requesting to a boss), equal (requesting to your sister) and low (requesting to your son).

Finally, the imposition refers to the demand of the request. That is, it is not the same to request someone to pass you the salt than requesting someone to borrow his or her car to you.
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2. Extracts Love Actually

3. Request forms

4. Exercises

5. Role-Play

The Public URL for this WebQuest:
http://zunal.com/webquest.php?w=306894
## Evaluation Rubric

<table>
<thead>
<tr>
<th>Really good</th>
<th>Good</th>
<th>Needs improvement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request one</strong></td>
<td>The contextual variables of social distance, power and imposition among the speakers have been considered as well as the different ways of making a request</td>
<td>The contextual variables of social distance and power among the speakers have been considered as well as the different ways of making a request</td>
<td>The contextual variables of social distance among the speakers have been considered as well as the different ways of making a request</td>
</tr>
<tr>
<td><strong>Request two</strong></td>
<td>The contextual variables of social distance, power and imposition among the speakers have been considered as well as the different ways of making a request</td>
<td>The contextual variables of social distance and power among the speakers have been considered as well as the different ways of making a request</td>
<td>The contextual variables of social distance among the speakers have been considered as well as the different ways of making a request</td>
</tr>
</tbody>
</table>
4.2 eTwinning

Intercultural awareness in Europe

Real language usage

Motivation

Topics
4. 3 Working on countries and cultures cooperatively

Australia

Main participants of the learning process

People and lifestyle, cities, sports and animals.

ICTs: voki
4. 4 Look beyond stereotypes

Students should participate in discussions (Sercu et al. 2005)

Critical thinking
Video 1: stereotypes

Cultural Diversity Examples: Avoid Stereotypes while communicating
Video 2: PEOPLE TALKING ABOUT HOW THEY HAVE BEEN STEREOTYPED

What is a Stereotype?
Discussion: poll everywhere

How Poll Everywhere Works

1. Ask a question
   Create polls with our online poll creator

2. The audience votes
   Use mobile phones or the web

3. Show results
   Open voting live in PowerPoint or your browser so people vote

4. Generate reports
   Create the results or embed in the web
Video 3: STEREOTYPES AROUND THE WORLD

Cultural Stereotypes British

KIU Speech Contest 2014
Discussion
Video 4: stop stereotyping
Hello! How are you doing?

I need your advice! I want to travel this summer to improve my English but I do not know where to go!

I was thinking about the USA…but then I thought…no way! They are eating in Mc Donald’s every single day and I am going to put on weight. Then, I thought about the UK, but I have been told that they just stay at home drinking tea and they are very boring. Christophe told me about Germany, but I am always late and I am not going to cause them a nice impression. What do you think? Where shall I go? I do not want to spend all my summer dancing flamenco in Spain either! Help

Claire,
5. EXPECTED RESULTS

- Australia: IC
- intercultural competence awareness
- pragmatic competence
- motivation
- more critical about stereotypes
The Aboriginals are the Australian nation. They lived in Australia before the first European came to Australia in the 1600s. A lot of people who live in Australia are from other countries.
COUNTRIES
ANIMALS

There are 36 species of poisonous funnel-web spiders in eastern Australia.

20 types of venomous Snake, including the taipan, which attacks without warning and bites repeatedly killing its victim in minutes.

Australia has 56 national parks to protect.
SPORTS
5. CONCLUSION

Input presented in textbooks: stereotyped perspective of the target cultures (Byram 1997).

appropriate input
breaking stereotypes
critical thinkers
students’ culture (Steele 1996)
5. CONCLUSION

Teachers play a fundamental role (Sercu et al. 2005)

teachers’ training is key
REFERENCES

REFERENCES

- Steele, R. 1996. Culture ou intercultures. Le français dans le monde.
Thank You
Grazie
Danke
Ευχαριστίες
Dalu
Кöszönöm
Tack
Спасибо
Dank
Gracias
Seé
Merci
ありがとうございます
감사합니다
Natick
Obrigado