

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:

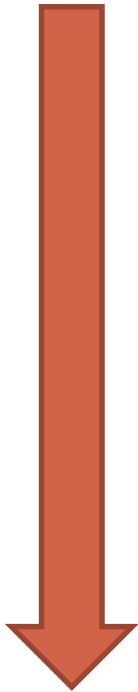
scarcely realistic

artificial and decontextualised

(Bardovi- Harlig et al. 1991; Boxer & Pickering 1995; Alcón & Safont 2001).

English in the UK (Sercu 2006).

Textbooks selection criteria:

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

2.TEXTBOOK ANALYSIS

New English File Elementary. Oxford: Oxford University Press (A1 level),

Face2Face. Cambridge: Cambridge University Press (B1 level)

Cutting Edge. Pearson (C1 level).

New English File Elementary. Oxford: Oxford University Press (A1 level)

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



New English File Elementary. Oxford: Oxford University Press (A1 level)

- 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 (CI)

- 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 (BI)

-adults

-travelling

Cutting Edge (CI)

-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 (BI level),

-gender stereotypes

housework (See Appendix I).

Cutting Edge (CI)

- 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. I Culture influences language

Speech acts

Indirect language forms

Requests

most face-threatening speech act (Searle 1976).

Culture influences language

- Welcome
- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Teacher Page

- About Author(s)
- Evaluate WebQuest
- Reviews
- Statistics
- Export WebQuest

🌸 Welcome



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>

Symbaloo - Your Bookmar x WebQuest: Culture influen x wR consider - WordReference x Nueva pestaña

zunal.com/introduction.php?w=306894

Aplicaciones ★ Bookmarks aula virtual wR word reference lejos de casa - Trad... Safata d'entrada - al... sitcomes speaking teaching Symbaloo - Your Bo... Scoop.it! Otros marcadores

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*Introduction

Make A Request

View Details

- 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:
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Culture influences language

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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

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<http://zunal.com/webquest/task/306894>

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Culture influences language

Process

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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.

ES 14:06 10/01/2016

Symboloo - Your Bookmar x WebQuest: Culture influen x wR consider - WordReference x Nueva pestaña x angels

zunal.com/process.php?w=306894

Aplicaciones ★ Bookmarks aula virtual wR word reference lejos de casa - Trad... Safata d'entrada - al... sitcomes speaking teaching Symboloo - Your Bo... Scoop.it! Otros marcadores

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2. Extracts Love Actually

3. Request forms

4. Exercises

5. Role-Play

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Culture influences language

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✿ Evaluation



Evaluation Rubric

	Really good	Good	Needs improvement	Score
Request one	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	The contextual variables of social distance and power among the speakers have been considered as well as the different ways of making a request	The contextual variables of social distance among the speakers have been considered as well as the different ways of making a request	
Request two	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	The contextual variables of social distance and power among the speakers have been considered as well as the different ways of making a request	The contextual variables of social distance among the speakers have been considered as well as the different ways of making a request	

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?



The Church at Chapel Hill

Discussion: *poll everywhere*

How Poll Everywhere Works

- 1. Ask a question**
Create polls with our [poll creation editor](#)
- 2. The audience votes**
[via text messages](#) or [via the app](#)
- 3. Show results**
[Display poll results in PowerPoint](#) or your browser as [poll results](#)
- 4. Generate reports**
[Download poll results](#) or [print a report](#)

The image shows four mobile device screens illustrating the Poll Everywhere process:

- Screen 1: Question Creation**
Title: "What is your favorite color?"
Options: Red, Blue, Green, Yellow.
Buttons: "Go Back", "Next", "Done".
- Screen 2: Voting via Text**
Text: "Eg: 41 Green/Red", "41411", "Message: CAST 1008".
- Screen 3: Results Bar Chart**
Title: "What is favorite color?"
Bar chart showing results for Red and Blue.
- Screen 4: Report Generation**
Title: "Results for 1 poll"
Text: "What's your favorite color?"
List of results: Red, Blue, Green, Yellow.

Video 3: STEREOTYPES AROUND THE WORLD



LOOK BEYOND THE STEREOTYPES

0:16 / 2:48


Cultural Stereotypes British

KIU Speech Contest 2014

Discussion




Video 4: stop stereotyping



A close-up shot of a person's forehead with the word "GHETTO" written on it in black marker. The person's eyes are looking upwards and to the left. The video player interface includes a progress bar at 0:41 / 2:25, a play button, a volume icon, and settings, full screen, and share icons.

Stop Stereotyping

 THEMIX

Writing activity

Your friend Claire wants to travel somewhere in Europe this summer. She cannot decide which destination is going to be better because she is considering stereotypes. Reply this mail justifying your opinion and giving her advice:

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

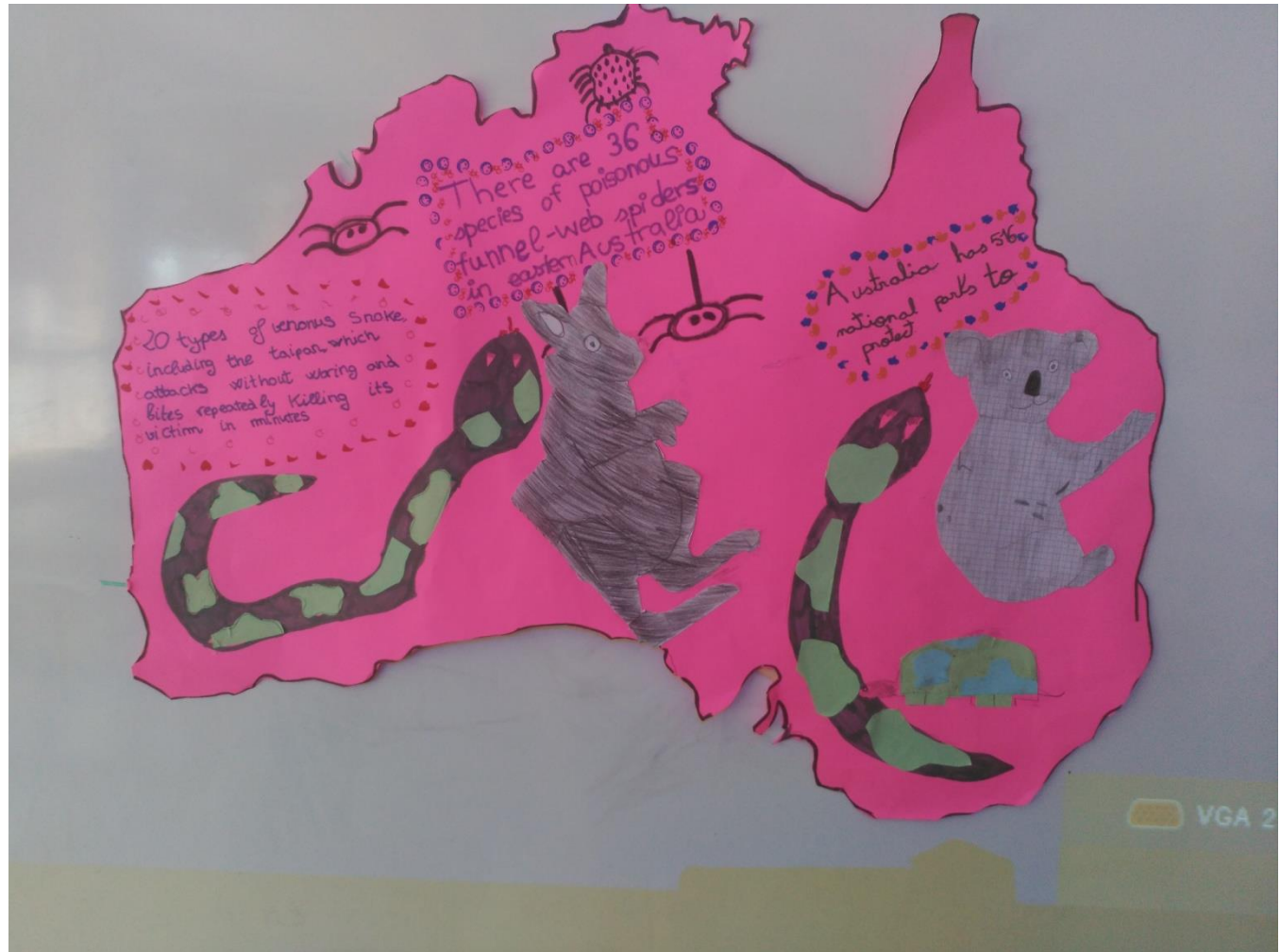
PEOPLE



COUNTRIES



ANIMALS



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

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감사합니다 Natick

Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

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