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# Intercultural Learning: Tools for Teachers

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	<b>BRIEFING</b>	<b>ORIENTATION</b>	<b>TRAINING</b>	<b>EDUCATION</b>
<b>GOALS</b>	Cognitive	Cognitive Behavioral	Behavioral Affective	Cognitive Affective Behavioral
<b>CONTENT</b>	Culture Specific (who, what, when, where)	Culture Specific (who, what, when, where)	Culture Specific (who, what, when, where, <b><u>how</u></b> )	Culture Specific Culture General (who, what, when, where, how, <b><u>why</u></b> )
<b>PROCESS</b>	Intellectual	Intellectual	Experiential	Experiential Intellectual
<b>METHODS</b>	lectures, readings, presentations	lectures, readings, presentations, "do's and don'ts", cultural assimilators	role plays, simulations, case studies, field-based contact, contrast culture training, cultural awareness training	accumulation of previous methods, "learning to learn" methodology

Cognitive goals: knowledge

Affective goals: attitude, openness, tolerance, acceptance, awareness

Behavioral goals: behavior management, language skills, speech accommodation, role flexibility

Sources: J. Bennet (1986), p. 121 &  
V. Milhouse (1996), pp. 69 - 95.



## The Kluckhohn Model :

5 problems common to all human groups

- 1) **What is a group's assessment of innate human nature (perception of self and others) ?**
- 2) **What is a group's relation to nature (world view) ?**
- 3) **What is the temporal focus of life (temporal orientation) ?**  
[ i.e. past orientation (tradition-bound), present (situational), future (goal-orientated) ]



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## 5 problems common to all human groups

**4) What is the group's principal mode of activity  
(forms of activity) ?**

**[ i.e. Why are we here ? ]**

**5) What is the modality of the group's relationships  
to others (social relations) ?**

**[ i.e. How do I construct my own identity ? ]**



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The Kluckhohn Model:

The Five Value Orientations and the Range of Variations Postulated for Each

<i>Orientation</i>	Postulated Range of Variations		
<i>human nature</i>	Evil	Neutral / Mixture of Good-and-Evil	Good
<i>man-nature</i>	Subjugation-to-Nature	Harmony-with-Nature	Mastery-over-Nature
<i>time</i>	Past	Present	Future
<i>activity</i>	Being	Being-in-Becoming	Doing
<i>relational</i>	Lineality	Collaterality	Individualism

Source: Ortuño (p. 450)



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The Kluckhohn Model:  
German Cultural Value Orientations

*Orientation*

Postulated Range of Variations

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*human nature*

**Neutral / Mixture of Good and Evil**

*man-nature*

**Harmony-with-  
Nature**

**Mastery-over-  
Nature**

*time*

**Past**

**Present**

**Future**

*activity*

**Being-in-Becoming**

**Doing**

*relational*

**Collaterality**

**Individualism**

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Source: Ortuño (p. 450)



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## Hispanic Value Orientations

The Five Value Orientations and the Range of Variations Postulated for Each

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### *Orientation*

### Postulated Range of Variations

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*human nature*

Mixture of Good-and-Evil

mutable

*man-nature*

Subjugation-to-  
Nature

Harmony-with-  
Nature

*time*

Present

*activity*

Being

*relational*

Lineality  
(Authoritarian)

Collaterality  
(Group Oriented)

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Source: Ortuño (p. 454)



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## US-American Cultural Value Orientation

The Five Value Orientations and the Range of Variations Postulated for Each

<i>Orientation</i>	Postulated Range of Variations
<i>human nature</i>	Good mutable    immutable
<i>man-nature</i>	Mastery-over- Nature
<i>time</i>	Future
<i>activity</i>	Doing
<i>relational</i>	Individualism

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Source: Ortuño (pp. 452 ff.)



# Dimensions of National Cultures

1. Power Distance

2. Uncertainty Avoidance

3. Individualism/Collectivism

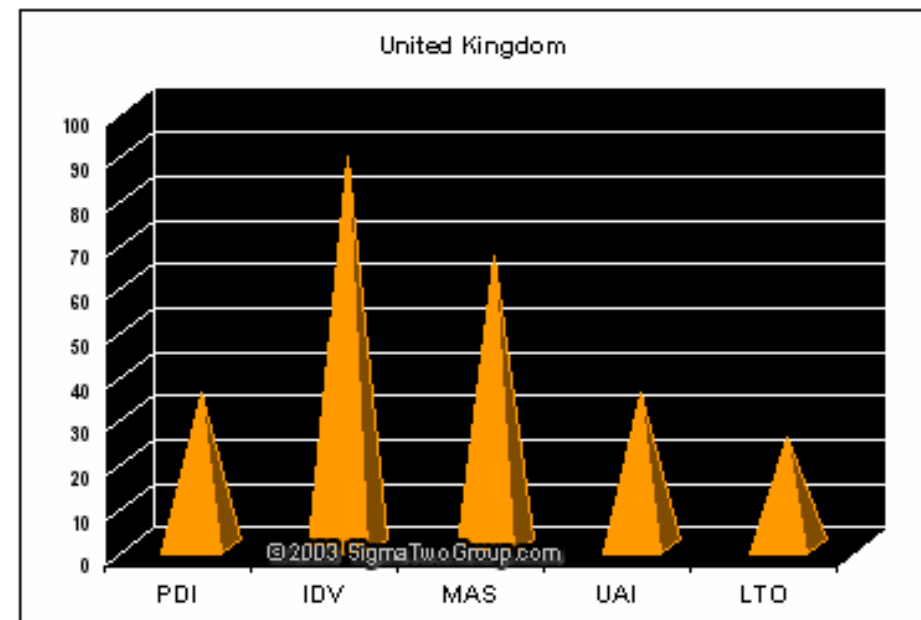
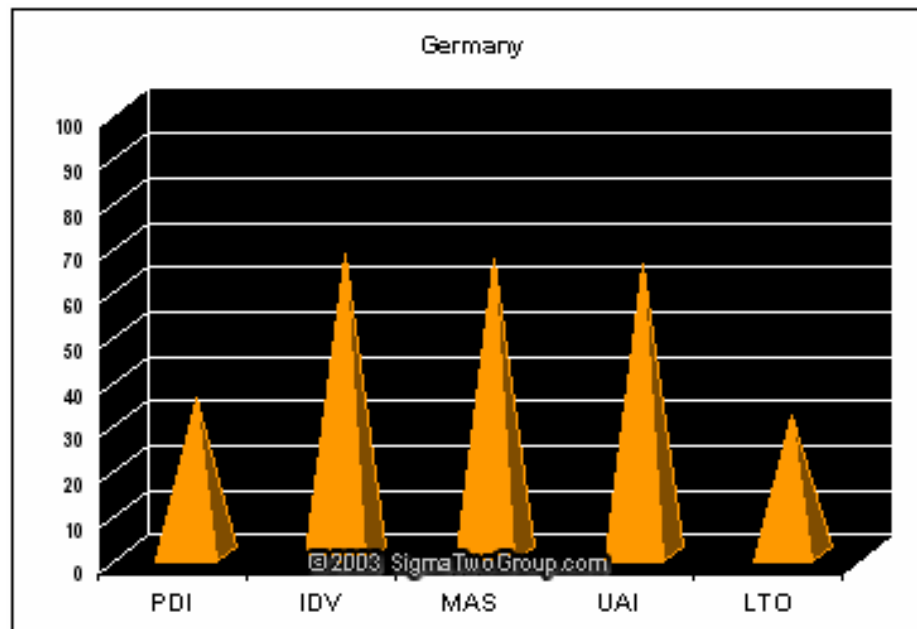
4. Masculinity / Femininity

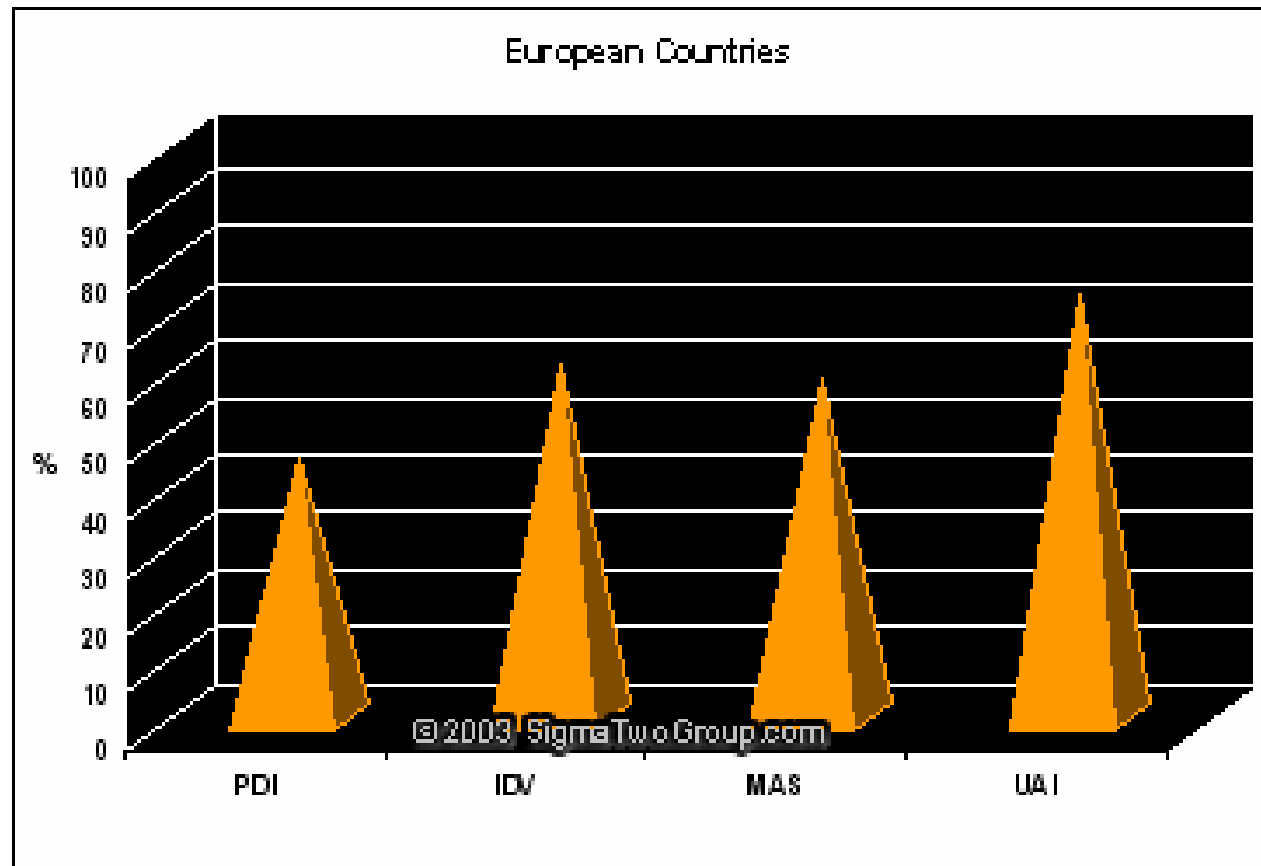
5. Long-term orientation

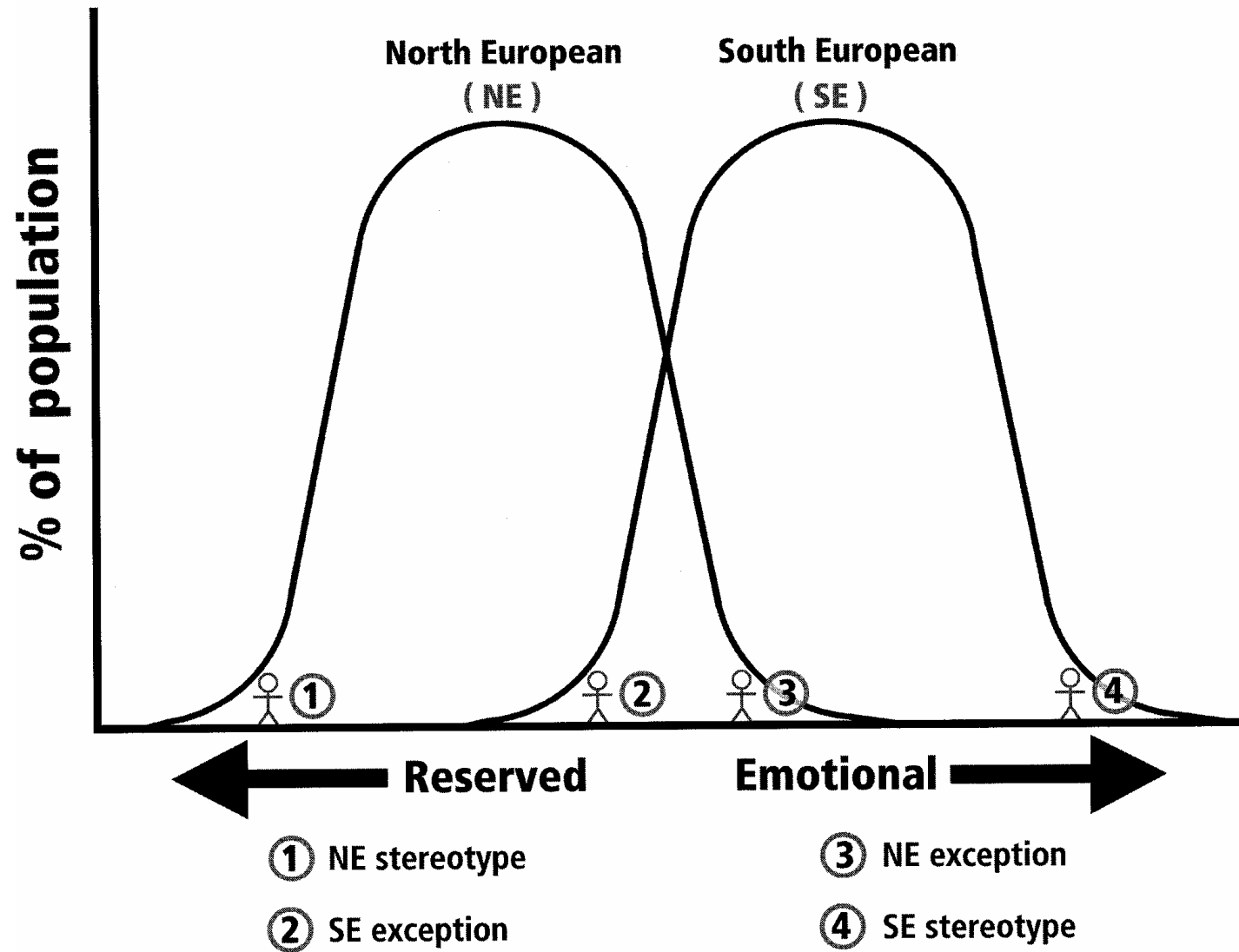
- c. The degree to which
  - employees are independent
  - structures are hierarchical
  - bosses are accessible
  - people have rights or privileges
  - progress is by evolution or revolution
- a. The degree to which people can
  - take risks
  - accept stress and conflict
  - work without rules
- d. The degree to which people
  - work as a group or as individuals
  - relate to their task or to their colleagues
- e. The degree to which people
  - believe in consensus
  - put work at the centre of their lives
  - work decisively or through intuition
- b. The degree to which people
  - work short-term or long-term
  - accept convention
  - persevere with a job
  - spend or invest



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What are these people “saying” ?





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What are these people “saying” ?



## ■ Dilbert



### Cultural Note:

In the US, office doors are normally kept open in order to show that you are accessible to others should they need your help. Nevertheless, it is considered very bad-mannered if a visitor does not knock or otherwise ask permission before entering.



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<b>Behavior</b> ( <i>description</i> )	<b>Attribution</b> ( <i>interpretation/evaluation</i> )
<b>American:</b> How long will it take you to finish this report?	<b>American:</b> I asked him to participate.  <b>Greek:</b> His behavior makes no sense. He is the boss. Why doesn't he tell me?
<b>Greek:</b> I don't know. How long should it take?	<b>American:</b> He refuses to take responsibility.  <b>Greek:</b> I asked him for an order.
<b>American:</b> You are in the best position to analyze time requirements.	<b>American:</b> I press him to take responsibility for his own actions.  <b>Greek:</b> What nonsense! I'd better give him an answer.
<b>Greek:</b> Ten days.	<b>American:</b> He lacks the ability to estimate time; this time estimate is totally inadequate.
<b>American:</b> Take 15. Is it agreed you will do it in 15 days?	<b>American:</b> I offer a contract.  <b>Greek:</b> These are my orders. 15 days.



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In fact, the report needed 30 days of regular work. So the Greek worked day and night, but at the end of the 15th day, he still needed one more day's work.



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<b>Behavior</b>	<b>Attribution</b>
<i>American:</i> Where is my report?	<i>American:</i> I am making sure he fulfills his contract.  <i>Greek:</i> He is asking for the report.
<i>Greek:</i> It will be ready tomorrow.	(Both attribute that it is not ready.)
<i>American:</i> But we had agreed that it would be ready today.	<i>American:</i> I must teach him to fulfill a contract.  <i>Greek:</i> The stupid, incompetent boss! Not only did he give me wrong orders, but he does not even appreciate that I did a 30-day job in 16 days.
The Greek hands in his resignation.	The American is surprised.  <i>Greek:</i> I can't work for such a man.



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## Team Leader

Behavior	Attribution
<b>American:</b> Who are you going to pick to lead the negotiations?	<b>American:</b> <b>German:</b>
<b>German:</b> I was thinking about Dr. Müller.	<b>American:</b> <b>German:</b>
<b>American:</b> He's very serious, isn't he?	<b>American:</b> <b>German:</b>
<b>German:</b> Quite. He thinks deeply about things.	<b>American:</b> <b>German:</b>
<b>American:</b> He's not one to make jokes, either.	<b>American:</b> <b>German:</b>
<b>German:</b> So you favor him too?	<b>American:</b> <b>German:</b>



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## Feedback

Behavior	Attribution
<b>American:</b> Who do you think she'll pick to chair the task force ?	<b>American:</b> <b>German:</b>
<b>German:</b> I think you have a good chance.	<b>American:</b> <b>German:</b>
<b>American:</b> Me? No way. She doesn't think much of me.	<b>American:</b> <b>German:</b>
<b>German:</b> I don't agree. Why do you say that ?	<b>American:</b> <b>German:</b>
<b>American:</b> She's never said anything to me about my work.	<b>American:</b> <b>German:</b>
<b>German:</b> Then why are you so worried ?	<b>American:</b> <b>German:</b>



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## Love Life

Behavior	Attribution
<i>American:</i> What's wrong with Klaus ?	<i>American:</i>  <i>German:</i>
<i>German:</i> He broke up with his girlfriend.	<i>American:</i>  <i>German:</i>
<i>American:</i> Poor guy. He looks so unhappy.	<i>American:</i>  <i>German:</i>
<i>German:</i> He's taking it very hard.	<i>American:</i>  <i>German:</i>
<i>American:</i> So what can we do to help ?	<i>American:</i>  <i>German:</i>
<i>German:</i> Help ?	<i>American:</i>  <i>German:</i>



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## **Anthropologists' Instructions:**

- a. Interview as many persons of the host culture as possible.
- b. Use research methods – ask several people the same question(s) and verify responses for consistency; observe behavior; look for patterns.
- c. Using the patterns you have found, describe the culture.



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## **Host Cultures' Instructions:**

Men can only talk with men and women can only talk with women.

You can only answer yes or no questions.

If the anthropologist is smiling when the question is asked, the answer is "yes"; if the anthropologist is not smiling, the answer is "no."



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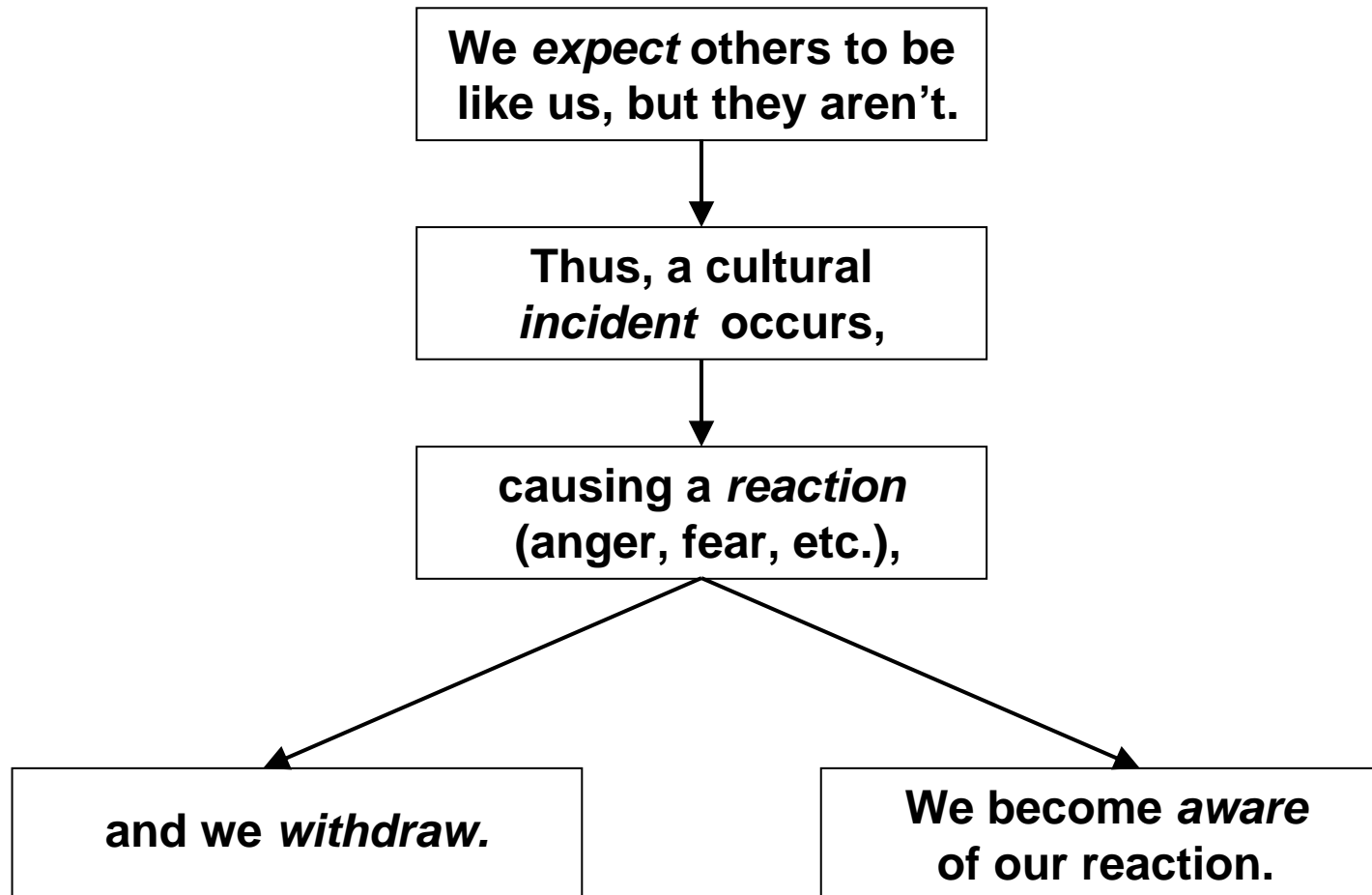
# Debriefing

Description

Analysis

Generalisation

Application





**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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## Politeness

### positive

- actively involve others
- openly show friendliness and
- openness, sharing

### negative

- do not disturb others
- don't place yourself in the limelight
- don't force your private concerns on others



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## Intercultural E-Mail

### Language

- Whose language?
- NNS Creativity
- Adaptation of the NS to the NNS
- phatic Communication

### Culture

- Format
- Address
- Amount of information
- Register, Humor, etc.
- Context



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### Emailing 1: Worksheet 1 - Reading Tasks

✂-----

Dear Mr Smith,

I would like to introduce myself. My name is Susan Saarland and I am the new South Western sales manager for Chou Cream English Schools. The previous sales manager for your area, Chris Jones, has been promoted to Head of Marketing and has asked me to pass his best wishes onto you.

I look forward to doing business with you and hope we get the chance to meet soon

Yours

Susan Saarland

✂-----

Dear Ms Saarland,

Thank you very much for your email of the 7th March. I am looking forward to working with you in the coming months and years and to seeing you soon.

Regards

Graham

✂-----

Dear Graham,

Thanks for your quick reply. If it is convenient with you, I will be able to meet with you very soon indeed as I am visiting one of your colleagues on Wednesday, 25th March. I am planning to finish the meeting at 12:30 p.m., and would be very glad to meet you any time after that.

Best wishes

Susan



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✂

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Re: Our first meeting

Hello again Susan'

Sorry for the delay in replying but I had to forward both our schedules to my boss to get his input. Anyway, I've attached a copy of your schedule with the best slots for me shaded in red. Any of these is fine, but I'd like to meet as soon as possible.

Cheers

Graham

✂

---

Hi Graham,

Great! Will see you at 10 am on the 2nd.

Cheers

Susan

✂

---

Susan,

OK. Great. See you then.

G

P.S. I know a great place for lunch if you have time after the meeting.

✂

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Storti, Craig. *The Art of Crossing Cultures*. Intercultural Press, 2001.

## On-Line Resources

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

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



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