

SECTION 3: COUNTRY SPECIFICS

Just as the term competence implies a particular context (no-one can be competent in everything and in all contexts), intercultural competence can only exist in relation to one or more particular cultures. General intercultural competence (sometimes referred to as *interculturality*) is almost as inconceivable as general *foreign language competence*. This has implications for the ICE training material, course and test and raises two important questions:

- a. How do we deal with a variety of interests in different cultures in one course?
- b. What is essential information in terms of a culture, i.e. how do we choose from the vast quantity of information available on one country or culture?

The answer to the first question is that each learner in a course chooses the culture he/she is interested in. In the sub-section *International Presentations*, learners are asked to prepare and give a presentation on the culture/country of their choice. The presentation should concentrate on interculturally relevant information and include *dos and don'ts* besides relevant sociopolitical or sociocultural background.

The answer to the second question is that all information is relevant if it helps a visitor to appear informed and interested in the culture rather than ill-informed, uninterested or even stupid in the eyes of his interlocutors. The amount of information necessary cannot be specified as it will depend again on the context the learner wishes to operate in, as well as on factors such as length and purpose of stay. However, it will range from knowing the name of the currency to the names of important cities apart from the capital, to national figures and religious symbols. *Dos and don'ts* are also important as well as such things as music, literature and art. However, not all the information will be important for all learners and their partners in intercultural communication. It is not necessary to know everything, but knowing nothing is bound to lead to intercultural clashes. The idea behind ICE is that a certain amount of factual knowledge is absolutely necessary if one wants to appear interculturally competent (i.e. competent about the culture concerned) in the eyes of one's interlocutors.

This section also deals with international presentations. Additional material on this can be found in many course books and ELT material.

Page	Title	Aim	Communication / Language	Level
37	THE ENGLISH SPEAKING WORLD	To provide a background to the use of English and an idea of the type of information which may be useful about countries where English is a native or official language	Giving factual information	1 & 2
41	WHAT DOES IT MEAN TO YOU?	To find out how much learners already know about particular countries as well as to discuss which information is really important and to discuss stereotypes	Suggesting, agreeing, disagreeing, reaching a consensus	1 & 2
43	THE GREAT AMERICAN QUIZ	To give learners some information about the USA as well as an idea of which information will be useful in intercultural encounters	Asking and answering questions politely	1 & 2
47	DOS AND DON'TS: WHAT YOU SHOULD KNOW WHEN GOING TO THE USA	To provide an idea of what sort of dos and don'ts may be useful to know as well as some specific information about the USA	Asking and answering questions politely	1 & 2
49	TEST YOURSELF: WHAT DO YOU KNOW ABOUT THESE COUNTRIES?	To give learners some examples of the type of question they will meet in Part 5 of the ICE test where candidates answer questions about a country of their choice.	Asking and answering questions politely	1 & 2
51	GIVING A PRESENTATION TO AN INTERNATIONAL AUDIENCE	To teach presentation techniques which are suitable for international presentations. To raise awareness of possible pitfalls in presentations and develop a strategy for a "middle way" appropriate for many cultures without causing offence.	Giving a presentation to an international audience	2
54	GUIDELINES FOR PRESENTERS	To prepare learners for their own presentations on the country of their choice.	Asking and answering questions	2

SECTION 3: COUNTRY SPECIFICS

REFERENCES

FACTBOOKS AND ETIQUETTE GUIDES

The following websites and books may be helpful. However, all information should be used with care:

http://www.leadershipcrossroads.com/nib_dld.asp

<http://www.kwintessential.co.uk/>

<http://www.culturecrossing.net/>

<http://www.dialogin.com/security/communitystart/start1.html>

<http://www.interkulturelles-portal.de/>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.auswaertiges-amt.de/diplo/de/LaenderReiseinformationen.jsp>

Reise Know-How Verlag Bielefeld: *Kulturschock ... series.*

Uwe Böning (Hg.): *Interkulturelle Business-Kompetenz: Geheime Regeln beachten und unsichtbare Barrieren Überwinden* (2000).

Hans-Michael Klein: *Cross Culture - Benimm im Ausland: Internationale Businessetikette. Länderbesonderheiten* (2004)

DGFP e.V. (Hg.): *Interkulturelle Managementsituationen in der Praxis. Kommentierte Fallbeispiele für Führungskräfte und Personalmanager* (2004).

Renè Bosewitz, Robert Kleinschroth: *Business across Cultures. Business English in aller Welt* (2004).

USA

Paul Watzlawik: *Gebrauchsanweisung für Amerika* (1993).

Günter Stahl, Claudia Langeloh, Torsten M. Kühlmann: *Geschäftlich in den USA. Ein interkulturelles Trainingshandbuch* (1999).

Kai Blum: *Fettnäpfchenführer USA* (2010).

INTERNATIONAL ENGLISH

David Crystal: *English as a Global Language* (1997).

David Graddol: *The Future of English* (1997).

David Graddol: *English Next*. British Council (2006). Available as free download at <http://www.britishcouncil.org/learning-research-englishnext.htm>

Christiane Meierkord: *Englisch als Medium der interkulturellen Kommunikation: Untersuchungen zum non-native-/non-native-speaker-Diskurs* (1996).

Herbert Schendl, Barbara Seidlhofer, Henry Widdowson: *Weltsprache Englisch – Bedrohung oder Chance?* in: Hans-Jürgen Krümm (Hg.): *Sprachenvielfalt. Babylonische Sprachverwirrung oder Mehrsprachigkeit als Chance?* (2003), pp. 181-198.

Claus Gnutzmann, Frauke Intemann (eds): *The Globalisation of English and the English Language Classroom* (2005).

Jennifer Jenkins: *English as a Lingua Franca. Attitude and Identity* (2007).

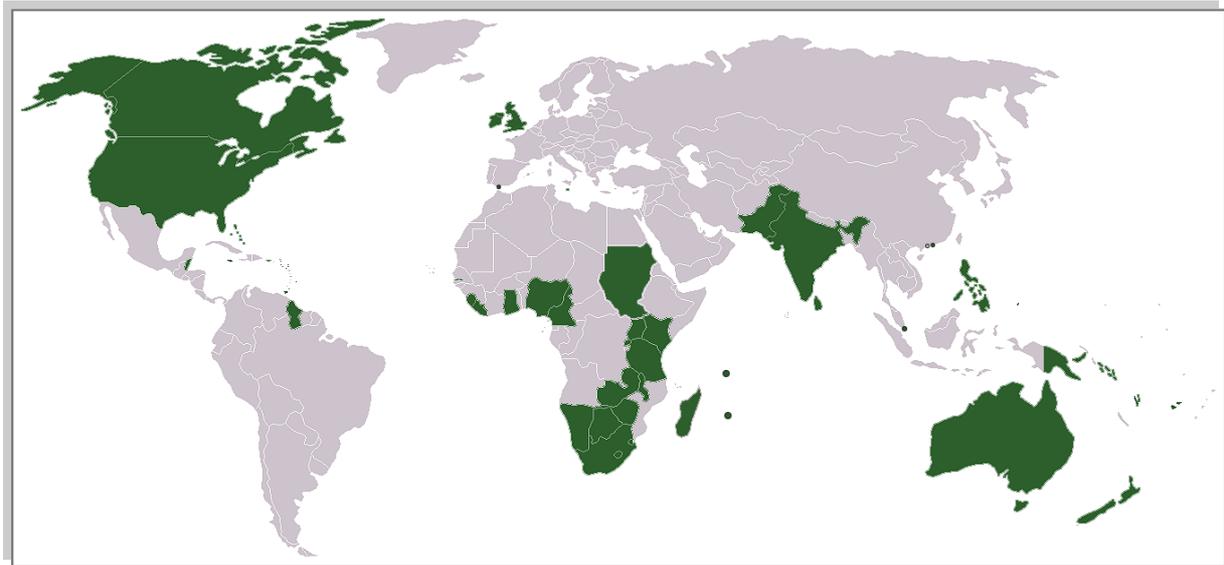
PRESENTATIONS

There are usually sections on giving good presentations in most course books. The following may also be useful:

Marion Grussendorf: *Short Course Series: English for Presentations* (Cornelsen 2007).

Erica J. Williams: *Presentations in English* (Macmillan / Hueber 2009).

THE ENGLISH SPEAKING WORLD



In which countries is English an official language?

Find out more here:

- <http://geography.about.com/od/politicalgeography/a/englishcountry.htm>
- <http://www.rogaland-f.kommune.no/~dalane/1aaa/english/LINKSWORLD.html>
- <http://www.bildungserver.de/db/fachlist.html?fach=1337>
- http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

DOCUMENTATION

http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

Country	Region	Population ¹
Antigua and Barbuda ^[3]	North America	85,000
Australia ^[3]	Oceania	21,450,000
The Bahamas ^[3]	North America	331,000
Barbados ^[4]	North America	294,000
Belize ^[5]	Central America	288,000
Botswana ^[5]	Africa	1,882,000
Cameroon ^[3]	Africa	18,549,000
Canada ^[3]	North America	33,531,000
Dominica ^[3]	North America	67,000
Fiji ^[3]	Oceania	827,900
The Gambia ^[3]	Africa	1,709,000
Ghana ^[3]	Africa	23,478,000
Grenada ^[3]	North America	106,000
Guyana ^[6]	South America	738,000
India (associate status) ^[5]	South Asia	1,143,540,000
Ireland ^[3]	Europe	4,517,800
Jamaica ^[7]	North America	2,714,000
Kenya ^[3]	Africa	37,538,000
Kiribati ^[3]	Oceania	95,000
Lesotho ^[3]	Africa	2,008,000
Liberia ^[3]	Africa	3,750,000
Madagascar ^[3]	Africa	19,683,000
Malawi ^[8]	Africa	13,925,000
Malta ^[3]	Europe	412,600
Marshall Islands ^[3]	Oceania	59,000
Mauritius ^[3]	Africa	1,262,000
Micronesia ^[3]	Oceania	111,000
Namibia ^[3]	Africa	2,074,000
Nauru ^[9]	Oceania	10,000
New Zealand ^{[14][3]}	Oceania	4,294,350
Nigeria ^{[3][10]}	Africa	148,093,000
Pakistan ^[3]	South Asia	165,449,000
Palau ^[5]	Oceania	20,000
Papua New Guinea ^{[11][12]}	Oceania	6,331,000

Philippines ^{[3][13]}	Asia	90,457,200
Rwanda ^[3]	Africa	9,725,000
Saint Kitts and Nevis ^[14]	North America	50,000
Saint Lucia ^[3]	North America	165,000
Saint Vincent and the Grenadines ^[15]	North America	120,000
Samoa ^[16]	Oceania	188,359
Seychelles ^[3]	Africa	87,000
Sierra Leone ^[3]	Africa	5,866,000
Singapore ^[17]	Asia	4,839,400
Solomon Islands ^[3]	Oceania	506,992
South Africa ^[18]	Africa	47,850,700
Sudan ^[3]	Africa	38,560,000
Swaziland ^[3]	Africa	1,141,000
Tanzania ^[3]	Africa	40,454,000
Tonga ^[19]	Oceania	100,000
Trinidad and Tobago ^[3]	North America	1,333,000
Tuvalu ^[5]	Oceania	11,000
Uganda ^[3]	Africa	30,884,000
United Kingdom ^[20]	Europe	61,612,300
Vanuatu ^[21]	Oceania	226,000
Zambia ^[3]	Africa	11,922,000
Zimbabwe ^[3]	Africa	13,349,000

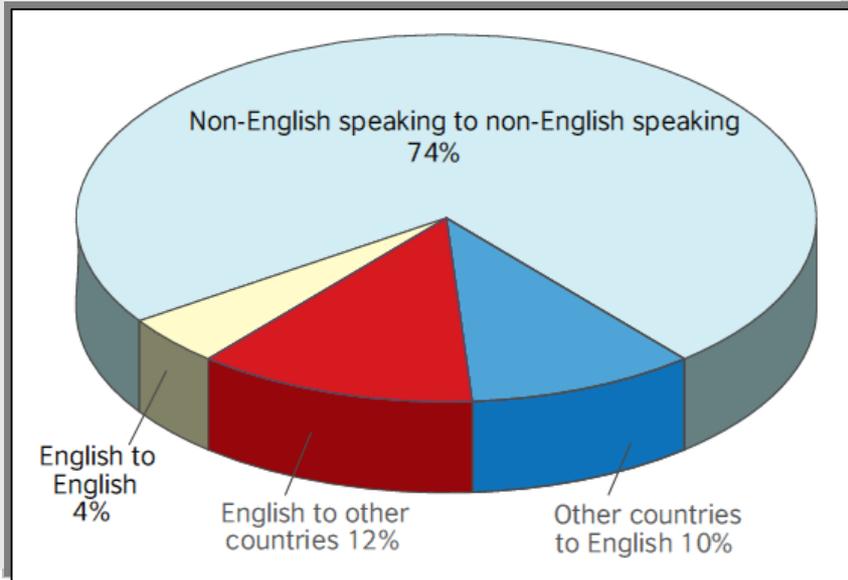
If you want to read more about the English language, its history, the reasons for its global success and its foreseeable future, download for free:

David Graddol, English Next. British Council 2006.

from: <http://www.britishcouncil.org/learning-research-englishnext.htm>

We are sure you will enjoy this very readable, informative and well illustrated booklet.

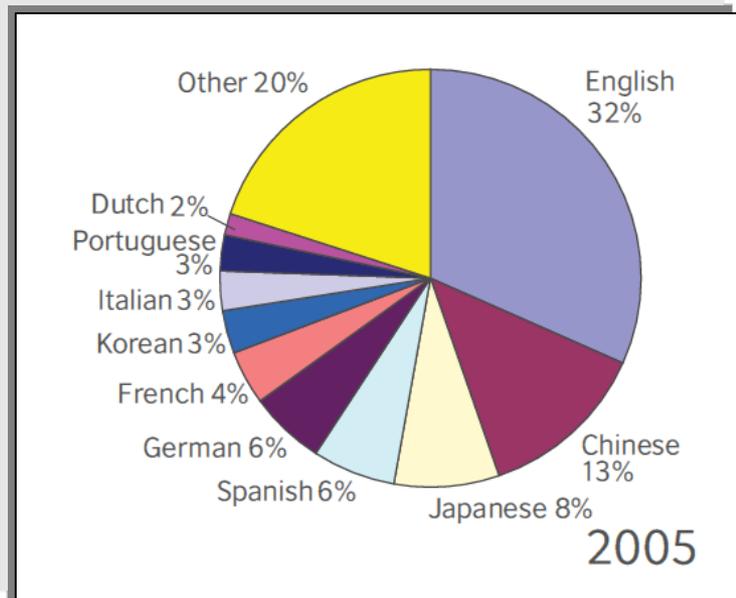
ENGLISH USED IN TOURISM:



International

English, i.e. English used as a 'lingua franca', has become the rule rather than the exception. Anglo-American variations of English, which were exclusively taught in the past, may no longer be considered sufficient to prepare students for international and intercultural encounters.

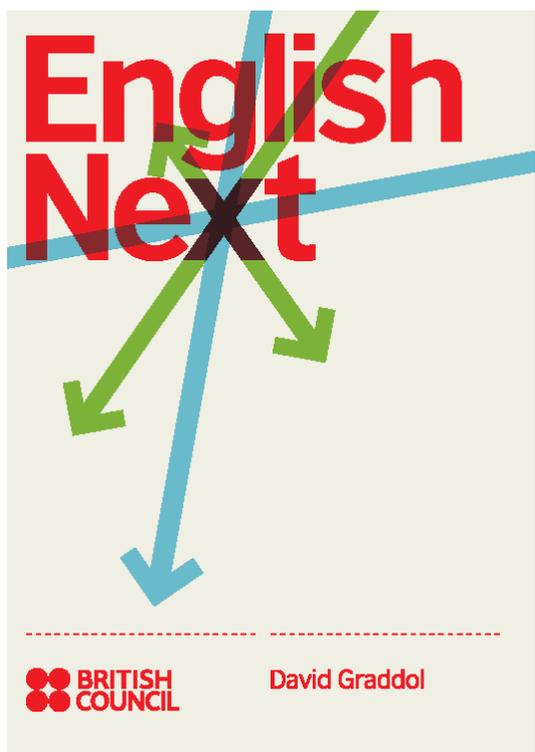
Languages used for internet communication



Languages growing most rapidly are Chinese, Portuguese and the lesser used languages labelled 'Other'.

David Graddol. English Next 2006. pp. 29 & 44

Free download from <http://www.britishcouncil.org/learning-research-englishnext.htm>

**AIM**

To give learners information about the countries in which English is spoken as a native or official language.

To provide a background to the use of English and an idea of the type of information which may be useful about countries where English is a native or official language.

LEAD-IN

Ask learners to name as many countries as they can where English is spoken as an official language. First in pairs, then in groups, they compare and compile their lists. Check that all their countries are right.

Some learners may not be aware that English is a native language for many Indians and Pakistanis as well as for Singapore citizens and citizens of many countries in Africa. Depending on the learners' interests, they can be asked to complete a project on one of these countries. This is also re-

lated to the topic of English as a lingua franca.

Ask learners to think about the situations in which they use English and with whom. This can help learners to realise that grammatical correctness is not always important and that native-speaker models are not the only ones.

WORKSHEET

Learners compare their lists with the map. The worksheet provides background information for project work.

FOLLOW-UP ACTIVITIES

Choose a country and find out its capital, currency, the name of one other important city and the languages spoken as well as one more piece of information which might be of interest to you and the class.

WHAT DOES IT MEAN TO YOU?

Choose a country.

Try to find ten things or more which you associate with it.

Make a list.



COUNTRY:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

WHAT DOES IT MEAN TO YOU?

TRAINER'S NOTES

WHAT DOES IT MEAN TO YOU?

Choose a country.
Try to find ten things or more which you associate with it.
Make a list.

COUNTRY:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



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AIM

To find out how much learners already know about particular countries as well as to discuss which information is really important and to discuss stereotypes.

LEAD-IN

Ask learners which countries they are interested in and/or would like to know more about and write these on the board. Depending on the size of the class, divide the learners into pairs or groups.

WORKSHEET

In pairs or groups, learners choose one of the countries and find ten things they associate with it. They then change groups and compare their lists. They then choose what they consider to be the three most important pieces of information. Write these three things on the board. Discuss how important these things really are for the country concerned and to which extent they are (foreign) stereotypes.

FOLLOW-UP ACTIVITIES

Write the names of countries on the board which learners probably know very little or nothing about

(e.g. Outer Mongolia, Senegal, Iceland, Tibet, Papua New Guinea or any others) and ask them to write down their associations and ideas and then compare these in groups. Discuss stereotypes and the importance of acquiring (factual) knowledge about a country before a visit or business negotiation. Ask learners for ideas about where they can find out these things.

BACKGROUND

It is not possible for one person or source to know about all countries and cultures, so websites or books claiming this should be treated with care. It is sometimes useful, especially when using a website which deals with many different countries and cultures, to look at the information about one's own culture or a culture one knows well and to see how reliable this is, and then to use this as a basis for decisions about the information given on other countries.

These activities are also preparation for the ICE certificate test Part 5 where candidates answer questions about a country of their choice. In general, the better-known a country is (e.g. USA, UK) the more specific the information will be and the less well-known (e.g. Luxembourg, Pakistan), the more general the information. However, certain facts, such as important cities, currency, language, will always be important to know when dealing with another country or culture.

Example 1: A list for the **USA** could include the following items:

- skyscrapers
- Mc Donald's
- Broadway
- blue jeans
- cowboys
- American football
- Barack Obama
- Grand Canyon
- Disneyland
- Hollywood
- Brad Pitt
- San Francisco
- Cape Kennedy
- baseball
- Henry Ford
- stars and stripes
- ...

Example 2: A list for **Australia** could include the following items:

- Kangaroo
- Melbourne
- Nicole Kidman
- Aborigine
- Uluru / Ayers Rock
- White wine
- Sydney Opera House
- Australian Open (tennis)
- Outback
- surfing
- Beaches
- Great Barrier Reef
- Plains and deserts
- Gold Coast
- Heath Ledger
- ...