

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:

- How do we deal with a variety of interests in different cultures in one course?
- 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 |
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| 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 Krumm (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).

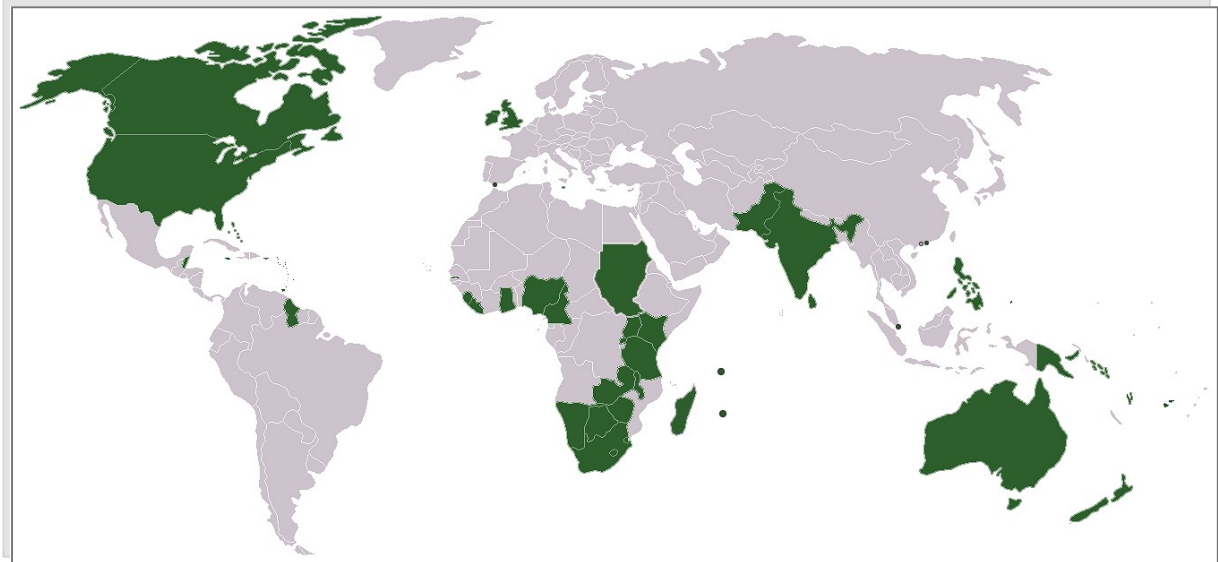
PRESENTATIONS

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.bildungsserver.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 ^[4] | Region ^[4] | Population ¹ ^[4] |
|---|-----------------------|--|
|  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 |

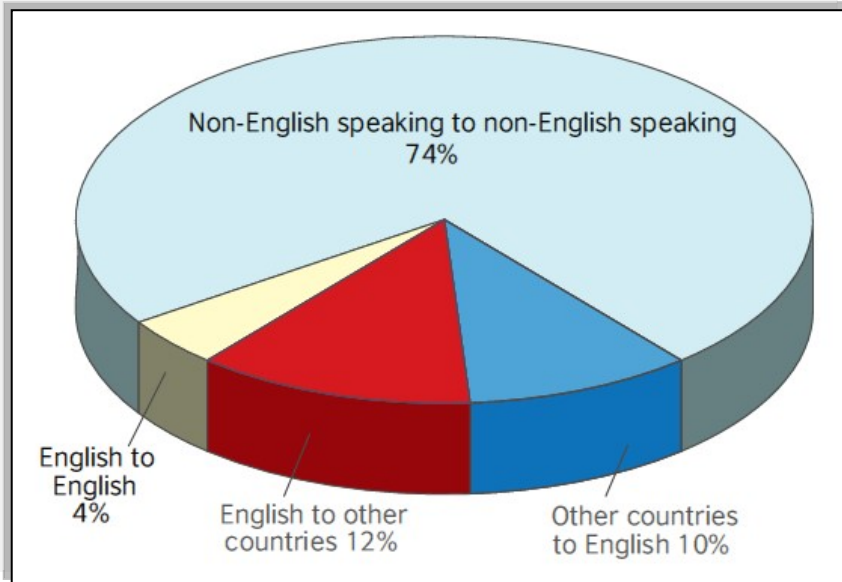
If you want to read more about the English language, its history, the reasons for its global success and its foreseeable future, download for free:

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.

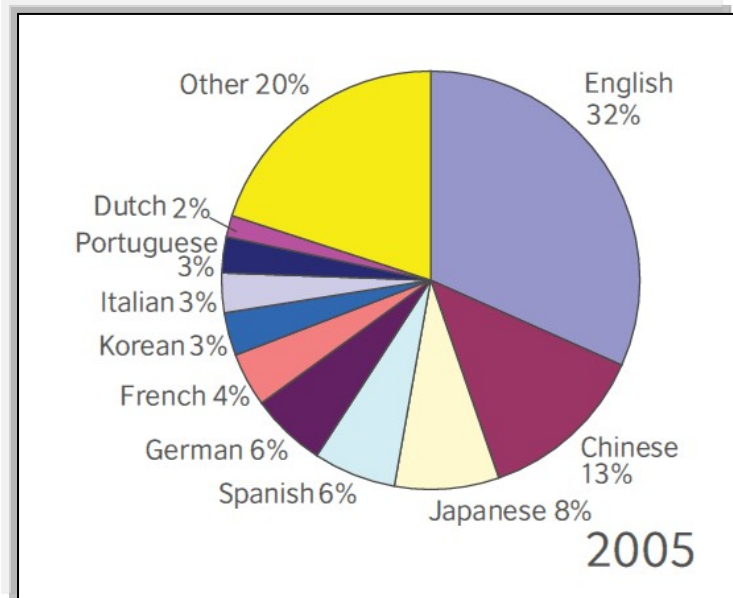
ENGLISH USED IN TOURISM:

**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 relat-

ed 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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INTERCULTURAL COMPETENCE IN ENGLISH
7

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
- ...