Language diversity and intercultural studies

Vita Kalnberzina
Latvia University
Plan

• Languistic and cultural diversity development in Europe
• Languistic and cultural policy documents in EU and CoE
• Language as a means of coping with diversity
What is Language?

LANGUAGE DEVELOPMENT
Language development

• Gestural
• Spoken
• Written
• Digital format
The Gestural Origins of Language

• Human language may have evolved from manual gestures, which survive today as a "behavioral fossil" coupled to speech

• Michael Corballis
Constraints on Communities with Indigenous Sign Languages: Clues to the Dynamics of Language Origins

Sonia Ragir
Preconditions for language genesis

• language-ready community
• critical mass of deaf people
• group-cohesion (social aspects)
Language generation

Language can be generated as an open system in a dynamic community of language-ready individuals.

Languages and grammars do not just evolve – they self-organise in a community of language-ready individuals.
Language formation

- Language formation takes place over a historical rather than evolutionary time span that can be exemplified by some communities with deaf individuals in which sign languages emerge spontaneously over historical time.
Studies of deaf children

• Susan Goldin-Meadow and Carolyn Mylander of the University of Chicago,

• eight deaf children born to hearing parents were found to have created sign languages that were much more sophisticated than the primitive gestures used by their parents to teach them.
Similarity of language structures

• Four of the children were raised in the United States and four in China,

• yet there was much more in common between the children's sign languages across the two cultures than between the signing of the children and their parents.
Complex sentences

- The children of both countries spontaneously produced complex sentences (expressing more than one proposition), and they ordered their gestures in a similar fashion.
MULTILINGUALISM
Monolingual research

• Deconstruction of ethnic culture: large versus small culture
• Deconstruction of experience: Stronga (2011) pronoun use in experienced versus unexperienced Erasmus student travellers language versus historically experienced Erasmus student travellers
• Deconstruction of language: birth, evolution, development, change and death
Changes in the language situation

• David Crystal (2000) Language death in globalization processes
• David Crystal (2011) Internet language: conservation of the existing and development of new dialects and new language varieties
Results

• Large scale language revival (Wales, Ireland, Switzerland)
• Expansion in use of ethnic, national and international languages
• Increase of bilingual communities and individuals
Research on multilingualism

• “Cultural diversity as an asset for human welfare and development”

• Benefits of linguistic diversity and multilingualism

• Durk Gorter, Fryske Akademy, the Netherlands, research task leader
Contemporary setting

• Expansion of education to all levels of society
• Massive population shifts through migration
• Technological advances in mass communication
• Visibly and audibly multilingual society
### Continents v.s. Languages

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Etymology

- http://imgur.com/a/iVK8a
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<td>The Americas</td>
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<td>Europe</td>
<td>12</td>
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<tr>
<td>The Pacific</td>
<td>210</td>
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</tbody>
</table>
• In 5,000-7,000 languages in the world, only 200 independent states

• Multilingualism a very common phenomenon.

• Most multilingual countries: Papua New Guinea, Indonesia, Nigeria, India and Mexico
Causes of multilingualism

• Historical or political movements such as imperialism or colonialism.
• Economic movements (migration).
• Development of new technologies and science.
• Interest for revival of minority languages.
• Education. Second and foreign languages are part of the curriculum in many countries.
• Religion movements result in people moving to a new country.
English as a lingua franca (ELF)

• ELF users can be said to be developing their mutually intelligible and comprehensible forms based on the frequency of the output they produce
• and the input they receive from other ELF users
• as part of what can only be accounted for as both an emergent and emerging novel linguistic code.

*Cem Alptekin*
*Cem Alptekin is Professor of Applied Linguistics and Foreign Language Education at Bogaziçi University in Istanbul, Turkey.*
Pronunciation

• foreign-accented speech, which is known to hamper ENL speakers’ input comprehension, does not affect ELF interactants’ intelligibility among themselves (Munro, Derwing & Morton, 2006).

• Even highly proficient ELF users find other ELF users’ output more intelligible than that of ENL speakers (Pickering, 2006).
Linguists

- Slow to react to the recent changes
- Chomsky’s meta-theoretical focus on the ideal native speaker in the ideal speech community
- Semilingualism: educational psychologists’ term for a condition where bilingual children are said to know neither of the two languages
Beginnings of bilingual study

- William Labov: excluded non-native speakers from his data of spoken language study in New-York
- Horvath (1985): included ethnic minority speakers in his comparable study of spoken language in Sidney
Nowadays

• Language alternation is conceptualized not as a deficit to be stigmatised but as an additional resource through which a range of social and rhetorical meanings are expressed (Gumperz 1982)

• Scovel (1994) Convergence versus divergence strategies
Potential of bilingual language study

• Selective use of languages helps to study language use in general
• Switching languages is more noticable than style shifting in the same language
Code-switching

• Alternative use by bilinguals of two or more languages in the same conversation
  – Between the turns depending on the speaker
  – Between utterances within the single turn
  – Within a single utterance
Borrowing

• 'Borrowing' is a speaker's use of a lexical element from language A which has been morphologically and syntactically, but not necessarily phonologically, integrated into language B, when a speaker is using language B, or vice versa (Hyltenstam; 1995).
From the Common European Framework of Reference to the European Language Portfolio

David Little
What is the European Language Portfolio?

Three obligatory components:

- *Language passport*
- *Language biography*
- *Dossier*
What is the ELP?

• *Language passport* – Summarizes the owner’s linguistic identity and language learning and intercultural experience; records the owner’s self-assessment against the Self-assessment Grid in the CEFR
Self-assessment grid (CEF and standard adult passport)

<table>
<thead>
<tr>
<th>Understanding</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or</td>
<td>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the</td>
<td>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</td>
<td>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>I can understand familiar names, words and very simple sentences, e.g. on notices and posters on the street.</td>
<td>I can understand familiar names, words and very simple sentences, e.g. on notices and posters on the street.</td>
<td>I can understand familiar names, words and very simple sentences, e.g. on notices and posters on the street.</td>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
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<tr>
<td>Speaking</td>
<td>I can interact in a simple way prepared beforehand with people who speak at a normal speaking pace and with whom I feel comfortable.</td>
<td>I can interact in a simple way prepared beforehand with people who speak at a normal speaking pace and with whom I feel comfortable.</td>
<td>I can interact in a simple way prepared beforehand with people who speak at a normal speaking pace and with whom I feel comfortable.</td>
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<td>I can interact in a simple way prepared beforehand with people who speak at a normal speaking pace and with whom I feel comfortable.</td>
<td></td>
</tr>
<tr>
<td>Spoken interaction</td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
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<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
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<tr>
<td>Spoken production</td>
<td>I can write a short, simple postcard, for example sending holiday greetings.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings.</td>
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<tr>
<td>Writing</td>
<td></td>
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<tr>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
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</table>
Language biography

• Provides a reflective accompaniment to the ongoing processes of learning and using second languages and engaging with the cultures associated with them; uses “I can” checklists for goal setting and self-assessment
Two functions of the ELP

• **Pedagogical function** – The ELP is designed to make the language learning process more transparent to the learner and foster the development of learner autonomy

• **Reporting function**  The ELP provides practical evidence of L2 proficiency and intercultural experience
# ELP: goal-setting and self-assessment checklists

## Level B1

<table>
<thead>
<tr>
<th>Task</th>
<th>My next goal</th>
<th>*</th>
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<tbody>
<tr>
<td>I can readily handle conversations on most topics that are familiar or of personal interest, with generally appropriate use of register</td>
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<tr>
<td>I can sustain an extended conversation or discussion but may sometimes need a little help in communicating my thoughts</td>
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<tr>
<td>I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect</td>
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<tr>
<td>I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence</td>
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<td>I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference)</td>
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<tr>
<td>I can agree and disagree politely, exchange personal opinions, negotiate decisions and ideas</td>
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<tr>
<td>I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others</td>
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<tr>
<td>I can explain why something is a problem, discuss what to do next, compare and contrast alternatives</td>
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<tr>
<td>I can obtain detailed information, messages, instructions and explanations, and can ask for and follow detailed directions</td>
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<tr>
<td>I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase)</td>
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<tr>
<td>I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision</td>
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<tr>
<td>I can take some initiatives in an interview/consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support</td>
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</tbody>
</table>
What is the ELP?

Key features:

• Values all language and intercultural learning, whether it takes place in formal educational contexts or outside them
  – Some educational traditions find this problematic

• Designed to promote plurilingualism and pluriculturalism
A. Feelings

• Ways in which my curiosity and interest were aroused:
  
• (examples from ordinary daily life, especially when they made me re-consider my own culture)
Feelings in CoE guide

• Periods when I felt uncomfortable/homesick
  – (what made me feel like this, with particular examples if possible)

• Periods when I felt at home and comfortable
  – (what made me feel like this, with particular examples if possible)
B. Knowledge

• The most important things I learnt about family life and/or life at school
• The most important things I have learnt about the country, the nation, the state where I stayed - in the present and in its past
• What I have learnt about customs and conventions of talking with people (topics which interest them, topics to avoid, how to greet people and take leave from them)
C. Actions

• Incidents or problems which I resolved by explaining different cultures to people, helping them see the points of view of different cultures and how misunderstandings can happen.

• Examples of times when I have had to ask questions and work out my own answers (from ‘asking the way’ to understanding cultural customs and beliefs)
A self-assessment of my Intercultural Experience

• Proof of Interest
• Proof of Ability
• Proof of Knowledge
A. Interest in other people's way of life

• I am interested in other people’s experience of daily life, particularly those things not usually presented to outsiders through the media.
B. Ability to change perspective

- I have realised that I can understand other cultures by seeing things from a different point of view and by looking at my culture from their perspective.
C. Ability to cope with living in a different culture

- I am able to cope with a range of reactions I have to living in a different culture (euphoria, homesickness, physical and mental discomfort etc): ...
D. Knowledge about another country and culture

• I know some important facts about living in the other culture and about the country, state and people: ....
Stereotypes and ethnic jokes
Plan of the presentation

• Stereotypes, their development and types
• Ethnic jokes (Latvian, Russian, Jewish, American and British)
• Frameworks for analysis of jokes
Stereotype: An image

- A widely held but fixed and oversimplified image or idea of a particular type of person or thing:
  - the stereotype of the woman as the carer
  - sexual and racial stereotypes

http://oxforddictionary.com/definition/english/stereotype
Stereotype: A person

• a person or thing that conforms to a widely held but oversimplified image of the class or type to which they belong:

• don’t treat anyone as a stereotype
Stereotype: Exaggeration

• Stereotypes are exaggerated and preconceived ideas about social groups based on physical appearance resulting in classification of people as belonging to in-groups (superior) and out-groups (inferior)

• Genova, 2011
Development of stereotypes

• It is difficult to examine each individual differences
• Ethnic stereotypes are generalisations about a group of people in which we attribute a set of characteristics to the respective group
• They are easily created when a group has a visible attribute: colour, gender or uniform
• They reflect social values and emerge from historical events
• Genova, 2011
Stereotypes as shemas

• Although holding stereotypes about social groups is often viewed negatively,

• stereotypes are grounded in our knowledge about the world and our attempts to differentiate among concepts (e.g., boyness. versus girlness.).
Wow, you suck at math.

Wow, girls suck at math.
Development of stereotypes

• children’s stereotypes or their understanding of the attributes of various social groups reflect their concept development (e.g., what is a girl)

• Stereotypes are important in the child’s emerging sense of self (e.g., I am a girl; therefore I wear dresses)

• and of social relationships (I am a girl; I play with girls).
Stephanie J. Rowley  2002

• Correlations among stereotype scores indicated that children consistently favored one social group over another,
• eighth graders, but not younger children, showed moderate consistency in their tendency to be traditional versus egalitarian
Types of stereotypes

• Positive v.s. Negative
• Social v.s. Ethnic
• Racial v.s. Gender
• Students v.s. academics
• Centre v.s. periphery
• Urban v.s. rural
• Skilled v.s. unskilled
How people in science see each other

seen by undergraduate
- Einstein
- Young scientist
- Young researcher
- Young professor
- Young technician

seen by PhD student
- Young student
- Young researcher
- Young professor
- Young technician

seen by postdoc
- Young student
- Young researcher
- Young professor
- Young technician

seen by PI / Professor
- Young student
- Young researcher
- Young professor
- Young technician

seen by technician
- Young student
- Young researcher
- Young professor
- Young technician
KAD ES NEATBILDU UZ TELEFONA ZVANU

KO DOMĀ MANA MAMMA
KO DOMĀ MANS TĒVS
KO DOMĀ MANI DRAUGI
KO DOMĀ MANS BRĀLIS
KO DOMĀ MANS PUISIS
KO ES DARU PATIESĪBĀ
Stereotypes in Web 3
Who Do Online Advertisers Think You Are

By JEFFREY ROSEN
Published: November 30, 2012
Studying Humour seriously

Dafina Genova, 2012
The basis of ethnic humour

• social context is of primary importance in humour generation
• Historical background
• Economic background
• Cognitive basis (laughter)
  – An Englishman, a Cuban (Havana cigar), a Japanese (a Nikon) and a Pakistani were on a train...
Ethnic stereotypes

- Stereotypes are generalisations about a group of people on the basis of visible attribute (uniform, gender, colour)
- They reflect social values which emerge from historical events or conflicts
  - Ingroups: superior
  - Outgroups: inferior
Universal sociological contrasts

• Centre versus periphery
• Urban versus rural
• White collar versus blue collar
• Skilled versus unskilled
Ethnic jokes on skills

• Heaven is a place where police are British, the mechanics are German, the cooks are French, the lovers are Italian and everything is organized by Swiss

• Hell is where police are German, cooks are British, mechanics are French, lovers are Swiss and everything is organized by Italians
Ethnic humour is not expression of hostility, we only play with aggression

- An Italian mother tells her child: if you do no eat your dinner I will kill you
- A jewish mother tells her child ...
Cook (2000: 123),

- language play typically combines three features:
- linguistic patterning and repetition,
- semantic reference to alternative worlds and ‘vital’ subject matter,
- and the pragmatic function of social inclusion and/or exclusion
Humour can be used

- to negotiate identities (Apte 1985; Basso 1979; Boxer and Corte’s- Conde 1997; Eder 1993; Eisenberg 1986; Wennerstrom 2000; Yedes 1996),
- to mitigate face-threatening acts (Holmes 2000),
- to create and affirm affiliation (Basso 1979; Boxer and Corte’s-Conde 1997; Eder 1993; Norrick 1993; Straehle 1993),
More uses

• to communicate social norms or to criticize (Eder 1993; Eisenberg 1986; Goldberg 1997; Jorgensen 1996; Miller 1986; Norrick 1993; Yedes 1996),

• to attempt to subvert social norms or powerstructures (Holmes and Marra 2002),

• to release feelings of aggression (Pogrebin and Poole 1988; Yedes 1996), to protect one’s own positive face

• to entertain
A Latvian goes to the doctor, and says "I'm going to work in Estonia and I really want to fit in. Could you remove 25% of my brain?" The doctor says "Fine, we can do that. Just let me schedule you in."

A week or so later the Latvian goes in for the operation.

However after the procedure the doctor comes to see him and says "Look, I'm really sorry but we got things mixed up and instead of removing 25% of your brain, that's all we left you with."

The Latvian seems happy about this and responds "Gerai, gerai!"
Gatis Kandis

- http://www.youtube.com/watch?v=NbUSjexRJm4
- http://www.youtube.com/watch?v=Ubelh854u0Q
Jewish humour

• What is the difference between a Rotveiler and a Jewish mother?
• What did the waiter ask the group of dining Jewish mothers?
• What is the definition of a queer Jew?
• Why did Jews wonder in the desert for 40 years?
Ziv 1986: Jewish humour

- Intellectual aspect: distort the reality to reduce the threat
- Social aspect: criticize the powerful
- Emotional aspect: self criticism
Topics of Jewish humour

- Food,
- family,
- business,
- wealth or its absence,
- health and survival
- A wealthy Jewish businessman was going down a steep hill in a taxi....
RUSSIA
Teaches real life from the early age
RUSSIAN KNIVES

what else are they good for?
British humour

• Self disparaging, Understated and cruel
  – Working class jokes: There was this Irishman...
  – Middleclass jokes: apparently, Parnell, Darwin met
  – Upper class jokes: An awfully funny thing happened the other day at my club...
British gaffes
Prince Philip tells Filipino nurse her country 'must be half empty'

Duke of Edinburgh has 'jovial' words for NHS worker as he opens new cardiac centre at Luton hospital
Gaffes

• The duke is well renowned for making gaffes.
• He famously told British students during a 1986 state visit to China:
  • "If you stay here much longer, you'll all be slitty-eyed."
Controversies

• He also caused controversy in 1999 in Edinburgh when he saw an untidy fuse box during a tour of a factory.

• "It looks as though it was put in by an Indian," he said.
Art critic

• The prince once told Olusegun Obasanjo, president of Nigeria, who was in national dress, "You look like you're ready for bed"
• and described Ethiopian art as "the kind of thing my daughter would bring back from school art lessons".
Private versus public

• Buckingham Palace rarely comments on the prince's jokes and Wednesday was no different.

• A spokesman said: "We do not comment on private conversations."
Polish American jokes

• How do you sink a Polish warship?
• What is the most useless thing on a woman?
• How do you know a Pollack has been in your backyard?
Davies 1998

• Write associations for the following
• Germans, Italians, African Americans, Irish, English, Jews, Americans, Chinese, Japanese, Turks
102 students at Iowa University

- Germans - intelligent,
- Italians - loyal to family
- African Americans - musical
- Irish - happy-go-lucky
- English - sophisticated
- Jews - religious
- Americans - materialistic
- Chinese - intelligent
- Japanese - intelligent
- Turks - nationalistic
### Davies 1998

<table>
<thead>
<tr>
<th>Country</th>
<th>Stupid</th>
<th>Clever</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>Poles, Irish</td>
<td>Jews, Scots</td>
</tr>
<tr>
<td>France</td>
<td>Belgians, French</td>
<td>Jews, Scots</td>
</tr>
<tr>
<td>Greece</td>
<td>Pontians</td>
<td>Armenians</td>
</tr>
<tr>
<td>Russia</td>
<td>Chukchees</td>
<td>Jews</td>
</tr>
</tbody>
</table>
Harmless ethnic humour

- Two men and a woman are shipwrecked:
  - If they are Spanish...
  - If they are French ...
  - If they are English...
Zajdman 1995: roles in a joke

<table>
<thead>
<tr>
<th>Teller’s intention</th>
<th>Hearer’s interpretation</th>
<th>Teller’s expectation</th>
<th>Hearer’s reaction</th>
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</thead>
<tbody>
<tr>
<td>Meaning offense</td>
<td>Taking offense</td>
<td>Insult</td>
<td>Insult</td>
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<tr>
<td>Meaning offense</td>
<td>Not taking offense</td>
<td>Insult</td>
<td>Amusement</td>
</tr>
<tr>
<td>Not meaning offense</td>
<td>Taking offense</td>
<td>Amusement</td>
<td>Insult</td>
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<tr>
<td>Not meaning offense</td>
<td>Not taking offense</td>
<td>Amusement</td>
<td>Amusement</td>
</tr>
</tbody>
</table>
Pearl Harbour versus Titanic

- A Chinese man having a quiet drink in a bar, when a Jew came in
Bibliography

• Genova Dafina (2011) Studying humour seriously


MULTICULTURALISM
Two approaches in intercultural education

• The first approach is based on knowing as much as possible about the people with whom one is communicating to avoid misunderstandings. [. . .]
VIVE LA DIFFERENCE!

UK: Time for a cup of tea

France: Time for a Molotov cocktail

Severe cuts announced
Alaa Al-Aswany: When women are sinners in the eyes of extremists

Somalia is in the grip of famine and chaos but officials there are inspecting bras

Wednesday, 28 October 2009
The Shabaab movement in Somalia have issued strict decrees banning
1. films,
2. plays,
3. dancing at weddings,
4. football matches
5. all forms of music,
6. ring tones on mobile phones
In Sudan the police examine women's clothing with extreme vigilance and arrest any woman who is wearing trousers.

They force her to make a public apology for what she has done and then they whip her in public as an example to other women.
In Egypt, extremists not only advocate that women wear the niqab but also that they wear gloves on their hands, which they believe will ensure that no passions are aroused when men and women shake hands.
BY DENIS HAMILL
DAILY NEWS STAFF WRITER
Thursday, March 03, 2011

The most compelling international story of the month for me was not the fall of Mubarak in Egypt, the upheaval against Khadafy in Libya or the earthquake in New Zealand.

The global story that resonated loudest for me was the moviegoer in Latvia who shot a guy dead for eating his popcorn too loudly during "Black Swan."
Misunderstandings in the focus

- The second approach is based on making the assumption that misunderstandings are the only thing certain about interdiscourse [intercultural] professional communication. (Rehbein, 2006 p. 13)
Intercultural communication in one language via Cultural apparatus

Thoughts on the relationship between language, culture, and society*

Jochen Rehbein, 2006
Data of intercultural research

- researchers have usually devoted their attention to investigating differences in
  - linguistic structure (e.g. Wierzbicka 1991),
  - discourse structure (e.g. Scollon & Scollon 1995),
  - speech acts (e.g. Blum-Kulka, House, & Kasper 1989),
  - cognition (Gudykunst 1988; Kim 1991)
  - and social systems between people of different cultural backgrounds (e.g. Hofstede 1980; Trompenaar 1993).
Jochen Rehbein, 2006

• Cultural filter v.s. cultural apparatus
• habit v.s. creativity
Cultural filter development

Repetitive

– Action practices,
– thought patterns,
– conceptual forms,
– experiences,
– pattern knowledge

are fixated as prejudices (unreflected knowledge) and form “cultural filter” (House 1997).
Cultural filter in action

1. Pursuit of standard action
2. Negating action (suspension due to problems; identification of the problem)
3. No cultural action: renewed use of standard forms (normal course of action)
4. Problems become fixed through repetition
5. Presuppositions of the normal course of action become fixed
Breaking the cultural filter

• Breaking the cultural filter by applying the cultural apparatus to mental processes of the respective participants
• especially necessary in international confrontations
• against the shadow of unquestioned warfare action practices, as in the Near East.
Nude: is the hot fashion colour racist?

Nude is the fashion colour du jour. But it's only nude if you're white, not if you're black

Paula Cocozza, guardian.co.uk, Thursday 20 May 2010
Cultural apparatus

1. Pursuit of standard action
2. Negating action (suspension due to problems; identification of the problem)
3. Restructuring action practices, thought patterns, forms of imagining, social experiences, pattern knowledge etc. in the course of communication possible
4. Process of reflection
Cultural apparatus: Learning

5. Emergence of new forms possible

6. Subsequent effects on action practices, thought patterns, conceptual forms, forms of imagining, social experiences, pattern knowledge etc.

7. Modification of presuppositions (change of thought, attitude and action systems)
Cultural apparatus

• constructs an understanding by making recourse to a higher level of mediation,
• generates new productive and receptive forms on the part of speaker and hearer
• gives rise to innovative forms of communication.
The European map is outdated and illogical. Here's how it should look

Apr 29th 2010 | From The Economist online
Stereotypes

Precondition of Cultural apparatus

One of the interlocutors should try to reorganize (at least partially)

- mental structures and processes,
- like action practices,
- thought patterns,
- conceptual forms,
- experience,
- pattern knowledge

which underly communication
Case 1: misunderstanding

• Misunderstanding, 
  – cultural filter, 
  – action practice 
• at an opening of a telephone conversation:
Telephone conversation

• (1) ((Telephone rings, Prof. Müller answers:))
• (s1) Prof. Müller: Müller.
• (s2) American woman: Professor Müller?
• (s3) Prof. Müller: Am Apparat.
• Speaking. [Literally: at the apparatus]
• (s4) American woman: Bitte?
• Pardon?
• (s5) Prof. Müller: Am Apparat.
• Speaking. [Literally: at the apparatus]
• (s6) American woman: Wo ist er?
• Where is he?
Cultural filter

- (s7) Ich verstehe nicht.
- *I don’t understand.*
- (s8) Prof. Müller: Er spricht selbst zu Ihnen.
- ((smiling)) *He is speaking to you himself.*
- (s9) American woman: Bitte?
- *Pardon?*
- (s10) Prof. Müller: Er selbst spricht zu Ihnen.
- ((louder)) *He himself is speaking to you.*
- (s11) American woman: Sprechen Sie Englisch?
- *Do you speak English?*
- (s12) Prof. Müller: Yes.
Case 2: Cultural apparatus

1 A yes?
2 P yes hello Mrs. Adler.
3 A ah hello Peter=
4 P =hi=
5 A =how are you?
6 P I a:m very very hot. ((clears his throat))
7 A you’re what?
8 P very hot.
9 A oh, ((embarrassed laughter))
10 P but otherwise not too bad.
11 A it’s- it isn’t raining in London?
Beyond misunderstanding

• misunderstandings are a second step within a sequence of communication,
• which, in its turn, does not achieve its completion as long as the misunderstandings are not solved.
Misunderstanding resolved by others

• Means of a solution of a misunderstanding reached – according to Kameyama (2004) –
  – repairs,
  – redraftings,
• till the participants are retraced back to familiar and routinized structures of knowledge and discourse
Resolving misunderstanding ourselves

• at least one of the participants should submit the communication to reflection

• by opening his or her eyes on the tacit presuppositions made
The role of intercultural education

• Misunderstandings are a sign of a gap of cultural knowledge

• We all possess cultural apparatus to bridge that gap that needs development
  – Observe misunderstandings, conflicts
  – Hypothesise the reasons
  – Experiment with the solutions
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<th>Cultural filter</th>
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<td>attitudes</td>
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<td>thought patterns</td>
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<th>Cultural action</th>
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<td>suspension of communication</td>
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<td>reflection</td>
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<td>negotiation</td>
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<tr>
<td>gaining new experience</td>
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<td>building new practices</td>
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Task 1

• Examine the situation
• what are newspapers reporting
  – cultural filter,
  – cultural action
  – or the work of cultural apparatus?
European court of human rights rules crucifixes that hang in classrooms violate religious and educational freedoms

• John Hooper in Rome
• guardian.co.uk, Tuesday 3 November 2009 19.11 GMT
Jeremy! Where have you been?? I've been calling you for hours!

Oh, was that you?

Mom, we've been over this before... you have to text someone that you're going to call, otherwise people don't answer their phones.

What is it about communication that you find so confusing?
Руки прочь от русских школ!!!

Против реформы 2004

мы за школу на русском.
Racial or religious groups could be picked out for hi-tech airport checks

• James Sturcke and Allegra Stratton
• guardian.co.uk, Friday 1 January 2010 22.09 GMT
Live long. Stay healthy. Join the immortals
The seven ages of man are a thing of the past. We're never too old to find a new lover, start a business or even have a baby. Now, we're ready for anything – except death. Welcome to the world of amortality.

The meanings of age have become elusive; visual clues untrustworthy. Children dress like louche adults. Their parents slouch around in hoodies and trainers.

Catherine Mayer
The Observer,
Sunday 1 May 2011
Task 2

• Have you witnessed cultural apparatus in action in your country?

• How could you integrate it into your teaching?

Develop and present

– a discussion
– a debate
– a role-play
– write and publish an article/a letter
Questions?

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