



Education and Culture DG

Lifelong Learning Programme



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DE-Comenius-CMP

Intercultural Competences and its impact on teacher education

1st Project Meeting

Frankfurt/Main

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Learn to describe cultures

The System of Primary Communications: (Edward T. Hall: The Silent Language)

- Interaction: Speech, Play, Teach, Command...
- Communitybuilding: Group, Team, Family, Clan, Organization, Nation...
- Subsistence: Eat, Work, Produce, Commerce...
- Contact between sexes: Courtesy, Matching, Dating, Pairing, Separation, Relationship
- Territory: Space, Place, Area, for security, measuring status, maintaining power
- Time: Polychronic or Monochronic
- Learn: Discover, Curiosity Imitation, Training...
- Play: Forms, Rituals, Rules
- Defense and Protection: Conflict, War, Religion, Medicine, Prayer
- Submission of Environment: Dominating Nature, Tools, Technology, Science



Reflect about your own
behaviour and observe the
behaviour of others

Milton Bennett's

Developmental Model of Intercultural Sensitivity

A framework to explain the reactions of people to cultural difference

Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), Education for the intercultural experience. Yarmouth, ME: Intercultural Press

Assumption:

As one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relations increases

The three ethnocentric stages:

- Denial

- Defense

- Minimization

Denial

Denial of cultural difference is the state in which one's own culture is experienced as the only real one. Other cultures are avoided by maintaining psychological and/or physical isolation from differences.

People at Denial generally are disinterested in cultural difference, although they may act aggressively to eliminate a difference if it impinges on them.

Environment is in the blind spot, Variety is internal

I get along with everybody

We don't have intercultural problems, only normal people stuff

Defense

Defense against cultural difference is the state in which one's own culture (or an adopted culture) is experienced as the only good one. The world is organized into "us and them," where "we" are superior and "they" are inferior. People at Defense are threatened by cultural difference, so they tend to be highly critical of other cultures, regardless of whether the others are their hosts, their guests, or cultural newcomers to their society.

Us or Them

That's typical....

The way they act is impossible

Minimization

Minimization of cultural difference is the state in which elements of one's own cultural world view are experienced as universal.

Because these absolutes obscure deep cultural differences, other cultures may be trivialized or romanticized. People at Minimization expect similarities, and they may become insistent about correcting others' behavior to match their expectations.

Basically we are interested in the same things

Everybody is like me

We are all equal

Everybody wants to be respected...

The three ethnorelative stages

- Acceptance

- Adaptation

- Integration

Acceptance

Acceptance of cultural difference is the state in which one's own culture is experienced as just one of a number of equally complex worldviews. Acceptance does not mean agreement—cultural difference may be judged negatively—but the judgment is not ethnocentric.

People at Acceptance are curious about and respectful toward cultural difference.

Differentiated Categories of Distinction

Wine-Expert

It is different, not necessarily better

The more variety the better

Adaptation

Adaptation to cultural difference is the state in which the experience of another culture yields perception and behavior appropriate to that culture. One's worldview is expanded to include constructs from other worldviews. People at Adaptation are able to look at the world "through different eyes" and may intentionally change their behavior to communicate more effectively in another culture.

Has different styles of behaviour at hand

See the world through other eyes

Empathy

My behaviour is shaped by the context

Integration

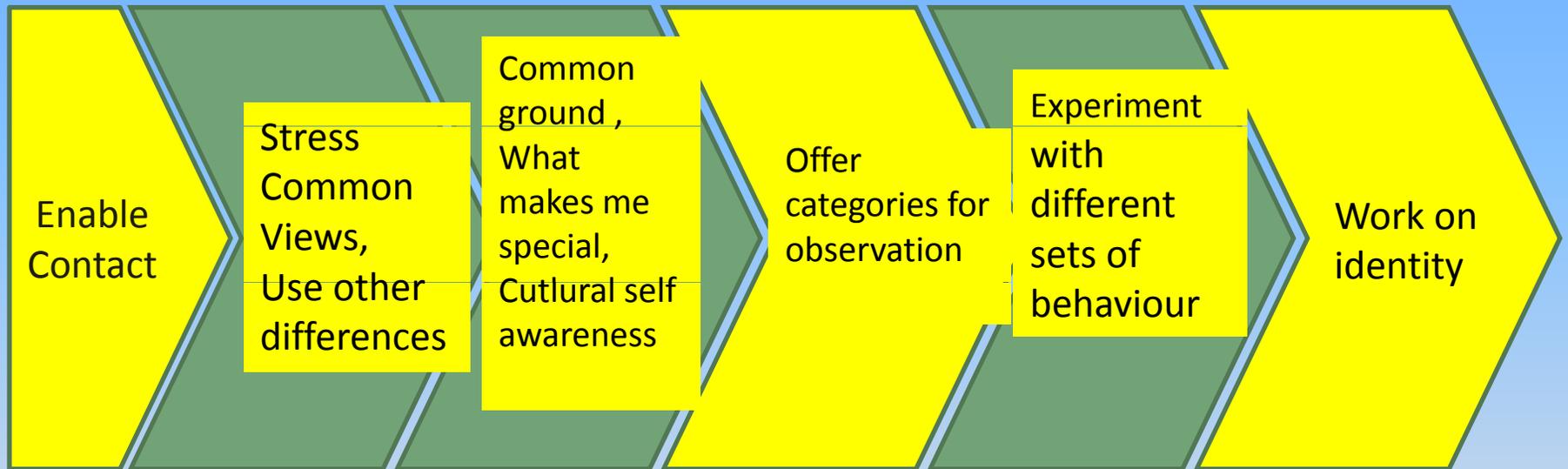
Integration of cultural difference is the state in which one's experience of self is expanded to include the movement in and out of different cultural worldviews. People at Integration often are dealing with issues related to their own "cultural marginality." This stage is not necessarily better than Adaptation in most situations demanding intercultural competence, but it is common among non-dominant minority groups, long-term expatriates, and "global nomads."

Can switch between perspectives

Flexible identity

Home is where my friends are

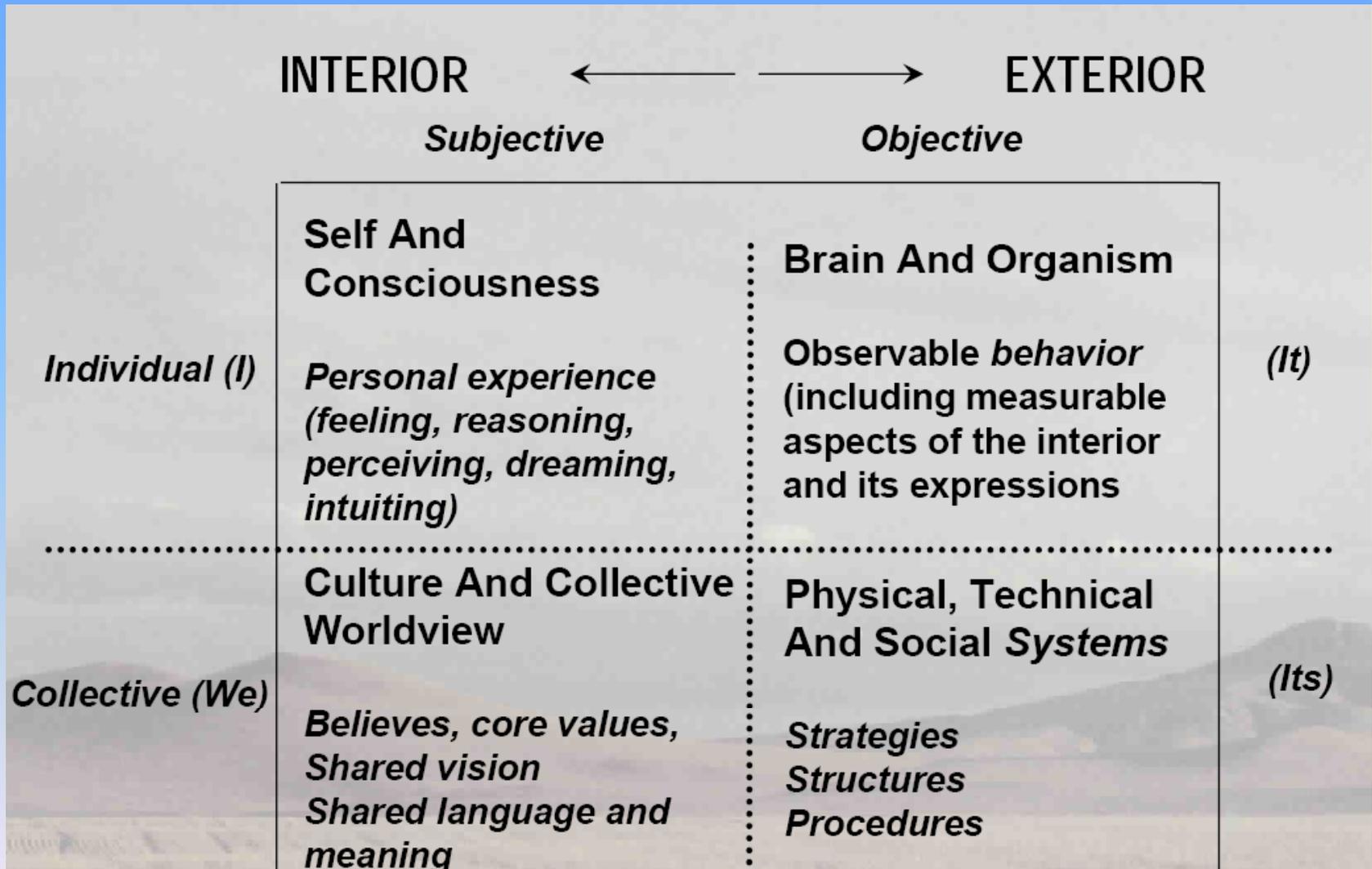
Helpful didactic manoeuvres



Denial Defense Minimization Acceptance Adaptation Integration

Define areas of awareness and learning

Ken Wilbers' Model of Reality Construction



Developmental stages towards a contingent worldview by Jane Loevinger

Stage/action logic	Main focus	How understanding and response to feedback change with increasing development	Methods of influence used by people at different stages
Alchemist deep processes and intersystemic evolution rule principles	Interplay of awareness, thought, action, and effects; transforming self and others	Views feedback (loops) as a natural part of living systems, essential for learning and change, but takes it with a grain of salt	Reframes, turns inside-out, upside-down, clowning, holding up mirror to society, often behind the scenes
Strategist most valuable principles rule relativism	Linking theory and principles with practice, dynamic systems interactions	Invites feedback for self-actualization, conflict is seen as an inevitable aspect of viable and multiple relationships	Leads in reframing, reinterpreting situation so that decisions support overall principle, strategy, integrity and foresight
Individualist relativism rules single system logic	Self in relationship to system; interaction with system	Welcomes feedback as necessary for self-knowledge and to uncover hidden aspects of their own behavior	Adapts (ignores) rules where needed, or invents new ones, discusses issues and airs differences
Achiever system effectiveness rules craft logic	Delivery of results, effectiveness, goals, success within system	Accepts feedback, especially if it helps them to achieve their goals and to improve	Provides logical argument, data, experience, makes task/goal-oriented contractual agreements
Expert craft logic rules norms	Expertise, procedure and efficiency	Takes feedback personally, defends own position, dismisses feedback from those who are not seen as experts in the same field (general manager)	Gives personal attention to detail and seeks perfection, argues own position and dismisses others' concerns
Diplomat norms rule needs	Socially expected behavior, approval	Receives feedback as disapproval, or as a reminder of norms	Enforces existing social norms, encourages, cajoles, requires conformity with protocol to get others to follow
Opportunist needs rule impulses	Own immediate needs, opportunities, self-protection	Reacts to feedback as an attack or threat	Takes matters into own hands, coerces, wins fight

Possible subcompetencies – a first raw collection

- A teacher may...
- develop complex thinking and the ability to make isomorphic attributions, i.e. similar meanings based on perceptions
- impart knowledge of the subjective culture of a defined target group
- improve knowledge and application of concepts relevant to intercultural communication
- develop the ability to analyze and solve intercultural problems
- reduce ethnocentrism
- help to develop more accurate expectations in intercultural interactions between pupils
- decrease the use of negative stereotypes
- increase intercultural sensitivity to cultural diversity
- help to interact more effectively with people from a defined target culture
- increase enjoyment in interaction with people from other cultural backgrounds