A LANGUAGE IS THE CARRIER OF THE CULTURAL AND THE INTERCULTURAL BAGGAGE

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Vida Vilikiene
“I have no right, by anything I do or say, to demean a human being in his own eyes. What matters is not what I think of him; it is what he thinks of himself. To undermine a man's self-respect is a sin.”

Antoine de Saint-Exupery
UNESCO Guidelines on Intercultural Education define

**Education** is “the instrument both of the all-round development of the human person and of that person’s participation in social life.”

**Education** can take place at any age, through the actions of many institutions such as family, the community or the work environment. It can also take place through interaction with the natural environment, especially when such interaction is socially and culturally determined.
UNESCO Guidelines on Intercultural Education state

- **Culture** cannot exist without continual transmission and enrichment through education that aims to achieve this very purpose.

- Concepts of culture and education are, in essence, intertwined.
UNESCO Guidelines on Intercultural Education state

- Language is one of the most universal and diverse forms of expression of human culture, and perhaps even the most essential one.
Some interesting facts about languages

- 6800 to 6900 distinct languages in the modern world.
- 189 to 196 independent countries in the world
- Europeans speak only 234 languages (the population of Europe is about ¼ of the whole world).
- About 94% of the world languages are regularly spoken by just 6% of the population of the world.
- Most languages are constantly used by less than one thousand native speakers.
- When a language ceases to be learned by young children, its days are clearly numbered.
Language is

- a subject of multiculturalism
- a major part of any culture
- a cultural inheritance
- the expression of the authentic identity of folk
- an integral aspect of nation-state formation
- collective and individual identity
- the value of cultural dignity and self-respect
- a means of communication and education
- a key to cultural and intercultural awareness
Language is

- at the heart of issues of identity, memory and transmission of knowledge
- a result from a historical and collective experience and expresses culturally specific world views and value systems
- central to concepts of education
- a promoter of school achievement
- an access to other cultures
- an openner to cultural exchange.
Can culture be taught?

- Linguistic studies in the way language is used have heightened that language is influenced by social context and

- awareness of the degree to which cross-cultural communication is affected by culture related factors should be developed.

\[(\text{Barry Tomalin})\]
Cultural awareness

- sensitivity to the impact of culturally-induced behaviour on language and communication
- of your own culturally-induced behaviour
- of the culturally-induced behaviour of others
- ability to explain your own cultural standpoint
What culture to teach?

- Achievement culture (big elements)- geography, history, institutions, literature, art, music and the way of life remain.

- Behaviour culture (little elements -
  * seen (customs, habits, dress, foods)
  * unseen (beliefs, perceptions, attitudes, values)
What do you think? TRUE or FALSE?

- The teacher should emphasize only the universal, i.e., important features of a language and culture. After all, we are all human beings and that is all that counts.
- Values and beliefs are the most important elements in assessing cross-cultural differences and similarities.
- In intercultural communication, words are more important than actions.
- Cross-cultural interaction is synonymous with cultural understanding.
Exploring culture values and attitudes through language—proverbs and sayings

- A proverb represents a brief, rhythmically organized, stable in the speech figurative folk expression.
- A proverb and a saying is a figurative expression existing in the speech for emotional and expressive evaluations.
- Unlike a proverb – a whole judgment, the saying is always a part thereof.
- Proverbs and sayings reflect as in a mirror spiritual life, humors and moral condition of the people.
- In essence, proverbs are the "cream" of the people's wisdom.
Learning by Doing

The Learning Pyramid
National Training Laboratories, Bethel, Maine

Average Retention Rates

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice By Doing: 75%
- Teach Others or Immediate Use of Learning: 90%
Reflection on Language and Culture Interaction

We can say that we all are products of something we call culture:
We can say we all can express ourselves through a language:

• What are your reflections on today’s experiences in relation to culture, values and attitudes expressed through language, its proverbs and sayings?
ACQUISITION OF INTERCOMPREHENSIVE COMPETENCE IN LANGUAGE TEACHING AND LEARNING

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LANGUAGE APPROACHES

INTERCOMPREHENSION

LINGUA FRANCA
What is Inter-comprehension?

**Inter-comprehension** is a form of communication in which each person uses his or her own language and understands that of the other.
I propose a tax on all individuals who destroy the English language. We'll call it a 'syn tax'.

Source: grammarcops.com
Handicaps of the global language:

- the danger of linguistic imperialism;
- the disadvantage of a culture-free use of the lingua franca;
- insufficient communication of the mother tongue.
LANGUAGE FAMILIES

- The Romanic language family (French, Italian, Portuguese, Romanian, Spanish, Catalan, Provencal)

- The Germanic language family (Dutch, German, English, Swedish, Norwegian, Danish, Icelandic)

- The Slavic language family (Polish, Czech, Slovak, Russian, Ukrainian, Slovene, Serbian/Croatian, Bulgarian)
METHODOLOGY FOR TEACHING OF INTERCOMPREHENSION

Teachers’ task is:

- To make their students aware of funds of useable knowledge;

- To enable them to use this knowledge by developing the appropriate strategies.
## Classification of Knowledge

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<thead>
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<th>General knowledge</th>
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<tr>
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Thank you