

Intercultural Competence Course – YES Europe

- Instructions in English for particular exercises -

Name of exercise (Page)	Instructions
Tennis – Elbow – Foot (24)	<p><u>Aim:</u> activating and revising basic vocabulary</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) Write the blue sentences on the left on the black board. 2) One student after another has to finish the sentence with a word. Students should do this rather quickly, without thinking too long. (1st version) 3) Students suggest words to finish the sentence and build sentences each of which contains one of these words. Preferably, the sentences result in a story. (2nd version) <p><u>Further information:</u></p> <p>Don't play too long in order to avoid monotony/ boredom.</p>
A game of cards (24)	<p><u>Aim:</u> activating and revising basic vocabulary</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) Build groups of three or four students. 2) Put the cards face down in the middle. 3) Students draw cards one after another. 4) After reading out the sentence on the card, one student completes the task. The others decide whether it was done well enough. If yes, the student may keep the card. The winner is the one who has got most of the cards at the end of the game. <p><u>Further information:</u></p> <p>Carrying out the exercise in a comprehensible and polite way is more important than linguistic accuracy.</p> <p>This exercise should be done once or twice at the beginning of the course and then again shortly before the end. That way, students will be able to become aware of their own progress.</p> <p>Students may want to add further cards created by themselves.</p>
A questionnaire (54)	<p><u>Aim:</u> becoming aware of and discussing what's natural for us in our everyday life; polite discourse</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) Warm-up: see worksheet (A) 2) See worksheet; encourage students to practise polite communication (B+C) 3) Students work on the questionnaires on their own. 4) Students work in groups of three people: two people discussing a question, one student as "referee" (questions 1-6) 5) Another go with new groups. 6) Discussion in class: "What's normal"? – Collect examples of personal experiences which are different from the ideas mentioned by most students in the questionnaires.

<p>Gestures (57)</p>	<p><u>Aim:</u> getting to know different meanings of gestures <u>Procedure:</u> 1) Warm-up: see worksheet 2) Pair work: discuss questions a-d; make notes 3) Class: discuss the meanings of the gestures on the pictures 4) Class: find other gestures that you know/ use yourselves 5) Talk about the role of gestures in intercultural contexts. (In general, the use of gestures in international/ intercultural contexts has to be looked at with care because their meaning might be very different in different cultures. The way they are interpreted can hardly be estimated. Therefore, in intercultural meeting, gestures should be with caution.)</p>
<p>Ways of greeting (58)</p>	<p><u>Aim:</u> getting to know different ways and meanings of greeting each other <u>Procedure:</u> 1) Warm-up: see worksheet. 2) Collect students' ideas. 3) "What do different ways of greeting people say about the relationship?" 4) Students fill in the worksheet on their own. 5) Students discuss their results in pairs. 6) Class: "Which sort of relationship is implied by which way of greeting?"</p>
<p>The culture iceberg (60)</p>	<p><u>Aim:</u> distinguish between visible and invisible features of a culture; becoming aware of the importance of the invisible part <u>Procedure:</u> 1) Draw iceberg on black board: "What is this? What is the most interesting thing about an iceberg?" 2) Students collect aspects of a particular culture in small groups. 3) Students work with the worksheet on their own. 4) Students discuss their results in pairs. 5) One student collects the answers and leads the discussion</p>
<p>A game of cards (67)</p>	<p><u>Aim:</u> reflecting on irritations due to unclear rules of the game; transfer of the ideas to intercultural contexts <u>Material:</u> three to four sets of a standard card game <u>Procedure:</u> 1) Students play in groups of three to four people. Each group is sitting at its own table. 2) Each player gets a sheet of paper with the rules for the game. After reading the instructions, students should put the sheets face down on the table. 3) Students are not allowed to talk to each other! They communicate with gestures and facial expressions. 4) After a game has been finished one student from each group moves to another table to play with another group. The students don't know that the rules at each table are slightly different. Don't play more than three of four rounds. Afterwards discuss students' experiences and their transferability to intercultural contexts.</p>

<p>Turn-Taking (70)</p>	<p><u>Aim:</u> getting to know different conventions for discourse and politeness; use of polite discourse strategies</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) Remind students of model of iceberg. 2) Students read worksheet and answer the questions. 3) Class: Work out different views on the same phenomenon due to belonging to different cultures. In multi-ethnic groups, students should come up with their own examples.
<p>Being a good host (79)</p>	<p><u>Aim:</u> becoming aware of one's own regional and national particularities; drafting a visitor's programme</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) "Who has already shown a city to foreign guests? What was interesting for them?" – Getting to know another country is more enriching when you know what is special in your own country. 2) Students work in groups of three: two students draft a visitor's programme and say why the different items on the agenda are interesting; the third student is the "referee". 3) Discussion in class. 4) Draft of a visitor's programme in class (possibly).
<p>The Germans drink beer (81)</p>	<p><u>Aim:</u> becoming aware of the difference between self-perception and perception by others; use of strategies for compensation; being polite in discourse</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) Worksheets A and B should be dealt with shortly after another. 2) "Do you know how Germans (or other nationality) are perceived by many non-Germans? Have you made any experiences with that yourselves?" 3) Pair work: students discuss the meaning of the quotations and talk about their opinions. 4) Discussion in class and practising polite discourse.
<p>What I think and what I say (114)</p>	<p><u>Aim:</u> becoming aware of different registers; practising polite discourse</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) There are always two cards that belong together: one with a direct/ impolite expression and another with an indirect/ polite expression. To become more confident with the use of different registers students should work through the cards two or three times at intervals of several weeks. There are different options: <ol style="list-style-type: none"> a) Students just find the pairs that belong together. b) Cards are put on the table face down. Students play memory. c) Cards are given to students who have to find the partner with the matching card in class. d) Students only get cards with direct/ impolite expressions and have to note down the indirect/ polite expression from memory.
<p>Are you a tolerant person? (121)</p>	<p><u>Aim:</u> analysis of one's own values, beliefs and conventions; use of polite discourse strategies</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1) "What does 'tolerant' mean? Are there any limits to tolerance?"

	<p>2) Teacher or student notes down words that students use to explain 'tolerant'.</p> <p>3) Students work with worksheet on their own.</p> <p>4) Students compare their findings in groups of three. They should use the phrases given on the worksheet.</p> <p>5) Discussion in class.</p> <p>6) Students come up with their own examples (maybe homework).</p>
The intercultural game (139)	<p><u>Aim:</u> activating, revising, checking of acquired socio-linguistic competences</p> <p><u>Material:</u> depending on the number of students it might be necessary to have several copies of the "board"; pieces, dice</p> <p><u>Procedure:</u></p> <p>Students play in groups of three or four people. Each field contains a task that has to be carried out by the respective student. The others decide if the task was fulfilled appropriately. In some cases the teacher might have to decide if the student's answer was ok. If the answer was not sufficient, the student has to move back to the last position. The winner is the one who reaches "The End" first.</p>
Polite conversation... (143)	<p><u>Aim:</u> becoming aware of registers for politeness and practising their use</p> <p><u>Procedure:</u></p> <p>1) Use page 143 as input for students. Make sure that students understand the importance of "face-saving strategies".</p> <p>2) Discussion in class: Why are the expressions suggested in the right better for intercultural communication?</p>
What do you say? (148)	<p><u>Aim:</u> polite communication in difficult situations; apologising, gaining time, meta-communication, reaching consensus</p> <p><u>Procedure:</u></p> <p>1) Start with the following situation: a student stays as a guest in an Anglo-American area (holiday, work experience, exchange, etc.).</p> <p>2) Students work in groups of three (one student as "referee") with the role cards.</p> <p><u>Further information:</u></p> <p>The exercise should be done three or four times during the course to make sure that students gain a proper understanding and awareness of the importance of staying calm and polite in difficult situations.</p>
Breaking taboos (155)	<p><u>Aim:</u> taboo subjects, polite communication in difficult situations, stabilizing positive relationships</p> <p><u>Procedure:</u></p> <p>1) Point out the aim of the exercise to the students.</p> <p>2) Make clear that taboos are culture-specific. What are taboos in your country?</p> <p>3) Worksheet part 1: pair work</p> <p>4) Worksheet part 2: information to be read individually</p> <p>5) Worksheet part 3: pair work and repeating examples in class</p> <p>6) Worksheet part 4: pair work and summary in class</p>
Company cultures (157)	<p><u>Aim:</u> clarifying different cultural standards and company cultures; acquiring appropriate behaviour</p>

Procedure:

1) Warm-up: see p. 158.

2) Give students the following input:

Not only national or regional cultures but also standards in business life may be different, for example, the relationship between an employee and the boss. In English companies it is normal to use first names when addressing your boss. Sometimes German people mistake this for a particular kind of closeness which is not actually there. (What about other nationalities?)

3) Students read worksheet on their own. Guiding questions on page 158.

4) Discussion of findings in class.