

PICTURE project on

INTERCULTURAL COMMUNICATION

Introduction for the teacher

Dear colleague,

We welcome you to the introduction to the PICTURE project on intercultural communication. With the ever increasing mobility of not only Europeans but also other people from all over the world the need for mutual understanding is becoming more and more manifest. With this project we are offering a tool for students, and possibly their teachers, to help them advance their intercultural competence in their contacts with foreigners.

This module provides an overview of the PICTURE project on intercultural communication in the EU and aims to introduce students to its main objectives and the activities designed to help achieve them. The core activity in this project will be **interviewing “native speakers”** of the language they are studying, in order to investigate the interviewees’ cultural values. They will be prepared for these interviews via CD-based stimulus material (film sequences of actual interviews and assignments). Hence the project title PICTURE, as the acronym of “Portfolio Intercultural Communication: Towards Using Real Experiences”.

We most urgently refer to the longer Background introduction to the project proper as a basis for your guiding role in especially the class modules and the interviews. This *Introduction Module*, basically a sample lesson, aims to give your students a fair understanding and feel for the PICTURE project, which you have decided to participate in. In approximately 90 minutes you will be able to elucidate notions like *culture, communication, intercultural, stereotyping, interviewing*. Exercises will help experience unexpected cultural behaviour and also stimulate a process of growing awareness of own and other cultural values or principles, underlying a wide variety of ensuing conduct.

You are naturally free to use the instruction material in accordance with the available time and special interest in the group, but it is important that due attention is given to each element in this unit. The only escape might be exercise 4, which can then be used as example material of the Interview Questionnaire. If your students only have the two-page handout it is essential for you to use the complete module in class.

In this document you are offered the following introductory material, consisting of

- introduction module (class module)
- teacher notes

and, for you to hand out to your students, at the end of this document

- a two-page handout for students.

In preparation you need to arrange

- a beamer, or dvd player plus tv set for showing videos of interviews and
- sufficient copies of the handout.

Introduction module

Classroom version; 90 min.

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Setting the scene

Situation 1

I was surprised to be addressed by a middle-aged female bus conductor in Manchester as *love*. To me that sounded far too familiar/intimate, but it appeared to be normal in that area. (as reported by Dutchman)

Situation 2

In France, when people meet, they most often kiss each other three times - or even more if good friends - instead of shaking hands.
I don't understand the etiquette of kisses, particularly by French people. The quantity of kisses apparently reflects the level of intimacy or something. Weird! (as reported by an Englishman).

Situation 3

I am astonished that people from Denmark can talk about being homosexual so openly. A couple of months ago several students from Copenhagen came to my university, and one of them didn't mind telling other students that she lived with her girlfriend and that they're planning to get married. She claimed it's a regular topic in Denmark. (as reported by a Polish student)

Situation 4

It really surprises me how much touching all European men do. (reported by an English man)

Contact with people from other cultures is full of surprises which may add to the embarrassment or delight in the encounter. Therefore it is better to be prepared for them or at least be aware and capable of their interpretation. PICTURE offers a number of activities as tools to help you improve your skills to deal with such contacts.

These activities can be grouped in the following three categories:

- 1) A series of personal **interviews** with foreigners on intercultural aspects, which means that you have to actually use in practice the language you are studying. You will go out into the real world to find and interview native speakers of _____ . You will be using a given

questionnaire. This activity is the core item of the project and is designed to lead to quantifiable results which will find their way to a centralised European database.

- 2) A series of CD-based **class modules** in which group activities like role plays and discussions play a prominent role.
- 3) A series of **lab modules**, which are done individually by the student at the computer.

Before we go into this in further detail, let us first have a look at what we understand by *communication*. A workable definition for this project could be: **Communication** is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. Though the emphasis lies on *language* as an aspect of culture, it is now clear that information can also be conveyed *non-verbally* by gestures, attitude, position or proximity (what distance do conversation partners keep and do they touch each other?), as we will see later in this module. We will not only look at the messages that participants send and receive, but also develop a good eye for the feelings and underlying *values* of the partners in a culture contact.

Culture can be described at various levels. A ministry of culture is usually engaged in education, art, literature, civilisation, architecture, so in culture ‘in the narrow sense’. The broader meaning of the word lies in the ‘mental program’ people acquire, starting within the family, the neighbourhood, school and wider communities. All this involves socially shared sets of ideas and **values**, patterns of thinking and feeling and behaviour, which constitute what may be called the ‘software of the mind’. Another approach is that culture comes from the way in which people in a group **solve problems** and reconcile dilemmas. It is culture in the broader sense which PICTURE tries to get through to.

Obviously, diversities in culture do not necessarily occur only between different nations and different languages. A nation is not always monocultural, so that sometimes within one country considerable differences can be found. Each of us belongs to different groups and each group has its own values and attitudes which are considered “normal” in that group.

A Scottish saying reads: *There’s nae hurry north of Dunkeld*, indicating that the people in the south have the awareness that their northern fellow countrymen have a very relaxed attitude to *time*. The following joke underlines this observation. When in northern Scotland a Spaniard tried to explain the meaning of the Spanish word *mañana* (tomorrow) the response was: “There’s no word in our language expressing such a high degree of urgency”.

Apart from belonging to a region, one can be e.g. an economist, a tennis player, a choir singer, a member of a conservative party, which requires switching codes all the time in order to accommodate oneself to the various groups. Let’s find out, starting close to home.

Exercise 1

Form small groups to discuss and find at least one notable difference between what you feel is your own common culture and that which is represented by fellow countrymen from other towns, regions or walks of life. Then write down the characteristics you have hit upon in the grid below.

region / group	outstanding traits
1	
2	
3	
4	
5	

- Which of the traits concern(s) outward appearance such as dress, hairstyles?
- Which are related to language? And which deal with behaviour, religion, social class etc?
- Has the discussion with your partners also revealed any striking differences in views within your group? So much the better, because this underscores the multiform or multifaceted nature of your group as of so many other communities you have just described.

So far we have focused our attention on what we already knew before we wrote down the results of former observations - or perhaps just generally accepted ideas - or are they really *prejudices*? In other words, are they (often negative) judgements, formed without any prior learning or experience? And even if the described characteristics are valid, do they hold for each and every individual of the related group? Now you probably know the answer to the last question, but what about the prejudices, or as we call them from now on, *stereotypes*? Time for a test.

Exercise 2

Look at the following statements and the list of countries. For each statement, choose at least one country that you think fits the bill, first individually, and then compare your results with your neighbour's.

List of European countries

Austria	A	Ireland	IRL	Hungary	HU
Portugal	P	France	F	Bulgaria	BG
Slovakia	SK	Sweden	S	Romania	RO
Belgium	B	Luxemburg	L	Spain	E
Italy	I	Poland	PL	Slovenia	SLO
Czech Republic	CZ	Finland	FI	Denmark	DK
Germany	D	Cyprus	CY	Malta	MT
Greece	GR	United Kingdom	GB	Holland	NL

People in this country	
1	..... are lazy
2	..... drink a lot
3	..... cheat a lot
4	..... do not show emotions
5	..... are very blunt
6	..... are very polite
7	..... are very punctual
8	..... are very well-organised
9	..... don't show respect
10	..... are very romantic
11	..... are very nice
12	..... have a good sense of humour
13	..... are tolerant

Maybe you have come to some sort of agreement, maybe not, but you probably matched quite a few countries and statements. What made you decide? What conclusions can you draw?

Stereotypes

People hold biased views of members of particular groups that have other (sub)cultural backgrounds: all Chinese are diligent and humble, all Scots are stingy and all Dutch are blunt and walk around on clogs. These stereotypes are the result of focusing on *differences*, which are subsequently exaggerated, instead of *similarities* between own and other cultures. They are based solely on membership of individuals in a certain group; if you are French you must be arrogant and flamboyant, if you are German you are regarded as hard-working and punctual, or in the abstract: if you are P you must be Q. Would that imply that there are no flamboyant Germans or hard-working Frenchmen? Of course not, find out for yourselves.

There are many jokes in which stereotypes play a large role. One of them refers to the difference between heaven and hell:

Heaven is where the police are British, the chefs French, the mechanics German, the lovers Italian, and it is all organized by the Swiss.

Hell is where the chefs are British, the mechanics French, the lovers Swiss, the police German, and it is all organized by the Italians.

Perhaps you also know some stereotypes that people from other cultures hold about *your* culture?

What stereotypes/prejudices are represented below?



'Terrible day at the office, we ran out of sports small talk.'
The Spectator (Scotland)



Paris Hilton: I'm not that smart
The Sun (UK)

Often a stereotype may even become a negative *caricature*, exaggerated to the point where it becomes repulsive or ridiculous.



Charlie Chaplin



Michael Jackson



George Bush



Which rock band?

So, the process of stereotype production is based on:

- Simplification (reduction of complexity)
- Exaggeration or distortion
- Generalization
- Presentation of cultural attributes as being ‘natural’.

It is customary among intellectuals to frown upon stereotypes and to state that they are very often wrong, which is true to a certain extent. However, it has been pointed out that stereotypes are not necessarily misleading, but can answer a very important communicative need; i.e. the reduction of complexity and the increase of predictability. It is helpful to know beforehand what to **expect** from others whom one has not met before and to accommodate to that presumed image (see p. 1, situation 4). So, since there is an element of truth in stereotypes – as expressions of folk wisdom about reality - they have a useful function. But always beware!

Intercultural communication

We had a look at *communication* and *culture* (p. 1), but when is communication *intercultural*?

One can say that it involves contact between people either using different languages, or holding significantly different sets of values and models of the world, or both. For example, speakers of different natural languages such as Russian, Italian, English do not understand each other only because the linguistic codes are different, but maybe also because the sets of values and models of the world they convey are quite dissimilar.

And even if the *values* are the same, e.g. safeguarding the lives of oneself and others, the resulting *norms* can be diverse or even opposite as in traffic rules whereby in the UK they drive left and on the continent they drive right.

Intercultural competence

The PICTURE project aims to help you deal with intercultural differences in a more competent way, which entails the ability to cope adequately with one's *own* cultural background in interaction with others. Therefore, self-awareness and the ability to perceive oneself as the product of one's own culture are required. So, learning

learning the relativity of things you do in your own culture and start thinking about that. Maybe exercise 2 (where you had to pair off statements and countries) made you think about the statements in relation to your own culture.

PICTURE aims to help students develop an open mind for cultural differences, identify and understand them and, most importantly, through critical evaluation learn to appreciate and cope with these cultural differences in their culture contacts within their own society or between societies. Appreciating another culture does not mean abandoning one's own.

Quite often there are hidden differences in attitudes and values across cultures. These differences naturally have a far-reaching influence on interactions between members of different cultures. It is crucial therefore that we learn to identify and understand these differences. Time to find out.

Exercise 3

A few of your group will leave the room after having received instructions from your teacher. Then the group will be given instructions too.

Later you will discuss what you experienced during the simulation or role play you have just performed.

Interviewing

First look at the following video(s) (examples of interviews).

e.g. Dutch students interviewing a British couple in a street in Amsterdam.

As stated earlier in the introduction, the core activity in this project will be interviewing “**native speakers**” of the language you are studying, in order to investigate their **cultural values**. By *native speakers* we understand people who, from childhood use an accepted variety of a certain language, in this case the language you are studying. *Cultural values* are the principles that guide everyday life of people in a community with the norms being the ensuing attitudes that colour their words and behaviour.

On the CD you will find comprehensive information on how to conduct your interviews. It includes suggestions for venues, the use of questionnaires, interviewing technique, camerawork, analysis of non-verbal clues, illustrated with photos, videos.

Sub goals, you want:

- A. to get your interviewees to **clarify** what they mean, when you do not understand them.
- B. to improve your sensitivity to the **body language** of interviewees (gestures, facial expressions) because it often reveals what a person really thinks.
- C. to receive eye-opening feedback helping you become aware of **your own culture**, as seen through the eyes of your foreign interviewees, in order to react better, in the future, to other cultures.
- D. to learn to **accommodate** your way of speaking to that of your interviewees.

E. To **have fun** conducting the interviews as a unique occasion to learn the language through real-life experiences!

Interviewees

Your interviewees can be tourists, immigrants, expatriates, visitors (on whatever kind of business), students in an exchange program or maybe people you meet when visiting the country of the language you are studying.

Exercise 4

Prepare (in groups) five questions for a short interview on issues of cultural diversity, such as gender, visits, marriage and divorce, education. After this a few interviews will be conducted in class and briefly discussed in the group. Below are some questions as you may find in the questionnaire pertaining to the Interview Module.

Sample questions:

1. How important is it to marry a person whose family is considered respectable by society?

1: of the utmost importance	2: very important	3: of moderate importance	4: of little importance	5: of very little or no importance
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2. Do you agree that people should take an interest in other people's lives and affairs?

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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3. Do you agree that physical violence is inexcusable under any circumstances?

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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4. If you were moving to a new place and found out that one of your neighbours is a 40-year-old man living on his own, what would you be likely to think of him?

1: He must feel happy living alone.	2: He probably likes living alone.	3: He probably has nobody to live with.	4: He probably feels a little lonely.	5: He must feel lonely living on his own.
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5. Do you agree that people should not show their emotions in public?

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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6. Is it o.k. in your country to show and tell that you are rich?

1: yes, definitely	2: yes, to a certain extent	3: I don't know	4: no	5: no, definitely
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7. Competition at work is good. It stimulates the employees to work harder and achieve more.

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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9. The Government should keep a record of the DNA of all citizens. As soon as a baby is born, its DNA is added to this record.

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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10. If I go out with friends, it's natural for me to pay for a round.

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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11. If someone says "You must come and see me some time" do you feel this is a real invitation?

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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12. I agree with the statement: "I feel I can play my stereo at home as loud as I want to".

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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Your tasks from now on

1. participate in the class sessions on the modules presented there.
2. work individually with the lab modules, results of which will be kept in your portfolio.
3. work in teams on the (street) interviews and come back with the quantified results in your questionnaires.

Exercise 5

For this assignment you will be sent on your way to make your first street interview with a native speaker. The results will later be discussed and compared with our earlier stereotype findings to see if further nuancing and 'de-construction' of the original stereotypes can be achieved, hopefully resulting in a more realistic final picture.

We hope that the time and energy you are going to spend on the PICTURE project will not end there, but will be a fresh (re)start of a lifelong continuous process of discovering and enjoying cultural diversity. Maybe, or rather probably, this will contribute to a higher degree of satisfying and balanced mutual understanding as the fundamental moral principle among European people.

We wish you good luck (and fun) with the project as a helpful tool for the rest of your life!

Teacher Notes on the Introduction Module

Setting the scene

The Module gives four situations for you to choose from or replace by examples from your own intercultural experience. The *Handout* gives only one as a starting point for brief discussion.

Activities

It is essential to emphasise the importance of the interviews as the main element of the three activities. For this reason students will be given initial training further on in this session. The non-verbal or paralinguistic aspects of communication can easily be illustrated - prudently though! - by means of the voluntary and involuntary body language, gestures and facial expressions of your own students (offensive/defensive, (dis)interested, outgoing, persuasive, intimidating). A simple and highly recognisable illustration would also be the **emoticons** ;-) which are frequently used in e-mail messages. In brief it can be demonstrated in class that a lot of information can be shared without the utterance of a single word. Therefore the observation and decoding of body language constitutes a regular part of the interviews.

Culture

As an expert in the field claimed: *It is our belief that you can never understand other cultures*. Nevertheless it is our intention to try and come as close as we can get by increasing our knowledge of aspects which distinguish one culture from another, although recognising similarities is at least as important. For an overview of a range of dimensions of the concept of culture as identified by various experts in the field, consult the Background information and the corresponding bibliography. To make sense of the Scottish example your students may need an explanation regarding the laid-back and postponing attitude represented by the word *mañana*, though we deem this stereotype rather universally known. It should not be too difficult to elicit other examples of cultural variety from your class, which is what you will do in

Exercise 1

The idea behind this exercise is that quite some misunderstanding and even intolerance may occur within one country between e.g. representatives of towns, religions, sexes, ethnic groups, social classes or clubs. By the elimination of nationality and language as cultural variables students are forced to reflect on the multifaceted nature of their own culture. This makes it even more hazardous to entertain unshakable views and judgements about others, if it were only because people have to live together and come to some sort of understanding.

The subsequent discussion of the five-item list will possibly show that some of the described traits may belong to one or more persons but do not necessarily characterise the whole group.

Exercise 2

This exercise takes the students along across the borders of their country and, inevitably, their personal experience. Reflection on the matching process may to some extent reveal their bias and their related, but unreasoned persistence. Group dynamics may have led to persuasive dominance by one of the members, along these lines: 'Somebody seemed to know well, so we adopted her opinion and all agreed that people from the moon are unreliable and they smell'. This exercise is meant as an overture to the essential discussion of the notion of stereotypes.

Stereotypes

When we first meet people we make judgments in the space of a few minutes and mainly based on appearance. Sometimes it seems difficult to readjust these initial judgements, even if new encounters prove them wrong. Likewise we form ideas about other nationalities on the basis of own experience, but more often than not just because 'everybody knows' about certain people and their specific characteristics. The process of projection from the individual to the whole nation adds to the problem. You can make a list of stereotypes with the group and put them up on the board.

However, apart from the irrational aspect of stereotypes they have, like proverbs and other folk wisdom, a basis in extensive shared experience, which gives them an element of truth. Yet, it is everybody's moral duty to approach people with an open mind and the willingness to revise old opinions. This is what we advocate towards our students.

The great challenge for PICTURE is to decrease and prevent stereotypical thinking. We believe that personal contact between students and foreigners can help in avoiding bias, especially if both parties have to put much effort in finding not only the differences but also the similarities between their cultures. Consequently and most importantly of all, we believe that a great part of the activities will have to be devoted to an analysis of



The caricatures are only meant to illustrate the result of the described process. The name of the band in the cartoon is *Rolling Stones* with lead singer Mick Jagger, here in the abstraction of just a big mouth. The presented stereotypes are men (possibly public servants), unjustly claiming to work heroically hard at the office, and the stereotype of the (in this case ironically enough self-proclaimed) dumb blonde.

Competence in intercultural communication

So, as the module text explains, intercultural communication is not only focused on cultures of *other* people, but also on the awareness of one's *own*. Successful cross-cultural contact can be achieved through the ability and readiness to bridge gaps, but this presupposes an understanding and acceptance of observed differences. The next exercise is meant as a guided experience in observation and interpretation.

Exercise three

Two groups of three students are asked to leave the room and wait till they are called back in for a meeting with people from an unknown culture which they want to get acquainted with. Then the remaining group is instructed to behave according to 'new' cultural rules. These can be codes of conduct like:

1. If a man or a woman approaches someone of the same sex, the latter will look the person in the eyes and respond. However, somebody approached by a person of another sex will cast down his/her eyes and move away.
2. Only yes/no questions will be answered.
3. If questions are asked with a smile, answers will be given. If not, the response is "Not good enough".

Of course you can think of other traits yourself. The two small groups are invited back in for a meeting under the instruction that they have to find out what sort of people they are dealing with by having conversations on any or given subjects with any member of the large group. After some time the small groups discuss their findings and report the three most characteristic traits ("the culture") to the plenary group. Hopefully the students will discover that the responses depend to a large extent on the person who is asking the questions.

Interviewing

The concept of "realia" implies a real-life situation in which students of a language meet native speakers of that language in small talk situations or planned interviews. As illustration you show one or two examples of the interviews on CD and suggest a few possibilities in your environment for similar interviews. Refer to the instructions in the Interview module.

Exercise 4

The practice interview may use open and multiple choice questions of which a few are given in the handout and more in the Introduction Module. For this exercise students are of course free to develop their own questions.

The organisation of a rounding off example interview is up to you, although it stands to reason that if respondents are asked fresh questions from other groups this will add to the spontaneity of their reactions. As said before, this exercise can be shortened or left out completely, depending on the available time. Even so, attention should be paid to the example questions from the questionnaire with their five-scale quantifiable answers.

Exercise 5

For this exercise students are assigned to form groups of three in order to do their first interview, possibly recorded on video. They use preselected questions from the questionnaire. The results and experiences will be discussed in a later session. For further information see the Interview Module.

PICTURE Introduction module

Handout

This module provides an overview of the PICTURE project on intercultural communication in the EU. The core activity will be **interviewing “native speakers”** of the language you are studying. You will be prepared for these interviews via CD-based film sequences of actual interviews. Hence the project title PICTURE, as the acronym of “Portfolio Intercultural Communication: Towards Using Real Experiences”.

Setting the scene

Situation

In France, when people meet, they most often kiss each other three times - or even more if good friends - instead of shaking hands.

I don't understand the etiquette of kisses, particularly by French people. The quantity of kisses apparently reflects the level of intimacy or something. Weird! (as reported by an Englishman).

PICTURE offers a number activities as tools to help you improve your skills to deal with contacts with people from other cultures. These activities can be grouped in the following three categories:

- 1 A series of personal **interviews** with foreigners on intercultural aspects. You will receive a questionnaire to carry out the interviews.
- 2 A series of CD-based **class modules** in which group activities like role plays and discussions play a prominent role.
- 3 A series of **lab modules**, which you will work at individually using a computer.

Exercise 1

Form small groups to discuss and find at least three notable differences between what you feel is your own shared culture and that which is represented by fellow countrymen from other towns, regions or walks of life. Then write down the characteristics you have hit upon.

So far we have focused our attention on what you **already knew** before you wrote down these five results of former experience - or perhaps just generally accepted ideas - or are they really *prejudices*, i.e. not even based on your prior observations? Let's have another internationally oriented look at prejudices, or as we call them from now on, *stereotypes*? Time for a test.

Exercise 2

Look at the following statements and the list of countries. For each statement, choose at least one country that you think fits the bill, first individually, and then compare your results with your neighbour's. What made you decide? What conclusions can you draw?

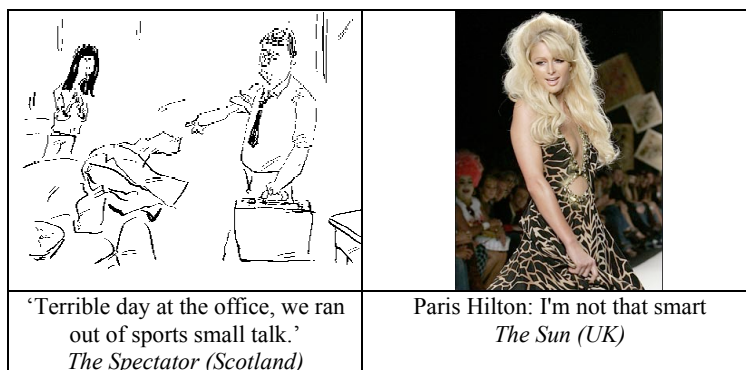
Austria	A	Luxemburg	L
Portugal	P	Holland	NL
Slovakia	SK	Denmark	DK
Belgium	B	Malta	MT
Italy	I	Poland	PL
Czech Republic	CZ	Finland	FI
Germany	D	Cyprus	CY
Greece	GR	UK	GB
Ireland	IRL	Hungary	HU
France	F	Spain	E
Sweden	S	Slovenia	SLO
Bulgaria	BG	Romania	RO

People in this country...		
1	.....	are lazy
2	.....	drink a lot
3	.....	cheat a lot
4	.....	do not show emotions
5	.....	are very blunt
6	.....	are very polite
7	.....	are very punctual
8	.....	are very well-organised
9	.....	don't show respect
10	.....	are very romantic
11	.....	are very nice
12	.....	have a good sense of humour
13	.....	are tolerant

Stereotypes

Stereotypes are the result of focusing on *differences*, which are subsequently exaggerated. They are based solely on membership of individuals in a certain group; if you are P you must be Q.

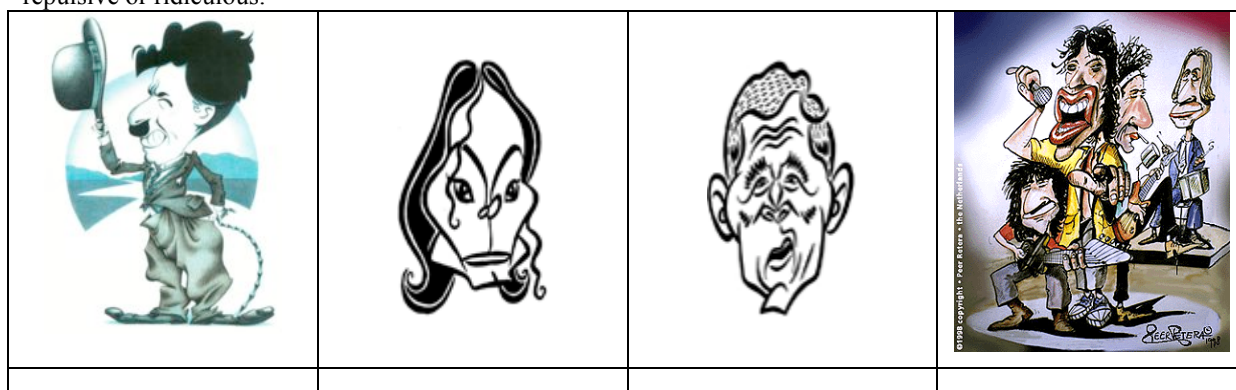
What stereotypes/prejudices are represented below?



The process of stereotype production:

1. Simplification
2. Exaggeration or distortion
3. Generalisation
4. Presentation as 'natural'

Sometimes a stereotype may even become a negative **caricature**, exaggerated to the point where it becomes repulsive or ridiculous.



Exercise 3

A few of your group will leave the room after having received instructions from your teacher. Then the group will be given instructions too.

Intercultural communication

One can say that it involves contact between people either using different languages, or holding sets of significantly different values and models of the world, or both. As a result they may *behave* differently.

Intercultural competence

What you want to achieve is the ability to cope adequately with your *own* cultural background in interaction with others. So, learning another culture is in the first place **learning the relativity of things you do in your own culture** and start thinking about that. **PICTURE** aims to help you

- develop an open mind for cultural differences,
- identify and understand them and
- most importantly, learn to **appreciate** and cope with these cultural differences.

Interviewing

On CD you will find comprehensive information on how to conduct your interviews. A few examples from the **questionnaire** are below.

1. How important is it to marry a person whose family is considered respectable by society?

1: of the utmost importance	2: very important	3: of moderate importance	4: of little importance	5: of very little or no importance
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2. Do you agree that physical violence is inexcusable under any circumstances?

1: strongly agree	2: agree	3: neither agree nor disagree	4: disagree	5: strongly disagree
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3. Do you agree that people should not show their emotions in public?

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We wish you good luck (and fun) with the project as a helpful tool for the rest of your life.