

## The intercultural component

Dick Meijer

---

---

---

---

---

---

---

---

## The ELP and interculturality

- The **Principles and Guidelines** (2000) require that the ELP should “reflect the Council of Europe's concern with ... respect for diversity and ways of life”
- The ELP is a “tool to promote plurilingualism and pluriculturalism”

---

---

---

---

---

---

---

---

## CEF and interculturality (Common European Framework, 2001)

- The cultural impact of language learning on the individual learner:
  - The learner becomes plurilingual and develops interculturality
  - Linguistic and cultural competences
    - contribute to the growth of intercultural awareness, skills and know-how
    - enable the learner to develop
      - an enriched, more complex personality
      - an enhanced capacity for further language learning
      - greater openness to new cultural experiences

---

---

---

---

---

---

---

---

**CEF and interculturality**  
(Common European Framework, 2001)

- Intercultural awareness includes an awareness of diversity
- Intercultural skills and know-how include:
  - Ability to bring culture of origin and foreign culture into relation with each other
  - Cultural sensitivity/ability to use a variety of strategies when in contact with other cultures
  - The role of cultural intermediary
  - Ability to overcome stereotyped relationships

---

---

---

---

---

---

---

---

**ELP and interculturality**  
(Principles and Guidelines, 2004)

- **Language Passport** describes significant language and intercultural learning experiences
- **Language Biography** is organised to promote plurilingualism
- **Dossier** offers the opportunity to select materials to document and illustrate experiences

---

---

---

---

---

---

---

---

**The problem of intercultural competence**

- There are no validated scales
- Cultural knowledge is not the same as intercultural competence
- Intercultural competence needs knowledge (starting with awareness of culture of origin)
- It is difficult to judge one's own intercultural competence

---

---

---

---

---

---

---

---

### **The role of the ELP**

- The ELP should play an important role in stimulating
  - Thinking about cultural differences
  - Reflection on experience (location/intensity)
    - Location: work, travel, study
    - Intensity: frequency, duration, involvement, significance for oneself

---

---

---

---

---

---

---

---

### **In the classroom**

- In many cases language learning takes place in the classroom
- Possibilities of bringing the other culture into the classroom:
  - Native speakers (neighbourhood, international companies)
  - Media (journals, newspapers, internet)
  - Correspondence projects (e-mail, letters)
  - Virtual exchanges
  - Global simulation

---

---

---

---

---

---

---

---

### **Global simulation**

- Develop a biography of a person in the target language. During a couple of lessons the biography will be enriched with all kinds of information
- First part: collecting information
- Raise awareness by checking information with resource persons (teachers, native speakers, etc.)
- By combining with exchange programmes (real or virtual) intercultural experiences are possible
- During the project and at the end: use real or virtual communicative situations to check the information that has been collected

---

---

---

---

---

---

---

---

## Activities

- Develop your own (foreign) identity:
  - Name, year of birth, city, where you live, school, family, occupation of parents
  - Search for information about city, neighbourhood
- Young learners can have two goals:
  - Intercultural experiences that arise from checking and exchanging information with other learners
  - Develop an awareness of their own culture
- Look for realisations of "can do" statements in ELP
- Develop your (foreign) identity further:
  - Make appointments, participate in real-life events: football match, movie, theatre, concert, etc.
  - Read (local) newspapers, magazines, etc.

---

---

---

---

---

---

---

---

## References

- Little, D. and B. Simpson, 2003: *European Language Portfolio: the intercultural component and learning how to learn*. Strasbourg: Council of Europe
- Groenewold, P., 1997: *'Land in Sicht'. Landeskunde als Dialog der Identitäten am Beispiel des deutschen-niederländischen Begegnungsdiskurses*. Groningen [Dialogue of identities: Dutch-German imagological discourse]

---

---

---

---

---

---

---

---