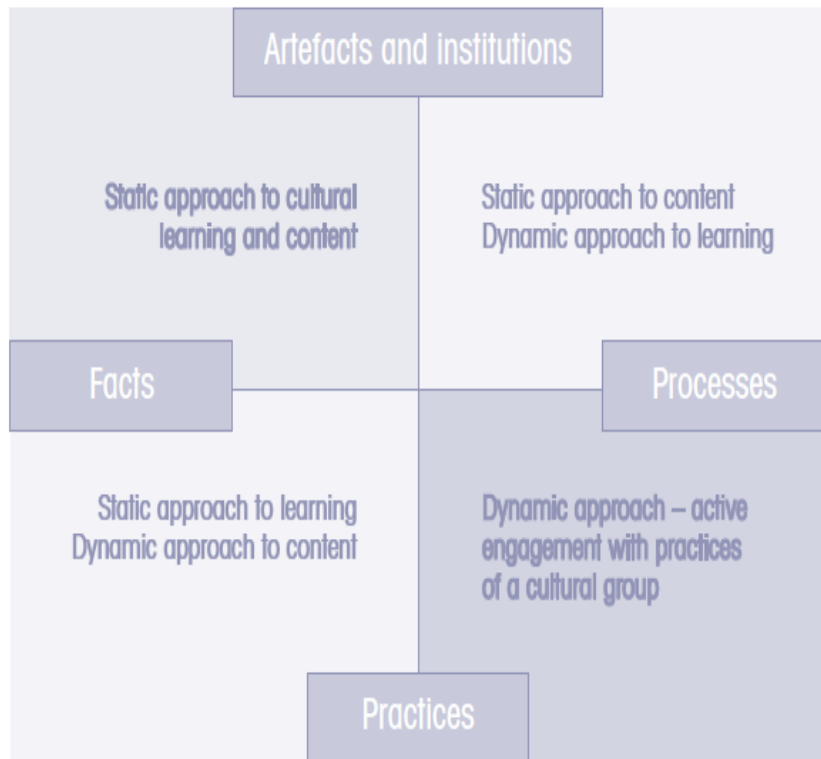




What is culture?

## Approaches to teaching culture



## Static and dynamic approaches to culture

### 1) Culture as facts or as processes:

Facts

(사회의 성격에 대한  
정적인 정보)

Process

(사회가 건설되고, 표시되고,  
성립되고 이해되는 역동적인 체계)

### 2) Culture in terms of educational content:

Artefacts & institutions

(사회가 생산한 것들)

Practices

(사회구성원이 말하고 행한 것들)

- 문화를 가르치는 가장 정적인 접근법은 인공유물, 관습적 제도와 사실적 지식을 강조하는 것이며,
- 문화를 가르치는 가장 역동적인 접근법은 문화적인 그룹의 관습(행동과 말)에 능동적으로 관여하는 것이다.

# What is culture?

- What is culture? Iceberg or onion?

Some people think that culture is like an iceberg, other people think that it is like an onion.

- (1) If culture is like an iceberg, what is below the water and what is above?
- (2) If culture is like an onion, what are the different layers?



메모하기 -첨부자료 그림에 자신이 생각하는 문화의 예를 적기. 토론 (발표하려는 주제와 연관짓기)

# What is culture?

## Iceberg vs. onion

**Iceberg: what you can see vs. not see**

<https://www.youtube.com/watch?v=woP0v-2nJCU> (1:50) (cultural iceberg)

[https://www.youtube.com/watch?v=a9Z83l\\_g4Hw](https://www.youtube.com/watch?v=a9Z83l_g4Hw) The Cultural Iceberg (12:34)

Above the water- |

Below the water- |

**Onion layers** (starting from the inside)

Or

\*The roots of the onion: history

# What is culture?

It's relatively easy to think of how behavior and customs differ from one country to another (top of the iceberg),

but **how do values and beliefs differ?** (Possible answers):

- ways of thinking, religious beliefs,
- attitudes to time; to the sexes, towards nature/work & leisure, perceptions of good & evil/beauty, popular entertainment
- directness (low-context) vs. indirectness (high-context culture);
- facts and figures vs. personal relationships;
- competitive/individualistic vs. cooperative/collectivist;
- hierarchical power structure vs. flat, etc.)



# What is culture?-Sociocultural Factors

## Aspect of Communicative Process

- learning of another culture =>
- the overcoming of the personal and transactional barriers presented by two cultures in contact, (\*개인, 업무적/거래 장벽) and
- the relationship of culture learning to second language learning.

How can we define culture?

<https://www.youtube.com/watch?v=YIsWtHx1L9s>  
(unbelievably shocking cultural norms) (6:51)



shocking cultural norms

How do values and beliefs differ?

# Definition of Culture by Sociocultural Factors



1. Culture is a way of life. Culture is the context within which we exist, think, feel, and relate to others. It is the “glue” that binds a group of people together. –

governs our behavior in groups

2. Culture as a “blueprint” that guides the behavior of people in a community

- is incubated in family life
- makes us sensitive to matters of status,
- helps us know what others expect of us and what will happen if we do not live up to their expectations.

3. Culture’s variability and diversity

Culture might be defined as the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time.

4. Culture : a system of integrated patterns.

**Learning of another culture: the overcoming of the personal transactional barriers presented by two cultures in contact.**

\* transactional: 업무적인, 교류적(대인관계의)



# Intercultural competence- (L, C & Lg : What is culture?)

## Intercultural dimension/competence.

The goal of learning is **to decentre** learners from their own culture-based assumptions and **to develop an intercultural identity as a result of an engagement with an additional culture**. Here the borders between self and other are explored, problematised and redrawn. (목적. **intercultural identity** 개발)

학습자가 다른 문화에 관한 지식을 발달시키는 것만이 전부가 아니고, 자신을 다른 문화와 관계해서 이해하는 것이 중요. 즉, 문화간의 차이를 배우는 것은 단순히 다른 문화를 아는 것이 아니라 자신의 문화가 어떻게 자신, 세계 그리고 우리와 타인과의 관계를 인지하는지를 이해하는 것을 배우는 것이다.

## 이문화(문화간) 역량개발

- 자신만의 문화 기반 가정에서 탈피, ➡
- 추가 문화와 교류하여, ➡
- 이문화(문화간)의 정체성을 개발하는 것.

: 자신과 다른 사람 사이의 (문화) 경계선  
탐험 ➡ 문제제기 ➡ 다시 그림



# Intercultural competence- (L, C & Lg : What is culture?)

## Intercultural dimension/competence.

- Know your own culture.
- Show cultural empathy(공감).
- Adopt new cultures quickly.
- See diversity as an opportunity +leverage\* it to heighten performance.
- Show eagerness to work with other cultures and
- do not have negative stereotypes.
- Be geographically mobile & flexible.
- Have proven intercultural communication skills. \*(수단, 지렛대)

(Cross cultural communication–

<https://youtu.be/YMyofREc5Jk>) (19:57)

- What's he talking about?
- What kinds of examples did he give?
- –parking
- –ways to express
- –standing in line
- Can you find any underlying values of the actions?
- How to learn culture? with curiosity >ask Qs > take

# L. is important in any culture



The reason that L. is important to culture

## 1. Direct and Indirect Styles :

**Western cultures: self-expression and verbal precision.** "yes", "no" or "for sure"

**Asian cultures: an indirect style**  
"perhaps" and "maybe"



## Decode British Speech

What is said	What is meant
Hm ... interesting idea.	<input type="text"/>
You <b>could</b> say that	<input type="text"/>
We shall certainly consider it.	<input type="text"/>
It has lots of future potential.	<input type="text"/>
He works intuitively.	<input type="text"/>

# L. is important in any culture (Sociocultural Factors)

## 2. Personal and Contextual Styles

### 1) Personal Style:

#### **The US(individualistic culture):**

-personal style of com ( "I" and "you").

-not very formal, ("you" to your boss, to the President)

**cf. In Thai language:** "you"-12 forms, (status or level of intimacy)

### 2) Contextual Styles

#### **Asian (collectivistic culture):**

-focused on speaker and on someone's status and identity.

-in collectivistic cultures, the style of L. is focused on speaker and on someone's status and identity

**Japanese :** attention to someone's status with honorifics.

# L. is important in any culture (Sociocultural Factors)

## 3. Untranslatable words

“ilunga”(Congo 언어인 Tshiluba )

a person who is ready to forgive any transgression a first and a second time, but never for a third time

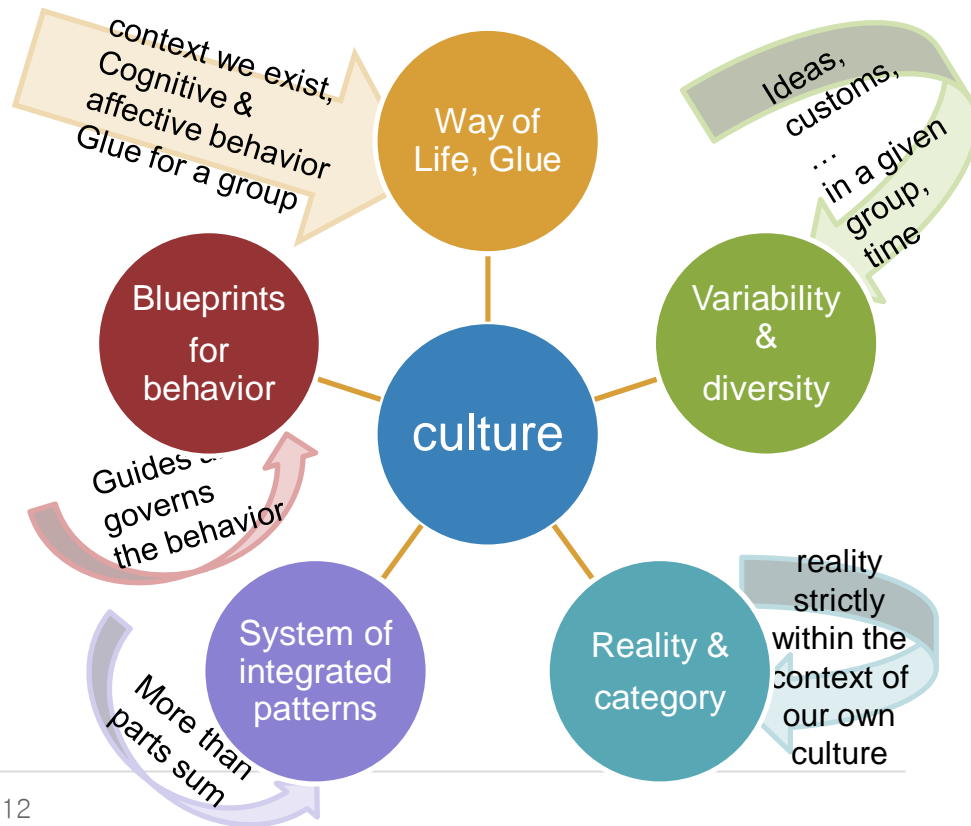
“shopping” (favorite activity to the US)

—no word for it in Russia,

“fast food” (not acceptable in some Cs)

**language and culture are intertwined**  
(closely connected)

## Culture's definition or features



# Language and Thought Processes

## Q. What do you think?

1. How does language affect thought processes?
2. Can people think of something whose terminology doesn't exist in the language?
3. Can you think of a color when we don't have a specific term?
4. What factors would affect language?

Linguistic Relativity: Does language shape how we think? Linguistic relativity & linguistic determinism (3:16)



Does language shape how we think? Linguistic relativity & linguistic determinism --  
Linguistics 101





- L = a means of Comm.
- Language influences our culture and even our



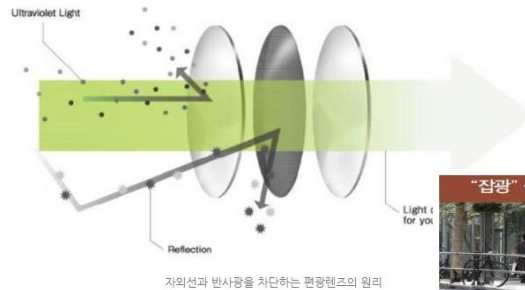
- Sapir and Whorf: more important (than it actually is) in shaping our perception of reality.

- Language  what we see in the world around us.

<https://www.youtube.com/watch?v=2TtnD4imCDQ> (ColorΔ) (2:55)

L = like a polarizing lens, filters reality – we see the real world only in the categories of our language.

You → your L → “reality”



편광렌즈원리:  
자외선과 반사광을 차단  
하여 편한 빛만 통과



잡광에 영향을 받는 시야와 영향을 받지 않는 시야 비교

# Language and Thought Processes

\*visible 가시광선 vs. Electromagnetic radiation: 전자파방사선

## Sapir and Whorf Hypothesis :

- Linguistic Determinism
- Language predetermines what we see in the world around us.

## \*Support for the Sapir-Whorf Hypothesis: Color terms: (1930s)

- -different cultures : divide up the spectrum in different ways
- 결국:
- The colors we see are  by what our culture prepares us to see

## Questions about How Not to Be a Fluent Fool & Language and thought processes



Q. Find the answer in Bennett's text.

1. What is the function of a language?
2. What kind of a person is a fluent fool?
3. What's the difference bet the strong form and the weak form of Sapir-Whorf hypothesis?
4. What is important in language learning not to be a fluent fool?  
(your guess?)