

MODUL 5 – KRITISCHE SZENARIEN

EINLEITUNG

In den meisten interkulturellen Trainingskonzepten spielen „kritische Ereignisse“ eine wichtige Rolle. Anhand von Beispielen kritisch verlaufender internationaler Begegnungen sollen die versteckten und oft unbewussten Grundannahmen, Erwartungen und Werte der beteiligten Personen unterschiedlicher kultureller Prägung bewusst und verständlich gemacht werden (vgl. Eisberg-Modell in Modul 2, Blatt 4). Darauf aufbauend sollen angemessene Verhaltensstrategien diskutiert und geübt werden. Auf diese Weise sollen die Lernenden

- auf Überraschungen in interkulturellen Begegnungen vorbereitet werden,
- auf Zeichen von Irritation, Aggression u. ä. grundsätzlich verzichten lernen,
- über angemessene Formulierungen und Diskursstrategien verfügen und diese situationsgerecht einsetzen können.

Die folgenden Unterrichtsmaterialien bereiten auf kritische Situationen vor und wählen dazu sowohl **intra**kulturelle als auch **inter**kulturelle kritische Szenarien.

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1. POLITE CONVERSATION IN INTERCULTURAL ENCOUNTERS

TO DO

1. POLITE CONVERSATION IN INTERCULTURAL ENCOUNTERS¹



If you want to express that you don't agree ...	It's not a good idea to say ...	but rather...
<p>... because these phrases may be perceived by non-Germans as too direct, rude and impolite. If you speak this sort of English you risk being considered an impolite or even stupid German by your counterparts.</p> 	<p>No, I don't agree. That's nonsense! I don't think so.</p> <p>That's awful I don't want it. I don't like I don't have time. I hate [blue cheese].</p> <p>No! That's wrong! That's a mistake! It is wrong to say ...</p>	<p>I see what you mean, but ... I am not quite sure ... I might be wrong, but ... I think ... / I prefer ... / I'd rather ...</p> <p>Good idea, but we could also try something else. What about ... Maybe it's a good idea. Perhaps you would want to ... I don't want to be rude, but ... I'm afraid I'm allergic to [blue cheese].</p> <p>Not quite. Sorry, try again. Nearly ... I am not quite sure if I've got you right.</p>
	<p>That's good. This could have been my idea. You must ... You have to ...</p>	<p>Maybe it's a good idea to ... You might want to ... Perhaps you would like to ... Would you like to ...</p>

The communication strategies we are recommending are basically Anglo-Saxon conventions. In so far as they are based on well-established "facesaving strategies" it may be a good idea to make use of them in most (if not all) intercultural encounters.

We recommend therefore keeping this sheet ready for use and referring to it at first. You should eventually be able to use such phrases without much thinking!

¹ Adapted from U. Handke, Interkulturelle Kompetenz als Türöffner: ein deutsch-englischer Sprachknight. Schroedel - Diesterweg 2006, p. 57f.

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ZIEL: Höflichkeitsregister bewusst machen und üben.

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

- Input: Stellenwert höflicher Kommunikation in interkulturellen Begegnungen; dabei spielen insbesondere "face-saving strategies" eine zentrale Rolle. Rückgriff auf entsprechende Übungen in Modul 4.
- Diskussion mit Gesamtgruppe: Warum sind die vorgeschlagenen Formulierungen für interkulturelle Begegnungen besser geeignet?

ACHTUNG: Die S sollten aufgefordert werden, dieses Blatt gesondert abzuheften und es bei möglichst allen der folgenden Übungen heranzuziehen. Wichtigstes Ziel dieses Moduls ist es, ausnahmslos höfliche Diskursstrategien einzuüben, damit diese ohne längeres Überlegen jederzeit eingesetzt werden können.

1. POLITE CONVERSATION IN INTERCULTURAL ENCOUNTERS¹



If you want to express that you don't agree ...

It's not a good idea to say ...

but rather...

... because these phrases may be perceived by non-Germans as too direct, rude and impolite. If you speak this sort of English you risk being considered an impolite or even stupid German by your counterparts.



No, I don't agree.
That's nonsense!
I don't think so.



That's awful
I don't want it.
I don't like
I don't have time.
I hate [blue cheese].

No!
That's wrong!
That's a mistake!
It is wrong to say ...
You made a mistake ...
You don't say ...

You must understand

This is alright.
That's good.
This could have been my idea.

You must ...
You have to ...

I see what you mean, but ...
I am not quite sure ...
I might be wrong, but ...
I think ... / I prefer ... / I'd rather ...

Good idea, but we could also try something else. What about ...
Maybe it's a good idea.
Perhaps you would want to ...
I don't want to be rude, but ... I'm afraid I'm allergic to [blue cheese].

Not quite.
Sorry, try again.
Nearly ...
I am not quite sure if I've got you right, do you mean ...?

You know what I mean ...
You know what it is like!

Fine! / Excellent! / Brilliant! / Fantastic!

Maybe it's a good idea to ...
You might want to ...
Perhaps you would like to ...
Would you like to ...

The communication strategies we are recommending are basically Anglo-Saxon conventions. In so far as they are based on well-established "facesaving strategies" it may be a good idea to make use of them in most (if not all) intercultural encounters.

We recommend therefore keeping this sheet ready for use and referring to it at first. **You should eventually be able to use such phrases without much thinking!**

¹ Adapted from U. Handke, Interkulturelle Kompetenz als Türöffner: ein deutsch-englischer Sprachknigge. Schroedel - Diesterweg 2006. p. 57f.

2. METALANGUAGE (1) (2): SPEAKING ABOUT EXPERIENCES, OBSERVATIONS, IMPRESSIONS

TO DO

2. METALANGUAGE (1) (2): SPEAKING ABOUT EXPERIENCES, OBSERVATIONS, IMPRESSIONS

To avoid misunderstandings in intercultural encounters it may sometimes be helpful to explain your own expectations, experiences and reactions. This type of communication is called 'metacommunication', i.e. communication about communication or ways of behaviour, both of yourself and of others.

a) Talking about your observations and experiences

- I've often noticed that ...
- I couldn't help noticing ...
- Many English / Americans / French / I know ...
- I know quite a number of English / Turks / Spaniards who ...

b) Confirm your observations

- The Poles I know seem often / often did ...
- I don't think that in Poland it is normal to ...
- Most French people I met (saw) ...

2. METALANGUAGE (2): SPEAKING ABOUT EXPERIENCES, OBSERVATIONS, IMPRESSIONS

To avoid misunderstandings in intercultural encounters it may sometimes be helpful to explain your own expectations, experiences and reactions. This type of communication is called 'metacommunication', i.e. communication about communication or ways of behaviour, both of yourself and of others.

What do you say?

- A visitor to your home starts to take his shoes off. _____
- You are just about to introduce a young student from abroad to your boss and want to make sure he/she knows how to greet your boss properly. _____
- In England, you have noticed that everyone _____

understand one another

- When on holiday in France we usually find that ...
- We find it a bit embarrassing / hardly polite / difficult to accept that ...

d) Explaining your reaction and expressing your feelings

- I hope you don't mind me (saying this)... but ...
- I really believed that ...
- To tell the truth, I was really surprised to find that ...
- When you did this, I thought you would ...

e. You want to find out what it means when foreign visitors don't react to a suggestion. _____

f. Someone asks you what you do in Germany on birthdays. _____

g. Someone asks you how important name days are in Germany. _____

ZIEL: Metakommunikation, höfliches Thematisieren von eigenen und fremden Konventionen, Vermeidung möglicher Missverständnisse und Irritationen in privaten und beruflichen Begegnungen.

GERR: Eine mehrsprachige und plurikulturelle Kompetenz fördert auch die Entwicklung des sprachlichen und kommunikativen Bewusstseins und sogar metakognitiver Strategien. ... Diese Erfahrung von Mehrsprachigkeit und Plurikulturalismus bedeutet außerdem, bereits vorhandene soziolinguistische und pragmatische

Kompetenzen auszunutzen, die dadurch wiederum weiterentwickelt werden. (S. 133)

METHODE:

- Input: Anhand eines Beispiels (vgl. Blatt Modul 5 (2) Punkt 1.) wird der Begriff „Metakommunikation“ eingeführt und ihre Funktion erläutert.
- Blatt Modul 5 (2) wird verteilt. Die Anlässe zur Metakommunikation in Paarbeit durchgehen. Die S finden Beispiele für die Verwendung jedes Satzes.
- Blatt 5/3 wird verteilt. Einzelarbeit: Mithilfe der Beispielsätze auf Blatt 5/2 schreiben die S angemessene Antworten auf.
- Ableich der Antworten in Paarbeit.
- Anschließend Besprechung mit der Gesamtgruppe.

HINTERGRUND: Die Fähigkeit, eigene kulturelle Konventionen, Erwartungen und Annahmen zu thematisieren, sie mit (fremden) Konventionen, Erwartungen usw. eines Gesprächspartners in Beziehung zu setzen und ggf. Vereinbarungen über die aktuell gültigen Regeln zu treffen – d.h. die Fähigkeit zu Metakommunikation, ohne dabei arrogant oder ignorant zu wirken – kann einen entscheidenden Beitrag zur Vermeidung und Lösung interkultureller Missverständnisse leisten. Darüber sind sich viele Experten einig. Die entsprechenden Formulierungen sollten von den S daher möglichst sicher beherrscht werden, damit sie in schwierigen Gesprächssituationen ohne längere Überlegung zur Verfügung stehen.

Zu beachten ist allerdings, dass die Bereitschaft, sich auf Metakommunikation einzulassen, nicht in allen Kulturen gleich ausgeprägt ist. So lehnen beispielsweise Menschen aus sogenannten „Hochkontext-Kulturen“ einen solchen Wechsel der Ebenen gelegentlich ab. Grund: Die anzusprechenden Regeln gelten ihnen als selbstverständlich und nicht hinterfragbar. Hochkontext-Kulturen in diesem Sinn sind mehrere traditionelle asiatische Kulturen, bezogen auf eine „Niedrigkontext-Kultur“ wie Deutschland oder England, aber auch ein Land wie Frankreich.

LITERATUR: BENEKE, Jürgen: Intercultural competence. In: BLIESENER, Ulrich (Hrsg.): Training the Trainers. Theory and Practice of Foreign Language Teacher Education. Köln 2000, S. 107-125. BYRAM, Michael; ZARATE, Geneviève; NEUNER, Gerhard: La compétence socioculturelle dans l'apprentissage et l'enseignement des langues. Vers un Cadre Européen commun de référence pour l'apprentissage et l'enseignement des langues vivantes: études préparatoires. Strasbourg 1997. CAMERER, Rudolf: Sprache – Quelle aller Missverständnisse. In: Zeitschrift für interkulturellen Fremdsprachenunterricht 12 (2007) 3, URL: <https://zif.spz.tu-darmstadt.de/jg-12-3/beitrag/Camerer.htm> [letzter Zugriff: 14.01.2016]. Zu „Hochkontext“ und „Niedrigkontext-Kultur“ vgl. HALL, Edward T.: Beyond Culture. New York 1976.

2. METALANGUAGE (1): SPEAKING ABOUT EXPERIENCES, OBSERVATIONS, IMPRESSIONS

To avoid misunderstandings in intercultural encounters it may sometimes be helpful to explain your own expectations, experiences and reactions. This type of communication is called “meta-communication”, i.e. communication about communication or ways of behaviour, both of yourself and of others.



Foto: www.aboutpixel.de/fanny 18

a) Talking about your observations and experiences

- I've often noticed that ...
- I couldn't help noticing ...
- Many English / Americans / French I know ...
- I know quite a number of English / Turks / Spaniards who ...

b) Confirm your observations

- The Poles I know were often / often did ...
- I don't think that in Poland it is normal to ...
- Most French people I met [would] ...
- The Italians I know were generally ...

c) Talking about incidents or problems at work or in private encounters

- I think that in Germany generally ...
- Generally speaking I would expect that ...
- I believe most Germans would react like this.
- Talking of I would expect / think / believe ...
- In general I think ...
- When staying in Spain we found that ...
- We were often surprised to find that Americans ...
- Misunderstandings between the French and ourselves sometimes happen. We don't always understand one another.
- When on holiday in France we usually find that ...
- We find it a bit embarrassing / hardly polite / difficult to accept that ...

d) Explaining your reaction and expressing your feelings

- I hope you don't mind me [saying this]... but ...
- I really believed that ...
- To tell the truth, I was really surprised to find that ...
- When you did this, I thought you would ...

2. METALANGUAGE (2): SPEAKING ABOUT EXPERIENCES, OBSERVATIONS, IMPRESSIONS

To avoid misunderstandings in intercultural encounters it may sometimes be helpful to explain your own expectations, experiences and reactions. This type of communication is called “meta-communication”, i.e. communication about communication or ways of behaviour, both of yourself and of others.



Foto: www.aboutpixel.de/fanny 18

What do you say?

1. A visitor to your home starts to take his shoes off.

2. You are just about to introduce a young intern from abroad to your boss and want to make sure he/she knows how to greet your boss properly.

3. In England, you have noticed that everyone starts eating without saying anything.

4. A foreign guest asks if it is okay to drop food on the floor or leave it on the table at a meal.

5. A foreign guest asks if you drink tea with meals.

6. You want to find out what it means when foreign visitors don't react to a suggestion.

7. Someone asks you what you do in Germany on birthdays.

8. Someone asks you how important name days are in Germany.

3. WHAT DO YOU SAY?

TO DO



ZIEL: Höfliche Kommunikation in schwierigen Situationen: Sich entschuldigen, Zeit gewinnen, Metakommunikation, Konsensgespräch ...

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und

achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

- A. Input: Grundsituation – S als Gast in einer englischen Umgebung (Urlaub, Praktikum, Austausch).
- B. TRIADE (2 S kommunizieren, 1 S als "referee") mit Rollenkarten. Die Übung sollte zwei- bis dreimal im Laufe des Seminaarfachs wiederholt werden, um den Lerneffekt zu sichern und bewusst zu machen.

HINTERGRUND: In schwierigen Situationen ist Gelassenheit und Höflichkeit entscheidend. Die S sollten daher ermutigt werden, ausschließlich höfliche Formulierungen zu verwenden. Unhöfliche Formulierungen werden als Fehler gewertet. Sogar gravierende linguistische Fehler können dagegen zunächst in Kauf genommen werden. Sie sollten jedoch vom L gesammelt und anschließend angesprochen und korrigiert werden.

ANSCHRIEB:

Apologising:

- Excuse me, may I ...
- I'm (terribly) sorry ...

Saying no politely:

- That's really kind of you, but ...

Touching on a delicate subject:

- I might be wrong, but ...
- Tell me if I'm wrong, but ...

Suggesting action:

- Would you please [pass this on]
- [Monica], please, could you ...

Saying neither yes nor no:

- I must think it over ...
- I'll have to see ...

3. WHAT DO YOU SAY? (A)



You are staying with an English family. You arrive home 20 minutes late and they are waiting for you to start the evening meal.

You have forgotten the name of the person you are talking to. Find out his / her name without seeming rude.



At a party you meet someone you find really attractive. Start a conversation with him/her.

You are visiting someone and need to make an urgent phone call, but don't have your mobile with you.

You spill some coke on a schoolmate's white shirt.

In a café you get the bill. You are absolutely sure it is too high.

You have agreed to meet your friend at eight. Your friend arrives shortly after nine thirty.

What do you say?

You are standing in a queue at the bank. Someone jumps the queue without saying a word.

What do you say?



3. WHAT DO YOU SAY? (B)



You are a guest at someone's home. Your host offers you a glass of beer, but you don't drink alcohol.

Someone you meet invites you for dinner at his/her home. The day before he/she calls you to ask whether there is anything you don't eat.



You are expecting an exchange student who is visiting your country for the first time. Suggest things he/she might want to do during a free afternoon.

A visitor from Spain would like to take a souvenir home. What do you suggest he/she gets?

A schoolmate's parents invite you to the theatre. You cannot accept because you have already accepted another invitation for the same evening.

Your schoolmate invites you to a meal at his/her home. You are not sure what to take as a present.



4. AN EMBARRASSING SITUATION

TO DO

4. AN EMBARRASSING SITUATION

Here is what a young American woman said about an experience she had at an international conference in Austria.



Foto: www.aboutpbel.de/stompic

When the conference was over that day, we went out in a group of six. We were all from different countries looking for a place to have supper together. When we got to the restaurant a young man from Austria opened the restaurant door. Of course, I thought he would let me go in first, but to my surprise he went in front of me. I was shocked, to be frank, and I mentioned this to him when we sat down at a table. The Austrian argued that in his country for reasons of politeness men enter a restaurant before the ladies, whereas when leaving they hold open the door and let the ladies leave first. I'm sure he realized I was somewhat in doubt about this and believed he was only looking for an excuse for his behavior. It turned out to be quite a nice evening, nevertheless.

Discuss with your partner:

- What exactly shocked the American woman?
- Why do you think she expected something different?
- Could this incident have been avoided? If yes, how?
- What could have been an appropriate reaction on the part of the American woman to something unexpected like the episode above?

KOPIERVORLAGE

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ZIEL: Höflichkeitsregister bewusst machen.

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

- A. Situation: Internationale Gruppe – wessen / welche Regeln sollen gelten?
- B. Einzelarbeit: Leseverständnis
- C. Gesamtgruppe: Klärung unbekannter Vokabeln
- D. Partnerarbeit: Diskussion des Berichts
- E. Gesamtgruppe: Diskussion der Fragen – Bedeutung von Metakommunikation in internationalen / interkulturellen Begegnungen! Vgl. dazu Modul 5 Blätter 2 und 3.

4. AN EMBARRASSING SITUATION

Here is what a young American woman said about an experience she had at an international conference in Austria.



When the conference was over that day, we went out in a group of six. We were all from different countries looking for a place to have supper together. When we got to the restaurant a young man from Austria opened the restaurant door. Of course, I thought he would let me go in first, but to my surprise he went in front of me. I was shocked, to be frank, and I mentioned this to him when we sat down at a table. The Austrian argued that in his country for reasons of politeness men enter a restaurant before the ladies, whereas when leaving they hold open the door and let the ladies leave first. I'm sure he realized I was somewhat in doubt about this and believed he was only looking for an excuse for his behavior. It turned out to be quite a nice evening, nevertheless.

Discuss with your partner:

- What exactly shocked the American woman?
- Why do you think she expected something different?
- Could this incident have been avoided? If yes, how?
- What could have been an appropriate reaction on the part of the American woman to something unexpected like the episode above?

5. A DIFFICULT EMAIL

TO DO

5. A DIFFICULT EMAIL

A Spanish colleague of yours, Manuel, didn't show up for an appointment you both made without letting you know. As you don't have his mobile number, you write him an email and ask what happened.

Do not write more than sixty words.

Dear Manuel ...

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Foto: www.abourpistel.de/poipare

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KOPIERVORLAGE

ZIEL: Schriftliche Höflichkeitskonventionen, höfliche Email schreiben

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

A. Diskussion: Welche Bestandteile sollte eine höfliche Email in einer derart kritischen Situation enthalten? Stichworte und Formulierungsvorschläge werden gesammelt. (Tafelanschrieb!)

- B. Einzelarbeit schriftlich.
- C. Partnerarbeit: Vergleich der Email-Entwürfe.
- D. Gesamtgruppe: Vorlesen und Dokumentation gelungener Entwürfe.

HINTERGRUND:

Eine höfliche Email in kritischen Situationen sollte mindestens diese 3 Teile enthalten:

1. Positive Eröffnung, keine Schuldzuweisung, Möglichkeit eines eigenen Fehlers andeuten, um das Gesicht des Geschäftspartners zu wahren.
2. Positives Interesse an Kontakt bekräftigen.
3. Positiver Ausblick.

Diese Mail sollte auf „Wortgewalt“ verzichten und knapp, aber höflich formuliert sein. Die vorgegebene Beschränkung der Wortzahl dient diesem Zweck; ein leichtes Überschreiten der Wortzahl sollte allerdings nicht moniert werden.

LÖSUNGSVORSCHLAG:

Dear Manuel,

I might be wrong, but I thought we had agreed to meet today at 2 pm in my office. Did I get it wrong? I'd really like to meet you to settle some questions. Why don't you suggest a date that suits you? I'm quite flexible and will be available most of this week.

Looking forward to hearing from you.

Best wishes

.....

5. A DIFFICULT EMAIL

A Spanish colleague of yours, Manuel, didn't show up for an appointment you both made without letting you know. As you don't have his mobile number, you write him an email and ask what happened.

Do not write more than sixty words.

Dear Manuel ...



Foto: www.aboutpixel.de/pixipixe

6. BREAKING TABOOS

TO DO

6. BREAKING TABOOS

1. THINK!

Certain topics are considered taboo by some or all groups of people. Similarly some ways of asking questions are also taboo, as they are considered too direct. Would you ask someone you don't really know the following questions? Would you ask

- a friend?
- someone older than you?



Foto: www.aboutyou.de/famy18

a. How old are you?	g. Have you ever taken drugs?
b. Do your parents get on with one another?	h. Are / Were your parents married?
c. Have you ever stolen anything?	i. What party do you / would you vote for?
d. How much do you weigh?	j. Do you believe in God?
e. How much does your father / mother earn?	k. Are you a racist?

KOPIERVORLAGE

Use the following expressions:

(8) May I ask you whether ...

(9) I'm sorry, but I prefer not to answer that question.

(10) I know that it's a rather personal / delicate question, but may I ask what / why / who ...

(11) Why do you ask?

(12) May I ask you a rather personal question?

(13) That's a bit personal. I have to think.

3. Discussion

Who could say these things to you, or who could you say them to?

a. I like your perfume.	e. You're drunk.
b. Please don't smoke here.	f. Cooking is not one of your strong points, is it?
c. I don't think that dress suits you at all.	g. Your friend is lovely.
d. Aren't you feeling well today?	h. Your fly is open.

4. Discuss with your partner:

- Do you often ask direct questions or do you prefer less personal questions? Why?
- Do you think it is better to be direct or not? Why?
- Do you think attitudes to directness may be different from culture to culture?
- Can you give examples?

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ZIEL: Tabuthemen, höflicher Diskurs in schwierigen Situationen, Stabilisierung positiver Beziehungen

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

- A. Input: Tabus sind kulturspezifisch, z.B. die Frage nach dem Gehalt gilt in manchen Ländern (z.B. Indien) als legitim. Was sind Tabus in Deutschland? Wie gehen wir damit um? Lernziel dieser Übung ausdrücklich benennen: In internationalen/ interkulturellen Situationen kann es darauf ankommen, positive Beziehungen zum Gesprächspartner zu bewahren, obgleich von diesem „ungehörige“ Fragen gestellt werden. Aggressionsfreie und höfliche Antworten sind dann entscheidend.
- B. Teil 1 in Partnerarbeit.
- C. Input Teil 2: Höfliche Diskursstrategien. Einzeln durchlesen und wiederholen.
- D. Teil 3: Partnerarbeit und Beispiele in der Gesamtgruppe wiederholen.
- E. Teil 4: Partnerarbeit und Zusammenfassung in der Gesamtgruppe.

HINTERGRUND:

A **taboo** is a strong social prohibition (or ban) relating to any area of human activity or social custom that is sacred and forbidden based on moral judgement and sometimes even religious beliefs. Breaking the taboo is usually considered objectionable or abhorrent by society. The term comes from the Tongan, and appears in many Polynesian cultures. ... Some taboo activities or customs are prohibited under law and transgressions may lead to severe penalties. Other taboos result in embarrassment, shame, and rudeness. Although critics and/or dissenters may oppose taboos, they are put into place to avoid disrespect to any given authority, be it legal, moral and/or religious. An example of use in this context is: Incest is taboo.²

² Quelle: <http://en.wikipedia.org/wiki/Taboo> [letzter Zugriff: 16.12.2015]

6. BREAKING TABOOS

1. THINK!

Certain topics are considered taboo by some or all groups of people. Similarly some ways of asking questions are also taboo, as they are considered too direct. Would you ask someone you don't really know the following questions? Would you ask

- a friend?
- someone older than you?

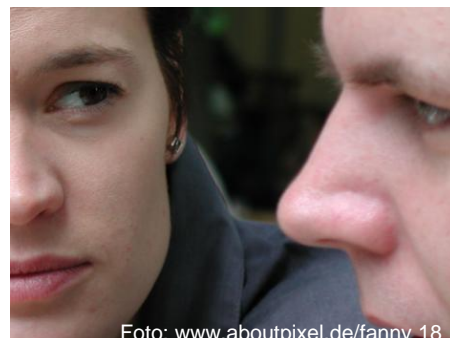


Foto: www.aboutpixel.de/fanny 18

- | | |
|---|--|
| a. How old are you? | g. Have you ever taken drugs? |
| b. Do your parents get on with one another? | h. Are / Were your parents married? |
| c. Have you ever stolen anything? | i. What party do you / would you vote for? |
| d. How much do you weigh? | j. Do you believe in God? |
| e. How much does your father / mother earn? | k. Are you a racist? |
| f. Are you a virgin? | l. Have you ever cheated in a test? |
| | m. Why don't you have a motorbike? |

2. Discussion

Who could ask you these questions? What would you say? In pairs ask each other questions.

Use the following expressions:

- (8) May I ask you whether ...
- (9) I'm sorry, but I prefer not to answer that question.
- (10) I know that it's a rather personal / delicate question, but may I ask what / why / who ...
- (11) Why do you ask?
- (12) May I ask you a rather personal question?
- (13) That's a bit personal. I have to think.

3. Discussion

Who could say these things to you, or who could you say them to?

- | | |
|---|---|
| a. I like your perfume. | e. You're drunk. |
| b. Please don't smoke here. | f. Cooking is not one of your strong points, is it? |
| c. I don't think that dress suits you at all. | g. Your friend is lovely. |
| d. Aren't you feeling well today? | h. Your fly is open. |

4. Discuss with your partner:

- Do you often ask direct questions or do you prefer less personal questions? Why?
- Do you think it is better to be direct or not? Why?
- Do you think attitudes to directness may be different from culture to culture?
- Can you give examples?

7. COMPANY CULTURES

TO DO

7. COMPANY CULTURES

The following is based on an episode that really happened. Florian has just started a period of work experience at a company in Manchester, England. He writes an email to an English friend Jamie, who he met on an exchange last year.

The image shows four overlapping email screenshots. The top one is from Florian to Jamie, dated 4 June, about the company name 'HUGGS' and social activities. The second is from Jamie to Florian, dated 5 June, about a bad mood at work. The third is from Florian to Jamie, dated 10 June, about a return offer. The fourth is from Florian to Jamie, dated 10 June, about a return offer. A yellow banner with the text 'KOPIERVORLAGE' is overlaid on the middle of the collage.

KOPIERVORLAGE

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ZIEL: Unterschiedliche Kulturstandards und Betriebskulturen verdeutlichen und angemessene Verhaltensweisen vermitteln.

GERR: B1 Ist sich der wichtigsten Unterschiede zwischen den Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. B2 Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (122)

METHODE:

- A. Warm-up: If you were a boss in an office, what rules would you have about
- working times
 - emails and internet

- addressing you (the boss) and colleagues
- drinking (alcohol) and eating at work

Have you ever done work experience in the UK or the USA? What do you know about working life in these countries? What are the differences to Germany?

- B. Input: Nicht nur nationale, regionale, milieubezogene Kulturen, sondern auch die Standards des Geschäftslebens können unterschiedlich sein. Dies betrifft u. a. den Umgangsstil unter Kollegen und zu Vorgesetzten. In angelsächsischen Firmen ist es z. B. üblich, die Vornamen auch über Hierarchiegrenzen hinweg zu verwenden. Von Deutschen (u. a.) wird dies manchmal missverstanden und mit dem Nähe signalisierenden „Du“ gleichgesetzt. Dieser Irrtum kann fatale Folgen haben.
- C. Einzelarbeit: “Read the emails. What went wrong? Who made a mistake: Florian or John? What do you think Jamie will write?”
- D. Partnerarbeit: Diskussion der Fragen
- E. Gesamtgruppe: Diskussion der Antworten

Folgeaktivität oder Hausarbeit

Write an email from Florian to Jamie.

7. COMPANY CULTURES

The following is based on an episode that really happened. Florian has just started a period of work experience at a company in Manchester, England. He writes an email to an English friend Jamie, who he met on an exchange last year.

The image displays four overlapping email window screenshots, each with a light blue header and a white body. The windows are arranged in a staggered, overlapping fashion from top-left to bottom-right.

Window 1 (Top-Left):
From: Florian Schmidt
To: Jamie Wise
Date: 4 June
Subject: News from paradise
Hi Jamie,
This is a great job! Everyone is so friendly at HUGGS, it's just like its name! Mr Hugg has said I can call him John and they all call each other by their first names, not like in Germany where everyone is so formal. I know I will enjoy it here. They even go to the pub at lunch time. I am glad I am 18 and can have a glass of beer with them.
More later
Flo

Window 2 (Middle-Right):
From: Jamie Wise
To: Florian Schmidt
Date: 5 June
Subject: re: News from paradise
Hi Flo,
Nice to hear from you. What sort of work do you do? Is it office work or do you have to make phone calls too? I had to work really hard when I was doing work experience last year. My boss, Paul was a nice guy but a real slave-driver, I can tell you. No hugs there ☹️
Jamie

Window 3 (Bottom-Left):
From: Florian Schmidt
To: Jamie Wise
Date: 7 June
Subject: re: News from paradise
Hi Jamie,
I don't know what's wrong today but everyone seems in a bad mood. I got up late this morning and got here late. Had too much beer last night, I guess, but didn't think it was so important. Something must have happened but no one has told me yet. John is just coming now so I might ask him.
Flo

Window 4 (Bottom-Right):
From: Florian Schmidt
To: Jamie Wise
Date: 10 June
Subject: re: News from paradise
Hi Jamie,
You know that place you did work experience, do they need anyone next year? I asked John if I could come back here next year and he said no. He didn't say why but he hasn't been as friendly since that day I got here late. He said I should have told him I was coming late but I thought it didn't matter as we are all friends here. I was only one hour late! What a! What do you think?
Flo

8. AU PAIR IN LONDON (1) (2)

TO DO

8. AU PAIR IN LONDON (1)

The following is based on an episode that really happened. Carolin went to London to work as an au-pair for a year with Pamela and Clive Brown and to look after their children and a baby. She got the job through an au-pair agency, City Au Pairs. After one month Pamela and Clive asked her to leave. Carolin was very surprised. She didn't know what she had done wrong.

Here are some of the things Pamela and Clive said to Carolin:

(1) "The children really like you and they're playing with you. It would be great if you stayed here with them as we would really prefer them not to watch too much television."
 (2) "You know we are very happy with you in general and it doesn't matter if you forget to do the..."

8. AU PAIR IN LONDON (2)

Listen to what Carolin and Pamela tell Pat Lyndon from the au-pair agency.

Then mark whether the following statements are TRUE or FALSE.

1. Carolin was expected to look after the children all day.
 2. Carolin saw her au-pair job as a cheap holiday.

TRUE FALSE

Discuss with your partner:

- What went wrong?
- How could this have been prevented?

KOPIERVORLAGEN

ZIEL: Sensibilisierung für indirekte Diskurskonventionen, höfliche Kritik, Umgang mit schwierigen Situationen

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu

veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

A. Warm-up:

- What do you know about working as an au-pair?
- Would you like to work as an au-pair in Great Britain or the USA?
- What can go wrong? What sort of problems might occur?

B. Einzelarbeit: Leseverstehen – L stellt sicher, dass alles verstanden ist. Anschließend markieren die S die ihres Erachtens wichtigsten Aussagen jedes Zitats.

C. Paarbeit: Abgleich der Markierungen und Diskussion

D. Gesamtgruppe: Diskussion indirekter Kommunikationskonventionen, wie sie für einige angelsächsische u.a. Kulturen typisch sind.

E. Hörverstehen: Die S markieren die Aussagen gemäß TRUE und FALSE

F. Gesamtgruppe: Diskussion der abschließenden Fragen: What went wrong? How could this have been prevented?

G. Die S schreiben einen Brief an Carolin und erklären, was ihrer Meinung nach schief gegangen ist.

LÖSUNGSSCHLÜSSEL:

1. Carolin was expected to look after the children all day.
2. Carolin saw her au-pair job as a cheap holiday.
3. Carolin made a few mistakes but always corrected them immediately.
4. Pamela and Clive didn't really like Carolin. That's why they sent her home.
5. The children liked Carolin very much and never complained.
6. Pamela thought she was clear about what she expected from Carolin.

TRUE FALSE

TRUE	FALSE
	X
	X
	X
	X
X	
X	

8. AU PAIR IN LONDON (1)

The following is based on an episode that really happened. Carolin went to London to work as an au-pair for a year with Pamela and Clive Brown and to look after their children Alice and Rachel. She got the job through an au-pair agency, City Au-Pairs. After one month Pamela and Clive asked her to leave. Carolin was very surprised. She didn't know what she had done wrong.

Here are some of the things Pamela and Clive said to Carolin:



Foto: www.aboutpixel.de/bina

- (1) "The children really like you and love playing with you. It would be great if you played more with them as we would really prefer them not to watch too much television."
- (2) "You know we are very happy with you in general and it doesn't matter if you forget to do the washing now and then but we would really like the children to have clean clothes every day. I know they don't mind and we can very well understand that it's difficult for you to organise all the washing but we would appreciate it."
- (3) "You tidy the children's room very nicely, but it would be nicer if it was clean too. I'm sure it would be nicer for you too, as you spend so much time with them there, if the carpet was a bit cleaner and there was less dust. We'll leave it up to you to organise when you do it."
- (4) "You are so good with the children and we really appreciate all the imaginative games you play with them as well as all the things you have taught them. There is one thing though. They should learn to put things away after playing with them. Then it's easier to start the next game, don't you think?"
- (5) "It's great that you enjoy living in London and I am sure the shops are really exciting. We want you to have a good time with us, but there is quite a lot of work to do when the children are in school. It doesn't matter when you do it as long as it is done when they come home so you have time to get their supper ready. You make them such delicious food."
- (6) "You know, your English is really good, I wish I could speak German as well. We think it's great that you try and improve your English. Television must be really helpful there. But perhaps you could remember to put the washing in first. You can record programmes if you are worried about missing them. Just use the recorder any time you want."
- (7) "We appreciate that you need some time to settle in with us and we can see why this might seem a bit like a holiday for you, but there are one or two things we would like you to do. We really appreciate that this is all new so just ask if you have any questions or find things too much."

Mark the most important parts of what Pamela and Clive say and discuss this with a partner.

8. AU PAIR IN LONDON (2)

Listen to what Carolin and Pamela tell Pat Lyndon from the au-pair agency.



Then mark whether the following statements are TRUE or FALSE.

TRUE FALSE

1. Carolin was expected to look after the children all day.
2. Carolin saw her au-pair job as a cheap holiday.
3. Carolin made a few mistakes but always corrected them immediately.
4. Pamela and Clive didn't really like Carolin. That's why they sent her home.
5. The children liked Carolin very much and never complained.
6. Pamela thought she was clear about what she expected from Carolin.

TRUE	FALSE

Discuss with your partner:

- What went wrong?
- How could this have been prevented?



8. AU PAIR IN LONDON (2)



TAPESCRIPT

Pat Lyndon (PL): Tell me something about what you had to do in the Brown household as an au-pair.

Carolyn (C): I had to do everything connected with the children, that is look after them, play with them and take them to school. They both went to school all day. Then I had to do their washing and tidy and clean their room. Then I picked them up from school and gave them supper and put them to bed. Pamela and Clive come back from work about 7. Then I could do what I wanted.

PL: Did you get on with Pamela and Clive?

C: Oh yes, at least I thought I did, until they asked me to leave. Pamela was great. She showed me how to do everything and said I learnt quickly. This was the first time that I had looked after a household and children so I made some mistakes at first. I broke a cup when I was washing up and one day I overslept. I had to get up at 7 to get Rachel ready for school. Oh, yes and one day I forgot her sandwiches for school but I took them to her later so I thought that was okay.

PL: Were they cross about the mistakes you made?

C: No, they weren't angry at all. They said the cup which I broke was an old one and even laughed when I told them I had gone back to school with the sandwiches.

PL: Do you think you are a well-organised person? Was it difficult organising the house and the children and your own life with Pamela and Clive?

C: I did what they told me and they always said how nice I was and how happy they were with me. They said it didn't matter if the children's rooms were a bit untidy sometimes or if they didn't always have clean clothes to wear. I didn't find the work difficult at all because they let me do what I wanted.

PL: What did you do when the children were in school?

C: Well, I sometimes went shopping and sometimes I watched television. I didn't see the point of cleaning the kids' room if they were going to play in it later and make it a mess again. I had never done washing before so I sometimes forgot to do it and did it after the children were at home. Then I was sometimes in a hurry to get their supper and put them to bed so I forgot to tell them to brush their teeth. But the children thought that was nice. I think they liked me.

PL: Did Pamela always tell you what to do?

C: Well, she said I should tidy and clean the room every day or every two days. But she said it didn't matter if I forgot sometimes and that it was okay for me to go shopping and watch television. Clive said he could see why I wanted to watch English TV to practise my English.

PL: You said it was unfair that Pamela and Clive asked you to leave? Why?

C: They never told me what I did wrong. They always said how nice I was and how much they liked me and that a few small mistakes didn't matter at all. I still don't really know what went wrong.

Pamela Brown (PB): Carolyn is a very nice girl. The children liked her and we liked her a lot, but she really didn't seem to understand what she had to do. When the kids were in school, she went shopping instead of tidying and cleaning their room and doing their washing so when they came back from school she didn't have time to play with them. She went shopping and watched television all the time. I can see why she enjoyed that, but I made it clear that she was not here on holiday. But things didn't get any better at all. The children liked her because she let them watch TV all the time. I said they could watch once a week or so but not every day.

PL: Did you tell her what she was doing wrong?

PB: Yes, quite clearly. That was the problem. I said she could go shopping but should do her work first and that when the children were here she should spend time with them. It was clear after a week that she had a lot to learn about her job as an au-pair. We are quite easy-going and didn't mind at all about some things. It really didn't matter if she forgot things now and then. But some things were important for us, like the children having clean clothes and not watching too much television so I told her about that. She didn't even try to change anything she did wrong. When nothing got better, we had to ask her to leave.

9. NEGOTIATING WITH THE FRENCH

TO DO

9. NEGOTIATING WITH THE FRENCH

You work for an American company based in Cologne. Your American colleague Jenny is visiting Paris with your French boss, Monsieur Pierre, for negotiations with an important contractor.

Here is Jenny's email sent on the second day of her visit.

De Jenny Rulm
A Fred Müller
Date 4. Juni
Objet Mein Gott!

Hi Freddy,
Just a brief note how things are going. Absolutely horrible! The French are a strange sort of people! Nothing but small talk, not a word about our contract. But endless hours in restaurants, eating excellent food, sure, and drinking fine French wines. And I thought time was money! I wonder if ever we'll get down to business. I'm really

KOPIERVORLAGE

Questions and discussion

- What does Jenny say about the French?
- What could be the reasons for her problem?
- Why does Monsieur Pierre accept all this?
- And you: What would you say and do?



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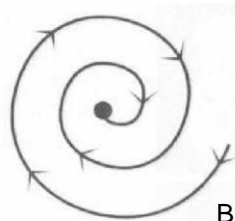
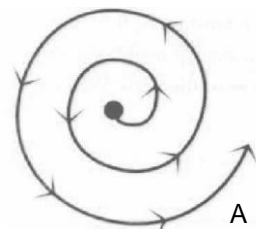
ZIEL: Unterschiedliche Kulturstandards verdeutlichen und angemessene Verhaltensweisen vermitteln.

GERR: **B1** Ist sich der wichtigsten Höflichkeitskonventionen bewusst und handelt entsprechend. Ist sich der wichtigsten Unterschiede zwischen Sitten und Gebräuchen, den Einstellungen, Werten und Überzeugungen in der betreffenden Gesellschaft und in seiner eigenen bewusst und achtet auf entsprechende Signale. **B2** Kann Beziehungen zu Muttersprachlern aufrechterhalten, ohne sie unfreiwillig zu belustigen, zu irritieren oder sie zu veranlassen, sich anders zu verhalten als bei Muttersprachlern. Kann sich situationsangemessen ausdrücken und krasse Formulierungsfehler vermeiden. (S. 122)

METHODE:

- A. Input: Nicht nur nationale, regionale, soziale Kulturen, sondern auch die Standards des Geschäftslebens können unterschiedlich sein. Dies betrifft z. B. die Art, wie geschäftliche Verhandlungen geführt werden.
- B. Partnerarbeit: Diskussion der Fragen
- C. Gesamtgruppe: Diskussion der Antworten

HINTERGRUND: Die Unterscheidung zwischen „Hochkontext-Kulturen“ und „Niedrigkontext-Kulturen“, die ursprünglich auf Edward T. Hall³ zurückgeht, wird mittlerweile in vielfältigen Zusammenhängen zitiert. Im vorliegenden Kontext kann sie zum Verständnis der angesprochenen Unterschiede beitragen. Hall zufolge sind in „Hochkontext-Kulturen“ v. a. diejenigen Dinge vielsagend, die NICHT angesprochen werden, weil sie als allgemein gültig und nicht hinterfragbar gelten. In „Niedrigkontext-Kulturen“ dagegen besteht größerer Bedarf und größere Bereitschaft, verschiedene Aspekte des Zusammenlebens jeweils aktuell auszuhandeln. Als kennzeichnend für diese Kulturtypen gilt ferner der Stellenwert, der dem Beziehungsaufbau und der Beziehungspflege zugesprochen wird. Als typisch für „Niedrigkontext-Kulturen“ (darunter z. B. Deutschland, UK, USA, Skandinavien) gilt das schnelle „Zum-Punkt-Kommen“. Deutsche Geschäftsleute verhandeln daher meist gemäß dem Schema A: Erst kommt das Geschäftliche, alles Private und Sonstige kommt später, d. h. meist im informellen Teil.



Typisch für „Hochkontext-Kulturen“ (darunter z.B. Frankreich) ist hingegen eine Diskurskonvention, die vom allgemeinen Beziehungsaufbau zum besonderen Thema der Verhandlungen fortschreitet. Solche Konventionen gelten als unhinterfragbar, richtig und kultiviert. Das Schema entspricht daher dem der Abbildung B.

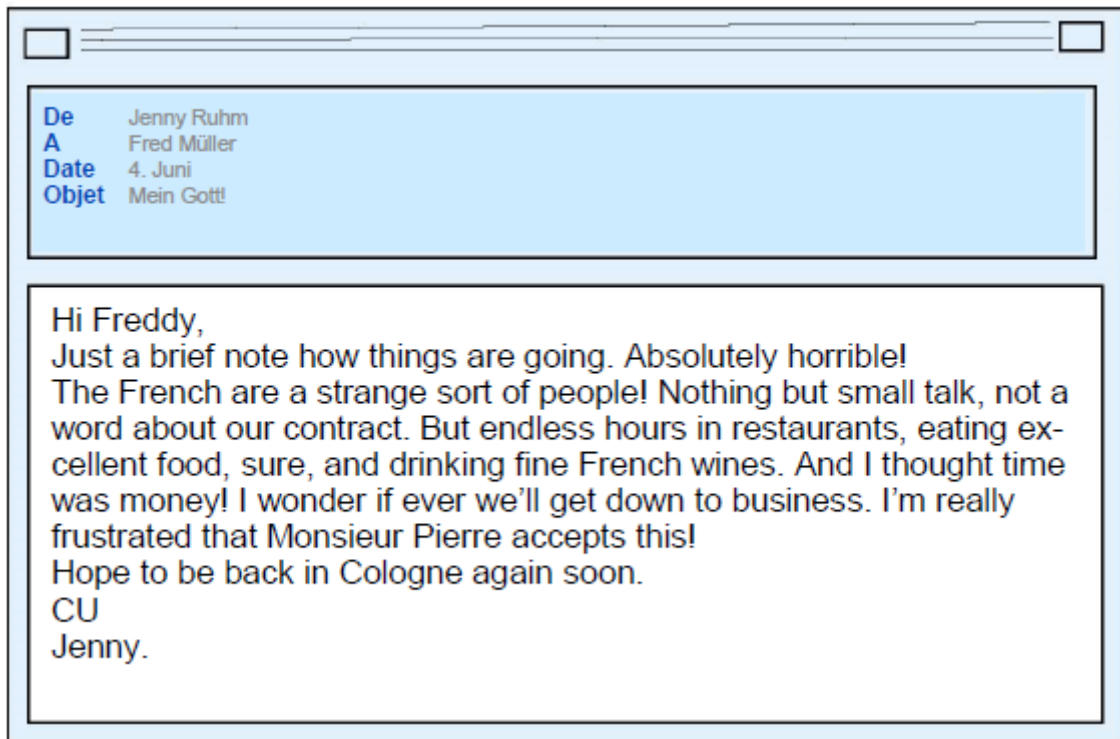
In interkulturellen Begegnungen ist es grundsätzlich wichtig, die Erwartungen, Werte und Konventionen der Partner zu kennen und zu respektieren.

³ Vgl. Edward T. Hall: Beyond Culture.,1977. Vgl. auch Fons Trompenaars / Charles Hampden-Turner: Riding the Waves of Culture. Understanding Cultural Diversity in Business. 1997. Geert Hofstede / Gert Jan Hofstede: Cultures and Organizations. Software of the Mind 2005. Siehe auch <http://www.dfjw.org/paed/texte2/intmanag/intmanag10.html> [letzter Zugriff: 16.12.2015]

9. NEGOTIATING WITH THE FRENCH

You work for an American company based in Cologne. Your American colleague Jenny is visiting Paris with your French boss, Monsieur Pierre, for negotiations with an important contractor.

Here is Jenny's email sent on the second day of her visit.



Questions and discussion

- What does Jenny say about the French?
- What could be the reasons for her problem?
- Why does Monsieur Pierre accept all this?
- And you: What would you say and do?

