INTERCULTURAL COMPETENCE

FROM RESEARCH TO TEACHING
TO RESEARCH

RESEARCH, TEACHING AND IC

1. From research to a teaching innovation

2. From teaching to a further research question

3. Research issue – refining models of IC

1   FROM RESEARCH TO TEACHING

COLLABORATIVE RESEARCH PROJECT

- HE language dept. plus galleries and museums

- Taking 'welcome' beyond translation

- HE staff/gallery staff – differing IC

- A further need students of translation have

TEACHING IC

- A 'stand alone' PG module in IC for translators

- Analysing client/translator scenarios

- Identifying IC needs of translators in them

CLIENT/TRANSLATOR SCENARIOS

'You are Dutch and are working in the UK for a company with extensive export markets. They employ a team of in-house native-speaker translators. This multinational team of translators is managed by someone from a society in which hierarchy in business contexts tends to be much more markedly present than in a UK context. Your company's organisational culture is relatively unhierarchical but your fellow in-house translators are more used to hierarchy within business than you. You are frustrated both by the patronising treatment you receive from your boss and by the passive compliance of your peers.'

Using the models of IC you are already familiar with (e.g. Byram, CILT, Ruben etc.) suggest what forms of IC you might need to manage the complexity of this situation.

MODELS OF IC - NOS

a. Recognise your own values, beliefs and cultural conventions and how they affect your perceptions in work situations

b. Actively seek to understand how your values, beliefs, cultural conventions and language use appear to other people

c. Base your opinions of people on your own interaction with them rather than on common perception, their accent or their dress

FURTHER STUDENT NEED IDENTIFIED

'You are French and are working as a freelance translator (English-French) in London. Someone approaches you to translate a legal document from French into English. You are conscious that in some areas the differences between the French legal system and the English legal system render a very literal translation neither possible nor appropriate. On approaching the client to explain this they prove to have little grasp of the problem. They are monolingual, have a naïve view of the translation process and find it hard to grasp that there could be such fundamental differences between French and English judicial processes.'

Using Koester, Byram etc. identify the aspects of IC which might be needed by a translator to deal with this kind of scenario.

MODELS OF IC PUT TO THE TEST

- Models succeeding – cultural awareness, cultural difference, skills etc.

- Models struggling – negotiating across levels of IC (ethnocentrism, monoculturalism etc.)

2   FROM TEACHING TO RESEARCH

REFINING EXISTING MODELS OF IC

- Identifying potential skills for working with people with differing forms or levels of IC – eg …

  the ability to react appropriately to stereotyping/

  the ability to gain acknowledgement of one's own cultural perspective from someone who can't 'relativise'

- Trialling such skills – do they have an impact?

THOUGHTS FROM THE CYCLE …

LOOKING FORWARDS

- The teaching benefits of non-pedagogical research, consultancy, working practice
- The benefits of teaching for non-pedagogical research
- The need endlessly to refine models of IC

CONTACT DETAILS

Robin Cranmer

University of Westminster

r.p.cranmer@westminster.ac.uk