

MODULE 1

English and Intercultural Dialogue





Unit 1.1 - Diversity and Dialogue

By the end of this unit, I will be able to:

- Characterise how a multilingual community works
- Talk about the value of preserving linguistic and cultural diversity
- Suggest ways of dealing with intercultural situations
- Analyse how communication can be powerful

Unit language focus

Defining & non-defining relative clauses

This unit is about multilingual communities, the way language brings people together and the power of language. We will describe a multicultural community, discuss ways of dealing with cultural differences and look at how language can affect our feelings and behaviour.

Getting Started

A.1. Think of your local community. How many different ways can you think of grouping the people that belong to this community?

Example: by gender (male or female), by town of birth (Dili, Liquiça, Viqueque, etc.) or by age (school age, teenager, middle-aged, elderly)



A.2. Joana is a student from Lospalos. She has made a list of some of the ways she describes herself and has put these into the diagram below. How many of these are the same for you?



A.3. Make a list of the social and cultural groups you belong to and then draw your own diagram. When you have finished compare your diagram with those of your colleagues. How are they similar or different?

A. Language groups are an important part of society. Many people these days belong to more than one of these groups and are considered to be multilingual. You are going to read a text about a city where many languages and cultures live side by side. Before you read the text below, discuss these questions with a colleague:

- Is your community multilingual?
- If so, which different languages are spoken where you live and by whom?

B.1. Now read the text and answer the questions that follow.

LOS ANGELES: A MULTILINGUAL CITY

1. Los Angeles, on America's west coast, attracts immigrants from around the world, and it is one of the world's most multilingual cities. The diversity of languages presents residents with special challenges, and opportunities to learn about other cultures.
2. Forty percent of the people who live in Los Angeles speak a language other than English in their homes. Because of the large number of immigrants from Latin America, the most commonly spoken language, after English, is Spanish. That is good for Oscar Zenteno, who moved here from Spain 20 years ago. Mr. Zenteno operates a hair styling salon and says that using Spanish and English, he can communicate with all of his customers. "No problem," he says. "It's a very, very important in Los Angeles, I think, to speak both languages, to be bilingual."
3. More than three-quarters of the people who have homes in the Los Angeles suburb of Monterey Park, which is 10 miles east of downtown Los Angeles, are Asian or Asian American. Signs posted outside most businesses are in Chinese or Vietnamese. Customers at one crowded restaurant wait for their number to be called before they are escorted to their table. The numbers are read in English, Cantonese and Mandarin. Los Angeles resident Xiaohong Lu comes from Shanghai, China, and speaks Mandarin Chinese as well as her local dialect of Shanghainese. While living in Japan, where she worked in sales, she also learned Japanese. She uses her Asian language skills in her work selling airplane parts to Chinese and Japanese customers, through their U.S. offices. "Of course, they all speak English," she says, "but when they use their own language to talk to me, I can understand them better. Also, they consider me like one of them, which makes the work relationship better."





* wrinkle = unexpected obstacle

* lingo = the vocabulary or jargon of a specific group of people

4. One third of the people of Glendale, which is another Los Angeles suburb, are ethnic Armenians. For Ajikuhy Sarkavagyan, an Armenian immigrant and a postal worker, the use of her native language helps her communicate with those of her customers that are Armenian monolinguals. "If they don't speak English, I use Armenian," she says. Another postal worker, Bobby Brown, was born in the United States but has learned some Armenian from customers on his route. "I've been here in Glendale for almost 18 years, and back in the mid-1980s, the Armenians that were here didn't speak hardly any English," Mr. Brown says. We had tons of special delivery letters for the Armenian community and it was just a big language barrier. And it's really kind of a complicated language, but the stuff that I use all the time, I remember."

5. Los Angeles school officials say that more than 80 languages are spoken in local schools, including commonly spoken languages like Spanish and Korean and less common ones like Urdu and Punjabi. A special translation unit helps school officials communicate with parents. Klieber Palma, the unit's director, says the task is difficult.

6. "There's always a wrinkle* in any request," he says "whether it be in translation or interpretation, whether it be because terms don't exist in the other languages or because the [school] district lingo* is so special to this area or this district, such as educational terms." Mr. Palma notes that even abbreviations and acronyms used in Los Angeles schools sometimes need translation into English.

adapted from <http://www.voanews.com/articleprintview/391778.html>



Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



B.2. Are the following statements true or false according to the text?

- 40% of the inhabitants of Los Angeles speak English at home.
- Mr. Zenteno needs to use two different languages to be able to communicate with all his customers.
- Over 75% of the people in Los Angeles are Asian or Asian American.
- Xiaohong Lu speaks four different languages.
- Ajikuhy Sarkavagyan and Bobby Brown use the same languages in their work.
- Some schools need to translate or interpret to communicate with their students.

B.3. This paragraph has been taken out of the text. Where does it belong?

Bobby Brown goes on to say that language skills are important to residents of Los Angeles, and they have helped him in his work and social life. "I have to know a little bit of, I guess, about five different languages just to get by here in Glendale," he says. "Just a little bit. I know a little bit of a few. I can talk to the girls, mainly, all the important things." Mr. Brown jokes that his language skills have allowed him to make new friends and resulted in gifts of Armenian pastries from his customers

B.4. The article contains a number of examples of people using more than one language to cross ethnic and linguistic boundaries. For example, in paragraph 2, Oscar Zenteno explains how he uses both English and Spanish to speak to the customers in his hairdressing salon. Can you find other examples in the text?

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



B.5. In groups, discuss your own community. Think about these questions:

- a. What languages do you see written and hear spoken in your community?
- b. Where do people who speak different languages interact?
- c. What happens when people who speak different languages meet?
What languages do they use?
- d. What are the benefits of having different languages spoken in a community?

C.1. Read the following phrases from the text and identify the noun the underlined words refer to.

- a. Forty percent of the people who live in Los Angeles
- b. That is good for Oscar Zenteno, who moved here from Spain 20 years ago
- c. More than three-quarters of the people who have homes in the Los Angeles suburb of Monterey Park
- d. Monterey Park, which is 10 miles east of downtown Los Angeles,
- e. While living in Japan, where she worked in sales, she also learned Japanese.
- f. One third of the people of Glendale, which is another Los Angeles suburb,
- g. helps her communicate with those of her customers that are Armenian monolinguals
- h. the Armenians that were here

C.2. The phrases that follow the underlined words are called relative clauses and they give us information about the nouns you have just identified. There are two types of relative clause: defining and non-defining (see the Grammar Box for help on this). Look at the phrases in C.1. again and decide if each one contains a defining or non-defining relative clause.

C.3. Add a non-defining relative clause to the following sentences using the information given in brackets.

Example: *I speak Spanish to my mother. (not speak English)*

I speak Spanish to my mother, who doesn't speak English

- I first learned Arabic in Egypt. (live for three years)
- Aneta speaks one language at home, another one at work and a third one with her friends. (first language is Danish)
- He started teaching in India in 1947. (English became an official language)
- Koro is spoken by no more than 4000 people in north-eastern India. (a recently discovered language)

C.4. Combine the two sentences to define the underlined nouns.

Example: *The man speaks four languages. He wrote the article in the newspaper.*

The man who wrote the article in the newspaper speaks four languages.

- The language has almost died out. Her mother spoke this language.
- The two women were speaking a mixture of Portuguese and Tetum. They stopped to help the old man.
- The suburb is mostly French-speaking. Most of the immigrants live in this suburb.
- Many shops employ multilingual staff. They sell souvenirs to visitors.

C.5. Write three sentences about the languages used in your community.

Pass your sentences to a colleague who will then add a relative clause to each.



A. The text you read in the previous section was taken from a newspaper article. Look at the list of topics from the text and decide which order you read them in.

- A general description of the city
- Ethnic groups living in specific areas.
- Facts about the languages spoken
- Having an alternative language when the first one fails
- Languages at schools
- Multilingual street signs and restaurants
- The advantages of using other people's languages and not just English
- The business advantages of being bilingual

B. Use these topics (or any others you think relevant) as a basis for researching language use in your community. Collect some information for a similar text of your own.

C. Write your article. When you have finished, compare it with a colleague's for similarities and differences in content.

IDEAS FOR RESEARCH

- Talk to your neighbours and friends
- Go to the library
- Read newspapers and magazines
- Look at advertisements, menus and road signs
- Listen to the languages you hear



Focus on Vocabulary

A.1. The table below contains a number of terms we use when talking about cultural diversity and intercultural relations. Match the terms on the left with their definitions on the right.

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



culture shock •	<ul style="list-style-type: none">• The idea that all newcomers/immigrants will blend into the host community
discrimination •	<ul style="list-style-type: none">• Widely believed generalisations about a group of people – often exaggerated or without evidence
diversity •	<ul style="list-style-type: none">• The acceptance of opinions, behaviours and customs that are different from your own
equal opportunity •	<ul style="list-style-type: none">• Elements that are different from each other, such as people of different races or ages, combining to make a whole
integration •	<ul style="list-style-type: none">• When opportunity does not depend on origin, gender, appearance, ethnicity; when everyone has the same chances in life
melting pot •	<ul style="list-style-type: none">• The disorientation people feel when experiencing an unfamiliar way of life, often in another country
multicultural community •	<ul style="list-style-type: none">• A negative attitude towards a group based on little or no evidence
prejudice •	<ul style="list-style-type: none">• Treating people badly because they belong to a different group, specially because of their age, race or gender
stereotype •	<ul style="list-style-type: none">• The action of incorporating a group (of emigrants, for example) into a community
tolerance •	<ul style="list-style-type: none">• Where several different cultures co-exist peacefully in a single place

A.2. In the sentences below, decide which of the alternatives best fits the gap.

- a. This company believes in melting pots / equal opportunities / stereotypes. Everybody can apply to work for us, whatever their age, race or gender.
- b. When we first arrived in Australia everything was so different and for a few months we suffered from culture shock / prejudice / discrimination as we adapted.
- c. The reason why so many newcomers find it difficult to tolerate/ /discriminate / integrate is because of the lack of prejudice / tolerance/ /diversity in the community.
- d. For many Europeans the tolerant / diverse / stereotypical Asian is a short person.

B. When you write down words you want to learn, it is a good idea to give them a context which will help you remember what they mean. Look at the sentences and decide which one would better remind you of the meaning of the underlined word.

Stereotypes are a bad thing.

He stereotyped all foreigners by saying they were only interested in making money.

As part of your vocabulary learning skills, practise writing sentences that contain new words in a context that is specific enough to make the meaning clear.

Focus on Listening

A.1. People from different cultures do things in different ways. Read this description of queuing in Britain.

In Britain, people queue for everything. Old people, the disabled and pregnant women go to the front or have a separate queue. If you push into the queue someone will shout at you. People even queue for getting on the bus.



A.2. Choose three of the cultural topics from the table below. For the topics you have chosen, brainstorm what is normal behaviour in your culture. Compare your ideas with your colleagues.

gestures	personal space	funerals	meeting people
going to people's houses	giving gifts	queuing	mobile phone etiquette
meal times	punctuality	birthdays	dating

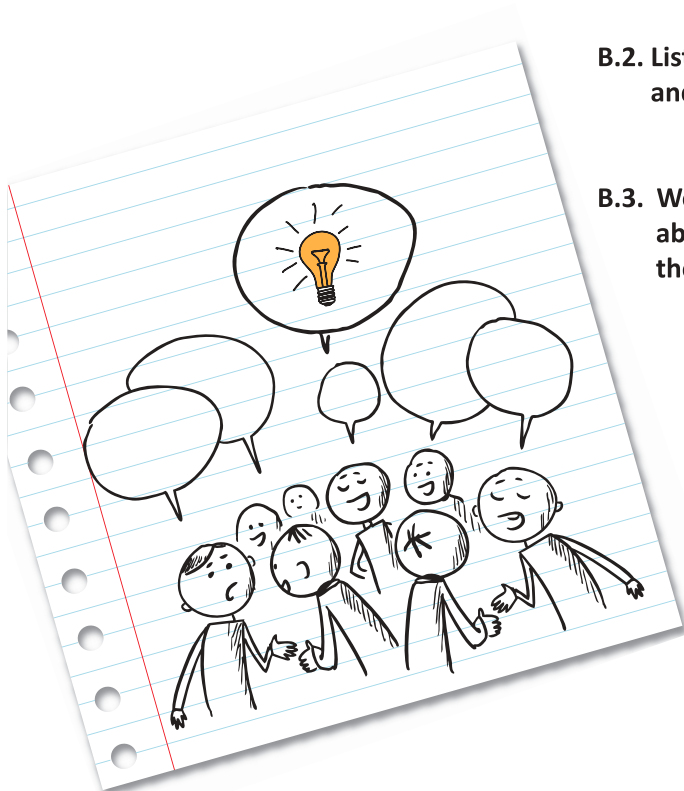
A.3. Talk to people in your community who are from, or have knowledge of, other cultures. Can you find examples of behaviours which are different from those in your culture? Do these differences ever cause problems?

B.1. Listen to a teacher talking about her experiences in another country and decide if she is having any difficulties with the following.

- a. The climate
- b. The outdoor lifestyle
- c. Visiting people
- d. The school and staff
- e. Mobile phones in the classroom
- f. Discipline in the classroom
- g. Homework

B.2. Listen again and make notes on what she says about mobile phones and about homework.

B.3. Work with a colleague and discuss what the teacher should do about mobile phones in the classroom and the way students do their homework. Share your ideas with the class.



A. Think of someone well-known who is a great speaker and communicator and discuss these questions with your colleagues.

1. What issues or topics does the person talk about?
2. Who do they speak to? Where and when?
3. What makes this person such a good communicator?

B.1. Read this short biography of Martin Luther King. Do you think he is similar to anyone from East Timor?

Martin Luther King, Jr. (1929 – 1968) was an American clergyman*, activist*, and prominent leader in the African-American Civil Rights Movement*. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience*.

A Baptist minister, King became a civil rights activist early in his career and his efforts led to the 1963 March on Washington, where King delivered his “I Have a Dream” speech. There, he established his reputation as one of the greatest speakers in American history.

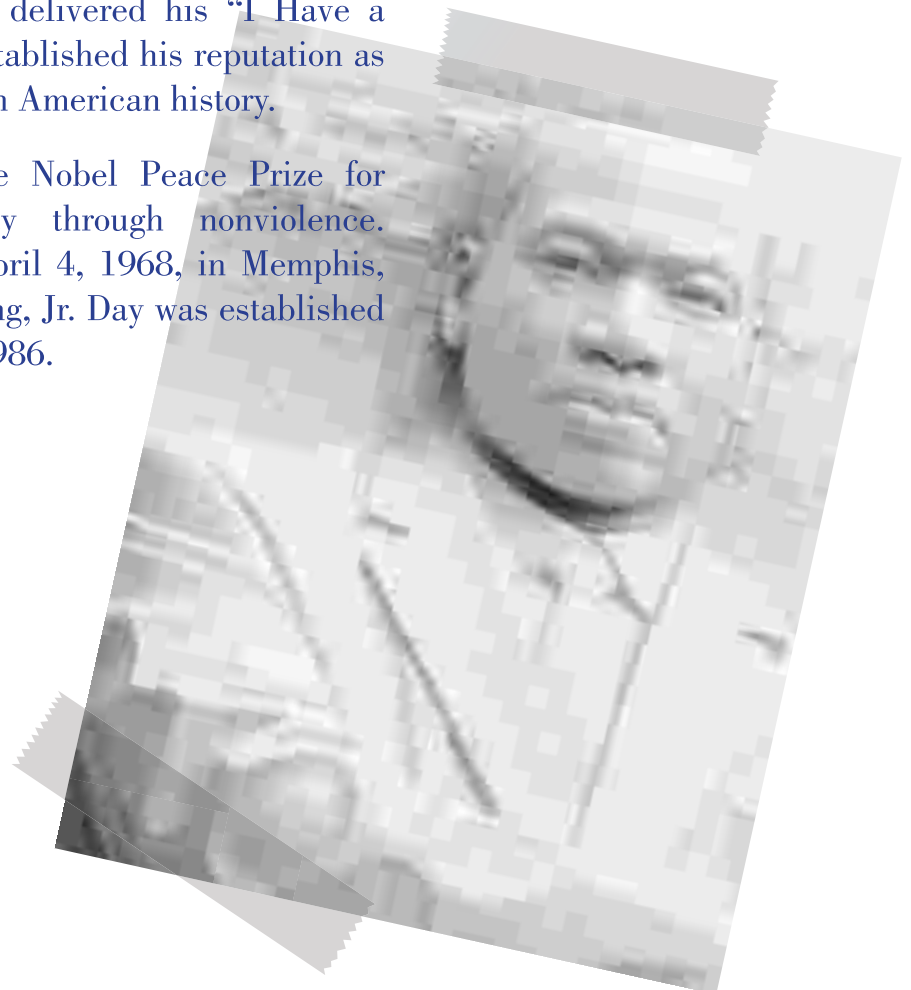
In 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolence. King was assassinated on April 4, 1968, in Memphis, Tennessee. Martin Luther King, Jr. Day was established as a U.S. federal holiday in 1986.

** clergyman = priest*

**activist = someone who fights for a social cause*

**civil rights movement = a group who want equal social rights for all people*

**civil disobedience = protesting without breaking the law*



B.2. Read the extract from his "I Have a Dream" speech and then answer the questions that follow.

*chains/ manacles = something that confines or restrains



FACT FILE

"I Have a Dream" is a 17-minute speech by Martin Luther King, Jr. given on August 28, 1963 about racial equality and an end to discrimination. It was an important moment for the American Civil Rights Movement. More than 200,000 people heard the speech. It was voted the top American speech of the 20th century. By speaking the way he did, he educated, inspired and informed not just the people there, but people throughout America.

*thee = old form of you

*pilgrim = the original English immigrants in North America

*prodigious/ mighty = great in size

*Gentiles = everybody who is not Jewish

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Today, the Negro is still not free. The life of the Negro is still sadly crippled by the manacles* of segregation and the chains* of discrimination. The Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. So we have come here today to dramatize a shameful condition.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee* I sing. Land where my fathers died, land of the pilgrim's* pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious* hilltops of New Hampshire. Let freedom ring from the mighty* mountains of New York!

Let freedom ring from the snow-capped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles*, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

B.3. Answer the questions.

- What is the speech about?
- How are black people described?
- What is Martin Luther King's dream?

B.4. Look at the underlined words in the text. Try to work out their meaning from the context. Then match them to the synonyms/meanings in the table.

WORDS IN THE TEXT	SYNONYMS/MEANINGS
in the midst of	cruel or violent
rooted	with a lot of curves
creed	having the top covered in snow
vicious	inserted
snow-capped	a system of beliefs or principles
curvaceous	in the middle of

Don't forget that you are not supposed to write in this space. Copy the exercise into your notebook and do it there.



B.5. This speech inspired and motivated many people. This was partly because of the way Martin Luther King spoke and partly because of the language he used. Find examples in the text of

- repeated words and phrases
- powerful adjectives
- contrasts and opposites
- short emotional sentences
- personalisation

C. Think of an occasion when you listened to someone speaking to an audience. Make some notes on the points below. When you are ready, present your conclusions to the class.

- Who did you listen to? Where, when and why?
- What was the speech about?
- How long was it?
- Who was in the audience?
- Was it a good speech? Why or why not?
- What was the message in the speech?
- What did you do as a result of the speech?

FINAL TASK



Choose one of the cultural behaviours that you have thought about or researched in this unit. Then do one of the following tasks.

- Give a talk in which you explain the behaviour, its origins and its significance in the community.
- Imagine that someone has written to you to complain about this behaviour. Write a letter in reply explaining how the behaviour, and the diversity of behaviour, can be a good thing for the community as a whole.

GRAMMAR REFERENCE SECTION

Grammar Box - Defining and non-defining relative clauses

We use relative clauses to help us put extra information about the main topic into our sentences. This information can help us to read the text more easily as it either identifies (defining) or describes (non-defining) the main topic of the sentences. In this unit we look at both of these types of clause:

Defining or Identifying Relative Clauses

Main idea: *I live in a busy street*

Identifying information: *The street runs from the market to the town hall.*

Combining the two: *I live in **the** busy street **which** runs from the market to the town hall.*

Study the changes that have been made. Notice that:

- We use a **relative pronoun** (which) to substitute the subject (or object) of the main noun.
- Other changes (such as 'a' to 'the') are made because we are now defining the main noun.

Non-defining or Describing Relative Clauses

Main idea: *The job is in Dili.*

Additional or describing information: *The job is open to everyone.*

Combining the two: *The job, which is open to everyone, is in Dili.*

Study the changes that have been made. Notice that:

- We use a **relative pronoun** (which) to substitute the subject (or object) of the main noun
- We separate the non-defining relative clause from the rest of the sentence by using commas.

The most common relative pronouns are:

Function in the sentence	Reference to:				
	People	Things / concepts	Places	Times	Explanation
Subject	<i>who, that</i>	<i>which, that</i>	--	--	--
Object	<i>(who, that, whom)*</i>	<i>(which, that)*</i>	<i>where*</i>	<i>when*</i>	<i>what / why*</i>
Possessive	<i>whose</i>	<i>whose, of which</i>	--	--	--

* In defining relative clauses in which the relative pronoun refers to the object, the relative pronoun may be omitted:

Example: He explained the wedding ceremony (which/that) he intends to use.

Note: 'that' can be used instead of '**who**' (for people) and '**which**' (for things) in almost all cases.

Example 1: I wanted to see a man. He is on holiday.

The man (who/that) I wanted to see is on holiday

Sometimes we need to be careful about where we put the preposition associated with the main noun, especially when we omit the relative pronoun:

Example:

I lived in this house. When I was a child I lived in a house.

This is the house in which I lived when I was a child. (formal)

This is the house I lived in when I was a child. (informal)

Extra Practice

Are these sentences correct or not? Correct them where necessary:

1. I was moved by the speech who I heard yesterday.
2. His book on cross-cultural understanding, that has sold a lot of copies world-wide, is really interesting.
3. The author whom with I co-wrote the book on the Portuguese has died at the age of 84.
4. The cultural centre, which has stood empty for many years, is going to be renovated.
5. Over 200 languages are spoken in Los Angeles, what is on the West coast of the USA.
6. Amy Stopper, which work on cultural habits has been published in seventeen languages, is coming to visit the school.
7. Killing whales is illegal except for people, whose traditional culture requires it.
8. John learned German and Spanish in school when he was a child.
9. The reason why people argue is because their cultures are different.
10. New York where many cultures meet is an exciting place to live.