INTERCULTURAL COMPETENCE

CURRICULUM FRAMEWORK

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FOREWORD

AIMS OF THIS DOCUMENT

The aim of the Promoting Intercultural Competence in Translators (PICT) Project is to facilitate the systematic inclusion of Intercultural Communication (IC) in translation programmes.

The Curriculum Framework was designed to assist universities in producing their own syllabus for a stand-alone module or for systematic incorporation into other modules. The Framework emphasizes the core elements for a syllabus, at the same time maintaining a large degree of flexibility and adaptability to the specific academic environment.

FROM DIVERSITY OF CONTEXT TO FLEXIBILITY OF CURRICULUM FRAMEWORK

In designing the Curriculum Framework the diversity of context in terms of type of students, nature of teaching and learning, assessment, perception of the translator, role of IC were taken into account. The framework proposed in this document leaves open all of these aspects, concentrating purely on learning outcomes and levels of achievement against them, the hardest part of producing a syllabus. Institutions will then decide which learning outcomes to include in a stand-alone module in IC and which to integrate into other translation modules as a function of their own perception of IC. They will also themselves determine the learning style, duration and assessment mode although the teaching and assessment materials which will also be produced as part of the PICT project may help institutions decide how this is to be done.

ORIGIN OF GRIDS

The grids contained in this document were produced by a working group of translation and curriculum specialists from four EU member states together with input from specialists in a further three member states. The starting point in specifying the learning outcomes was a comprehensive survey carried out amongst students and staff on MA translation programmes across the seven countries involved in the project. The key learning outcomes prioritized in the curriculum framework presented here reflect the prioritization in current and desired practice.

HOW TO USE THIS DOCUMENT

As stated at the beginning of this foreword, the key aim of this document is to facilitate the systematic inclusion of IC in translation programmes. The curriculum framework grids (pp.8-11 below) play the key role in this process. The other parts of this document are intended to make it as

easy as possible for institutions to move from the curriculum grids to actual implementation. To this end we have included the following -

- Rationale - intended to clarify the origins, purpose and mode of use of the curriculum framework grids

- The Curriculum Framework grids themselves

- A sample syllabus for a stand-alone module in Intercultural Competence for Translators intended simply as one illustration of how one could write a syllabus using the Curriculum Framework grids

- An example of an interculturally orientated translation task, with links to the learning outcomes provided in the curriculum framework, which is intended to illustrate how the curriculum grids can be used to give a clear intercultural focus to translation tasks embedded in existing translation modules

- A short glossary to help the reader find their way through the profusion of closely related terminology in this area

- A bibliography intended to allow the reader to become familiar with some of the theoretical writings of relevance to translation and IC some of which have impacted in one way or another on the production of the Curriculum Framework grids

We hope you will find the Curriculum Framework produced within the context of the Promoting Intercultural Competence in Translators (PICT) Project useful. For further details on the authors of the Framework and sample materials (available from early 2013) please see www.pictllp.eu

RATIONALE

The issue of cultural competence has gained significant attention over the years spurred on by the processes and demands of globalisation. It has been approached and discussed from various perspectives. Triandis conceptualizes the key elements of culture as values, perceptions, attitudes, stereotypes, beliefs, categorizations, evaluations, expectations, memories, and opinions, while cultural competence has been defined as "a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations." (Cross et al, 1989).

In view of the afore-mentioned globalization and the increasing interaction among cultures today it is of paramount importance to move from the idea of "cultural competence" to that of "intercultural competence" which is related to responses to and behavioural residues; interpretation and meaning attribution (see Porter and Samovar (1994)). Language plays an important part in these intensified cross-cultural interactions – as Bennett (1997) puts it, it is not enough to be fluent in a language in the sense of being proficient in its phonology, grammar, lexis, etc.. It is also necessary to avoid being a "fluent fool", meaning there are other important aspects to knowing a language beyond these. The modern language speaker is seen as one who combines his/her foreign language knowledge and skills with knowledge and understanding of the other person's cultural, social and societal universe.

Prominent foreign language teaching theoreticians such as Michael Byram (1997) and Claire Kramsch (1998) assert that making native-speaker proficiency the ideal in Foreign Language Teaching (FLT) leads to the wrong results and that, instead, it is important to promote the ideal of the intercultural speaker. That is to say, one who possesses:

- intercultural communicative competence as a complex entity of intercultural relations (savoir être),

- knowledge of social groups and practices in both the target and home cultures (savoirs),

- skills of interpreting and relating (savoir comprendre),

- skills of discovery and interaction (savoir apprendre/faire),

- critical cultural awareness (savoir s'engager), which comprises abilities to evaluate perspectives, practices and products of both home and target cultures (Byram:1997).

The above is directly linked to the competences a contemporary translator needs to possess. The process of translating is never purely a matter of rendering meaning from one language into another but is always related to "translating" from one culture into another. Therefore, it is especially important that future translators' intercultural competence be both systematically developed through a carefully structured curriculum and assessed according to clear assessment criteria.

The grid below aims to identify the profile of the translator as intercultural mediator. The latter is structured around three main dimensions of Intercultural Competence, each broken down into several sub-dimensions. The dimensions may also serve as a guide towards the structuring of the material to be offered to students either in a stand-alone module or as part of other courses in MA translation programs.

It is assumed that the intercultural component is not to be regarded as an independent ingredient but as linked to the learning outcomes and the students' performance on an analytical and a practical level. For our own purposes and our focus on translation rather than interpreting, the notion of the intercultural mediator is not and should not be treated as a personal quality and/or approached from the perspective of individual, social or national psychology.

The intercultural mediator is seen as displaying knowledge, skills/abilities or attitudes in the following spheres: theoretical, textual and interpersonal, each of which is further specified in the grid where descriptors are also provided to guide teachers in measuring the level of attainment of MA translation students' intercultural knowledge, skills/abilities or attitudes. Thus the framework can also be used as a guide towards assessment of intercultural competence for translators.

Students should be able to identify firstly the culture-bound nature of the context in which their translation as doubly-oriented communication takes place, their own position in it and the intercultural dynamic that their translation is going to participate in. The dimensions put limited emphasis on linguistic competence as this is assumed. Rather, the main focus is the complex network of cultural perspectives involved when each of these languages is approached from a plurilingual perspective – that is, as loaded with cultural meanings that inevitably reach beyond the boundaries of one single culture. The theoretical dimension includes a specially shaped conceptual and

terminological framework that should become part of the students' overall competence and critical awareness of their role in cultural and not just linguistic transfer. The second dimension emphasises the skills students should be able to apply on the basis of their theoretical knowledge to the actual process/product of translating from one culture into another, while the third one is mostly focused on students' attitudes of openness and the ability to be non-judgemental in relation to both source and target cultures.

LEVELS OF ACHIEVEMENT

THEORETICAL DIMENSION

Sub-dimension	Level one	Level two	Level three
Core concepts of the theory of intercultural communication *(e.g. culture, identity, representations, etc.)*	shows some familiarity with some of the core concepts of intercultural communication theory, i.e. *culture*, *identity*, *taxonomies*, etc.	is familiar with and understands the majority of the core concepts of intercultural communication theory and can reflect on their implications for communication and translation purposes.	has a deep knowledge of core concepts of intercultural communication theory and is able to use them for the critical evaluation of the intercultural dimension of texts in translation, both source and target
Conceptual tools for analysing intercultural perspective (e.g. frameworks for cultural comparison, scales of cultural awareness etc.)	is familiar with some conceptual tools for analyzing intercultural relations but has difficulty applying them	can apply the basic conceptual tools for analyzing the intercultural dimensions of texts and the context of their production and reception	can apply a wide range of conceptual tools for analyzing cultural and discursive practices on an individual, group and societal level
Knowledge of the cultural context of translation **(e.g. differences between professional translation practices in several countries, implications for translators, etc.)**	has basic knowledge of the institutional and social constraints on translation practices and products	is familiar with the essential aspects and details concerning the institutional and social constraints on translation practices and products and can place them in relevant historical and political	can identify and critically evaluate a wide range of aspects of institutional and social constraints on translation practices and products and can approach the relevant historical and political context critically and from a range of

	context	perspectives

The links between intercultural communication theory and Translation Studies (e.g. cultural profiling and readership analysis, cultural subjectivity and translator's personal visibility)	has basic knowledge of intercultural communication theory and when prompted can provide links between this theory and translation	has sufficient knowledge of intercultural communication theory and is able to identify parallels between intercultural communication and translation independently	displays a good understanding of intercultural communication theory, which enables him/her to identify and analyse sophisticated links between intercultural communication and translation independently

TEXTUAL DIMENSION

Sub-dimension	Level one	Level two	Level three
Comparative analysis of cultural issues from source and target audiences	shows awareness of certain cultural differences and similarities between source and target audiences but is mostly limited within the boundaries of linguistic elements; shows some influence of stereotyping and prejudice.	shows awareness of core cultural differences / similarities between source and target audiences but cannot recognize more subtle differences; can critically evaluate them with an awareness of stereotyping and prejudice	can identify subtle cultural differences between source and target readership and is capable of critical evaluation of their effect on communication; shows inventiveness and flexibility in devising strategies that show movement beyond stereotyping and prejudice
Comparative analysis of texts from an intercultural perspective – lexical and syntactic features, discourse patterns, visual resonance - and use of the analysis in the	is familiar with the existence of culture bound lexical and syntactic features as well as discourse patterns, but recognizes only basic ones	is well aware of core cultural differences and their influence on the production of text and can identify most determining text features. These will include instances of	can identify subtle cultural differences in text features and can analyse them from an informed critical perspective. Shows awareness of more familiar culturally-bound conventions of lexis,

translation processes		syntactical and lexical choices, as well as text conventions.	syntax, etc. But can also recognize less obvious discourse patterns (e.g. rhetorical elements).
Recognition of problems of non-equivalence and applying strategies to address them (e.g. explicitation, omission, substitution, etc.)	has knowledge of some translation strategies for coping with intercultural problems but has difficulty choosing the appropriate ones to apply.	is able to apply some translation strategies but still at times relies mostly on intuition.	has a wide repertoire of translation strategies and is able to critically evaluate and justify their choice and applicability to each specific translation.
Recognition and management of the impact of the translator's internalized culture and emotional reaction to elements of the source culture and text	is aware of the translator's internalized culture but is unable to recognize its impact on the translation process.	recognizes specific incidents of cultural interference born out of the translator's bias but lacks strategies to address them.	has a wide array of strategies in order to mitigate the impact of translator's internalized culture both on the translation process and on the target text.

INTERPERSONAL DIMENSION

Sub-dimension	Level one	Level two	Level three
Cultural awareness and empathy manifested in social exchange **(e.g. when negotiating a translation brief with a member of the source culture)**	upon prompting displays awareness of cultural differences but relies on a narrow repertoire of behaviours; behavioural choices frequently betray cultural preconceptions.	behavioural choices sometimes betray cultural preconceptions but overall performance tends towards objectivity based on understanding and tolerance of other cultures.	behavioural choices consistently avoid cultural preconceptions and display critical distance from source culture and values.
Curiosity and pro-activeness in all forms of contact with other cultures (e.g. when interacting with	behavioral choices point to an essentialist position towards the home and target cultures; only some basic awareness of	behavioral choices are based on conscious awareness and sensitivity to changes in home and target culture; upon	consistently displays readiness to base behavioral choices on independent research into the dynamic

colleagues or clients from the source culture)	the dynamic and evolving nature of cultures	prompting is willing to carry out independent research into their past and present	processes in the home and target culture;
Sensitivity to affects and potential conflicts in communication **(e.g. spoken, non-verbal etc.)**	occasionally demonstrates awareness of affects and conflict points but has difficulties moving beyond those explicitly expressed.	identifies and handles the explicitly expressed affects and conflict points with ease but needs prompting to deal with implicit ones.	consistently displays sensitivity to both implicit and explicit affects and conflict points and is able to deal with them with ease; is not hampered by fossilized concepts of cultural hierarchies.
Social positioning **(i.e. deciding whether to conform, hybridize or deviate from the dominant social norms)**	makes frequent recourse to stereotyping; has adequate knowledge of social norms but tends to make social choices which stick to traditional cultural values and courses of action.	shows informed awareness of social norms in different cultures and can adapt social choices to conform to them; can step outside traditional self-concepts in order to build the cultural image of the other.	on the level of both analysis and production, displays understanding of the complexity of social norms in different cultures and subcultures and has a wide repertoire of appropriate conceptual tools and social strategies.

Module Title:

INTERCULTURAL COMMUNICATION FOR TRANSLATORS

Length:

One semester

MODULE AIMS AND LEARNING OUTCOMES

This module aims to develop students' abilities to:

- identify core concepts of intercultural communication and critically reflect on the relevance of intercultural theories in translation studies and the links between these two fields (theoretical dimension, see curriculum grid);

- use intercultural theories critically in understanding the multiple cultural influences on their own (professional and personal) behaviour and on the behaviour of others; assess their impact on communicative situations (interpersonal dimension, see curriculum grid);

- identify and critically evaluate intercultural textual elements and use this understanding in identifying barriers to effective intercultural communication and in exploring how different translation strategies function in overcoming those barriers (textual dimension, see curriculum grid);

- approach intercultural issues with intellectual curiosity, empathy and sensitivity and to respond to potential challenges in a self-critical manner (interpersonal dimension, see curriculum grid).

INDICATIVE SYLLABUS CONTENT

- Definitions of 'culture'; interculturality; sub-cultures

- Cultural differences and cultural awareness

- Contrastive analysis of similarities and differences
  - cultural
  - textual
  - historical/dynamic understanding of cultural differences

- Stereotypes, value taxonomies, essentialism

- Understanding of one's own cultural background and its limits (regional, generational & gendered, ethnic, national, cultural…)

- Theorists of Intercultural Competence, links between IC and translation studies

- interpersonal working across cultures, lexis and cultural 'bumps', contrastive written discourse analysis, 'localisation' and other case studies within translation, conflict avoidance and conflict management strategies

TEACHING AND LEARNING METHODS

The sessions will be interactive and experiential, drawing on students' own intercultural experiences. Students will be encouraged to work with, apply and evaluate intercultural theorists. They will also be expected to try to better understand their own strengths and weaknesses as intercultural communicators and to refine their intercultural communication skills as they interact in sessions. They will also be expected to apply theory extensively in the analysis of case studies relevant to their professional environment.

Teaching methods include but are not limited to:

- Presentations/lectures
- Audiovisual material & cultural products
- Translations, translation scenarios
- Pair, small group and whole group discussions and exercises

Students will be expected to read widely both from recommended sources and sources emerging from their own research. They will also have to do practical tasks in preparation for sessions.

ASSESSMENT

Continuous assessment comprising some of:

- Reflective learning diary
- Classroom activities (e.g. relationship between theorists and textual application)

- Intercultural tasks with rationale for translation choices
- Final essay/analysis of translation case study

ASSESSMENT CRITERIA

See the curriculum framework in the previous section in order to have an overview of the assessment criteria that can be used.

INTEGRATING THE TEACHING OF INTERCULTURAL COMPETENCE INTO (PRACTICAL) TRANSLATION MODULES

Many themes addressed in the curriculum framework can also be integrated in other courses in translator training programmes, meaning that the framework can be used when designing individual (practical) translation courses. It is possible for teachers to either build a complete translation course that touches upon various intercultural issues, or to choose only one or two themes from the curriculum framework, selecting for instance source texts with the help of which the themes can be discussed and the linked competences enhanced.

In practical translation courses, students' theoretical knowledge of intercultural issues can be activated and turned into procedural knowledge, i.e. effective translation strategies to overcome intercultural barriers. Contrastive analysis of texts of the same genre in different languages raises the students' awareness of both the source and the target culture and allows for the identification of differences and similarities, both with regard to textual features as well as the overall contents. If texts are chosen carefully, a great number of intercultural issues that a translator has to take into account can be raised; culture-specific items abound e.g. in travel brochures, cookbooks, legal texts and literary texts, to mention just a few genres. Texts may also be chosen for differing textual conventions between the languages. Contrastive analysis highlights the differences and invites students to reflect on the reasons behind them, thus linking the text-level phenomena to theories that might explain them.

Understanding the reasons behind differences is the first step towards finding effective translation strategies, which will be tested and practised when actually translating culturally challenging texts. At this point, students have to reflect on the target reader and his or her culture - is it enough to know that he or she is of a certain nationality? Is there more to a culture than that? Are there cultural differences within a culture - regional, generational, gendered? Do they have to be taken into account in translation?

Below, we present an example of a text that can be used to highlight intercultural issues in a translation exercise.

EXAMPLE: TRANSLATING A RECIPE WITH VARIOUS CULTURE-SPECIFIC REFERENCES

INTERCULTURAL ISSUE (LEARNING OUTCOMES FOCUSED ON)

- Comparative analysis of cultural issues from source and target audiences (see textual dimension of curriculum framework)

- Comparative analysis of texts from an intercultural perspective – lexical and syntactic features, discourse patterns, visual resonance - and use of the analysis in the translation processes (see textual dimension of curriculum framework)

BRAISED BEEF AND CARROTS

A GOOD VERSION OF BRAISED BEEF AND CARROTS that I had from a young Irish friend, Carmel O'Connell, who used to work with that splendid chef, Colin White. She recommended using brisket – I bought a piece of well-hung Aberdeen-Angus – but topside could be substituted, or that muscle that runs down the shoulder blade, sometimes called salmon or feather cut, if you can persuade your butcher to cut it for you. English butchers are loath to do this, preferring to cut across several muscles rather than removing and trimming one nicely shaped piece of meat, but people living in Scotland, or who are lucky enough to have a butcher who understands French cuts, may be able to manage it. If more convenient, the dish can be cooked in a low oven.

 For 6-8

2-2 ½ kilos (4-5 lb) piece rolled brisket

Lard

6-8 fine large carrots, peeled

Up to one litre (1 ¾ pts) poultry stock, unsalted

Generous sprig of thyme

Salt, pepper, chopped parsley

CHOOSE a flameproof pot that holds the meat closely. Brown the beef in a little lard and put it into the pot. Slice carrots thinly, in the processor or on a mandolin. Arrange a quarter of them around the beef. Pour in stock to come 5-7 cm (2-3") up the pot and tuck in the thyme. Bring to the boil and cover. The lid need not fit very tightly, as a certain amount of evaporation is desirable.

Keep the pot at a gentle bubble, checking it every half hour, adding the rest of the carrots in three batches and topping up the liquid level with more stock. After 2 hours it should be cooked, but be

prepared to give it a further half hour. The dish will come to no harm if it has to be kept warm for a while, so allow plenty of time.

Transfer the beef to a hot serving dish, and surround with the drained carrots which will be extremely succulent. Season them, sprinkle with parsley and keep warm. Strain liquid into a shallow pan and boil down to concentrate the flavour. Season, pour a little over the beef and carrots, and the rest into a hot sauceboat. Boiled potatoes go well with this dish.

NOTE: The original recipe suggests cooking the dish one day and reheating it the next for an even better flavour. If you do this, chill the pot fast in ice cubes and water, refrigerate overnight and reheat thoroughly.

Jane Grigson: *English Food* (1992, Penguin)

Translation brief:

Translate the recipe for the Finnish version of the cookbook "Englantilaisia makuja"

Instructions to the students:

1) Discuss in small groups a) what cultural references are there in the contents? Explain them. b) Consider the style of the recipe and compare it with the Finnish recipe text conventions.

2) Discuss in small groups how to treat cultural references when the text is translated into Finnish. What are the problem areas and why? How to address these problems? Are there any differences in textual conventions and norms between the languages that affect translating?

3) Translate the text in small groups (or individually).

4) Compare the translations and discuss the different strategies used. Explain why you have used these specific strategies.

GLOSSARY

The definitions provided below are taken from academic literature but reflect, as far as possible, the understanding of the PICT consortium members. Where more definitions were available the most appropriate ones for the curriculum framework were chosen.

CROSS-CULTURAL COMMUNICATION

The process of exchanging, negotiating, and mediating one's cultural differences through language, non-verbal gestures, and space relationships. It is also the process by which people express their openness to an intercultural experience.

The term "cross-cultural" implies interaction with persons of different cultural, ethnic, racial, gender, sexual orientation, religious, age and class backgrounds. (Clarke and Sanchez, 2001)

INTERCULTURAL COMMUNICATION

The symbolic exchange process whereby individuals from two (or more) different cultural communities negotiate shared meanings in an interactive situation.

In other words, intercultural communication is interpersonal communication that takes place between people from different cultures. (Ting-Toomey, 2005, p. 39).

INTERCULTURAL COMMUNICATIVE COMPETENCE

The ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality. The components of intercultural competence are thus knowledge, skills and attitudes, complemented by the values one holds because of one's belonging to a number of social groups. (Byram, 2005)

INTERCULTURAL COMPETENCE

The ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection (Deardorff 2006: 05)

INTERCULTURAL MEDIATOR

Any person who facilitates the link between cultures and individuals, fostering the removal of linguistic and cultural barriers, the understanding and the enhancement of one's own culture, and the access to services.

A good intercultural mediator should have the willingness to engage in a different culture; knowledge about a different culture; the ability to interpret a different culture; the ability to gain

new knowledge about a different culture and finally the ability to evaluate one's own perspectives and practices on and in a different culture (Byram 2005)

INTERNALIZED CULTURE

The cultural influences operating within the individual that shape (not determine) personality formation and various aspects of psychological functioning.

Examples of internalized culture are gender, psychological maturity and class identification. (Ho 1995:5)

LEVEL OF ACHIEVEMENT

An indicator describing the degree of understanding students possess of a concept or theory and how well they are able to apply that acquired understanding.

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- construct one's bibliography for any relevant module
- enhance one's understanding in the field of intercultural theory and translation.

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