



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Foreign languages & cultural awareness ITALIAN - Lesson 2 Introduction Key Concepts

Luciana Suardi
International hotel Management
l.suardi@uwtsd.ac.uk

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk



Before we start

As there are quite a few of us here, please ensure that your microphone is muted during all teaching until you are asked a question or there is a group discussion to prevent background noise.

You should attend every class and have a private space to work so that you can concentrate fully on the lesson.

You should not be at work, shopping, driving or caring for children.

Your camera must be always on during lectures please. -Use the Teams university background to protect your privacy.

YOU must join via a laptop or PC/MAC –No attendance permitted on phones or tablets

You will be removed from the session and logged as absent if you fail to adhere to these criteria.

This and all sessions will be recorded so that you can watch it again

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

Why is this important?

- This is a Full Time University course and as such the University definitions of engagement and decorum apply as they would in a physical classroom.
- Your Cameras must remain 'On' for the duration of the session in order to ensure equal engagement and for your lecturers to observe your full attendance of the session which is a condition for student loans/maintenance to be authorised.
- You should be using a **desktop or laptop device** with a camera, speakers and a microphone so that you will be able to engage in the session on equal footing with your classmates.
- You will be asked to share your screen and "present" your work, access documents, engage in writing activities use websites and create presentations which are either difficult or impossible on a phone.

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Get a laptop!

- Therefore, we ask you to purchase a laptop if you don't already own one, **by the end of Week 2.**
- Failure to do so within this time period will result in you being reported to the Level Lead in Week 3.
- The University offers bursaries that can provide a suitable device and/or contribute towards connectivity costs if you need some financial help with this.

-Digital Connectivity Bursary Application Form

-Undergraduate Bursaries

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk

Recap

Last week gave an overview of...

Cultural Awareness:

- Coursework
- What the module is about.
- Greetings
- What can be offensive

Italian:

- Come sta?
- Come si chiama?
- Da dove viene?
- Lei è?

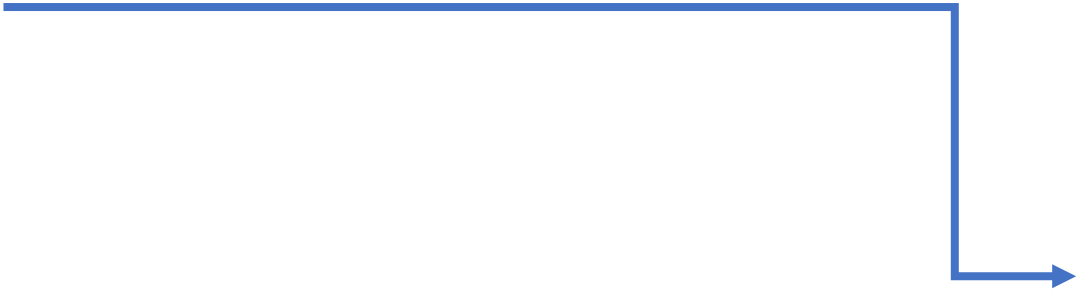
I NUMERI

UNO	1
DUE	2
TRE	3
QUATTRO	4
CINQUE	5



CULTURE

WHAT IS CULTURE FOR YOU?



Imperatives for Intercultural Competence

Demographic

Technological

Economic

Peace

Interpersonal

Demographic Imperative

- Italy is the 5th most visited country in the world.
 - Italian 92.0%, Romanian 1.8%, Maghrebi and/or Arabic 1.1%, Albanian 0.8% Other 4.3%
 - Italy has been increasingly receiving immigrants seeking asylum, especially from countries in the Sub-Saharan Africa. These immigrants have the potential to affect Italy's demographics to a small extent.
 - The Muslim population in Italy is projected to increase steadily in Italy and other parts of Europe.
- Changes are occurring in Europe, Asia, Africa, South America and the Middle East as well.

What is your country's demography like?

Technological Imperative

- Marshall McLuhan coined the term “global village” to describe mass media’s outreach throughout the world.
- Rapid and efficient transportation systems link people who live very far from each other.
- Technology allows and facilitates human interactions across the globe and in real time.

Economic Imperative

- Globalisation—the integration of capital, technology and information across national borders—is creating a global marketplace.
- Economic success of the U.S. depends on intercultural communication competence.
- U.S. economy is characterized by interdependence with other countries.

Peace Imperative

- In 2009, there were more than six thousand hate crimes committed against individuals because of their race, culture, religion, or social group membership.
- The need to understand and appreciate those who differ from ourselves is vital.

Interpersonal Imperative

- Given the effects of the global village, the quality of your daily life will increasingly depend upon your ability to communicate competently with people from other cultures.
- There are consequences to maintaining competent interpersonal relationships in an intercultural world.
- In our sectors of activity, we deal with customers/people from around the world, so it is vital

SECONDA LEZIONE D'ITALIANO



PRIMA (1st) lezione

Introduzione



PRIMA (1st) Conversazione

A: Buongiorno, come sta?

B: Bene grazie, e Lei?

A: Io sto bene. Grazie.

or A: Molto bene, grazie.

CIAO!



ARRIVEDERCI

SECONDA (2nd) Conversazione

A: Buongiorno, come si chiama?

B: Mi chiamo.... E Lei?

A: Mi chiamo.... Arrivederci!

BUONGIORNO

TERZA (3rd) Conversazione

A: Buongiorno, di dov'è Lei?

B: Sono di.... E Lei?

A: Sono di.... Arrivederci!

BUONA SERA

Grammatica - importante



Paradiso delle mappe

GLI ARTICOLI

si scrivono **davanti ai nomi**

determinativi

indicano persone, animali o cose ben precise e sono

	SINGOLARE	PLURALE
MASCHILE	IL	I
	LO	GLI
FEMMINILE	LA	LE

gli articoli **LO** e **GLI** si usano davanti ai nomi maschili che iniziano per PS, PN, GN, X, Z, e S + CONSONANTE

RICORDA

gli articoli **LO** e **LA** si scrivono con l'apostrofo (**L'**) davanti ai nomi che cominciano per **VOCALE**

indeterminativi

indicano in modo generico persone, animali o cose, sono solo al singolare e sono:

	SINGOLARE	PLURALE
MASCHILE	UN	//
	UNO	//
FEMMINILE	UNA	//

RICORDA

l'articolo **UNA** si scrive con l'apostrofo davanti ai nomi femminili che cominciano per **VOCALE**

l'articolo **UNO** si usa davanti ai nomi maschili che iniziano per PS, PN, GN, X, Z, e S + CONSONANTE

VOCABOLARIO

È UN....(M)
È UNA....(F) ↗ IT'S A...



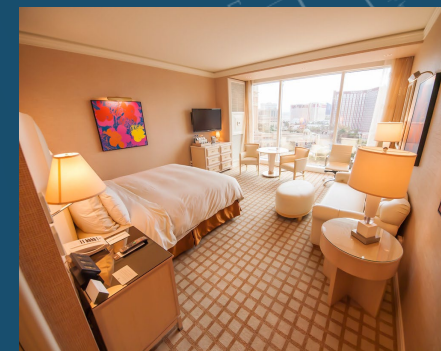
UN AEREO



UN HOTEL



UN COMPUTER



UNA CASA



UNA MACCHINA



UNA SEDIA



UN BAMBINO



UNA PROFESSORESSA

GRAZIE!

1. È un aero

ESSERE

TO BE

STARE

2. Come sta?

AVERE

HO



ESSERE E STARE

ESSERE and **STARE** both have one equivalent to English: **TO BE**. However, they are not interchangeable.

In 95% of the cases, the verb to use is **ESSERE**, there are cases where use **STARE** is expected and mandatory.

ESSERE

- Yourself and your nationality: **sono Luciana e sono italiana** (I am Luciana and I am Italian)
- Your job: **sono una professoressa** (I am a lecturer)
- Origins: **sono di Milano** (I am from Milan)
- Physical appearance and personality: **sono carina e sono simpatico** (I am pretty and lovely)
- Describe locations: **Roma è una bella città** (Rome is a beautiful city)
- Describe objects: **la mia casa è grande** (my house is big)
- Locate objects: **dov'è Roma?** (where is Rome?)

STARE

- Location: **oggi sto a casa** (I am at home today)
- Health: **come stai? Sto bene, male, meglio** ecc. (how are you? I am fine, bad, better etc.)
- Appearance: **la giacca sta bene, il cappello sta male** (the jacket suits you, the hat does not suit you) - 'stare bene an stare male' means that something looks great on you or not.
- IDIOMS: **stare in piedi** (to be standing), **stare seduto** (stare seduto), **stare zitto/a** (to be quiet), **stare attento** (to pay attention), **stare calmo** (to stay calm), **stare con** (to be with someone)

STARE vs ESSERE

Some of the idiom expressions, stare and essere are interchangeable. **Essere** states a quality or a statement, while **stare** implies a voluntariness in the action described.

- sono in piedi – I stand / **sto** in piedi – *I voluntarily stand*
- sono seduto – I'm seated / **sto** seduto – *I'm voluntarily seated*
- sei calmo – you are calm person (quality) / **stai** calmo! – *please, try to stay calm (voluntarily)*

PAESI – COUNTRIES

Di dove è Lei? (formal) Where are you from?
Di dove sei? (informal)

IL MIO AMICO!!!
LA MIA AMICA!!!

SONO

IO

TU

LUI, LEI

LEI formal È...

SONO...

SEI...

È...

È...

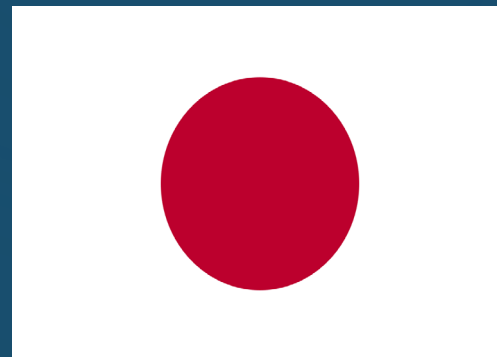
DELLA
DEL
DELL'



ROMANIA



INGHILTERRA



GIAPPONE



ITALIA

PROFESSIONI (PROFESSIONS)

Che cosa fa? (what do you do?)
Io sono... (I am a/an...)

- UN (M)
 - UNA (F)
- Both mean: 'a/an'

SONO

IO

SONO...

TU

SEI...

LUI, LEI

È...

LEI formal È...

NOI

SIAMO

VOI

SIETE

LORO

SONO



STUDENTE/ESSA



ADDETTO/A ALL'ACCOGLIENZA



CAMARIERE/A



INFERMIERE/A

An introduction to Intercultural Communication

Shared Ancestry, Diverse Cultures

Neuroscientist – Antonio Damasio (2010)

- Our world, our environment is so complex and so varied on the planet that diverse social networks developed to regulate like so that we could survive.

Sir David Cannadine (2013)

- There are six main forms of regulators of human life: **RELIGION, NATION, CLASS, GENDER, RACE AND CIVILAZATION.**

Regulators of Human Life: Religion

- Religion is the oldest source of human identity and conflict. Religion can be a regulator of how we live our lives and can provide a sense of identity. At times, religious groups co-existed without conflict. However, religious wars (those clearly caused or justified by differences in religious beliefs exclusive of other issues) have resulted in tens of millions of deaths in the course of human history
- The Crusades of the 11th to 13th centuries of the Christians against the Muslims
- 16th century succession of wars between Roman Catholics and Protestants
- The 1990s war in former Yugoslavia, divided along Orthodox, Catholic, and Muslim lines
- The divide between Sunni and Shiite in Iraq



- Christianity has been present in Italy for at least 2000 years. Most holidays are expectedly religious, others commemorate important days in the country's history and heritage. At the national level the most important of these are **Epifania** or **La Befana** (Epiphany) 6 Jan, **Carnevale** (Mardi Gras), **Pasqua** and **Pasquetta** (Easter Sunday and Easter Monday), **Ferragosto** (Assumption of the Virgin) 15 August, **Tutti i Santi** (All Saint's Day) 1 Nov, **Festa dell'Immacolata Concezione** (Immaculate Conception) 8 Dec, **Natale** (Christmas) and **Santo Stefano** (Boxing Day).
- **La Processione** – (Processions) - Religious devotion, art, colour and music combine in acts to commemorate the death of Jesus Christ: the processions. The oldest procession is celebrated in Chieti, it dates back to 842 A.D. The Miserere, composed by Saverio Selecchy in 1740, is intoned by 140 choristers and 200 musicians. The procession is opened by members of Confraternities, hooded by white robes, except for the Confraternity of Misericordia, in black, and the Confraternity of the Belt, dressed with a black robe.
- Catholicism is central to aspects of Italian life, from national holidays to shop opening times and social structures to laws. Catholicism is the dominant religion in Italy, making up 74% of the population. Non-Catholic Christian group 9.3%, Islam 3.7% , Atheism and Agnosticism 12% and other religions 1%.



Religion in Italy

WHAT ABOUT IN
YOUR COUNTRY?

RELIGIONI - RELIGIONS

Qual'è la tua religione? (what's your religion?)

IL MIO AMICO!!!
LA MIA AMICA!!!

SONO

IO

TU

LUI, LEI

LEI formal È...

SONO...

SEI...

È...

È...



CATTOLICO



MUSSULMANO



BUDDISTA



ORTODOSSO

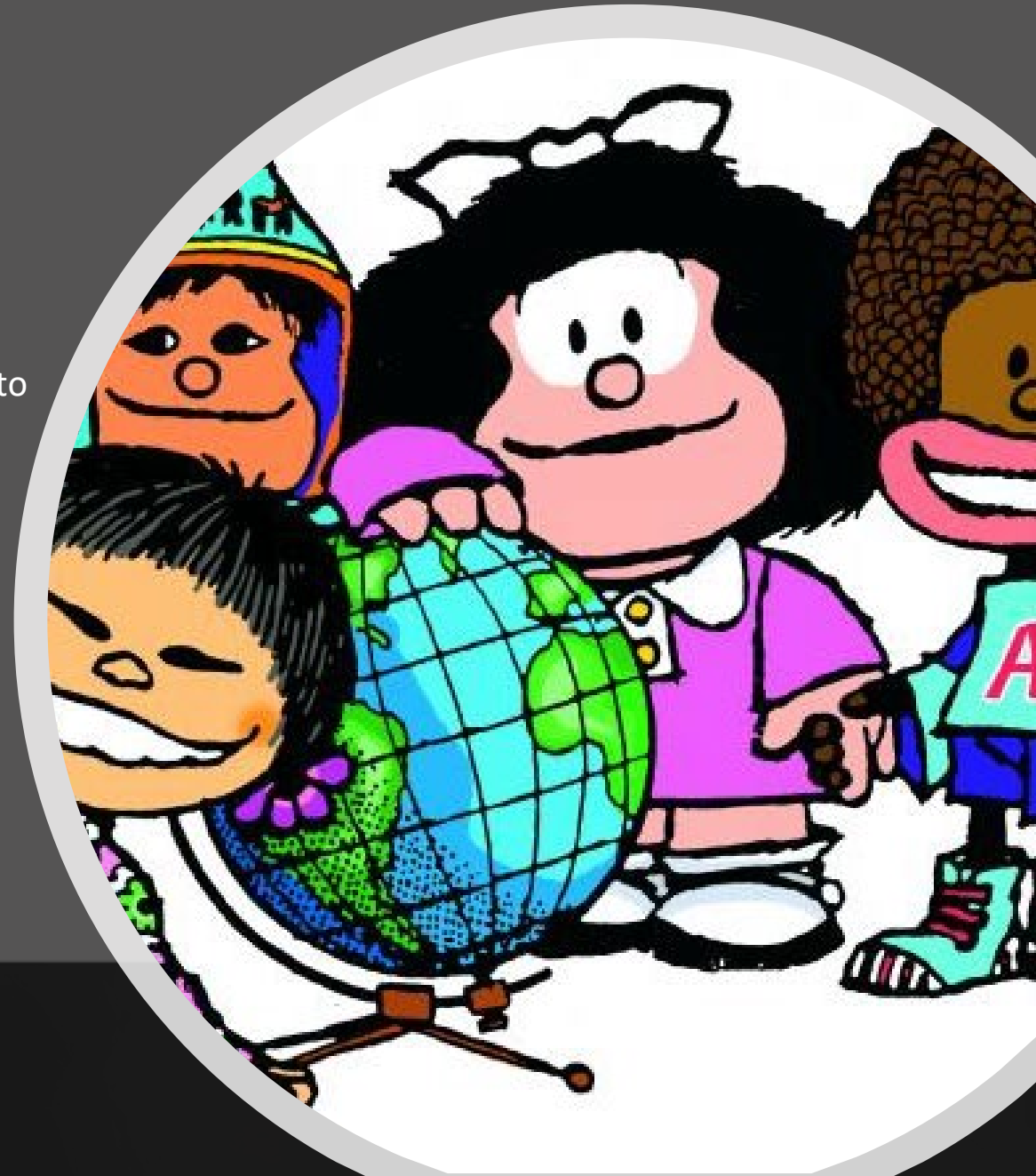
Regulators of Human Life: Nation

- **The nation-state** may be the most significant political creation of the modern times. From the 18th century on national identity has superseded religious identity as a primary identity in many parts of the world. Someone born and raised in Spain who works for Swedish technology company Ericsson at service center in India most likely self identifies as Spanish.
- However, nation-state identity is not descriptive when arbitrarily-drawn political boundaries do not reflect people's identities (popular support for secessionist states: Scotland, Catalans in Spain, Flemish in Belgium)



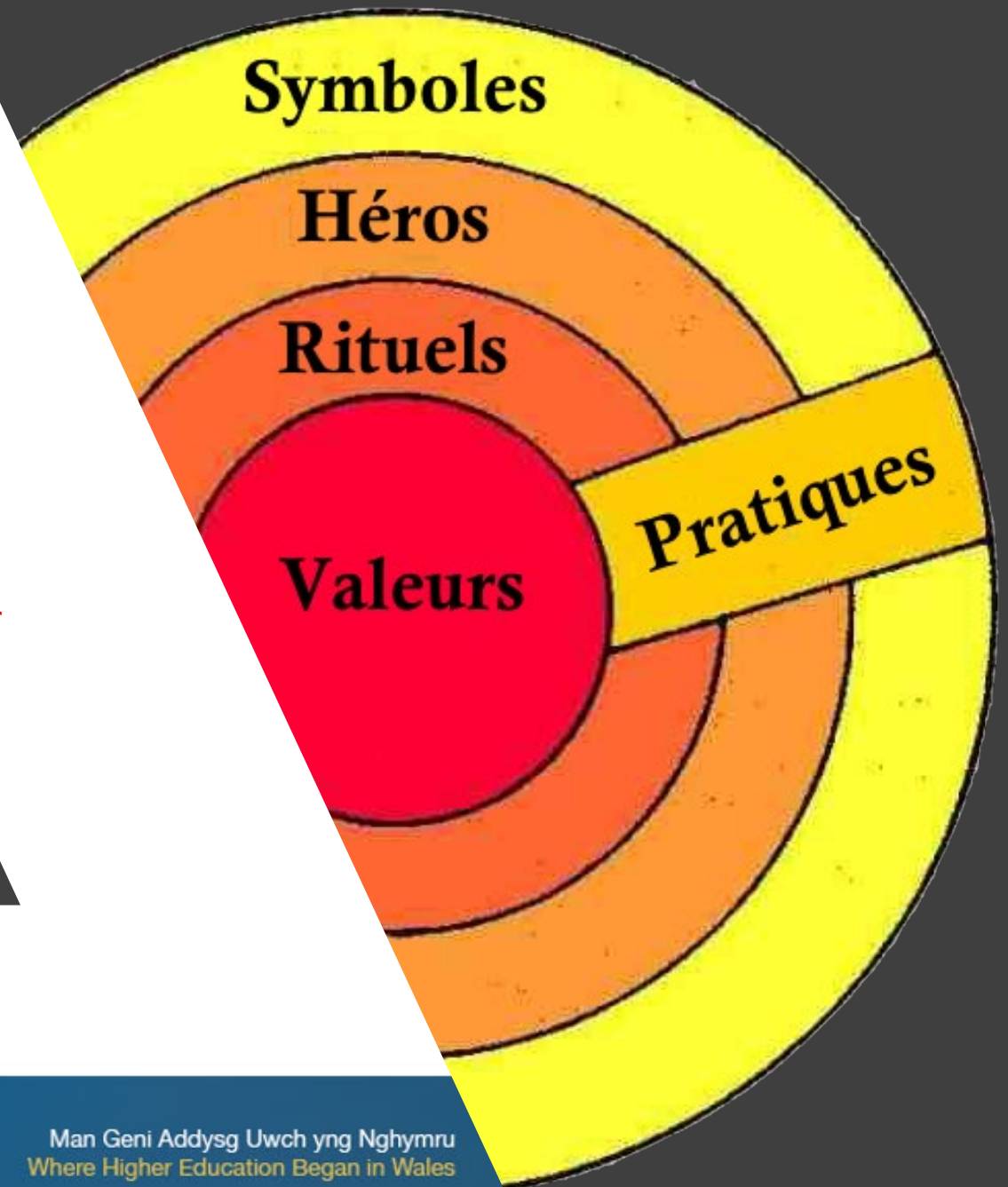
National and Cultural Identities

- The commonly-accepted term culture is generally used rather than the term nation-state •
- Culture refers to the following:
 - A community or population large enough to be self-sustaining (to produce new generations of members without relying on outside people)
 - The totality of that group's thoughts, experiences, and patterns of behaviour, and its concepts, values, and assumptions about life that guide behaviour and how those evolve with contact with other cultures
 - The process of social transmission of these thoughts and behaviours from birth, in the family and schools, over the course of generations
 - The identification with and perceived acceptance into a group that has a shared system of symbols, meanings, and norms (**cultural identity**)



Categories of Elements of Culture (Hofstede, 1994)

- **Symbols**: verbal and nonverbal language
- **Rituals**: socially essential collective activities
- **Values**: feelings not open for discussion within a culture about what is good or bad, beautiful or ugly, normal or abnormal, which are present in a majority of the members of a culture, or at least in those who occupy pivotal positions
- **Heroes**: real or imaginary people who serve as behaviour models within a culture Expressed in myths which can be subject of novels and other forms of literature Enduring myth in US culture: rugged individualist cowboy



NAZIONALITÀ - NATIONALITY

Di quale nazionalità sei? (what is your nationality?)

IL MIO AMICO!!!
LA MIA AMICA!!!

SONO

IO

TU

LUI, LEI

LEI formal È...

SONO...

SEI...

È...

È...



ROMANO/A



INGLESE



ITALIANO/A



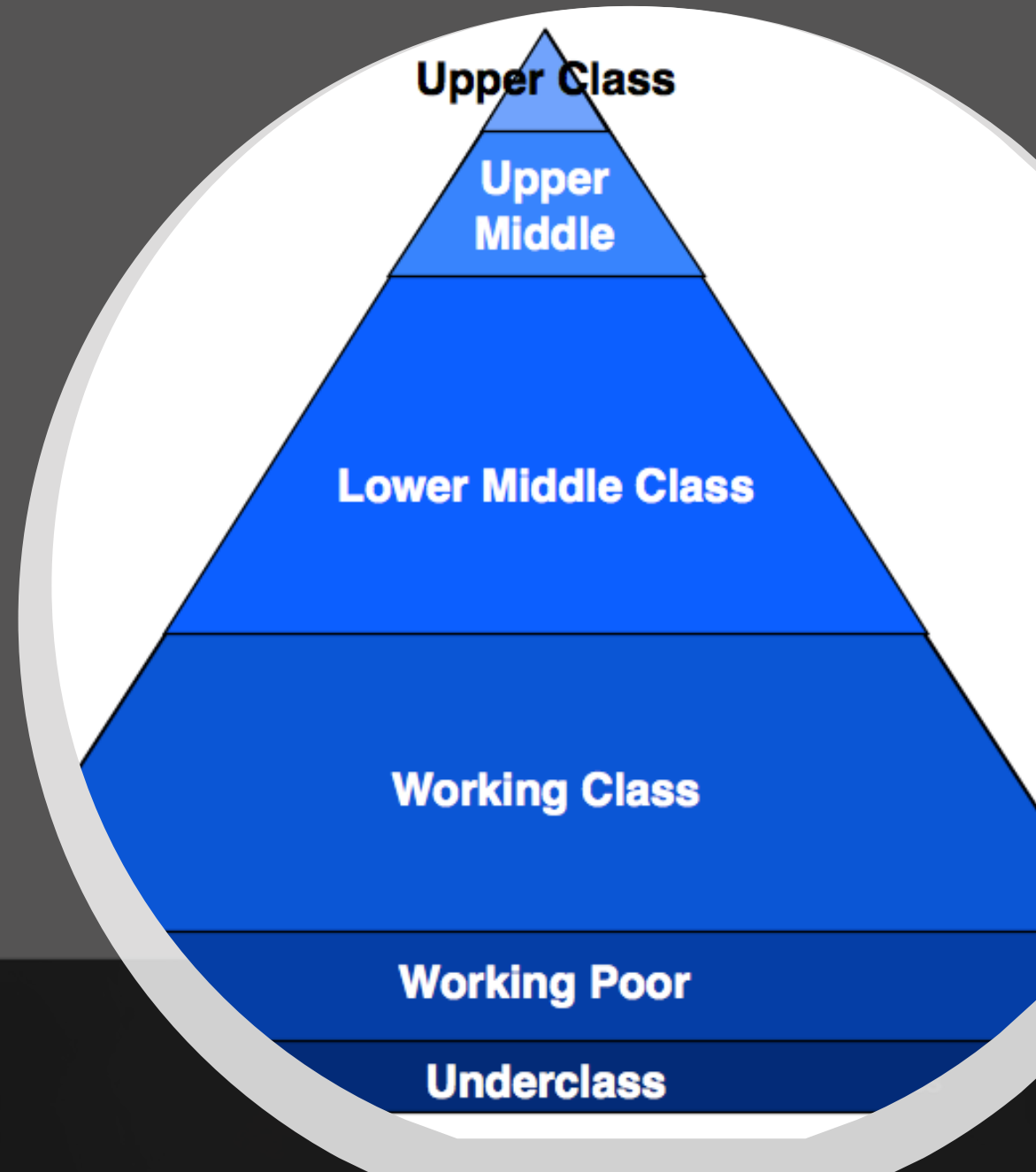
SPAGNOLO/A

Regulators of Human Life: Class

- Marx and Engels: identities are not created by religions or countries, but on the relationship to the means of production (in capitalism, between those who own means of production and those who must sell their labour) •
- Max Weber: class is determined by skill and education rather than by one's relationship to the means of production (upper, middle, and lower class) •
- **Social class:** a position in a society's hierarchy based on income, education, occupation, or neighbourhood

Hereditary class systems: British social system until mid-20th century (Downton Abbey); India's caste system

In the U.S., the basis of social class is income and other markers of social class (family values, education, marriage, work opportunities, neighbourhood) follow from income level



Regulators of Human Life: Gender

- Germaine Greer, *The Female Eunuch*, 1970:
- “Before you are of any race, nationality, religion, party or family, you are a woman.”
- Gender identity may be defined more by one’s culture than by one’s biology
- How a culture deals with gender reveals much about that culture’s values



GENERI - GENDERS

Che cosa sei? (what are you?)

SONO

IO SONO...

TU SEI...

LUI, LEI È...

LEI formal È...

- UN (M)
 - UNA (F)
- Both mean: 'a/an'



BAMBINO



BAMBINA



DONNA



UOMO

Maschile o femminile

(Gender: masculine or feminine)

In Italian nouns have **gender**: they are either *masculine* or *feminine*.

- Most nouns ending in **-o** are masculine.
- Most nouns ending in **-a** are feminine.
- Nouns ending in **-e** are either masculine or feminine.
- Nouns ending in **-ione**, like **televisione** are feminine.
- Nouns ending in a consonant, like **sport**, are usually masculine.



bambino

bambina

Regulators of Human Life: Race 1

- While class and gender may not have the same strength of regulation of human life and of identity creation as cultures, some would argue that race and skin colour do
- U.S. Census Bureau definitions of race:

1790 to 1850: White; free or slave Black (Negro)

1890: additional categories were mulatto, quadroon, octoroon, Chinese, Japanese

1910s: additional categories were Irish, Italian

1930s: Mexican category was added (later became Hispanic)

Indians went from Hindu, to Caucasian, to non-white, to White, to Asian Indian

You could be born in one race and die in another



Regulators of Human Life: Race 2

- **Race** has been defined from two perspectives: : race refers to a large body of people characterize biological and **sociohistorical**

Popular biological perspective by similarity of descent **1735**: Swedish scientist Carolus Linnaeus classified humans into: Africanus, Americanus, Asiaticus, Europeaeus

19th century: “racial sciences” ordered races from primitive to most advanced

20th century: genetics studies found no single race-defining gene; popular indicators of race (skin colour, hair texture) are mere adaptations to climate and diet (e.g. the weaker the ultraviolet light, the fairer the skin)



Regulators of Human Life: Race 3

- Race has been defined from two perspectives: **biological** and **sociohistorical**
- **Race as a sociohistorical concept:** explaining how racial categories have varied over time, between cultures The meaning of race has been debated in societies, and new categories have emerged while others changed
- **Brazil:** history of intermarriage among native peoples, descendants of African slaves, and immigrants from Europe, the Middle East, and Asia; hundreds of words for skin colours
- **Rwanda:** After World War I, Belgian colonists created racial system by dividing the population into three groups, Hutu, Tutsi, and Twa, based on the lighter or darker shades of their skin



Regulators of Human Life: Civilization

- **19th century:** the term culture was commonly used as a synonym for Western civilization
- British anthropologist Sir Edward Tylor (1871): popularization of idea that all societies pass through developmental stages, beginning with “savagery,” progressing to “barbarism,” and culminating in Western “civilization” •
- **20th century:** some thinkers believed that civilization is more important than culture or nation-state
- Samuel Huntington, *The Clash of Civilizations*, 1996: civilizations are the most important form of human identity; present-day civilizations include Western, Latin American, Sub-Saharan African, Eastern Orthodox (including the former Soviet Union), Islamic, Confucian, Hindu and Japanese



Exercise

1. You will be placed in Groups



2. Find the 6 main forms of regulator of human life with in the country of your choice



USA – JAPAN - SOUTH AFRICA – ITALY - PHILIPPINES

Cultures Within Cultures

- **Subculture:** resembles a culture in that it usually encompasses a relatively large number of people; exists within dominant culture and is often a subdivision based on geographic region, ethnicity, or economic or social class
- **Ethnicity:** term referring to a group of people of the same descent and heritage who share a common and distinctive culture passed on through generations; distinguishing characteristics can be language, accent, physical features, family names, customs, and religion
- **Co-culture:** suggests that no one culture is inherently superior to the other coexisting culture; mutuality may not be easily established





Cultures Within Cultures

- The Māori of New Zealand
- 1840: Māori chiefs signed the Treaty of Waitangi, which in exchange for granting sovereignty to Great Britain promised the Māori full possession of their lands
- The terms of the treaty were largely ignored as Māori land was appropriated as settlers arrived
- 1975: the government investigated Māori claims, which resulted in some return of Māori land
- 1994, the government proposed to settle all Māori land claims for \$1 billion, a small percentage of current value
- Today, New Zealand's population by descent is approximately 13% Māori and 78% Pakeha (European)

Cultures Within Cultures

- **Subgroup:** membership group
- Subgroups exist within a dominant culture and are dependent on that culture
- Like cultures, subgroups provide members with relatively complete sets of values and patterns of behavior and in many ways pose similar communication problems as cultures
- Occupation is one important subgroup
- Membership in subgroup can be temporary The reference group is the group someone wants to belong to, creating “wannabe” behavior



Culture and Communication

Cultural definitions of communication

- Culture is a code we learn and share, and learning and sharing require communication
- Definitions of communication from many Asian countries stress harmony. For example, a Confucian perspective on communication would define it as an infinite interpretive process where all parties are searching to develop and maintain a social relationship
- In a Western perspective, communication is one-way, top-down, and suited for the transmission media. For example, in Berlo's model of communication the source is viewed as more active and more important than the receiver and encoding (speaking) is viewed as superior to decoding (listening)

The Media of Intercultural Communication

- One component of the communication process is the channel, the medium; the use of media can help increase contact and communication between cultures
- **Human couriers and intermediaries:** early form of intercultural communication:
- **Telephone:** in 2011, there were 1.2 billion landlines in use; differences in conversational patterns
- **Internet:** Over 2.5 billion users in every part of the world; issues as computers are English-oriented
- **Social media:** nearly 53 million users in the UK (78% of population – Jan 21) 4.48 billion users worldwide (July 21) 2011: 1 billion users; international and nation-specific platforms



Communication

“Communication is a symbolic, interpretive, transactional, contextual process in which people create shared meanings.”

- EYE CONTACT
- POSTURE
- APPEARANCE
- TOUCHING
- GESTURES
- VOICE TONE

“all aspects of communication other than words themselves”.
(Birdwhistell, 1970)



Characteristics of Communication



- It is symbolic.
- It is interpretive.
- It is transactional.
- It is contextual.
- It is a process.
- It involves shared meaning

Communication is Symbolic

A SYMBOL

- Is a word, action or object that stands for or represents a unit of meaning.

MEANING

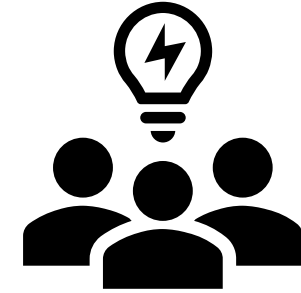
- Is a perception, thought, or a feeling that a person experiences and might want to communicate to others.

A MESSAGE

- Refers to a package of symbol used to create shared meanings.

Communication is Interpretive

WHENEVER PEOPLE COMMUNICATE, THEY MUST INTERPRET THE SYMBOLIC BEHAVIOR OF OTHERS AND ASSIGN MEANING TO THE BEHAVIORS.



COMMUNICATION REQUIRES SUFFICIENT UNDERSTANDING BETWEEN PARTICIPANTS.



COMMUNICATION DOES NOT REQUIRE AGREEMENT AMONG PARTICIPANTS.



Communication is Transactional

Communicators simultaneously send and receive messages at every instant that they are involved in conversations.

Emphasis is on the shared creation of messages and meaning.

Communication is Contextual

All communication takes place within a setting or situation called a context.

Context includes:

Physical settings—actual location for interaction.

Social settings—shared expectations people have about the kinds of interactions and behaviours that normally should occur in various social events.

Interpersonal settings— Expectations people have about the behaviours of others as a result of differences in the relationships between them.

Communication is a Process

It is a process that includes people, relationships, activities, objects and experiences that are dynamic rather than static.

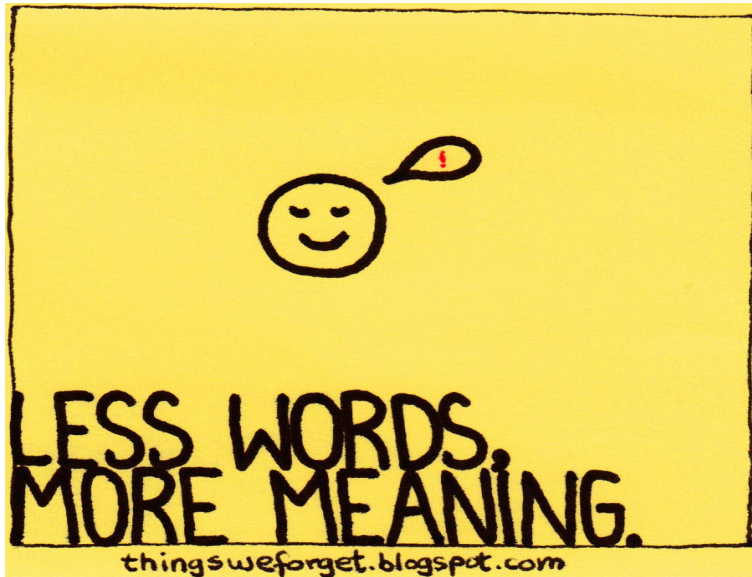


This process is always changing, moving, developing, and evolving.



“you can’t stand in the same stream twice”

Communication involves shared meanings



- ❖ Meanings are created and shared by groups of people as they participate in the ordinary and everyday activities that form the context from common interpretations.
- ❖ Focus is on the ways people attempt to “make sense” of their common experiences in the world.

Interpersonal Communication



It is comprised of 4 characteristics.

1. It occurs between small groups of people.
2. It involves people interacting exclusively with one another.
3. It is adapted to specific others.
4. Interpretation of messages can occur simultaneously with their creation, allowing communicators to adapt their messages instantaneously.

The Challenge of Communicating in an Intercultural World

All Cultures have a visible component and a larger (and arguably more important) part that is hidden from view.

There are no simple prescriptions that can guarantee competent interpersonal communication among people from different cultures.

As the world transforms, differences among people become reasons to celebrate and share rather than fear and harm.

QUESTIONS?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

I look forward to seeing you next week.

If you have any questions in the meantime, please send an email from your student account

rodrigo.faguilera@uwtsd.ac.uk

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk





Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales