Književnost, umjetnost, kultura
između dviju obala Jadrana/
i dalje od mora IV.

Letteratura, arte, cultura
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Književnost, umjetnost, kultura između dviju obala Jadrana/ i dalje od mora IV.

Letteratura, arte, cultura tra le due sponde dell'Adriatico ed oltre IV

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One of the most important challenges today is the fact that all our communication is based on cross-cultural context. Development of intercultural communication skills is therefore one of the most important competencies for modern students who will potentially work in the global environment. As the region of Istra is a well known tourist destination, students have opportunities to work during the summer and to apply their knowledge of foreign languages.

The focus of this paper is to examine intercultural communication apprehension in Italian and English language. The study was conducted on a sample of students studying Italian language at University of Juraj Dobrila - Pula whose obligatory foreign language was English. All interviewed students performed a part time job during the summer in a field of tourism. Their attitudes were collected on basis of personal report of intercultural communication apprehension. Regarding to the results of research we may conclude that there is no significant difference between using of above mentioned foreign languages.

INTERCULTURAL COMMUNICATION APPREHENSION OF STUDENTS STUDYING ITALIAN LANGUAGE AT UNIVERSITY OF PULA

1. Introduction

1.1. Literature Review

Intercultural communication has now become more important than ever before. It is a multi disciplinary academic field of research and study that seeks to understand how people from different countries and cultures behave, communicate and perceive the world by creating a cultural synergy. There are many researchers and academics of note within the intercultural field that naturally all have different definitions of intercultural communication. For example, Knapp defines it: «as the interpersonal interaction between members of different groups, which differ from each other in respect of the knowledge shared by their members and in respect of their linguistic

forms of symbolic behavior» (1988:266). As an integral part of this interaction, communication is the most important quality for anyone to work on if they want to work or be part of an intercultural society. Important concepts related to intercultural communication include intercultural communication apprehension and intercultural competence.

McCroskey defines communication apprehension as an «individual's level of fear or anxiety associated with real or anticipated communication with another person or persons (1977). Communication apprehension has been one of the most studied individual differences in the field of interpersonal communication, under a variety of labels such as social anxiety, reticence, shyness, unwillingness to communicate, and social-communicative anxiety McCroskey, J. C., Richmond and McCroskey, L.(2009). Communication apprehension refers to one's anxious feelings about communication. The scope of subjects includes dating anxiety, receiver apprehension or informational reception apprehension, singing apprehension, writing apprehension, and intercultural communication apprehension (McCroskey, 2009). Richmond and McCroskey (1998) suggest that there are at least four types of communication apprehension:

1. trait-like communication apprehension, which cuts across time, receiver, and situation;
2. context-based communication apprehension, which is associated with a single type of communication context cutting across receiver and time;
3. audience-based communication apprehension, which is associated with a single receiver or group of receivers cutting across context and time; and
4. situational communication apprehension, which is specific to a given context with a given receiver at a given time.

Fifteen years ago, Neuliep and McCroskey introduced the concept of intercultural communication apprehension in the communication literature (Neuliep and McCroskey, 1997). They defined intercultural communication apprehension as: «the fear or anxiety associated with either real or anticipated communication apprehension with people from different groups, especially cultural and /or ethnic groups (1997:48). They have persuasively argued that intercultural communication apprehension leads to a low motivation to interact with strangers of different cultures.

According to Gudykunst and Matsumoto (1996) one of the communication situation containing novelty, unfamiliarity, dissimilarity and uncertainty is intercultural communication. Individuals tend to view people from other cultures as strangers when they are confronted with cultural differences. In such a circumstance, not only the uncertainty but also the anxiety is high. Gudykunst and Matsumoto pointed out that intercultural communication apprehension refers to the fear or anxiety associated with either actual or anticipated with people from different cultural or ethnic groups.

Intercultural communication apprehension is often an obstacle in everyday communication and in business communication among people from different cultures. Development in technology has made it easier and faster to interact over long distances; however, people sometimes experience fear, shyness or other internal barriers while communicating with strangers.

In the field of communication, communication apprehension is conceptualized in terms of oral communication in a person's native language as the fear or anxiety triggered by real or anticipated communication with other people (Beatty and Andriate, 1985; Daly, 1991; Jung and McCroskey, 2004). But the concept of communication apprehension has also been applied specifically to foreign language (FL) learning – a context believed to have the potential to create or amplify communication apprehension (Jung and McCroskey, 2004; Lucas, 1984).

In organizational perspectives, communication apprehension reveals many success or failure outcomes. According to the findings of various studies, it has effect on occupational choice, advancement, employment retention and job applicant screening. People with high communication apprehension tend to prefer actual or expect occupations that require lower communication. They also are not the candidates for promotion but they are potential people to leave the organization. High communication apprehension people are less competent, require more training, rarely offered an interview, less successful on the job, have relationship difficulties with co-workers and their job satisfaction level is lower (McCroskey and Richmond, 1979).

In the field of applied linguistics, the concept of communication apprehension is closely related to that of language anxiety. In fact, communication apprehension and language anxiety are sometimes considered

conceptually similar or even synonymous (MacIntyre et al., 2002; MacIntyre and Charos, 1996). Communication apprehension has been shown to be an especially important component of FL anxiety (Aida, 1994) because speaking in particular makes learners anxious (Horwitz et al., 1986; Levine, 2003; Young, 1990). In fact, speaking seems to be: «the single most important source of language anxiety» (MacIntyre, 1999, p. 33; Kostić-Bobanović, 2009). FL anxiety and communication apprehension play an important role in FL learning because of their potentially debilitating effects. Avoidance behavior is typical of anxious students; FL learners suffering from communication apprehension usually have a lower willingness to communicate in the FL (MacIntyre and Charos, 1996; Kostić-Bobanović, 2007).

Intercultural competence is the ability to communicate successfully with people from other cultures. A person who is interculturally competent understands culture-specific concepts in perception, thinking, feeling and acting. The interculturally competent person considers earlier experiences free from prejudices, and has an interest in, and motivation towards, continued learning. Intercultural competence is commonly studied in business and management research (Pliopaite and Radzeviciene, 2010; Stroud, 2010) analyzing the processes of internationalization in higher education (Stier, 2006; Stone, 2006; Mažeikiene and Virgailaite-Mečkauskaite, 2007; *Norviliene, 2012*).

In the tourist region of Istria, most students who have fulfilled their academic obligations search for jobs at the beginning of each summer. Many students work in tourist resorts, as receptionists, waiters, bartenders, exchange officers, tour guides, etc. All of these positions require communication with people from other cultures; intercultural communication apprehension is a common problem for students in these roles. Holliday (2010) states that by means of intercultural communication courses, dialogues on various levels will be engaged and the complexity of people's cultural identity will prove to be an advantage rather than a disadvantage – we will respond to people according to how we find them, not what we have heard about them. We will avoid easy answers about what these people are like. We will appreciate each culture and its complexity, uniqueness and variations. Lastly, we will learn to build up clear notions what happens between us and others when we communicate – we will work out how to communicate as we go along. Holliday (2010) considers this skill to be the most important asset and objective of all applied linguists and foreign language studies. It is therefore worthwhile to explore

the impact of intercultural communication apprehension among students who are especially reliant on intercultural communication in their jobs.

1.2. The Aim of the Study

The focus of this paper is to examine intercultural communication apprehension in Italian and English among university students who study Italian and work part-time during the summer in the field of tourism.

2. The research methodology

2.1. Participants

The survey was conducted in the winter semester of the 2010/11 academic year. A sample of 83 students from the University in Pula took part in the research. The subjects of this study were students attending lessons in Italian language and literature at the University of Juraj Dobrila in Pula whose obligatory foreign language was English. All participants worked in tourism during the summer, as tourist guides, waiters, receptionists, and entertainers in the region of Istria (Pula, Umag, Rovinj, Poreč, and Rabac). The study complied with ethical research principles: the informants were aware of the purpose of the study, they participated on a voluntary basis, and their consent was obtained before recording the information. The average age of the informants was 21 years.

2.2. Measures

The measure that was used in this study was the Personal Report of Intercultural Communication Apprehension (PRICA) developed by Neuliep and McCroskey (1997). This measure consists of 14 statements and was developed to address communication apprehension in cultural contexts. Participants are asked to indicate their level of agreement with each statement on a scale from 1 (˝Strongly Disagree˝) to 5 (˝Strongly Agree˝). The participant is assigned a score equal to the sum of his or her 14 responses. Scores can range from 14 to 70. Scores below 32 indicate low intercultural apprehension while scores between 32 and 52 indicate a moderate level of intercultural communication apprehension. Scores above 52 indicate high level of intercultural communication apprehension.

3. Results and discussion

Table I. Personal Report of intercultural Communication Apprehension (PRICA) by languages (n = 83)

Italian	English	Norms for PRICA scores
23	18	< 32
(28%)	(22%)	Low
53	55	32 – 52
(64%)	(66%)	Medium
7	10	> 52
(8%)	(12%)	High

Most surveyed students have moderate levels of intercultural communication apprehension (64% of students for Italian and 66% for English language). For both languages, approximately 25% of students have low Intercultural Communication Apprehension (ICA) and approximately 10% of students have high ICA.

Anecdotal evidence from interviews suggests that students with high ICA tend to lack prior work experience in the field of tourism.

It is necessary to determine the factors that affect reduction of intercultural communication apprehension. In our opinion, it would be appropriate to include intercultural communication courses in language classrooms. Intercultural communication courses can facilitate better understanding of us and others. It can also facilitate transfer of information and ideas of people who speak a different language and communicate their thoughts, ideas and feelings – the aim which is absolutely necessary in our information world.

Graph I. Differences in Personal Report of Intercultural Communication Apprehension (PRICA) Between Italian and English
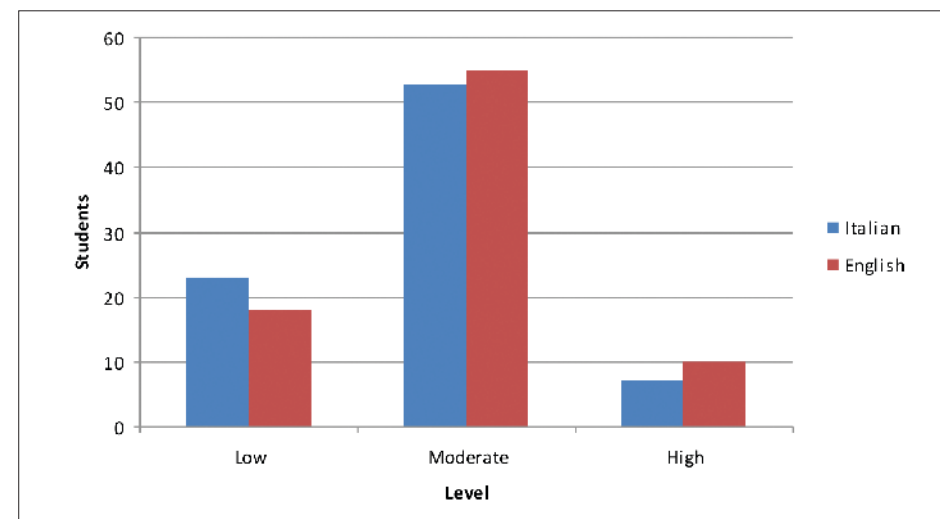
In Graph 1, the language spoken (Italian or English) appears to make no significant difference in students' ICA. To check for a statistically significant difference in students' levels of apprehension between Italian and English, we use Mann-Whitney test. The test shows no statistically significant difference. Mann-Whitney parameters are as follows:

Table 2. Mann-Whitney Test Parameters

Statistic	Value
N (number of participants)	83
Mann-Whitney U	3164.5
Mean of U	3444.5
Standard Deviation of U	10706.1
Z-score	-0.02615
P-value	0.4896

Despite the lack of a statistically significant difference, it appears in Graph 1 that apprehension is slightly higher for English than for Italian in the sample data. We suppose that apprehension is slightly lower in Italian because the students in the sample study Italian language, literature, and culture as their major field of study; as residents of Istria, they also have a great deal of exposure to Italian culture in their everyday lives. We believe that information seeking and other readiness effort before interacting with people from different cultures can decrease the amount of uncertainty and anxiety. According to McCroskey (1990), difficulties in intercultural communication stem from less knowledge about the way of communicating with people from other countries. Knowledge about other cultures may help a person to avoid miscommunication behaviour and orientation.

It may be that a similar experiment using a larger sample would show a significant difference in apprehension between the two languages. It is clear that «in the context of globalisation, intercultural communication has become ubiquitous in contemporary communication and the importance of preparing graduates for communication in the global village has become a truism » (Louhiana-Salmien 2009:307).

Alasuutari (1995) argues that culture is a dynamic and interactive system which must be studied by a process of defamiliarization. According to Alasuutari (1995:35) this process: «takes us away from our comfortable, limited, commonly accepted and often unconsidered opinions about what everybody and everything is like and makes us more sensitive to the way that these opinions are formed and maintained. It alters us, to the ways that things which at first sight appear obvious and natural are actually the result of social action, social power or social tradition». In order to participate in the global economy, today's students will require not only linguistic ability, but also cultural competence and a global perspective.

Everyday discourse creates potential problems and misunderstandings; therefore, a rigorous analysis is necessary to consider the implications these issues can have for our behaviour and communication patterns. Realising this, we can be better intercultural communicators, able to reflect and assess possible opportunities and threats of the current world.

4. Conclusion

In order to learn, to know and to function in today's society, communication is vital.

However, individuals may consciously or unconsciously avoid situation where communication is required. Avoidance and withdrawal behaviour against engaging in oral communication are the usual characteristics of communication apprehensive individuals.

Intercultural communication encompasses a wide range of issues that naturally arise in communication among individuals from different religious, social, ethnic, and educational backgrounds. Development of intercultural communicational skills is the most important asset and objective of all students who will have to work in the global environment.

This paper aimed to examine intercultural communication apprehension in Italian and English among university students who study Italian and work part-time during the summer in the field of tourism. The results reported in our study show that most surveyed students have moderate levels of intercultural communication apprehension. There is no statistically significant difference in students' levels of apprehension between Italian and English. It would be appropriate to include intercultural communication courses in language classrooms in order to lower intercultural communication apprehension. Engaging in classes will help a student to experience and learn the basis of a new culture. The cross-cultural sensitivity is a crucial variable in a variety of situations which call for interaction with people from cultures other than their own. For being successful in intercultural contexts, people must be interested in other cultures, be sensitive enough to notice cultural differences and then also be willing to modify their behaviour.

Limitation of study
One limitation of this study is that its scope is restricted to only two languages: Italian and English. It would be interesting to consider whether students speak another foreign language, such as Russian, German or French, in order to see the level of Intercultural Communication Apprehension in those language fields.

One way of expanding this research would be to consider how time affects students' apprehension. Future research could consider whether ap-

prehension decreases over time, and if so, how much time students need to feel comfortable interacting with people from foreign cultures.

Međukulturalna komunikacija predstavlja jedan od najvažnijih izazova današnjice. Razvoj komunikacijskih vještina je stoga jedna od najvažnijih sposobnosti suvremenih studenata koji će potencijalno raditi u globalnom okruženju. Budući da je Istra poznata turistička destinacija, studenti imaju priliku raditi tijekom ljeta i primjenjivati svoje znanje stranih jezika.

Cilj je ovoga rada ispitati strah od komunikacije na talijanskom i engleskom jeziku. Istraživanje je provedeno među studentima talijanskog jezika na Sveučilištu Jurja Dobrile u Puli koji su učili engleski kao strani jezik. Svi su ispitanici radili u turizmu tijekom ljeta. Njihovi su stavovi prikupljeni upitnikom za ispitivanje straha od interkulturalne komunikacije. Rezultati istraživanja pokazali su da ne postoje statistički značajne razlike između uporabe engleskog i talijanskog jezika.

KLJUČNE RIJEČI: strah od interkulturalne komunikacije, studenti talijanskog jezika, engleski kao strani jezik.

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La ricerca analizza il concetto di cortesia, le sue forme e l'uso nella lingua italiana come L1 e L2 da parte di studenti universitari croatofoni e iatlofoni, attraverso una serie di e-mail inviate ai loro docenti. Si cerchera' di spiegare come la cortesia influisce sulle scelte linguistiche delle forme di saluto e forme allocutive (Brown e Gilman 1972), dell'uso dei nomi, cognomi e titoli nel rivolgersi alle persone (Brown e Ford 1964), nonche' di altre strategie del comportamento cortese, in base alla teoria di Brown e Levinson (1987): sara' considerato il *FTA* (*Face Threatening Act*), cioe' la nozione di minaccia potenziale della faccia che, grazie agli atti che salvano il „lavoro di faccia" (*FSA*, *Face Saving Acts*), l'equilibrio è garantito.

PAROLE CHIAVE: cortesia linguistica, competenza interculturale, forme allocutive, faccia positiva e faccia negativa, bilingui, monolingui.

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GESTIRE LA CORTESIA LINGUISTICA: PROBLEMI E TENTATIVI DEI BILINGUI

1. Teorie sulla cortesia linguistica

Il *linguaggio della cortesia* è l'insieme delle strategie, norme e convenzioni verbali adottate da una comunità per contenere la conflittualità e favorire l'armonia nell'interazione comunicativa. L'espressione linguistica della cortesia è un fenomeno socio-pragmatico nel quale intervengono parametri come la distanza sociale tra gli interlocutori, i rapporti di potere e/o di solidarietà, il grado di familiarità, la partecipazione affettiva e il coinvolgimento. Da questi dipendono le scelte linguistiche che variano in relazione al contesto, allo stile, al registro, al canale e al mezzo di comunicazione. Brown (1980) individua tre fattori che sembrano essere coinvolti nella decisione se bisogna essere cortesi o meno. Secondo la sua opinione, si tende d'essere più cortesi quando si parla con una persona socialmente superiore o piu importante, nelle interazioni con stranieri, ossia nelle situazioni in cui i parlanti non sono in un rapporto di confidenza e c'e una distanza sociale tra di loro, nelle situazioni in cui si minaccia la faccia dell'altro interlocutore.