

**O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI**

Yuldasheva Feruza Erkinovna

**ASOSIY O'RGANILAYOTGAN
CHET TILI**

(Madaniyatlararo kommunikatsiya)

O'QUV QO'LLANMA

Buxoro – 2022

Yuldasheva Feruza,

Asosiy o'rganilayotgan chet tili (Madaniyatlararo kommunikatsiya): o'quv qo'llanma/ F.Yuldasheva 122 b. "Durdona" nashriyoti 2022

Ushbu o'quv qo'llanma Oliy o'quv yurtlarining 5120100-Filologiya va tillarni o'qitish (ingliz tili), 5120200-Tarjima nazariyasi va amaliyoti yo'nalishi (ingliz tili), 5112200-Maktabgacha va boshlang'ich ta'limda xorijiy til (tillar bo'yicha), 5121200-Madaniyatlararo kommunikatsiyalarning lingvistik ta'minoti (tillar bo'yicha) yo'nalishi o'qituvchi va III-bosqich talabalari uchun mo'ljallangan. O'quv qo'llanmada madaniyatlararo kommunikatsiya fanining predmeti, asosiy tushunchalari, maqsadi va vazifalari, shuningdek, madaniyatlararo muloqot, xalqaro madaniy kompetentlik, madaniyatlar o'rtasidagi tafovutning til o'rganish va o'qitishdagi ahamiyati bilan bog'liq jarayonlarning umumiy tavsifi va madaniyatlararo muloqotda madaniyatga xos xususiyatlarni o'rinli ishlatish haqida muhim ma'lumotlar berilgan.

Shuningdek, mazkur o'quv qo'llanmada xushmuomalalik kategoriyasi, uning madaniyatlararo muloqotda qo'llanilish usullari haqida ham ma'lumotlar taqdim etilgan. Mavzular doirasida qiziqarli savollar, testlar bilan bir qatorda glossariy o'z ifodasini topgan.

Mas'ul muharrir:

A.A.Haydarov – BuxDU Ingliz tilshunosligi kafedrasi dotsenti, f.f.n.

Taqrizchilar:

Z.I.Rasulov – BuxDU Ingliz tilshunosligi kafedrasi dotsenti, f.f.n.

N.B.Bakayev – Buxoro davlat tibbiyot instituti Ingliz tili kafedrasi dotsenti, p.f.n.

Ushbu "Asosiy o'rganilayotgan chet tili (Madaniyatlararo kommunikatsiya)" nomli o'quv qo'llanma BuxDU Ilmiy kengashining "4" mart 12-yig'ilishida muhokama qilingan va nashrga tavsiya qilingan.

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ КЕНГАШИНИНГ
2020-2021 ЎҚУВ ЙИЛИ 12-ЙИГИЛИШ БАЁНИДАН
кўчирма

2021 йил 4 март

Бухоро шаҳри

БухДУ Филология факультети
Иштирокчилар зали

сана 14:00

Раъсалик қилди:

О.Х. Хамидов - кенгаши раиси, Бухоро давлат университети ректори, п.ф.д., проф.

Иштирок этганлар:

Н.Г. Дилова - кенгаши котиби, п.ф.ф.д. (PhD) доц.
БухДУ кенгаши аъзолари умумий сони: 71 нафар
Қатнашди: 67 нафар кенгаш аъзоси ва тақриф қилганлар (рўйхат оқсмай)

КУН ТАРТИБИ

VI. Турли масъалалар

6.1. Университет педагог ходимлари томонидан тайёрланган дарслик, ўқув ва методик қўлланмаларни календар графикка олишга тасвиб бериш тўғрисида.

6.1.22. Хорижий тиллар факультети Инглиз тилишунослиги кафедраси ўқитувчиси Ф.Э.Юлдашева томонидан тайёрланган "Асосий ўрганиладиган чет тили (Маданиятлараро коммуникация)" номли ўқув қўлланмани Республика ОЎМТВ қурулдири Олий, ўрта махсус ва профессионал таълим вазирлигини буйича ўқув-услубий бирлишмалар фаолиятини Мувофиқлаштирувчи кенгаш муҳокамасига тавсия этиш ҳақида.

Э Ш И Т И Л Д И:

Р.Жумасев: (Ўқув-услубий бошқарма бошлиғи) - Хорижий тиллар факультети Инглиз тилишунослиги кафедраси ўқитувчиси Ф.Э.Юлдашева томонидан тайёрланган "Асосий ўрганиладиган чет тили (Маданиятлараро коммуникация)" номли ўқув қўлланмани Республика ОЎМТВ қурулдири Олий, ўрта махсус ва профессионал таълим вазирлигини буйича ўқув-услубий бирлишмалар фаолиятини Мувофиқлаштирувчи кенгаш муҳокамасига тавсия этиш учун тайёрланганини маълум қилди. Ушбу ўқув қўлланмага тақризчилар БухДУ Инглиз тилишунослиги кафедраси мудири, ф.ф.и. доцент Э.Н.Расуллов ва Бухоро Давлат Тиббиёт институтини Инглиз тили кафедраси доценти, п.ф.и. Н.Б.Бақиев томонидан ижобий баҳо берилганини таъкидлади. Шунингдек, маъқур ўқув қўлланма муҳокамаси ҳақидаги Инглиз тилишунослиги кафедрасининг (2021 йил 27 январь) Хорижий тиллар факультети (2021 йил 30 январь) йиғилишлари қарори, ва университет ўқув-методик кенгашининг 2021 йил 23 февралдаги 7-сон йиғилиши баёни билан таништирилди.

Ўқув-услубий бошқарма бошлиғи Р.Г.Жумасев ушбу ўқув қўлланмадан \$112200-Мақсадга ва бошланғич таълимда хорижий тил (тиллар бўйича), \$121200-Маданиятлараро коммуникацияларнинг психология таълимоти (тиллар бўйича) таълими йўналиши 3-босқич талабаларни кенг фойдаланиши мумкинлигини ва айни вақтда ўқув қўлланмага 50 нусخага эгидек бораётганини билдирди.

Кун тартибиданги масъала муҳокама қилиниб, кенгаш қарор қилди:

1. Хорижий тиллар факультети Инглиз тилишунослиги кафедраси ўқитувчиси Ф.Э.Юлдашева томонидан тайёрланган "Асосий ўрганиладиган чет тили (Маданиятлараро

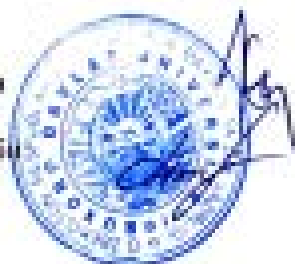
коммуникация)» номли ўқув қўлланма ушбу вўналиш талабалари ва мутахассислари учун тарғулиги алоҳида тайёنланган.

2. Хорезмий тиллар факультети Инглиз тилишунослиги кафедраси ўқитувчиси Ф.Э.Юлдашева томонидан тайёрланган “Асосий ўрганилаётган чет тили (Маданиятлараро коммуникация)» номли ўқув қўлланма яратишда барча талабларга раво қилинганлигини инобатга олиб келинганга тавсия этилсин.

3. Хорезмий тиллар факультети Инглиз тилишунослиги кафедраси ўқитувчиси Ф.Э.Юлдашева томонидан тайёрланган “Асосий ўрганилаётган чет тили (Маданиятлараро коммуникация)» номли ўқув қўлланма Республика Олий ва ўрта махсус, касб-хунар таълими вўналишлари бўйича ўқув-устубий Ёйлашмалар фаолиятини мувофиқлаштирувчи Кенгаи мухожмасига тавсия этилсин.

БухДУ кенгаи раиси

БухДУ кенгаи котиби



О.Х. Хамидов

Н.Г. Дилова

CONTENTS :

№	LESSONS	PAGES
1.	Intercultural communication, terms of intercultural competence	8-20
2.	Extralinguistic issues in intercultural communication (worldview, rituals, customs, human language, taboos, stereotypes, the role of society in different cultures)	21-34
3.	Language and culture in foreign language classes (greetings, reflections, ways of addressing, idioms, etc.)	35-48
4.	Intercultural conflict, factors of conflict, cultural shock, cultural identity, self-preservation in international culture	49-63
5.	Use of teaching materials (literature, newspapers, TV, internet, pictures, realities, movies, symbols, etc.) to teach intercultural communication	64-77
6.	Extreme vigilance in teaching and creating materials related to other cultures, analysis of materials (textbooks, syllabus/abstracts, assignments/tasks)	78-84
7.	Development of teaching materials for other cultural topics (3 goals: language, pedagogy, culture)	85-88
8.	Globalization and the use of the foreign language currently being studied as an international language in communication	89-93
9.	The level of using a foreign language as an internationally recognized language (social and political factors-the focus is not on the long history of the studied foreign) language,	94-97

	but on its current status	
10.	Language changes and factors influencing it (ex. Internet, business, diplomacy, etc.)	98-101
11.	Testing	102-116
12.	Glossary	117-119
13.	The List of the Used Literature	120-122

Introduction

Teaching English is being improved to the new quality degree based on new informative communication and pedagogic technologies which are worth demands of new period in the modern educational system of Uzbekistan. Taken decisions which are made in order to perfect absolutely to prepare system of specialists who can speak in foreign language completely, to provide continuousness of educational operations are intensifying attention of learning language. Such attention is demanding from teachers in educational process to know how to utilize modern pedagogic and innovative technologies in an effective way as well as know productive ways of developing communication skills of learners in foreign language.

Our President Shavkat Mirziyoyev Miromonovich is paying much attention to improve literature, culture and art greatly. As he mentions in his speech “Speaking about the development of the cultural and humanitarian sphere, first of all, it should be noted that this year 12 important documents related to the issues of culture, foreign language and literature were adopted. In order to increase the role and significance of creative unions in the life of the country, to strengthen their material and technical base, the Public Fund for Support of Creative Persons of Uzbekistan has been established”.¹

With the approval of Presidential Decree «On measures for the further development of the higher education system» as of April 20, 2017 № 2909 there have been a lot of improvements and changes in Higher Education System. This gave a way to professionals of this sphere to search for new methods, techniques, create informative and literary sources, using new information technologies and others in education system.

This manual is designed to strengthen and develop students' knowledge of literature and foreign language teaching methods. Students will learn about new

¹Mirziyoyev Sh.M. Critical analysis, strict discipline and order as well as personal responsibility must a daily rule of every official's daily activities. – T : Tashkent: Uzbekistan. 2017 – P.234.

ways of teaching a foreign language, as well as how to do it in an integrated way.

This manual is divided into ten lessons. Each lesson introduces methods of teaching and learning a foreign language, strategies for teaching a foreign language in an integrated way. It provides information on psychological factors and language learning problems. All of the themes open a discussion on intercultural communication. It provides information on approaches and types of teaching intercultural communication.

In each lesson, brainstorming questions help to elicit the explanation of the topics and reinforce activities and knowledge about the topic. It encourages students to explore ways to teach a foreign language, to differentiate between them, and to think about the differences between them.

LESSON 1. INTERCULTURAL COMMUNICATION, TERMS OF INTERCULTURAL COMPETENCE



BRAINSTORMING QUESTIONS

1. What is Intercultural communication?
2. What does it involve?
3. What is Intercultural competence?

Activity 1. Read the article and discuss it with your partner.

THE IMPORTANCE OF INTERCULTURAL COMMUNICATION

First, intercultural communication is so crucial because each employee's unique background, life experiences and skillsets influence their work performance. Inclusive companies have been proven to be nearly two times more innovative than other companies thanks to the multiple perspectives of their employees.

Without a company culture that welcomes people of all backgrounds and fosters positive communication across cultures, you'll be less likely to form a diverse and inclusive workplace. Additionally, the performance of the company overall could suffer. Statistics show that companies with highly gender-diverse C-suite teams are more likely to outperform their less diverse counterparts. Diverse teams help you better communicate and connect with a diverse consumer base. This results in stronger customer relationships and a better brand reputation among the public.

Intercultural communication is, therefore, essential in a global workforce. More and more businesses are implementing a remote work model that allows them to invite top talent to work for them from around the globe. When you create a team of employees located in various places worldwide, you must be familiar with and respectful of their cultural and social norms.

In other words, each of your team members is unique. Their differences should be acknowledged, appreciated and understood to ensure they receive the level and kind of support they need to succeed in their role.

With a little more understanding of the importance of intercultural communication in today's workplace, executives and company leaders can achieve effective communication on a global scale.

HOW TO ACHIEVE EFFECTIVE INTERCULTURAL COMMUNICATION

Understanding the importance of intercultural communication is one thing. Practicing it is another. Patience, observation and cooperation are required for effective intercultural communication. Here are four ways to achieve accessible communication across different cultures.

Adopt an Adaptive Leadership Style

If you want intercultural communication to be a permanent part of your company culture, it's got to start from the top down. You must practice intercultural communication daily and guide your team on how to do the same.

Adopting the right leadership style encourages strong team relationships, and that, in turn, makes it easier to introduce concepts like intercultural communication.

For diverse and inclusive teams, one of the best styles is the adaptive leadership style. This style helps you anticipate the challenges of intercultural communication, identify their root causes and find ways to mitigate them. Adaptive leaders are prepared for adversity, want feedback from the team and are ready and able to pivot when necessary—all of which is needed in intercultural communication.

Ultimately, solid leadership ensures intercultural communication is used and respected by each person on your team. When you can adapt your leadership style to your team, your communication becomes that much more effective and empathetic.

Educate Yourself

If you want to take your intercultural communication skills to the next level, you should absolutely do some self-education. You want to have a firm understanding of how culture can affect communication. Additionally, you want to know how your own values and beliefs differ from others and study how to celebrate those differences rather than condemn them.



Take your self-education a step further and learn about different cultures. Learn about the following in each:

Languages

Social norms

History

Ways of living

Stereotypes

Government

Community behaviors

Next, practice active listening to ensure your intercultural communication is effective.



Practice Active Listening

Active listeners focus entirely on the speaker and respond thoughtfully when in conversation. When engaged in intercultural communication, ensure you're practicing active listening. Then you'll be able to learn as much as you can from the other person about how their culture influences their work and life. Plus, active listening helps others feel like you care, and that, in turn, builds trust and encourages authentic connection. Your intercultural communication skills will develop over time, so enjoy the journey.

Be Patient

Solid intercultural communication isn't going to happen overnight. Patience is key. Take your time learning best practices and making them a part of your everyday. Take even more time educating your team and ensuring each employee feels valued and heard.

Ultimately, you want to give yourself and your team time to grow their intercultural communication skills. Just ensure your efforts are consistent and that you remain focused on creating a workplace that welcomes diversity and inclusion.



Intercultural communication is vital in today's workplace because more and more company leaders prioritize diversity and inclusion in their workforces. Diverse and inclusive workforces are wonderful for any company, but they won't last without effective intercultural communication. Implement the tips above to ensure your company culture supports individuals from all backgrounds.

(Inter) cultural competence is the ability to communicate effectively and appropriately with people of other cultures:

- **Appropriately.** Valued rules, norms, and expectations of the relationship are not violated significantly.
- **Effectively.** Valued goals or rewards (relative to costs and alternatives) are accomplished.

In interactions with people from foreign cultures, a person who is interculturally competent understands the culture-specific concepts of perception, thinking, feeling, and acting.

Intercultural competence is sometimes also called "cross-cultural competence" (3C) although there is a tendency to use the former for the intercultural *contact* and the latter for *comparison* between cultures.

Cultures can be different not only between continents or nations but also within the same company and even within the same family. The differences may be ethical, ethnic, geographical, historical, moral, political, or religious.

The basic requirements for intercultural competence are empathy, an understanding of other people's behaviors and ways of thinking, and the ability to express one's own way of thinking. It is a balance, situatively adapted, among four parts:

- Knowledge (about other cultures and other people's behaviors)
- Empathy (understanding the feelings and needs of other people)
- Self-confidence (knowledge of one's own desires, strengths, weaknesses, and emotional stability)
- Cultural identity (knowledge of one's own culture)

Definitions

- A set of congruent behaviors, attitudes and policies that come together as a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations.

- **Cultural competence** requires that organizations have a defined set of ethics and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.

- **Cultural competence** is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

Cultural incompetence in the business community can damage an individual's self-esteem and career, but the unobservable psychological impact on the

victims can go largely unnoticed until the threat of a class action suit brings them to light.

Elements

In an attempt to offer solutions for developing cultural competence, Diversity Training University International (DTUI) isolated four cognitive components: (a) Awareness, (b) Attitude, (c) Knowledge, and (d) Skills.

- **Awareness.** Awareness is consciousness of one's personal reactions to people who are different. A police officer who recognizes that he profiles people who look like they are from Mexico as "illegal aliens" has cultural awareness of his reactions to this group of people.
- **Attitude.** Paul Pedersen's multicultural competence model emphasized three components: awareness, knowledge and skills. DTUI added the attitude component in order to emphasize the difference between training that increases awareness of cultural bias and beliefs in general and training that has participants carefully examine their own beliefs and values about cultural differences.
- **Knowledge.** Social science research indicates that our values and beliefs about equality may be inconsistent with our behaviors, and we ironically may be unaware of it. Social psychologist Patricia Devine and her colleagues, for example, showed in their research that many people who score low on a prejudice test tend to do things in cross cultural encounters that exemplify prejudice (e.g., using out-dated labels such as "illegal aliens" or "colored"). This makes the Knowledge component an important part of cultural competence development.

Regardless of whether our attitude towards cultural differences matches our behaviors, we can all benefit by improving our cross-cultural effectiveness. One common goal of diversity professionals, such as Dr.Hicks from URI, is to create inclusive systems that allow members to work at maximum productivity levels.

- **Skills.** The Skills component focuses on practicing cultural competence to perfection. Communication is the fundamental tool by which people interact in organizations. This includes gestures and other non-verbal communication that tend to vary from culture to culture.

Activity 2. Scenario 1 - Group Project. Read the passage and discuss it.

Context: A team of three students (at an American university) has entered into heated conflict/disagreement around a group project and presentation that they are working on for a class. None of the three students know each other well. The deadline for the project is in three weeks. The group is frustrated because all three of them feel that they have wasted the first week and are now significantly behind schedule.

Student Perspective #1 – Richard

Richard is an all-American boy that grew up in the area and is very familiar with American education. He tries to get good grades, but has extracurricular activities and a part-time job that take up a lot of his time. He has never failed a class, but neither he nor his parents are upset if he gets an occasional “C”. Richard likes his teammates and figures that, since he is most familiar with the school and its expectations, that he should naturally be the one to lead the team to success. He has tried to convince the group (in person and via text message) that they should have a “divide and conquer” strategy. He thinks each person should be responsible for researching and writing about one aspect of the topic on their own. Richard believes that after the tasks are delegated and complete, the group could then meet to go over the information and work on the presentation in person. Since he has plenty of other obligations, he wants this group meeting to be as short and efficient as possible. Richard assumes that their final presentation would of course be a Microsoft PowerPoint. Richard is a commuter student – he lives in an apartment (about 15 minutes away from

campus) with his older brother. Richard's brother and his parents help him as best as they can to finance his education and day-to-day expenses.

Student Perspective #2 – Charles

Charles is a jovial young man who recently moved to the United States from Nigeria in order to further his education. He is on an academic scholarship and maintains a GPA of 3.0 or higher. Charles would love to have a part-time job off campus, but since he is not an American citizen he is only eligible to work a few hours a week through the college/university. Though this means that he lives more frugally than some of his peers, it also gives him more time to study and socialize. Charles is used to taking on a leadership role in team settings. He considers himself to be a visionary – he has a lot of great ideas, but often struggles to commit to pursuing just one. Charles wants the group to work on the research components of the project together at the on-campus library. He is not opposed to delegating out some work/tasks, but thinks the group should work collaboratively on the final presentation. Charles strongly prefers face-to-face communication. When electronic communication is the only option, Charles prefers phone calls and Skype conversations to text messages and/or emails.

Student Perspective #3 – Sofia

Sofia is the youngest student of the group and the only female. Her family originally hails from South Korea, and she is a dual citizen of the United States and South Korea. Sofia went to a U.S. elementary school and a South Korean high school. Sofia is exceptionally bright and is financing her education through need-based and merit-based aid. Though academics have come naturally to Sofia, she is diligent about working hard to maintain as high of a GPA as possible. Sofia has an older brother that failed out of an American university just last year. Sofia has a wide range of interests, including photography and videography. Many might describe Sofia as quiet or shy. She tried to pitch some of her ideas to Richard and Charles the first time that they met as a group. Sofia

was a little hurt when the boys didn't seem interested in what she had to say, though this was not the first time that she had worked in a male-dominated group. Sofia is very tech savvy. She checks her phone, email, and social media outlets often. Though Sofia lives on-campus, she often prefers to do her work at a café off-campus or at her best friend's off-campus apartment. Unbeknownst to the boys, Sofia has already done a lot of research and some writing for the project. If the group can't agree on a plan soon, Sofia intends to send them what she has worked on in hopes that it will convince them to just get moving – she'll tell them she doesn't mind working just as hard on the remainder of the workload, either.

Activity 3. Work in groups and introduce constituent elements of intercultural competence.

Knowledge

- **Cultural self-awareness:** articulating how one's own culture has shaped one's identity and world view
- **Cultural specific knowledge:** analysing and explaining basic information about other cultures (history, values, politics, economics, communication styles, beliefs and practices)
- **Sociolinguistic awareness:** acquiring basic local language skills, articulating differences in verbal / non-verbal communication and adjusting one's speech to accommodate nationals from other cultures
- **Grasp of global issues and trends:** explaining the meaning and implications of globalization and relating local issues to global forces

Skills

- **Listening, observing, evaluating:** using patience and perseverance to identify and minimize ethnocentrism, seek out cultural clues and meaning

- **Analysing, interpreting and relating:** seeking out linkages, causality and relationships using comparative techniques of analysis;
- **Critical thinking:** viewing and interpreting the world from other cultures' point of view and identifying one's own;

Attitudes

- **Respect:** seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences;
- **Openness:** suspending criticism of other cultures; investing in collecting "evidence" of cultural difference; being disposed to be proven wrong;
- **Curiosity:** seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance;
- **Discovery:** tolerating ambiguity and viewing it as a positive experience; willingness to move beyond one's comfort zone

Outcomes

The above knowledge, skills and attitudes lead to **internal outcomes** which refer to an individual who learns to be flexible, adaptable, empathetic and adopts an ethno-relative perspective.

These qualities are reflected in **external outcomes** which refer to the observable behavior and communication styles of the individual. They are the visible evidence that the individual is, or is learning to be, interculturally competent.

Activity 4. Scenario 2 – “Gift Giving” Read and answer the questions

Background information

Kim is 32 and has nearly completed her PhD in Anthropology. She has worked very hard and has a remarkable experience, discovering new research ideas and meeting people from all over the world. She feels that doing her PhD changed her life and the direction of her life's work. She ready to hand in her dissertation and decided to find an appropriate gift to thank her supervisor, Dyani, for all the work she put into her project.

Kim's supervisor is Dyani who is 36. Kim was Dyani's first higher degree research student and in many ways they have become friends as well as being supervisor and student. Dyani has developed a strong sense of respect for Kim and believes Kim has an extremely promising career ahead of her. Dyani would like to work with Kim to develop a multi-country research program when Kim returns home.

The supervisor's perspective: Dyani

"Supervising Kim has been one of the best decisions I ever made in my career. Kim has worked hard and produced not only a great thesis, but 4 international publications as well. I have learnt so much from her. Over time, we have developed a strong relationship based on trust and mutual respect. When we first met we had a few small misunderstandings about how the supervisory relationship works in Australia. At first Kim thought I was almost a 'demi-god' that she couldn't approach. Kim even insisted on calling me 'Dr Russo' for the first two weeks! She didn't think she could have a one-on-one personal talk with me. Gradually, Kim managed to change that mindset and we always talked about our expectations openly. Whenever we did this we managed to work out how to prevent any issues from happening again. Initially our relationship was quite formal, but we started to develop a more personal relationship last year when we travelled together to two conferences. Those trips kind of broke down the hierarchies in our relationship. We organised one last meeting before Kim handed in her dissertation. She was going to fly home for a holiday the next week while it was being examined. I was looking forward to seeing her and

suggesting my idea of developing some kind of international collaborative research project with her. When Kim arrived she said she wanted to give me a thank you present to mark the end of her time with me. I find it acceptable to receive small gifts at the end of a project, and I like to give small gifts (such as a bookmark) when I return from conferences and other events. Kim and I had exchanged several small things like this after our various travels over the last 3 years. The problem was, this gift was more personal and seemed very valuable (it was a pair of earrings). It was extremely difficult for me to know whether or not to accept the gift. I know it was meant as a kind gesture, but it really is not appropriate for candidates and supervisors to be exchanging valuable gifts as they could be interpreted as bribes. I was at a loss about what to do. In the end I just said that I would have loved to accept the gift, but that our university won't allow us to accept any gifts at all. Kim seemed to understand, but it did make our final conversation more awkward. I didn't end up mentioning my idea of working together in the future and I'm not sure whether I should email Kim now to suggest it while she is on holidays. I am so disappointed because I don't want our successful working relationship to end on a sour note."

The candidate's perspective: Kim

"Some people thought I was crazy to want to do a PhD overseas. They made jokes about the burden of having to write a thesis that no-one would read and about the pressure of publishing all the way through as well. To be honest, I was worried about how I would be able to work with an academic who was such an expert. I hoped I could cope with the expectations of my supervisor and cope with the workload that she set. In the end, my experience was so different to all of that. Dyani, my supervisor challenged all my expectations about how a good working relationship functions. From the very start she insisted that she didn't answer to 'Dr Russo' and wanted me to call her 'Dyani'. I found this difficult for the first few weeks, but now it seems completely natural. My PhD was never a burden. It was an opportunity to indulge myself in research for 3 years, which

is fantastic. It is a golden opportunity to do what you love and just focus on it for 3 whole years. My analogy is that it is like having a big world globe and spinning it and deciding where you want to go on the globe. For me it was freedom, freedom to construct my own ideas, freedom to research what I wanted to research and freedom to create my identity around my research. It was because of this life changing experience that I decided to buy a gift for Dyani to thank her for all the time she spent working with me. I have also been hoping that we can stay in touch as colleagues in the future. I had expected our final meeting to be the same as all our others, supportive, warm and professional. When I took out the present from my bag, Dyani looked so uncomfortable. That made me feel really awkward, too. I spent a lot of time choosing the earrings and they were very expensive so I was quite shocked when she wouldn't accept them. I didn't know it was university policy to not accept gifts. We have given gifts to each other in the past. Now I am wondering if she was just saying no because she thinks now that I have finished my dissertation I am not her responsibility anymore. I just don't understand because I thought we had become friends. I have come home now and don't know if we will have any further contact now, or if it is normal to just cut all ties with your supervisor once your thesis is finished."

Scenario Discussion Questions: "Gift Giving"

1. What factors made this supervisory relationship satisfying and productive for both candidate and supervisor?
2. What issues were raised for both candidate and supervisor in ...the giving of the gift? The refusal of the gift?
3. When gift giving and acceptance appropriate? What ethical issues and protocols are involved?

Hometask: Watch video materials about different cultures and observe what's new for you.

LESSON 2. EXTRALINGUISTIC ISSUES IN INTERCULTURAL COMMUNICATION

(worldview, rituals, customs, human language, taboos, stereotypes, the role of society in different cultures)



BRAINSTORMING QUESTIONS

1. What are linguistic and extra linguistic elements of culture?
2. What is the difference between ritual and tradition?
3. What is the definition of “stereotype”?

Activity 1. Read the passage and discuss it.

EXTRALINGUISTIC ELEMENTS OF INTERCULTURAL COMPETENCE

Competence in intercultural competence incorporate both linguistic and extra linguistic elements at each skill level. Values, beliefs, traditions, customs, norms, rituals, symbols, taboos, etiquette, attire and time concepts are some of the extralinguistic elements that typically shape the form and content of interactions. These elements are often the source of expectations regarding

behavior, such as gestures, body language, physical distance between speakers, and difference due to status, age and gender.

Knowledge and understanding of some extralinguistic elements may be acquired through independent research, regional studies, or educational programs that include subjects such as history, literature, psychology, sociology, economics and arts. However, control of a full range of nonverbal responses to social cues is typically unattainable without extended immersion in the culture.

It must be noted that any successful intercultural communication is generally dependant on interpersonal skills, disposition, social flexibility, tolerance, for ambiguity, and ability to cope with cultural dissonance.

Activity 2. Group A. Fill in the gaps using the words from the box. There are more words than you need.

subtle, baptism, different, society, ritual, formal, head, events, functions, pertaining, to remove, generic, perceived, religion, acts, backing, interacting, to undergo, tradition, string, symbolic, Christianity, encompasses, basis, Ritual, observed, similarities, differences

Ritual vs Tradition

Every and culture has a set of rituals and traditions that make it from others. These are unwritten laws and norms to behavior and action when interacting with others in the society. These rituals and traditions also pertain to and ceremonies that are followed in that society, particularly in relation with..... There are many similarities between ritual and tradition confusing people. This passage attempts to highlight the differences between ritual and tradition doubts in the minds of readers.

Ritual

In every society, important....., events, ceremonies, festivals etc. are marked by certain or a series of acts that are to have a symbolic value. Rituals are observed almost religiously because, in most cases, they have a religious

..... and, therefore, considered important for individuals in the society. It is the presence of rituals that make an event and traditional.

In Hindu religion, a young boy has a ritual called yagyopavit sanskar (also called Janeu sanskar in some parts of India) where his is shaven, and he is made to wear a across his shoulder, both acts having values. This is somewhat similar to for Christians that marks the initiation into of an individual.

What is the difference between Ritual and Tradition?

- Tradition is a term that a wide variety of things and concepts that are handed down by one generation to another.
- is an act or a series of acts that are performed or in a society on occasions, events, festivals, and ceremonies. These rituals have a symbolic value and also have a religious..... .
- So a handshake to greet others is a..... , while the practice to honor and respect the seniors is a.....

Activity 2. Group B. Fill in the gaps using the words from the box. There are more words than you need.

different, tradition, events, society, pertaining, society, subtle, religion, to remove, belief, significance, moral, symbolic, compassion, basis, folklore, valor, individuals, ritual, binding, definition, observed, spectrum, fabric, concept, universally, ceremonies, generic, Ritual, tradition, encompasses, generation

Ritual vs Tradition

Every and culture has a set of rituals and traditions that make it from others. These are unwritten laws and norms to behavior and action when interacting with others in the society. These rituals and traditions also pertain to and ceremonies that are followed in that society, particularly in relation with..... There are many similarities between ritual and tradition confusing

people. This passage attempts to highlight the differences between ritual and tradition doubts in the minds of readers.

Tradition

A is an act, behavior, or a system that is handed down from one generation to another in a or culture and which has a special for the members of the society. Traditions were mostly passed down in the form of or stories for the future generations to remember and learn the from it. The concepts of unity,, friendship,, loyalty etc. are traditions that have passed down from one generation to another.

Traditions have helped in a society together serving as a running across the social..... Traditions help in a society to know how to act and behave when interacting with others. It was the put forward by Edward Shils in his book “Traditions” that tradition is anything that is handed down by the past to the present that has become a accepted definition of this.....

What is the difference between Ritual and Tradition?

- Tradition is a term that a wide variety of things and concepts that are handed down by one generation to another.
- is an act or a series of acts that are performed or in a society on occasions, events, festivals, and ceremonies. These rituals have a symbolic value and also have a religious.....
- So a handshake to greet others is a....., while the practice to honor and respect the seniors is a

Activity 3. Read the text below and check the meanings of any words you do not understand in a dictionary.

HUMAN / BODY LANGUAGE

When we communicate with other people it is not only our words that contain the meaning. An important part of that meaning comes from what is

called 'non-verbal communication'. By this we mean facial expression; gestures with hands, arms, legs; the way we sit or stand; the way we touch other people; the distance we keep between ourselves and the people we are talking to; our dress and our appearance. All these say something to other people. Facial expressions and gestures are used by everyone often spontaneously even unconsciously. Smiling, for example, is found in most cultures as a sign of happiness or pleasure. Gestures such as pointing, waving, shaking or nodding the head are also widely used, although the gestures themselves do not always mean the same in every culture. I once asked a Portuguese student why bank officials in Lisbon seemed so dour – sorry Lisbon bank clerks, but it's true – and he told me that if they smiled too much they would not seem serious about their work. Because many non-verbal messages are 'culture specific', they can cause a lot of misunderstanding between people from different backgrounds. Northern Europeans and Americans, for example, like to keep a certain 'personal space' between themselves and others and feel uncomfortable if people come too close to them. In these same cultures it is considered impolite to stare, but Greeks, it is said, feel ignored if people do not stare at them in public. Europeans usually change their facial expression to show happiness, anger, boredom, sadness. For this reason they call oriental people 'inscrutable' because they change facial expression much less.

In styles of dress we also make important statements about ourselves. Dress codes vary greatly from one culture to another and it is easy to make mistakes about people's status if you don't know the cultural norm. In Mediterranean cultures bank officials and similar employees wear short-sleeved, open-neck shirts and no jackets. This casual dress would not be acceptable in northern Europe, where suits and ties are a sign of seriousness. Ambitious women in western cultures wear classic clothes in sober colours to indicate their dedication to career.

One of the main differences between verbal and non-verbal communication is that we are often not conscious of the expressions and

gestures we use and so we are in danger of giving more information than we really want to, or even of giving a conflicting message with our body language to the one expressed in our words.

Activity 4. Think about postures and what they can show. Match the description of a posture to an attitude or emotion. Don't forget to use your dictionary to check the meaning of new words.

	Posture		Attitude/Emotion
1	She sits and folds her arms, hugging her body	A	Anger
2	She stands and pats her hair	B	Worry
3	He stands and adjusts his tie	C	Interest
4	He shrugs his shoulders	D	Shyness
5	He sits and puts his head down or down or slightly to one side	E	Vanity
6	He sits and bangs the table	F	Malepride
7	He sits and fidgets and then stands and walks about.	G	Boredom
8	She leans forward	H	lack of concern

BRAINSTORMING QUESTIONS

1. What is an attitude?
2. Does attitudes differ in different cultures?
3. How and why?

Activity 1. Read the text and discuss it in groups.

WHAT IS AN ATTITUDE?

The word 'attitude' can refer to a lasting group of feelings, beliefs and behaviour tendencies directed towards specific people, groups, ideas or objects. An attitude is a belief about something. It usually describes what we think is the 'proper' way of doing something. The attitudes that we feel very strongly about are usually called values. Other attitudes are not so important and are more like opinions. Sometimes our own attitudes can make us blind to other people's values, opinions and needs. Attitudes will always have a positive and negative element and when you hold an attitude you will have a tendency to behave in a certain way toward that person or object.

You will need to be aware of your own personal values, beliefs and attitudes and how they might impact on your work.

It is important to consider the mapping of your own life – what have been some significant events that have shaped you, what qualities you admire in yourself and others, what beliefs are important to you, what you value and so on. Some examples of these may be personal features such as strength of character, helping people, respect, honesty, wealth, success, health etc.

What we believe are important qualities, or what qualities we admire in ourselves and others, generally reflect our life experiences and the values which we established in our early years through the influence of family, teachers, friends, religion, our culture, our education.

Given that all of us have differences which have been shaped by our life experiences, we can understand that we will all have different sets of values and beliefs. We do not all think about issues in the same way!

When we are carrying out our daily duties at work we rarely think about our attitudes, we are immersed in work itself and often remain unaware of just how different our attitudes could be to others around us.

As previously defined an attitude is simply a belief, and describes what we think is the proper way of doing or thinking about something. Attitudes vary in intensity.

When we feel strongly about something attitudes are called values. Attitudes that are less important to us are called opinions. For example we may feel strongly that older people should give up their jobs when they reach a certain age, so that younger people can get work. Strong attitudes are often very emotional and can cloud our judgement in meeting other people's needs. This means that some people or clients may be denied their rights to be allowed to make their own choices and decisions about their life.

Task A.

Read the following statements and underline the words or phrases that express an *ethnocentric attitude* (the attitude that one race, nationality, religion or culture is superior).

1. Mentonia has produced the finest works of art in the world.
2. Mentonia is a superior country because it has produced the greatest technology in the world.
3. Non-Mentonians do everything the wrong way round.
4. The Mentonian language is the best language for poetry.
5. The Mentonian people have been very generous in teaching people in other countries how to do things the right way.
6. If everyone did things the Mentonian way, the world would be a better place.

Task B.

With your partners, choose one or two of the statements above and change the wording so that the statements are no longer ethnocentric. For example,

Ethnocentric statement: *Mentonia has produced the world's greatest literature.*

Revised statement: *Mentonia has many writers who have produced well-known works of literature.*

Activity 2. Read the passage filling the gaps with the words provided in the box. There are more words than you need.

WHAT IS TABOO?

breaking, considered, prohibition, sacred, judgement, term, disallowed, accursed, social sciences, custom

A taboo is a _____1_____ of an action based on the belief that such behavior is either too _____2_____ or too _____3_____ for ordinary individuals to undertake. Such prohibitions are present in virtually all societies. The word has been somewhat expanded in the _____4_____ _____5_____ to strong prohibitions relating to any area of human activity or _____6_____ that is sacred or forbidden based on moral judgment and religious beliefs. "_____7_____ a taboo" is usually considered objectionable by society in general, not merely a subset of a culture.

The term "taboo" comes from the Tongan tapu or Fijian tabu ("prohibited", "_____8_____", "forbidden"), related among others to the Maori tapu, Hawaiian kapu, Malagasy fady. Its English use dates to 1777 when the British explorer James Cook visited Tonga, and referred to the Tongans' use of the term "taboo" for "any thing is forbidden to be eaten, or made use of".

Activity 3. Read these cultural taboos and compare them with your own culture.

1. In Thailand and in Arab countries never point your shoe/foot to another person. The shoe/foot is the unclean part of your body.
2. In Thailand, don't touch the head of someone older than you, or, in general, don't touch the head at all.
3. In many African countries when talking to a tribal chief, make sure that your head is not above his.
4. If you are a male, don't try to shake hands with an orthodox Muslim (covered) woman.
5. Don't walk into a Japanese home with your shoes on.
6. Don't forget to say "takk for maten" ("Thank you for the meal.") in Scandinavia. It is a MUST!

7. Never eat while standing while in Indonesia
8. Never wear red to a funeral in China or write a person's name in red in Korea.
9. Never chew gum in public in Austria, Italy, Germany, or Malaysia.
10. In India and many other countries, don't eat food with your left hand.

Activity 4. Match these cultural taboos with their countries.

№	Taboos	Countries
1.	Don't cut your grass on Sunday	A Switzerland
2.	Don't bring wine as a gift	B Spain
3.	Don't point with your chopstick	C Russia
4.	It is frowned upon to spit in public	D Mongolia
5.	They believe that you should not take a photo of 3 people	E France
6.	Don't give an even number of roses as a gift for a romantic occasion	F Germany And UK
7.	Never share food from the same plate, once it's been touched by one person, its considered disgusting to be eaten by someone else	G Japan
8.	It is considered bad luck for a building to have a 13 th floor	H Cambodia
9.	It is considered bad luck for a building to have a 4 th floor	I China
10.	Don't stretch or yawn in public, it's considered extremely vulgar	J United States

Activity 5. Remember! There are following taboos in different countries.

1. Don't cut your grass on Sunday in Switzerland
2. Don't bring wine as a gift in France.

3. In Japan, don't point with your chopsticks.
4. In Germany and the United Kingdom, it is frowned upon to spit in public.
5. Cambodians believe you should not take a photo of 3 people.
6. Don't give an even number of roses as a gift for a romantic occasion in Russia.
7. In Nepal, never share food from the same plate, once its been touched by one person its considered disgusting to be eaten by someone else, which is the total opposite of Korean dining.
8. It is considered bad luck for a building to have a 13th floor in the United States
9. It is considered bad luck for a building to have a 4th floor in China.
10. Don't stretch or yawn in public in Spain. It is considered extremely vulgar.

Activity 6. Read the passage filling the gaps with the words provided in the box. There are more words than you need.

WHAT IS A STEREOTYPE?

assumption, gender, specific, generalities, interaction, backgrounds, prejudices, justifiable, stereotype, bullying, races

The definition of a _____ **1** _____ is any commonly known public belief about a certain social group or a type of individual. Stereotypes are often confused with _____ **2** _____, because, like prejudices, a stereotype is based on a prior _____ **3** _____. Stereotypes are often created about people of specific cultures or _____ **4** _____.

Almost every culture or race has a stereotype, including Jewish people, Blacks, Irish people, and Polish people, among others.

Stereotypes are not just centered on different races and backgrounds, however. _____ **5** _____ stereotypes also exist. For example, if you say that men are better than women, you're stereotyping all men and all women. If you say that all women like to cook, you are stereotyping women.

Many writers see stereotypes as rigid _____6_____ that members of society impose on others with whom they are unfamiliar or do not understand. The less we know about the other, the more we hang on stereotypes. If the stereotype is well-grounded and justifiable it may help to orient oneself in a certain situation, but if it is unjust and loaded with negative emotions, it will harm the _____7_____ without question.

Stereotyping can lead to _____8_____ from a young age. Stereotyping is encouraging bullying behavior that children carry into adulthood.

Activity 3. Match the stereotypes with the countries.

#	Stereotypes	Country
1	The ... are considered to be quiet, uncommunicative and a bit unsocial, which may be caused by their previous living in wild nature, namely forests. ... listen very carefully. They seldom interrupt the speaker; they usually wait for him/her to finish and then speak. ... don't often address one another by each others' first names unless they are close. They are highly competitive – they host championships in almost anything. Litter is rare. People wait their turn in queues. Young people offer seats to the elderly on public transport and nobody would put their feet up on the seats of a train without first removing their shoes. Even though many ... suffer from depressions, they do not like showing anger in public. They tend to bottle up their emotions with obvious effect. It is a country, where wearing your heart on your sleeve is the real taboo.	Italians
2	The ... are said to be reserved in manners, dress and speech. They are famous for their politeness, self-discipline and especially for their sense of humour. ... people have a strong	Finns

	<p>sense of humour which sometimes can be hard for foreigners to understand. Favorite topics for conversation is the weather, definitely. As this is impersonal topic. The ... are reserved as already mentioned and they don't like speaking about themselves and their private life.</p>	
3	<p>The ... are said to be quite lazy, they like the siesta. The ... way of life is somewhat slower than the rest of Europe, especially in the south. This may be seen as lazy, but when the ... work, they work hard. ... in general are a very friendly, warm and fun-loving race. In general the ... have a very modern outlook on clothing. They are keen on designer clothes but quality is more important than a designer name. ... made clothes tend to be high quality and reasonably priced.</p>	French
4	<p>The ... very religious, and patriotic, love freedom. The ... are a bit lazy and always complaining. Never expect, that if you ask somebody in that country how he or she is, you will get a simple "I'm fine" answer. Most probably you will get a long list of lists of all the failures and bad luck that the person encountered recently. Unfortunately complaining very often stops them from doing. But what is important – the ... are aware of that and even make jokes about it. Some European nations see the ... as car thieves and there is even a joke: If your car was stolen, you should go to that country. It surely would be there. They will do anything for their family and friends, they would give them the last shirt off their backs or sit down with them to eat a barrel of salt. They are a little worse when it comes to equal rights; although they open doors for women,</p>	Spanish

	they make it difficult for them to achieve career success.	
5	<p>The ... are sociable and friendly. They often gesticulate and talk loudly, are short tempered and always start discussions about the most banal topics. ... are good lovers but bad workers. Spaghetti, mafia, musical accent, gestures, romantic, loud, fashion, chaos - these are all words often used to describe They are chaotic. Nothing in that country is well organized or easy-to-use. You have to fight to get the smallest scrap of information. Don't be surprised to see ... fighting to get into the buses or jumping the queue to be served first at the coffee bar. This country's slow-moving and stressful bureaucracy has made them more pushy and resourceful. The way they speak is completely original. The most important elements of communication are the gestures: the way they move their hands, hold their heads, move their shoulders, their facial expressions. They simply cannot talk without their hands. They speak very loudly in public whether on the bus, in the street or on the phone. Don't worry, they are not all deaf. A lot of foreigners think they are fighting when they talk that way but it's just the way they are.</p>	British
6	<p>The ... are friendly, helpful, romantic, sophisticated. The ... will say "not bad" even if they win the lottery! They are not loud, and they are reserved in their expressions. The ... strike a lot, smoke a lot and are hypochondriacs (pharmacy can be found almost in every street!). The ... do not like foreigners and their president.</p>	Poles

Hometask: Find different stereotypes in different cultures and countries

LESSON 3. LANGUAGE AND CULTURE IN FOREIGN LANGUAGE CLASSES

(greetings, reflections, ways of addressing, idioms, etc.)



www.shutterstock.com - 414973378

BRAINSTORMING QUESTIONS

1. What can you say about language and culture in English classroom?
2. What connection can you see between these two terms?

Activity 1. Read the text and discuss it with your partner.

LANGUAGE AND CULTURE

Culture and language have often been described as inseparable and the relationship between them is highly complex. Language isn't just the sum total of words, grammatical principles and sentence construction, but also unique cultural norms, social systems and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a particular culture is central to effective language acquisition.

Culture being an important and integral part of human society deals with the communication of language by the individuals in a variety of situations and circumstances. It also promotes cultural behaviour and attitude of learners as per the demands of communicating English as a foreign language. Culture influences the language that is spoken within its constraints as a society, such as how certain words are used in support of the culture. The culture develops its own language and has nuances accompanied by forms of group body language and voice inflections.

Culture and language are inextricably linked. You can't understand a culture without first learning a language. A specific language is usually associated with a particular group of people. You interact with the culture of the language's speaker when you communicate in their language.

The evolution of language is often shaped by the culture of the particular group who speak it. If you truly want to master a second language, knowledge of cultural contexts that underpin the language you're learning can provide you with invaluable insights into certain phrases that are often spoken by natives of a particular cultural group.

The same could also be said for learning about other cultures. Take the ancient Egyptians for example. It would be a challenge to gain a deep understanding of ancient Egyptian culture without learning about their native language and Egyptian hieroglyphics, in tandem. The two are always connected no matter what side of the coin you look at.

Activity 1. Look at the following information prepared for someone who is about to go on a business trip to Sweden, and who has little previous experience of the culture or the country. Choose from the list below the six things you think they would find most useful, and the six least useful. If you know something about the Swedes, say whether you think the statements are valid or not.

1	Sweden has almost nine million inhabitants with a low population density (about nine million people in about 450,000 square kilometres).
2	It is a kingdom with a constitutional monarch.
3	The prime minister and the cabinet are responsible to Parliament.
4	The 'Swedish model' or 'middle way' represents a mixture of caring socialism with individual capitalist entrepreneurialism.
5	Differences in income are less marked than in many other countries.
6	People tend to be shy, reserved and not very talkative.
7	Public and private sector services such as transport and restaurants tend to work efficiently.
8	Swedes tend to speak English well, and to be well travelled.
9	At school they learn to think logically and to behave in a restrained manner.
10	Teamwork is common and appreciated.
11	Gestures and physical contact are not generally approved of.
12	Swedes usually plan appointments well in advance.
13	Holidays are usually taken between late June and early August.
14	People feel attached to their local region.
15	Humour is less important than in some other cultures.
16	Sensitive subjects such as sex or religion are often avoided in conversation.

Activity 2. Work in groups and discuss the passages.

Verbal Communication

People from different cultural backgrounds often have different styles of verbal and physical communication. For example, in some cultures, greetings are shown with a bow instead of a handshake. In other cultures, direct eye contact is deemed impolite, whereas in some places it's a sign of honesty and trust.

Cultural awareness is sensitivity to the similarities and differences that exist between two different cultures and the use of this sensitivity in effective communication with members of another cultural group. ... It means working from the cultural perspective of the other person, not from your own perspective.

What is cross cultural awareness?

Based on several academic literatures, “cross-cultural awareness” means that a good understanding of its own culture will help the individual to understand more the other's cultures and then to be more successful in cross cultural behaviour.

Cultural differences increase the likelihood of misunderstanding as well. If people speak different languages, the danger of bad translation is obvious. But even if people speak the same language, they may communicate in different ways.

Sources of Misunderstanding

All communication has two parts: a sender and a receiver. The sender has a message he or she intends to transmit, and s/he puts it in words, which, to her/him, best reflect what s/he is thinking. But many things can intervene to prevent the intended message from being received accurately.

Culture also affects communication by influencing the recipients' assumptions. As described above, our minds try to twist incoming information to make it fit in our worldview. Since different cultures have very different worldviews, cross-cultural communication is especially likely to change meaning between sender and receiver, as the sender may have a very different worldview from the receiver.

<h2>BRAINSTORMING QUESTIONS</h2>

1. Do you know ways of greetings of any culture?
2. Can you share, please?

Activity 1. Group 1. Read and demonstrate the ways of greeting.

The right way to greet people in 19 countries around the world. Greeting people can be awkward enough: Do you shake hands? Go in for a hug? Kiss? But if you toss in a new culture, meeting someone can turn into a completely unseemly experience. Save yourself from embarrassment on your next trip and come prepared for an appropriate greeting. Here's the ultimate guide to greeting people in 19 countries around the world.

THE UNITED KINGDOM: A HANDSHAKE

One thing that unhinges Brits more than disorganized queues and people who “stand on the left” is a kissy greeting. A handshake, preferably with little eye contact and some incoherent Hugh Grant-like mumbling, is ideal



Prince William, Duke of Cambridge and Catherine, Duchess of Cambridge greet the President of Singapore Tony Tan Keng Yam and his wife Mary Chee Bee Kiang in October 2014.

ITALY, SPAIN, AND PORTUGAL: KISS ON EACH CHEEK



A quick kiss on each cheek — usually right, then left, though reversed in Italy — will suffice in Italy, Spain, Portugal, and much of Europe. Most of the time, rather than pecking, it's common to brush cheeks and make a kissing sound. Just don't be surprised if you find an Italian with wandering lips.

GERMANY: A FIRM HANDSHAKE



Most Germans despise lippy introductions. In fact, they hate it so much they've tried to abolish it. Stick to handshakes. It's more efficient, as is the German way.

JAPAN: BOW



The bow is the standard greeting in Japan. Depending on the formalities, bows differ in duration, declination, and style. Among peers, the bow may be subtle, but don't dare bow that lightly to elders.

FRANCE: KISS ON THE CHEEKS THREE OR FOUR TIMES



In France the cheek-to-cheek — or cheek-to-cheek-to-cheek — kiss is as regional as the country's wines. In the same way you wouldn't order a Merlot in Burgundy, you wouldn't want to kiss twice when, typically, they kiss four. In Paris, the standard is two, and, on Corsica, they're practically making out with five kisses.

THE NETHERLANDS, BELGIUM, AND SWITZERLAND: KISS THREE TIMES FROM RIGHT TO LEFT TO RIGHT

Vague acquaintances stick to handshakes and uncomfortable silence, but, if you're anything more than complete strangers, you'll kiss three times: right-left-right.

THAILAND: PRESS YOUR HANDS TOGETHER AND SLIGHTLY BOW



There's only one correct way — or wai — to greet in Thailand, and that's to press your hands together in a prayer like fashion and slightly bow to your acquaintance.

UAE AND SAUDI ARABIA: TOUCH NOSES



In the UAE, Saudi Arabia, and a number of Persian Gulf countries, the go-to greeting isn't a handshake or kiss on the cheek, but rather it's touching noses. While a kiss can be intimate but a nose, a “nose” is merely a handshake using other means, right?

GREECE: A KISS AND A SLAP ON THE BACK



Nothing says “nice to meet you” quite like getting slapped on the back. At least Greeks tend to give two kisses to ease the pain.

ARGENTINA: A HUG AND KISS ON THE CHEEK



Male, female, old, young, it doesn't matter: Whether you want one or not, you're getting a hug and a kiss on the cheek.

INDIA: PLACE YOUR PALMS TOGETHER AND SAY "NAMASTE"



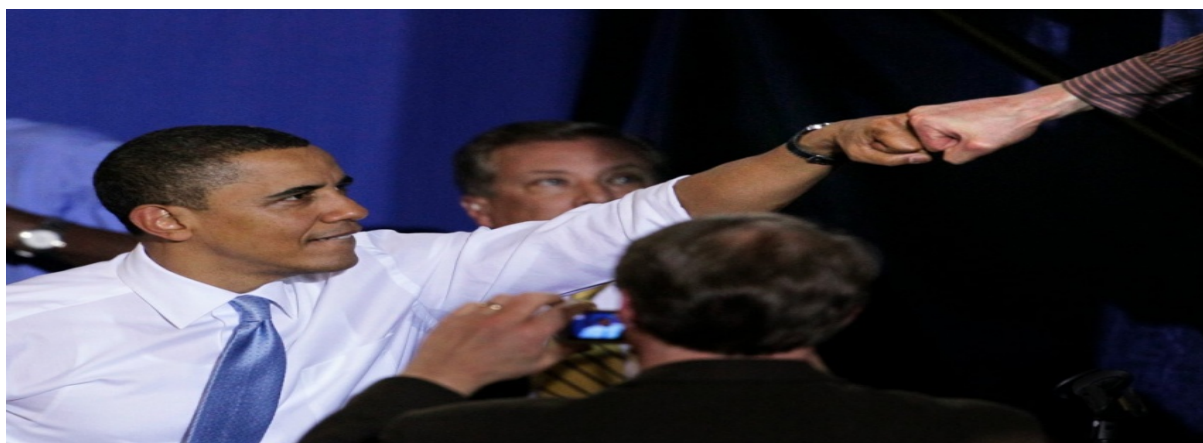
Most westerners get a handshake, but, if you're looking to seem less touristy, it's all about *Namaste* — something yogis might remember. Place your palms together like a prayer, tilt your head forward, and say “Namaste,” which means, “adoration to you.”

CHINA: BOW OR SHAKE HANDS



In formal settings, the Chinese bow, but, in recent years handshakes have become the norm. When introducing yourself, don't be surprised if you're expected to list your profession and the company for which you work. It's normal.

UNITED STATES: HANDSHAKE, FIST BUMP, HUG, OR WAVE



There's the handshake, fist bump (Thanks, Obama), hug, bro-hug, “the nod,” and the ever-endearing, half-excited wave. Take your pick.

Activity 2. Match the ways of greeting with its country

Ways of Greeting in different countries
--



The United States of America

In America, a common greeting practice for newly acquainted individuals to merge hands in what is colloquially known as a "handshake." Crucial to the success of this salutation is if the hands of each party are matched: right for right, or left for left. Once clasped, the hands — now as one — can oscillate up and down for as long as feels appropriate.



Saudia Arabia

In Saudi Arabia, as in other Middle Eastern countries and around the world, Muslims will very often greet each other with a handshake and the words "As-salamu alaykum" will be spoken. Men may follow this with kissing cheeks, and placing the left hand on the other's right shoulder.



Malaysia

Many Malays will touch fingers with a person they are greeting, and then return their hands to their hearts.



Kenya

The Masai warrior tribe in Kenya performs an elaborate ceremony to welcome visitors, not least amazing of which is the adamu or jumping dance. It involves the warriors forming a circle and competing to see who can jump the highest.



Greece

In Greece you'll see a lot of men patting each other on the back or at shoulder level when greeting each other.



Tibet

In Tibet it is conventional to, upon greeting someone, stick your tongue out just a bit. This practice comes from the belief in reincarnation: a cruel 9th century Tibetan king had a trademark black tongue. When you stick your tongue out to others, it signals that you're not a reincarnation of the king.



Mongolia

Upon receiving a new guest in their home, a Mongolian will offer the newcomer a hada (a cut of cotton or silk). To receive this gift appropriately, take it up gently with both hands and bow slightly.



The Philippines

When greeting an elder in the Philippines, take his or her (usually right) hand gently and press it to your forehead. This gesture is called Mano, and is used to show respect.



New Zealand

The Maori people of New Zealand will greet visitors with a beautiful gesture called hongi (pressing foreheads and noses together, with eyes closed). Maori will perform this move to initiate newcomers, and exchange the breath of life with them.





Japan

In Japan, people will greet each other with a bow. Bows differ in duration and in angle of decline according to formalities. Men typically bow with their hands at their sides, whereas women will bow with their hands touching on their thighs.



Thailand

In Thailand, it is customary to press the hands together, hold them in prayer fashion, and slightly bow to your acquaintance. This is called the wai

	<p style="text-align: center;">India</p> <p>It is a salute in India, often accompanied by the greeting "Namaste." To perform it, press your palms together over your heart, and utter the word "Namaste."</p>
	<p style="text-align: center;">France</p> <p>If two people about to greet one another are rather familiar, it is customary in France (as well as in other countries) to kiss cheeks — what's called faire la bise. But cheeks don't have lips, you might say. That's true. But at the same time, lips do not have cheeks.</p>

Hometask: Find information about different customs and traditions in different cultures and play roles with your group.

When one thinks of comparative culture issues in dispute resolution the first name that jumps out is that of Michelle Lebaron. Her research in the field has raised and addressed some of the most important questions relating to the effect of culture on disputing processes and on the applicability of models for resolution.

Culture is an essential part of conflict and conflict resolution. Two things are essential to remember about culture: they are always changing and they relate to the symbolic dimension of life. The symbolic dimension is the place where we are constantly making meaning and enacting our identities.

Cultural identity is the identity or feeling of belonging to, as part of the self-conception and self-perception to nationality, ethnicity, religion generation and any kind of social group that home its own distinct culture, in this way that cultural identity is both characteristics of the individual but also to the culturally identical group that has its members sharing the same cultural identity.

Various modern cultural studies and social theories have investigative cultural identity. In recent decades, a new form of identification has emerged which breaks down the understanding of the individual as a coherent whole subject into a collection of various conditions including location, gender, race, history, nationality, language and religious beliefs.

Activity 2. Fill in the gaps using the words from the box. There are more words than you need. Read the definition and discuss with the peer.

religious, aspect, theory, heritage, foundation, systems, principles, combining, background, gender, lifestyle, define, civilization, identity, attempted, describing, existence, belonging, represents, traditions, practicing, nationality, examples, government, basic

CULTURAL IDENTITY

Cultural identity 1_____ involves several aspects of a person's being. Their race, nationality, location, age, gender, sexuality, history and 2_____

beliefs are put together to form a cultural identity. By 3_____ each of these elements, a theory is created as to why a person acts and behaves the way they do.

When asked to 4_____ cultural identity, many people respond to the question by comparing it to a 5_____. Culture and identity go hand in hand when 6_____ a person's 7_____ and religious persuasion. A person's true identity includes their cultural and 8_____ as two of the most integral pieces of the puzzle.

The definition of cultural identity, in its most basic form, is a sense of 9_____. This includes a shared sense of companionship, beliefs, interests and basic 10_____ of living. When a person identifies with their culture, they often embrace 11_____ that have been passed down through the years. The cultural identity links a person to their heritage can help them to identify with others who have the same traditions and basic belief 12_____.

Some people claim that a person's cultural identity is the 13_____ or groundwork on which every other aspect of their being is built. It is the cornerstone of what makes them who they are. Embracing one's culture often means 14_____ a specific religion, wearing a certain type of clothing or something else that 15_____ their culture. It creates an outward, visible means of identifying that person as part of a particular culture or 16_____.

The Aboriginal tribes of Australia and New Zealand are excellent 17_____ of this. Many tribes still live and behave as they did when they first encountered white 18_____. They hunt, dress, celebrate and live their lives as if no one has ever 19_____ to influence them. They follow a tribal form of 20_____ and also adhere to a strict code of ethics both in tribal and family life. Traditions are often passed down from generation to generation and have been in 21_____ for hundreds of years.

Activity 3. Read the passage and compare the definition with your own definition.

CULTURE SHOCK

Culture shock is the feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life or set of attitudes. It is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments or simply travel to another type of life.

Culture shock is the uncomfortable feeling of uncertainty that many people experience when immersed in unfamiliar surroundings where they are unsure of the acceptable norms of behavior, or what to expect from other people. This is a natural part of the process of acclimatization to a new environment. It can occur in any situation where an individual is compelled to adjust to a different set of social standards where known rules no longer apply.

Culture shock is not limited to those who travel. Anyone who has recently experienced a change in surroundings can experience the feeling of disorientation that characterizes culture shock. It is common to suffer from it when on brief trips, entering college, changing home, or even jobs.

Activity 2. Read the text below about culture shock and match these headings (a-c) to the three stages (1-3)

1. Trouble in paradise 2. The road to recovery 3. The honeymoon period

A Culture Shock to the system

Many people would love to leave their nine-to-five job behind and have a life-changing adventure overseas. They imagine lying under palm trees as sun goes down. However, life overseas is not always easy and many are not prepared for the shock of living in an alien culture.

Stage _____

At first, for those who actually decide to move abroad life is an exciting adventure. With their new-found freedom, they enjoy exploring their surroundings and life seems like an extended holiday. They don't mind sampling the local cuisine and discovering other aspects of the local culture. They can even afford to practice their foreign language skills without fear making mistakes.

Stage _____

In many cases, when people consider moving to another country, they often fail to realize how different life overseas will be. As time goes by, they experience feeling of frustration when language and cultural misunderstanding become a headache. In this stage, many people refuse to accept the differences of their host country and some actually avoid spending time with local people in favour of mixing with others from their home country.

Stage _____

Gradually, over time, the visitor realizes they must accept the differences and not to fight against them. This change in mentality encourages them to improve their language skills and slowly they manage to do the things we would do without thinking at home such as opening a bank account. This new new-found confidence enables them to see a side of life which very few tourists are lucky enough witness.

Culture shock is a real issue. The secret is to stop trying to change your host country: you will not succeed. If not, you risk losing your dreams and having to return to the old life you wanted to leave behind.

Activity 3. Read the case study and think about the ways of avoiding it.

UNEXPECTED STRESSES OF A SHORT TRIP

An adult student friend, Dr. Dong had a wonderful chance to go to Seattle to present a paper at a professional meeting. Having attended our course in

Intercultural Communications, we met to review some of the cultural differences he might experience. I also gave him the phone number of a friend of mine who lived in the area. When he got back, we met again to review his experience.

Dr. Dong told me later that the course information had helped him. He experienced the typical stages of culture shock. He arrived expectant and happy and enjoyed his first days very much. At the medical conference, he felt quite confident in his area of research and was able to perform well in his presentation. But after a few days, he began to feel uncomfortable. His medical English was fine, but the social interaction expectations were different, and he was unsure of the cues and the communication style.

He worried more and more that he was misunderstanding simple English greetings and table talk conventions. When someone greeted him with, “Hi, how’s it going?” he thought they had asked him “where are you going?” and answered with the name of the conference hall, only to get a quizzical stare from them. At a western style dinner, a colleague asked, “So how’re you enjoyin’ the States?” he thought he heard, “how are you enjoying your steak?” and answered that he was eating chicken, not beef. That time, they smiled, and patiently repeated the question, with both laughing at the error.

Such misunderstandings and miscommunications were minor. But for Dr. Dong, they were the beginning of a sense of “cultural confusion.” By the end of the meetings, he felt a deep sense of “cultural stress” and was worn out from having to pay attention to so many new expressions and ways of dealing with things. He felt his handshake was not as firm as Americans’, found that people reacted unusually when he modestly insisted his Eng*-lish was not good after they complimented him, didn’t know how to accept dinner invitations properly and therefore missed out on going to several lunches, and so on. Eventually, he was so bewildered that he felt the full impact of “culture shock.”

Activity 4. Read the ways of preserving cultural identity in your small group and get ready to share it.

HOW TO PRESERVE YOUR CULTURE

Look at any object in your house, meal you eat, or gesture you use, and you'll find evidence of culture. Cultural traditions and perspectives have shaped who you are. Learn more about them and how you can keep them strong.

1. Share your culture's art and technology.



Each culture has its own clothing, music, visual art, storytelling traditions, and many more unique characteristics. Other members of your culture will be overjoyed to teach or talk about their hobbies, their jobs, their crafts, and what they do for fun. This includes traditional artwork you would find in a museum, but material culture goes far beyond that. Even a kitchen spoon or a piece of software is a cultural artifact.

People with less sophisticated technology are often considered ignorant or less intelligent. This is completely wrong. Culture passes on tools adapted to a particular environment, and every tool has generations of thinking behind it. Shaping a stone tool is one of the oldest cultural practices there is, and it still takes great skill and knowledge.

2. Attend or organize major events.



Your country, tribe, religious denomination, or immigrant ethnic group almost certainly celebrate major holidays or cultural festivals. Travel to these to get a broader perspective on your culture. If you don't know of any groups in your area, organize your own event.

3. Cook family recipes.



It's never too late to whip up some recipes from your grandmother's cookbook. Smell and taste have powerful connections to memory. As you knead dough or try to guess the right amount of spices, you might remember meals from your childhood or holidays. Just reading a recipe can teach you how much ingredients and kitchen tools have changed. And even if some of them are unfamiliar, others have most likely become your comfort food or a source of family pride.

Tip: If you don't have family recipes, look for old cookbooks online or at flea markets. You could even start your own by writing down recipes shared orally by your relatives.

4. Spend time with other members of the community.



The best way to preserve your culture is to keep it alive. Gather as a group not just for holidays, but for ordinary meals, events, or just conversation. Many

aspects of culture are difficult to learn in books and museums, including etiquette, body language, and humor.

Think about the types of conversations you have within your culture, compared to the mainstream culture where you live. (Or compare two different cultures you participate in.) Does one feel more energetic or friendly than another? Would a normal statement in one context be considered rude in another? Why do you think that is? This kind of deep analysis can be tough to figure out, but it gets to the core of the cultural experience.

5. Learn about religious traditions.



Whether or not you share your parents' and grandparents' religion, studying it can help you understand their culture. Religion connects to language, history, and personal behavior. Becoming more familiar with your or your family's religion can help you understand all these other aspects.

Tip: Sacred texts and ceremonies can seem confusing with no one there to guide you. Find an expert willing to explain their significance. Read a copy of the text with footnote discussions.

6. Speak your ancestral language.

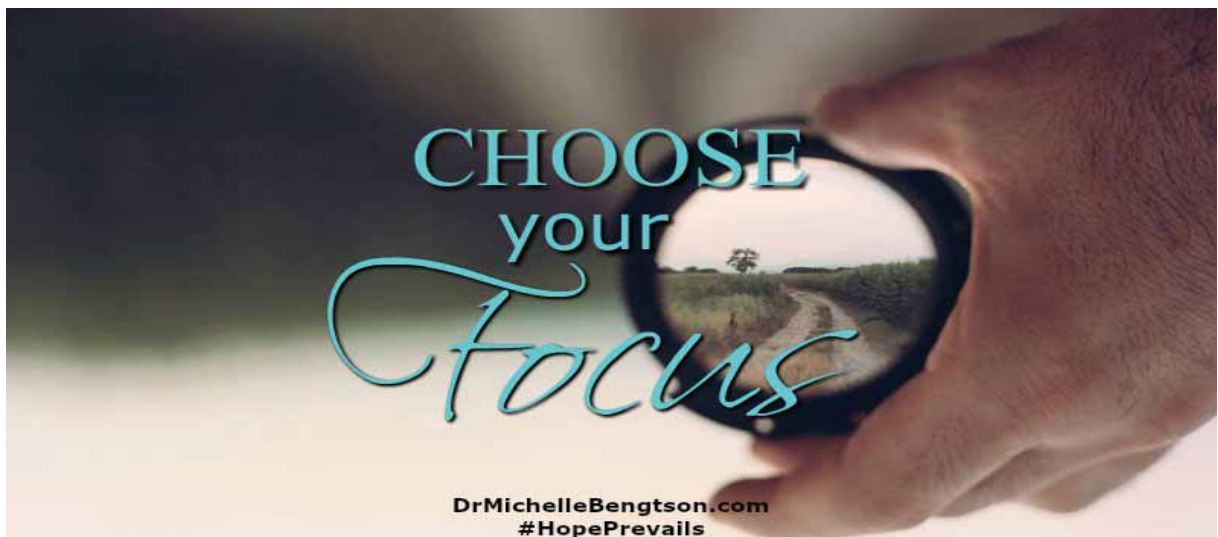


If you know someone who shares your culture but has a different native tongue than yourself, ask them to teach you. Many linguists and anthropologists argue that language shapes our whole perception of the world. Plus, if the language is rare in your area, nobody will be able to eavesdrop on your conversations!

Thousands of languages are at risk of extinction. If you know one of them, teach it to others. Share examples of the knowledge and perspective that would be lost if it goes away. Record the language spoken and written (if possible), and work on translations to less endangered languages.

RECORDING YOUR CULTURE

1. Choose a focus.



You can record anything you've discovered through your research and life, no matter how small it seems. What you can't do is write down everything there is to know about a culture. There's just too much to say. Most people choose one of two directions instead:

A personal history of one's own experience, or a family's.

A detailed look at one aspect of the culture: cooking, jokes, or any other subtopic.

2. Decide on a medium.



You can use calligraphy, oral storytelling, or another traditional medium to make the recording a personal cultural experience as well. Or you can put your work on a website, DVD, or another digital form. This lets you share your cultural story with people from all around the world.

3. Conduct interviews.

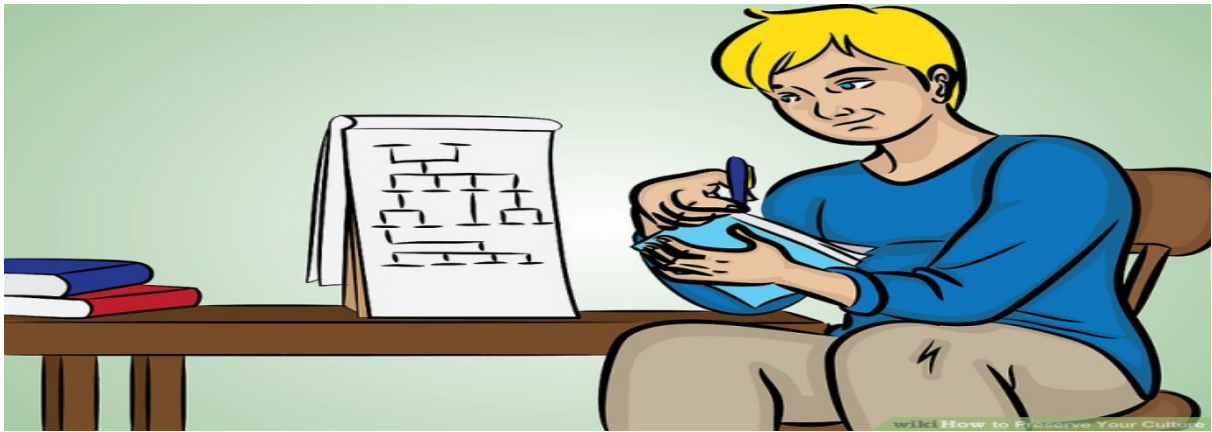


Interview the people whose histories you're telling, or experts in the subject you're writing about. Come prepared with a list of questions, but let the interviewee to wander to other topics and stories. You may learn something you would never think to ask about.

Keep each interview within one or two hours. If the interviewee is willing, return to conduct additional interviews. This lets you prepare more questions, and lets the interviewee search for documents or objects she wants to share.

Use a video or audio recorder if the interviewee agrees to it. These are much more accurate than trying to write everything down or hold it in your head.

4. Follow your family tree.



Record your family tree with the help of family members, adding to it as you go along. There are probably whole branches of cousins and in-laws you've never met. Track these down through family connections or online searches, and they may offer whole new perspectives on your culture. Government websites and physical record collections may offer additional information dating back centuries.

Tip: Ask family for scrapbooks, journals, and other records early on. You may discover that someone else has started the work for you.

5. Use your records to fight for your culture.



Minority cultures often struggle to pass on cultural traditions. Share your stories and records with young people in your culture, who may not know the riches of their cultural background. In the face of political struggles or social challenges, organize people to participate in discussions and cultural activities. Your research can help people understand the core values of their culture, and inspire them to keep it alive and thriving.

6. Accept change.



The dialogue around passing on culture often sounds defeatist. Cultures are "endangered" or need "preserving" before they die out. Real challenges and threats do exist, but don't assume that all change is bad. Culture helps people adapt to the world around them. The world has always been changing, cultures have always been adapting, and it's up to you to choose a direction you can be proud of.

Why Is Important To Preserve Our Culture In This Generation?

Preserving your culture is important. Your culture is a part of your identity. If you don't preserve your culture, in later generations, they'll completely forget about the beautiful culture of their ancestors. The culture your ancestors followed is precious and unique. Don't lose it.

First of all, pass it on to your future generations, the children. Use books, drawings, festivals and competitions. Experience and live your culture daily.

How do I handle people who belong to another traditional culture if I am trying to preserve my own?

You should respect them and their cultures just as you would like them to respect you and yours. They're not taking anything away from you by existing. Preserve your own culture but do not force it on others.

How can I preserve my heritage along with my culture?

You can try developing programming to tell people about both your heritage and culture. You could also conduct trips to places you find important to your heritage in order to educate others about its importance.

What are moral values?

Moral values are like ethics. They are the rules or values that someone stands by to help them make decisions. An example would be that their moral values, include having good relationships with everyone, so they stay away from hurtful gossip.

What should be preserved to retain the culture of a country?

Educate people about the traditions, and make sure this is part of the official education system. Fund traditional arts, persuade people of the value of these traditions, and get the elders involved (if you have them).

How do you promote your culture?

By introducing your culture to those who don't know about it. Talk about it, cook foods and play the music of your culture for others. Give friends gifts from your culture. Be an ambassador.

What are things we should discard from our culture?

Practices which may hurt others, do not support equality, and support caste system are usually considered as the social evils that arise in every culture. We must learn the good values and impart them while discarding those which are inhuman and evil.

How can I promote cultural intelligence?

You should raise awareness by informing people. This can be done by handing out flyers and posters, promoting websites that specialize in cultural intelligence, or getting an article written in your local newspaper.

How should I preserve my culture?

Talk about it and share it with other people. People are often fascinated by the different ways that people do similar things. Start a conversation and help bring others into the fold.

Tips

Almost everyone participates in more than one culture. Be proud of your blend of ideas and behaviors.

If you're an art student or artist, you have a key role in promoting and preserving culture through the arts. Art has an impact on how we all view and recall social developments. Your work can preserve history and culture, and it can help represent or even shape society's outlooks on shared events.

Homework: Prepare answers for the question "How can I preserve my heritage along with my culture?"

LESSON 5. USE OF TEACHING MATERIALS (LITERATURE, NEWSPAPERS, TV, INTERNET, PICTURES, REALITIES, MOVIES, SYMBOLS, ETC.) TO TEACH INTERCULTURAL COMMUNICATION

BRAINSTORMING QUESTIONS

1. What materials are used to teach culture ?
2. Can we use literature to teach culture?
3. What are the reasons of using literature to teach culture? Why?



Activity 1. Read and discuss the advantages and disadvantages of using Literature in Culture classes with your group.

Using authentic readings and realia for cross-cultural understanding (a four stage approach to a cultural reading of authentic materials is very effective to lead students through the process of guided exploration and discovery: 1- Thinking; 2-Looking; 3-Learning; 4-Integrating)

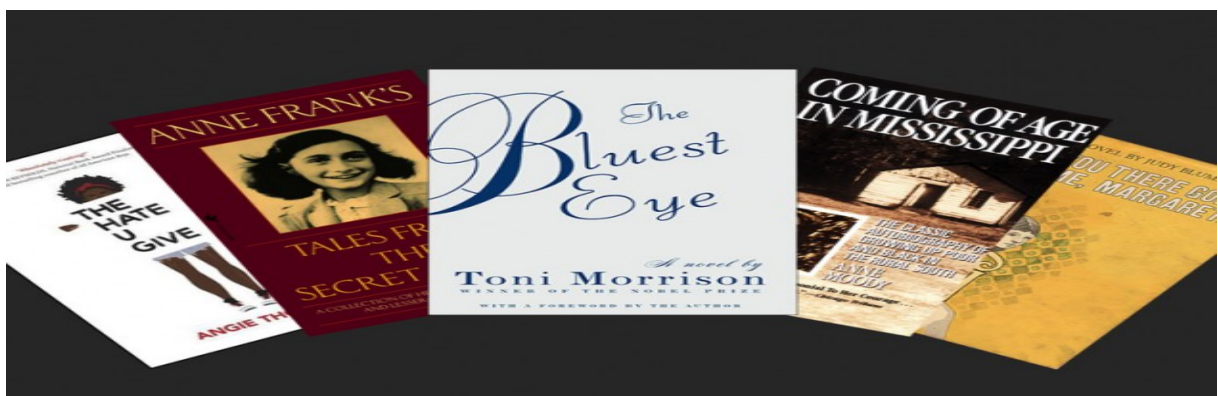
Media-visuals (magazine pictures, slide presentations, videos)

ADVANTAGES:	DISADVANTAGES:
<p>Literature promotes students to think critically as they have different perception and prior knowledge towards one literary text;</p> <p>Students prefer books or texts that discuss the issues of youth, relationship, and social changes;</p> <p>Provides rich and diverse exposure to language;</p> <p>Improves vocabulary, syntax, and structure;</p> <p>Develops perception and interpretation skills;</p> <p>Develops comprehension and motivation;</p> <p>Literary texts are meant to inculcate values and broaden learner's outlook;</p> <p>Students are exposed with various cultures from different countries in literary texts;</p> <p>Authentic literature can also open doors for students by introducing them to different cultures, social structures and story lines;</p> <p>Language and culture are closely related, the use of language makes sense only in a context, and culture is part of that context;</p>	<p>Teachers should be prepared, knowledgeable, and confident to teach the subject that they are majoring in;</p> <p>Teacher preparation has a stronger connection with students' achievement;</p> <p>From the teacher's perspective, teaching using a literature-based approach can be more difficult than using other approaches;</p> <p>First-time teachers may find it especially challenging, since literature-based approaches inherently have less structure than many other approaches;</p> <p>Teachers may struggle with effectively assessing a learners's progress. Because literature-based instruction is less widely used than other forms of instruction;</p> <p>Teachers often spend hours choosing literature selections, as well as developing activities and evaluations that reflect the content.</p> <p>Finding appropriate literature selections that address the skills that students need to learn can be challenging, and finding selections that actually build from one year to the next is virtually impossible;</p>

<p>Motivation to learning, authentic cultural information, real language presentation and creative approach to teaching;</p> <p>The literature allow the students experience the culture from the point of view of the authors or writers, also to know what kind of histories or stories are related of one specific culture;</p> <p>Literature can help learners to develop their understanding of other cultures, awareness of 'difference' and to develop tolerance and understanding;</p>	<p>Using literature-based instruction may prevent students from building their skills in a systematic fashion, and they may miss out on some skills entirely. Especially as students advance to the next grade, they will feel a lack of continuity, which can prevent them from growing as readers, writers and thinkers.</p>
--	--

Activity 2. Read the passage and choose the most appropriate reasons. Discuss it with your group.

REASONS TO USE LITERATURE



Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.

Literature expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).

Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in coursebooks.

CHALLENGES

It is important to be clear with the cultural aspects that are going to be included in the reading. The teacher must look up for the cultural background and be prepared to answer and provide feedback to the upcoming thoughts or needs of the students;

text selection - texts need to be chosen that have relevance and interest to learners.

linguistic difficulty - texts need to be appropriate to the level of the students' comprehension.

length - shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot.

cultural difficulty - texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning.

cultural appropriacy - learners should not be offended by textual content.

TEACHING CULTURE THROUGH LITERATURE RECOMMENDATIONS.

The following recommendations are offered for developing a successful use of literature to introduce culture in EFL: 1. The material selection must be a mandatory process for the teachers when they are planning to introduce culture to students. Choosing the right material can make the difference in the success and failure of the culture assimilation process in the students. 2. The previous analysis of the variables that students are going to face when they interact with the new cultural perceptions. In order to the teacher can know how to proceed to the student's upcoming questions and thoughts. 3. Implement strategies that allow the assimilation and integration of new culture characteristics to the student's individual growth. 4. Introduce the culture with an upper level of importance in the elaboration of didactic plans. 5. Work in the attitudes problems of the teachers and students toward other cultures, avoid the stereotypes, judgment and negative feelings when the new culture insights are introduce.

Criteria for Selecting Multicultural Literature

Researchers stress that teachers can cope with many of the challenges that literary texts present, if they ask a series of questions to assess the suitability of texts for any particular group of learners:

Is the subject matter likely to interest this group?

Is the language level appropriate?

Is it the right length for the time available?

Does it require much cultural or literary background knowledge?

Is it culturally offensive in any way?

Can it be easily exploited for language learning purposes?

One of the most important things to consider when choosing any book is to make sure that it relates to the children's lives. If children don't feel a sense of connection to what they are reading they will not feel compelled to try to understand the book, therefore losing any benefits they may have gained.

In order for a multicultural book to do the culture justice the characters should be authentic, not stereotyped (Canales, Lucido & Salas, 2002). The characters must reflect the distinct cultural experiences and views of the specific group that is being portrayed. Going along with this idea, character representations must be portrayed in a true-to-life and balanced manner. The characters and cultures should show both good and bad characteristics. The settings should be consistent with the environment of the culture that is being portrayed. Also, the themes that are developed within the story must be consistent with the values, beliefs, customs, traditions, needs and conflicts of the specific culture. In addition, the pictures, gender roles, and language characteristics of the cultural group should be accurate.

When choosing multicultural literature we do not want to offend the cultural group that we are trying to portray. The literature must be free of stereotypes in language, illustrations, behavior, and character traits (Diamond & Moore, 1995). Also, the language used must show sensitivity to the culture as certain terms can be considered very offensive.

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the

heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material.

GENRES OF LITERATURE

Back in ancient Greece, literature was divided into two main categories: tragedy and comedy. Nowadays the list of possible types and genres of literature can seem endless. But it is still possible to narrow down the vast amount of literature available into a few basic groups.

The five genres of literature students should be familiar with are Poetry, Drama, Prose, Nonfiction, and Media—each of which is explained in more detail below. You'll see some overlap between genres; for example prose is a broader term that includes both drama and non-fiction. At the end of this article we'll also touch on a couple of narrower but still important literary categories.

Poetry This is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed.

A lot of people think of rhymes and counting syllables and lines when they think of poetry, and some poems certainly follow strict forms. But other types of poetry are so free-form that they lack any rhymes or common patterns. There are even kinds of poetry that cross genre lines, such as prose poetry. In general, though, a text is a poem when it has some sort of meter or rhythm, and when it focuses on the way the syllables, words, and phrases sound when put together. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences. And poetry is nearly always written in stanzas and lines, creating a unique look on the page.

Poetry as experienced in the classroom is usually one of three types. There are the shorter, more modern poems, spanning anything from a few lines to a few pages. Often these are collected in books of poems by a single author or by a variety of writers. Edgar Allen Poe's "The Raven," is one of the most commonly taught poems of this type. Then there are the classical, formulaic poems of Shakespeare's time, such as the blank verse and the sonnet. And finally there are the ancient, epic poems transcribed from oral stories. These long, complex poems resemble novels, such as Homer's *The Iliad* and *The Odyssey*.

Prose Once you know what poetry is, it's easy to define prose. Prose can be defined as any kind of written text that isn't poetry (which means drama, discussed below, is technically a type of prose). The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters.

Prose is the type of literature read most often in English classrooms. Any novel or short story falls into this category, from *Jane Eyre* to *Twilight* and from "A Sound of Thunder" to "The Crucible." Like poetry, prose is broken down into a large number of other sub-genres. Some of these genres revolve around the structure of the text, such as novellas, biographies, and memoirs, and others are based on the subject matter, like romances, fantasies, and mysteries.

Drama Any text meant to be performed rather than read can be considered drama (unless it's a poem meant to be performed, of course). In layman's terms, dramas are usually called plays. When written down the bulk of a drama is dialogue, with periodic stage directions such as "he looks away angrily." Of all the genres of literature discussed in this article, drama is the one given the least time in most classrooms. And often when drama is taught, it's only read the same way you might read a novel. Since dramas are meant to be acted out in front of an audience, it's hard to fully appreciate them when looking only at pages of text. Students respond best to dramas, and grasp their mechanics more

fully, when exposed to film or theater versions or encouraged to read aloud or act out scenes during class.

The dramas most commonly taught in classrooms are definitely those written by the bard. Shakespeare's plays are challenging, but rewarding when approached with a little effort and a critical mindset. Popular choices from his repertoire include Hamlet, Taming of the Shrew, and Romeo and Juliet, among others. Older Greek plays are also taught fairly often, especially Sophocles' Antigone. And any good drama unit should include more modern plays for comparison, such as Arthur Miller's Death of a Salesman.

Non-Fiction Poetry and drama both belong to the broader category of fiction texts that feature events and characters that have been made up. Then there is non-fiction, a vast category that is a type of prose and includes many different sub-genres. Non-fiction can be creative, such as the personal essay, or factual, such as the scientific paper. Sometimes the purpose of non-fiction is to tell a story (hence the autobiography), but most of the time the purpose is to pass on information and educate the reader about certain facts, ideas, and/or issues.

Some genres of non-fiction include histories, textbooks, travel books, newspapers, self-help books, and literary criticism. A full list of non-fiction types would be at least as long as this entire article. But the varieties most often used in the classroom are textbooks, literary criticism, and essays of various sorts. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. And non-fiction is often used to support and expand students' understanding of fiction texts—after reading Hamlet students might read critical articles about the play and historical information about the time period and/or the life of Shakespeare.

Media The newest type of literature that has been defined as a distinct genre is media. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Any work that doesn't exist primarily as a written text can probably be considered media, particularly if

it relies on recently developed technologies. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

More and more educators are coming to recognize the importance of teaching media in the classroom. Students are likely to be exposed to far more of this type of literature than anything else throughout their lives, so it makes sense to teach them how to be critical and active consumers of media. Internet literacy is a growing field, for example, since the skills required to understand and use online information differ in important ways from the skills required to analyze printed information. Teaching media literacy is also a great way for educators to help students become participants in their own culture, through lessons on creating their own websites or home movies or commercials.

Other Types of Literature These are far from the only important genres of literature. Here are a few more that are sometimes used in classrooms:

Oral Literature: The oldest type of literature, and the foundation on which culture was built. Now most oral texts have been written down, of course, and are usually taught in the form of epic poems or plays or folk tales.

Folklore/Folk Tales/Fables: A distinction is often made between regular prose and folklore. Most folk tales were originally oral literature, and are short stories meant to pass on a particular lesson or moral. They often have a timeless quality, dealing with common human concerns that are just as relevant to us today, while still being products of a very specific culture and time period.

Graphic Novels and Comic Books: It used to be that most educators saw comic books as the lowest form of literature, not suitable or valuable for children. But times have changed, and many teachers have come to realize that comic books and the more modern graphic novels are both appealing to kids and are a valid form of literature in their own right.

Literary texts can be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written

specifically for learners of other languages. The types of literary texts that can be studied inside and outside the ELT classroom include:

1 Short stories

2 Poems

3 Novels

4 Plays

5 Song Lyrics

Activity 3. Once you have read and worked with your piece of literature it might naturally lead on to one or more follow up activities. Here are some ideas: Using poems have students read each other the poem aloud at the same time, checking for each other's pronunciation and rhythm. Do a whole class choral reading at the end.

Ask students to rewrite the poem, changing the meaning but not the structure. Ask students to write or discuss the possible story behind the poem. Who was it for? What led to the writing of this poem?

Have a discussion on issues the poem raised and how they relate to the students' lives.

Activity 4. Using extracts from stories or short stories.

Ask students to write what they think will happen next, or what they think happened just before.

Ask students to write a background character description of one of the characters which explains why they are the way they are.

Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.

Ask students to personalise the text by talking about if anything similar has happened to them.

Ask students to improvise a role play between two characters in the book.

Using extracts from plays

Most of the ideas from stories (above) could be applied here, but obviously,

this medium gives plenty of opportunity for students to do some drama in the classroom. Here are some possibilities:

Ask students to act out a part of the scene in groups.

Ask students to make a radio play recording of the scene. They must record this onto cassette. Listen to the different recordings in the last five minutes of future classes. Who's was the best?

Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm).

Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc) next to each character's line of dialogue. Then they read it out loud.

Ask students to re-write the scene. They could either modernise it (this has been often done with Shakespeare), or imagine that it is set in a completely different location (in space for example). Then they read out the new version.

Activity 5. Solving Potential problems

Problem 1: Where do I find material? Of course you may have a novel or book of poetry that you have been dying to use with your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is enough to key in the name of the author or the book you are looking for. Older books and plays can sometimes be found entirely on-line.

The following sites are excellent for book excerpts and stories:

www.bookbrowse.com - a really great site which allows you to read an excerpt from a multitude of recently published books. You can search by author, book title or genre!

www.readersread.com - brings you the first chapter of many recently published books. Literature doesn't have to mean "books written by dead white English or American men". Look for literature from other English speaking countries (there is lots and lots) to give your students a richer variety of work written in

the English language. Bookbrowse.com (above) for instance has a whole section on Asian and Indian writers. You can also try the following link: www.blackliterature.com

Try the following two sites for poetry:

www.favoritepoem.org - a site collecting America's favourite poems. You can also read comments about why people like them and hear them being read aloud.

www.emule.com/poetry - an archive of classical poetry, easy to browse through by poet. Has a top ten list of favourite poems (chosen by visitors to the site) which makes an interesting starting point.

Problem 2: How do I choose material?

Think about the following factors when you choose a piece of literature to use with learners:

Do you understand enough about the text to feel comfortable using it?

Is there enough time to work on the text in class?

Does it fit with the rest of your syllabus?

Is it something that could be relevant to the learners?

Will it be motivating for them?

How much cultural or literary background do the learners need to be able to deal with the tasks?

Is the level of language in the text too difficult (see below)

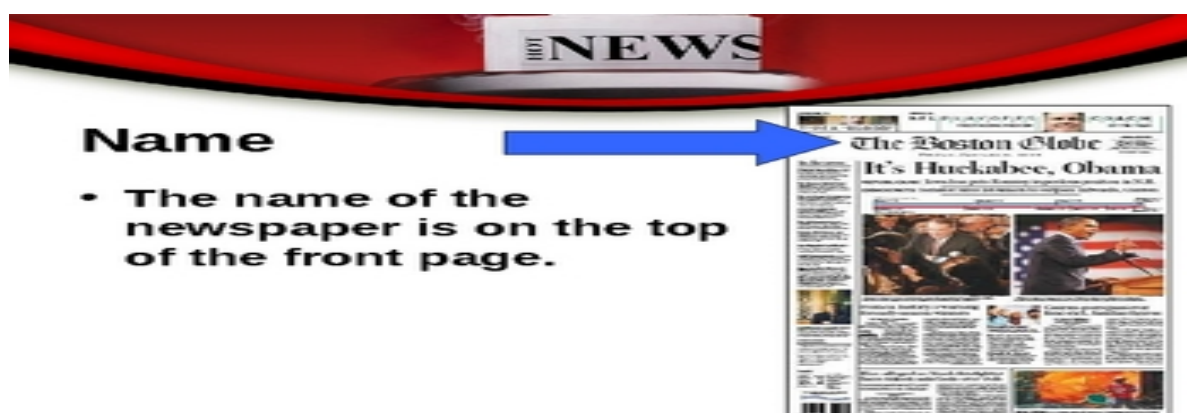
Problem 3: Is the text too difficult?

Obviously a teacher would not want to use a text that is completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text).

Activity 6. Read the text and discuss it with your group.

NEWSPAPERS

Newspapers can be a valuable tool for promoting critical thinking skills, enhancing students' writing and reading skills, and developing their vocabulary knowledge. Newspapers can help students to think along various dimensions, and thus gain control over media texts instead of simply accepting them superficially. They can also open doors to various disciplines, e.g. cultural studies and media studies, which can bring diversity into language classrooms. An important point to keep in mind, however, is that newspapers should be viewed as subject matter in their own right, and be used with a principled approach aiming at improving students' abilities not just in language but also in critical and creative thinking, and their attitudes to target culture. Learning a second language cannot be separated from the acquisition of the culture that it embodies. That's why, the design and adaptation of written media should reflect multiple perspectives and avoid prejudices in order to engage students in a process of uncovering and confronting cultural biases and facilitate cultural learning. Since the media reflects the society and it is easy and cheap to access them, utilizing media sources in ELT curriculum in a separate course or integrated with the other courses will help the learners to have a real understanding of the other societies and, will motivate learners to learn a language. By doing so, they can develop their abilities to draw conclusion what they read or see.



Hometask: Read newspaper articles about cultures and bring them to present.

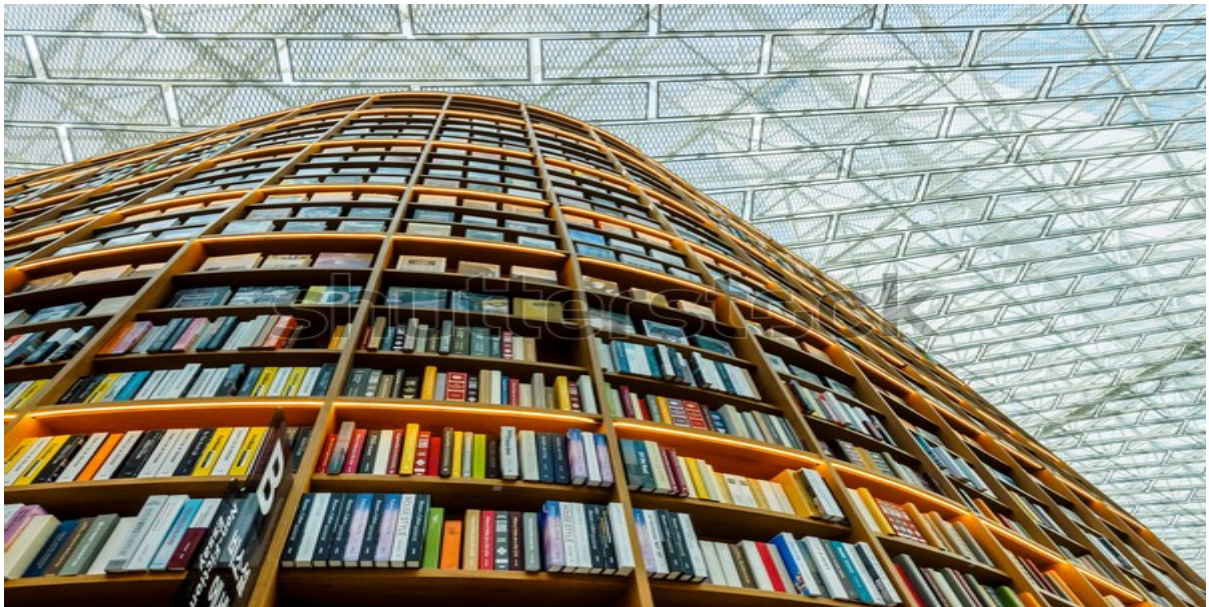
LESSON 6. EXTREME VIGILANCE IN TEACHING AND CREATING MATERIALS RELATED TO OTHER CULTURES, ANALYSIS OF MATERIALS (TEXTBOOKS, SYLLABUS/ABSTRACTS, ASSIGNMENTS/TASKS)

BRAINSTORMING QUESTIONS

1. What sources and materials can help to improve one's knowledge on culture?
2. What culture teaching activities and tasks do you know?

Activity 1. Read the text and discuss it in your group.

TEXTBOOKS



www.shutterstock.com · 1917974849

Textbooks used in foreign language instruction cannot be simply separated from cultural contexts because the mere study of the abstract system of language does not equip learners with the required knowledge, skill, and attitudes to interact effectively and meaningfully in real situations. This is the premise of the intercultural approach that aims at developing learners' awareness of cultural

issues. In the present study, the role of culture in foreign language instruction in terms of the cultural content of Oxford's New Headway (4th ed.) was investigated. A number of 80 EFL teachers responded to an intercultural communicative competence checklist. Also, five teachers participated in a series of retrospective group interviews and discussed their opinions regarding the cultural content of the textbooks. The analysis of the participants' responses on the checklist and the interviews indicated that textbooks in this series have inadequacies and biases when it comes to the presentation and development of intercultural knowledge, attitude, and awareness. These aspects are exemplified and discussed, and the implications of the study for teachers and textbook designers are noted.

Activity 2. Read the text and discuss it with your group.

TECHNIQUES AND ACTIVITIES IN TEACHING CULTURE

There is a variety of techniques and activities developed for integrating culture into language teaching. Different scholars group them according to different principles. Techniques of culture teaching in eight groups based on different approaches:

- creating an authentic classroom environment (techniques include, for example; – displays and exhibitions of realia);
- providing cultural information (for example, cultural aside, culture capsule and culture cluster);
- cultural problem solving (for example, culture assimilator);
- behavioral and affective aspects (for example drama and mini-drama);
- cognitive approaches (for example student research);
- the role of literature and humanities (for example, literary readings and watching films);
- real-life exposure to the target culture (for example, visits to the class by native speakers, pen-pals and visits to other countries);
- making use of cultural community resources (for example, when a foreign language learning takes place in the target-language community, the everyday

environment can be used as a resource).

Activity 3. Answer the following questions.

1. What are some examples of cross-cultural misunderstandings?

So, here are some of the most common cultural misunderstandings one may have to face.

– Hand Gestures: It is always advised to mind your body language when in an unknown company especially if you in a foreign country.

– Embracing:

– Mind your feet:

– No Shoes:

– Using Words Carefully:

2. What are some cross-cultural issues?

Working on Common Cross-cultural Communication Challenges

Different Communications Styles.

Different Attitudes Toward Conflict.

Different Approaches to Completing Tasks.

Different Decision-Making Styles.

Different Attitudes Toward Disclosure.

Different Approaches to Knowing.

3. What causes cross-cultural conflict?

Cross-cultural conflict may occur when a person directs inappropriate verbal/non-verbal behaviour towards another. Conflicts can occur not only between a client and staff but also between staff as well as between clients, as depicted below.

4. What cross cultural conflict?

Cultural diversity may lead to conflict occurring between individuals or social groups that are separated by cultural boundaries which are considered as “Cross-Cultural Conflict.” Conflicts can be further defined as a clash of interests between the involved parties trying to serve their own motives.

5. How do you resolve cultural differences in the workplace?

Here are 5 ways to overcome cultural barriers and embrace cultural difference:

Ensure clear and polite communication.

Learn about different cultures.

Work towards accommodating cultural difference.

Share knowledge.

Employ diversity training.

Activity 4. Do the Testing

1. Which cheese went into space with Italian astronauts on February 22, 1996, when they took it aboard the Columbia Space Shuttle on a NASA space mission?

- a. Gorgonzola
- b. Parmesan
- c. Mozzarella

2. Which fruit did the Ancient Greeks hold to be sacred to Aphrodite, the goddess of love?

- a. apple
- b. banana
- c. quince

3. How many sets of disposable wooden chopsticks does the average Japanese person use in a year?

- a. 200
- b. 50
- c. 350

4. Borscht is an East European soup. What is it made from?

- a. cabbage
- b. beetroot
- c. potato

5. What is the European equivalent of one cup of flour?
 - a. 140 grams
 - b. 75 grams
 - c. 200 grams
6. Where do lamingtons (little cakes) originate from?
 - a. England
 - b. Australia
 - c. India
7. Traditional Italian pesto is made from basil, olive oil and which nut?
 - a. walnut
 - b. pine nut
 - c. almond
8. What is the English dish, toad in the hole?
 - a. frogs legs wrapped in ham
 - b. sausages in batter pudding
 - c. stuffed mushrooms
9. What kind of smoked fish is a kipper?
 - a. salmon
 - b. haddock
 - c. herring
10. What is the more common name nowadays for Toll House Cookies?
 - a. chocolate chip cookies
 - b. spice cookies
 - c. peanut butter cookies
11. What is the resulting flavour when chocolate is added to coffee?
 - a. cocoa
 - b. mocha
 - c. latte
12. Which fish is known as the king of fish?
 - a. salmon

b. tuna

c. Dover sole

13. What are kelp and dulse varieties of?

a. watercress

b. seaweed

c. noodle

14. What is the major vitamin found in brown rice?

a. vitamin C

b. vitamin D

c. vitamin B

15. What is quinoa?

a. a rice

b. a grain

c. a vegetable

16. Mangetout is a variety of which vegetable?

a. pea

b. bean

c. asparagus

17. What percentage cocoa solids must chocolate contain to be legally called chocolate?

a. 99

b. 50

c. 35

18. Which is the only food which melts at body temperature?

a. chocolate

b. butter

c. lard

19. What is a falafel?

a. potato pancake

- b. chickpea fritter
 - c. Middle-eastern vegetable
20. What herb goes best with lamb?
- a. basil
 - b. rosemary
 - c. tarragon

FOOD TRIVIA ANSWERS

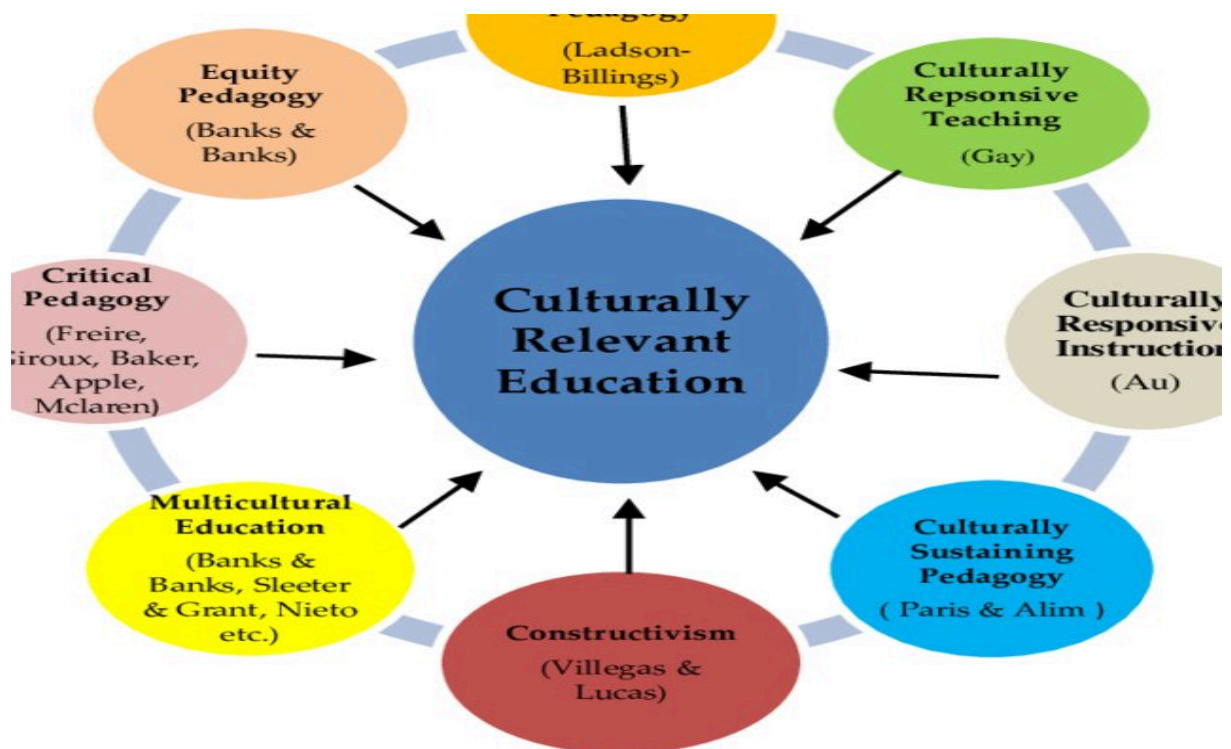
01. b. Parmesan / 02. c. quince / 03. a. 200 / 04. b. beetroot / 05. a. 140 grams /
06. b. Australia / 07. b. pine nut / 08. b. sausages in batter pudding / 09. c.
herring / 10. a. chocolate chip cookies / 11. b. mocha / 12. a. salmon / 13. b.
seaweed / 14. c. vitamin B / 15. b. a grain / 16. a. pea / 17. c. 35 / 18. a.
chocolate / 19. b. chickpea fritter / 20. b. rosemary

Hometask: Prepare materials (tests, crosswords, quizzes) to teach culture

LESSON 7. DEVELOPMENT OF TEACHING MATERIALS FOR OTHER CULTURAL TOPICS (3 GOALS: LANGUAGE, PEDAGOGY, CULTURE)

BRAINSTORMING QUESTIONS

1. What is the importance of provide culturally learning materials?
2. What type of learning environment can be developed for culturally diverse student?



Activity 1. Read the text and discuss it with your group. Make up questions.

IMPORTANCE OF CULTURE-BASED EDUCATION

Culture is basically the customs, beliefs and the way of living shared by a particular society/community/country. It refers to the values and norms shared by a specific group of people.

Culture influences how we see the world, how we see the community that we live in, and how we communicate with each other. Being a part of a culture influences our learning, remembering, talking and behaving. Therefore culture determines to a great extent the learning and teaching styles also.

How is culture important for the child?

- Culture teaches values, beliefs and traditions.
- It influences the social interaction with parents, siblings, peers and teachers.
- It influences their language and communication.

Culture-based education is an approach in which teaching and learning happen based on the values, norms, beliefs and practices that are the foundation of any culture. Harvard Professor Jerome Bruner notes “Culture shapes mind, it provides us with the tool kit by which we construct not only our world but our very construction of ourselves and our powers”.

This is why culture-based education gains importance.

In education, students with diverse backgrounds and cultures are often marginalised because they are exposed to a curriculum with one predominant cultural bias. It does not cater to the culture that they are familiar with and are a part of. This is why it is important to create a curriculum that incorporates diverse perspectives. The teaching and learning process must respond to physical, social and cultural preferences of the children.

Teachers are the most important aspects of culture-based learning as they should work towards motivating students to achieve not only academically, but also socially, culturally, psychologically and spiritually. The influences of cultural environment are necessary for the educators because of its role in learning. They need to find mechanisms to incorporate cultures and languages in their teaching practises.

Culturally-responsive educators should recognise the full potential of each student irrespective of their cultural background and provide the challenges necessary for them to achieve their full potential. They must be aware of their students’ primary languages, background, and culture to construct a curriculum

that will be relevant to their students' lives. They need to modify their curriculum to include their students' different cultural backgrounds to create a more positive and productive school experience for them. Building upon students' culture and heritage not only benefits students' academic progress but also empowers them as individuals. Teachers need to engage their students in team-building activities in the class rooms where students can learn about each other's different cultures and learn to respect them too. Children are able to reflect upon not only their culture but culture in general.

A culturally responsive class room is one where the students feel respected and safe to learn and participate. It is a place where they develop a sense of pride and self-esteem. When they view their cultures being promoted at school they feel included in their school community empowering them and creating a sense of pride for their cultural heritage. Students here perform better academically and also grow up to be more independent and active citizens when they learn in an environment where their language and culture are valued.

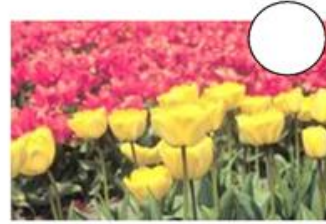
Now that nearly all universities across the world have international students, educators are now becoming increasingly aware of how different cultural backgrounds of the students affect their learning and hence the urgent need for culture-based learning is now felt more than ever.

I WANT TO SEE THE WORLD

Ex: I'm going to Brazil to see the Christ statue.

- 1 Netherlands
- 2 Spain
- 3 France
- 4 Egypt
- 5 Kenya
- 6 India
- 7 China
- 8 USA
- 9 Brazil
- 10 Japan
- 11 Hawaii
- 12 Alaska

- visit the pyramids
- fly over the Grand Canyon
- climb Mont Fuji
- admire the tulips
- walk along the Great Wall
- observe a flamenco dance
- watch the whales
- assist a mess at Notre Dame
- admire the Tahj Mahal
- see the Christ statue
- take photographs of the lions
- go surfing



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Hometask: Writing activity on the topic:

“What type of learning environment can be developed for culturally diverse student?”

LESSON 8. GLOBALIZATION AND THE USE OF THE FOREIGN LANGUAGE CURRENTLY BEING STUDIED AS AN INTERNATIONAL LANGUAGE IN COMMUNICATION

BRAINSTORMING QUESTIONS

1. What is globalization doing to culture?
2. What is an example of cultural globalization?
3. Why is cultural globalization important?
4. What do you know about politeness in globalization?



Activity 1. Read the text and discuss it with your group.

Globalization

Globalization of culture contributes to the exchange of cultural values of different countries, the convergence of traditions. For cultural globalization characterized convergence of business and consumer culture between the different countries of the world and the growth of international communication.

Cultural identity provides the global significance of local knowledge and the sense of self, community and nation. ... Globalization can also lead to a sense of “deeply-rooted-in-one's-culture,” and the global significance of local knowledge. These two dimensions can form a very fruitful interaction.

Good examples of cultural globalization are, for instance, the trading of commodities such as coffee or avocados. Coffee is said to be originally from Ethiopia and consumed in the Arabid region. Nonetheless, due to commercial trades after the 11th century, it is nowadays known as a globally consumed commodity.

In nutshell, globalization brought cultural interaction among world states albeit local resistance prevailed against it. Sotshangane (2002) stated that even though globalization weakens indigenous identities of local people, it also allows and promotes diversity in some respect.

Globalisation facilitates global communication and the spread of cultural perspectives through new media and technological advancements, and some argue that globalisation is therefore a tool of Cultural Imperialism.

How much new ideas from other cultures are accepted into a society. Technology has increased contact among the world's people, changing their cultures. Globalization is the spread of ideas and trends and its affects on modern societies and cultures. Basically, Globalization is a blending of cultures.

Globalization causes rapid flow of people, products and information, which menaces the minority society, particularly their cultural heritage. Study shows that many indigenous languages and cultures are on the verge of becoming extinct due to globalization.

Activity 2. Read the fragment from a scientific article and discuss the investigated issue with your group. Find a title for it.

Globalisation of Politeness

In our view, a possible explanation for ‘Globalisation of Politeness’ might be found in the recent history of Chinese politeness, which we examined Western

Perceptions of the ‘Globalisation of Politeness’ In our research, we examined Western (English language-based) narratives on the globalisation of politeness by searching co-occurrences of the words ‘globalisation’ and ‘politeness’.

The authors demonstrate that there are clear differences between academic and lay understandings of the effects of globalisation on politeness, in particular when this issue is examined across cultures. They explore the relationship between politeness and globalisation from a Chinese perspective and focus on popular metadiscursive tendencies that surround politeness and globalisation in Chinese cultural contexts.

This paper draws inspiration from a number of areas to which the researcher has made a significant contribution: politeness, cultural variation, globalisation, metalanguage. Our particular aim is to probe British people’s understandings of politeness. Partly to cast these into relief, we will contrast them with the understandings of people in North America.

Activity 3. Answer the following questions.

- 1.How does globalization affect cultural diversity?
- 2.Does globalization lead to cultural imperialism?
- 3.How does globalization blend culture?
- 4.Why is globalization considered a threat to one's cultural heritage?

Activity 4. Read the following text carefully and do the tasks that follow it. For questions a-l put the words from the box in the right places.

Increases, growth, boost, equal, average, counterparts, poverty, labour, shift, struggle, heights, rosy

WHY GLOBALISATION MAY NOT REDUCE INEQUALITY IN POOR COUNTRIES

Globalisation has made the planet more (a)_____. As communication gets cheaper and transport gets faster, developing countries have closed the gap with their rich-world counterparts. But within many developing economies, the story is less (b)_____: inequality has worsened. Basic theory predicts that inequality falls when developing countries enter global markets. The theory of comparative advantage is found in every introductory textbook. It says that poor countries produce goods requiring large amounts of unskilled (c)_____. Rich countries focus on things requiring skilled workers. Thailand is a big rice exporter, for example, while America is the world's largest exporter of financial services. As global trade (d)_____, the theory says, unskilled workers in poor countries are high in demand; skilled workers in those same countries are less covered. With more employers glamouring for their services, unskilled workers in developing countries get wage boosts, whereas their skilled (e)_____ don't. The result is that inequality falls.

But the high inequality seen today in poor countries is prompting new theories. One emphasises outsourcing – when rich countries (f)_____ parts of the production process to poor countries. Contrary to popular belief, multinationals in poor countries often employ skilled workers and pay high wages. A report from the OECD found that (g)_____ wages paid by foreign multinationals are 40% higher than wages paid by local firms. What is more, those skilled workers often get to work with managers from rich countries, or might have to meet the deadlines of an efficient rich-world company. That may (h)_____ their productivity. Higher productivity means they can demand even higher wages. By contrast, unskilled workers, or poor ones in rural areas, tend not to have such opportunities. Their productivity does not rise. For these reasons globalisation can boost the wages of skilled workers, while crimping those of the unskilled. The result is that inequality rises.

Other economic theories try to explain why inequality in developing countries has reached such (i)_____. A Nobel laureate, Simon Kuznets, argued that growing inequality was inevitable in the early stages of development. He reckoned that those who had a little bit of money to begin with could see big gains from investment, and could thus benefit from growth, whereas those with nothing would stay rooted in (j)_____. Only with economic development and demands for redistribution would inequality fall. Indeed, recent evidence suggests that the (k)_____ in developing country inequality may now have slowed, which will prompt new questions for economics. But as things stand, globalisation may (l)_____ to promote equality within the world's poorest countries.

Hometask. Do the quiz with creative thinking.

- 1.What are two things people never eat before breakfast?
- 2.Is there a word in the English language that uses all the vowels including "y"?
- 3.What nail should you never hit with a hammer?
- 4.What is it that occurs once in a second, once in a month, once in a century, yet not at all in an hour, or a week or a year?
- 5.Why is the letter T like an island?
- 6.Can a man living in New York be buried in California?

LESSON 9. THE LEVEL OF USING A FOREIGN LANGUAGE AS AN INTERNATIONALLY RECOGNIZED LANGUAGE

(social and political factors -the focus is not on the long history of the studied foreign language, but on its current status)

BRAINSTORMING QUESTIONS

1. What social factors influence on the current status of the English language?
2. Do political factors effect on languages?

FACTORS THAT INFLUENCE LANGUAGE DEVELOPMENT



Activity 1. Read the text and discuss it in your group.

Sociolinguistic setting refers to the role of the second language in society. Specific social factors that can affect second language acquisition include age, gender, social class, and ethnic identity. Situational factors are those which vary between each social interaction.

Social factors represent another important set of influences on consumer behavior. Specifically, these are the effects of people and groups influencing one another through culture and subculture, social class, reference groups, and family.

Factors That Influence English Language Learning Language. As mentioned earlier, a student trying to learn a language from the same language family as his or her first language will have an easier time.

Age. ...

Passion. ...

Personal Experiences. ...

Teacher. ...

Course Curriculum. ...

Level of Discrimination. ...

Interaction.

Socially factors are things that affect someone's lifestyle. These could include wealth, religion, buying habits, education level, family size and structure and population density.

The new factors were the printing press, the rapid spread of popular education, the increased communication and means of communication, the growth of specialized knowledge, and the emergence of various forms of self-consciousness about language.

In vocabulary, for example, culture plays a factor in meanings of some words and can change the statement as a whole. ... You may learn the grammar rules, the words, spelling, and the pronunciation in English classes but only through further and deeper studies will you learn about the cultural ties of the English language.

This chapter focuses on the social factors that current knowledge suggests may contribute significantly to the U.S. health disadvantage and that can be compared across high-income countries: income and poverty, income inequality,

education, employment, social mobility, household composition, and experiences based on.

The social environment influences learning by creating a language environment and an experience environment which stimulate the mind to grow, and by systematically rewarding a child for learning. ... Things can be done both to make the environment more stimulating and to increase the drive to learn.

There are a number of reasons why people allow social influences to affect their thoughts and behavior. One reason is that we often conform to the norms of a group to gain acceptance of its members. However, cooperation can lead to a conformity of views, resulting in a phenomenon known as group think.

Having emerged from the dialects and vocabulary of Germanic peoples—Angles, Saxons, and Jutes - who settled in Britain in the 5th century CE, English today is a constantly changing language that has been influenced by a plethora of different cultures and languages, such as Latin, French, Dutch, and Afrikaans. Here is a list of the most common foreign language influences in English, where other languages have influenced or contributed words to English.

Celtic.

French.

Latin.

Greek.

Norman.

Dutch.

Spanish.

Italian.

The main thing about Early Modern English is that it was an early version of Modern English and is accessible to all of us. The differences between the two are mainly the loss or change in meaning in Modern English of some words that were common in Early Modern English.

Culture influences the language that is spoken within its constraints as a society, such as how certain words are used in support of the culture. It's through

language that members of a specific culture communicate with each other and create bonds with each other.

Language is a crucial means for communication and interaction. Language not only reflects and expresses facts and observations, it also influences attitudes and behaviour. It thus constitutes a vital component of the cultural prerequisites underlying societal development.

Social factors represent another important set of influences on consumer behavior. Specifically, these are the effects of people and groups influencing one another through culture and subculture, social class, reference groups, and family.

Activity 2. Work in pairs and answer the questions

What are social factors that influence language?

What are social factors in English?

What factors affect the English language?

What are examples of social factors?

What factors influence the rise of modern English?

How does culture influence English language learning?

What are the 6 social factors?

How does social factors affect learning?

How do social factors influence Behaviour?

Hometask: Find examples social and political factors on learning languages.

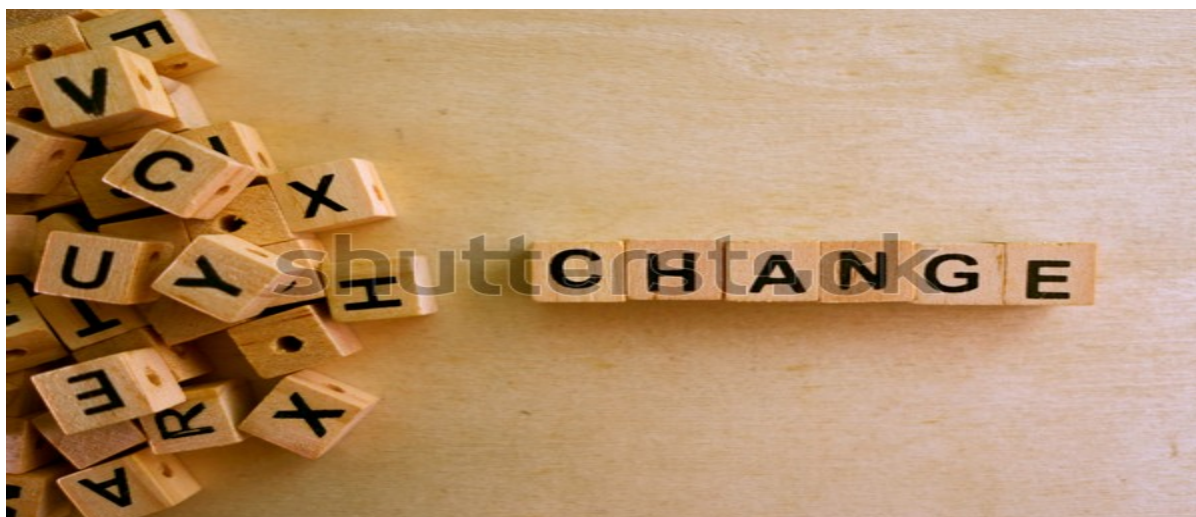
LESSON 10. LANGUAGE CHANGES AND FACTORS INFLUENCING IT (ex. internet, business, diplomacy, etc.)

BRAINSTORMING QUESTIONS

1. Do languages change?
2. What factors influence on languages?
3. What is the role of the Internet in learning English?

Activity 1. Read the text and discuss it with your group.

LANGUAGE CHANGES



www.shutterstock.com · 1008476506

Languages change in all their aspects, in their pronunciation, word forms, syntax, and word meanings (semantic change). These changes are mostly very gradual in their operation, becoming noticeable only cumulatively over the course of several generations.

We've seen that language changes across space and across social group. Language also varies across time. Generation by generation, pronunciations evolve, new words are borrowed or invented, the meaning of old words drifts, and morphology develops or decays.

Types of language change include sound changes, lexical changes, semantic changes, and syntactic changes. The branch of linguistics that is expressly

concerned with changes in a language (or in languages) over time is historical linguistics (also known as diachronic linguistics).

Trade and migration. As cultures interact, mix and trade, language shifts to accommodate these changes.

Technology and new inventions. New words and phrases are also invented to describe things that didn't exist before.

Old words acquiring new meanings.

Just like gene mutation, languages transform as they're passed down from one generation or geographical region to the next: a process known as linguistic drift. The process of “replicating” language over time is imperfect, and it's shaped by input from parents, siblings, peers and the larger community.

The evolution of spoken English began from the fifth century, with waves of attack and eventual occupation by the Angles, Saxons, Jutes and Frisians. They spoke the same West Germanic tongue but with different dialects. Their intermingling created a new Germanic language; now referred to as Anglo-Saxon, or Old English.

Language variation and change is an integrated subfield of linguistics that includes dialectology (the study of regional variation in language), historical linguistics (the study of how languages change over time) and sociolinguistics (the study of social variation in language).

Activity 2. Answer the following questions.

1. How is language changing?
2. Why does language change over time?
3. What are the types of language change?
4. How languages change and evolve?
5. How did English language change?
6. What is language variation and change?

Activity 3. Answer the questions.

Can you really learn a language online?
What is the best language learning website?
What is the easiest language to learn online?
What is the best free language learning site?

Activity 4. Read and discuss.



You can learn 14 new languages with Babbel, including English, French, German, Portuguese, Swedish, Turkish and more. While some online language learning platforms focus strictly on speech, Babbel teaches you speak, read and write in the language of your choice.

Rosetta Stone. The service has built up great courses for an impressive 28 languages, and it offers lessons that are short enough to complete each day, but long enough to actually get something out of.

The Easiest Language To Learn Is...

Norwegian. This may come as a surprise, but we have ranked Norwegian as the easiest language to learn for English speakers. ...

Swedish.

Spanish.

Dutch.

Portuguese.

Indonesian.

Italian.

French.

Best Free Language Learning Websites and Apps

Duolingo. Free on Android, iOS, Windows Phone, web.

Memrise. Free on web, Android and iOS.

Anki. Free on Android, iOS, Linux, OSX, Windows and web.

Clozemaster. Free on Android, iOS and web.

LingQ. Available for free on web, Android, iPhone.

Readlang.

Busuu.

Babbel

TESTING

1. Different cultural groups think, feel, and act differently. There is for considering one group as intrinsically superior or inferior to another. Studying differences in culture among groups and societies presupposes a position of

no scientific standards / cultural relativism

scientific standards / cultural relativism

no scientific standards / cultural belonging

scientific standards / cultural belonging

2.....is the belief that one's own culture is superior to that of other cultures. It is a form of reductionism that reduces the "other way" of life to a distorted version of one's own.

Ethnocentrism

Determinism

Belonging

Relativism

3.The development of intercultural competence is mostly based on the ...while he or she is communicating with different cultures.

individual's experiences

individual's knowledge

individual's outlook

individual's belief

4. When interacting with people from other cultures, the individual experiences ... that are caused by ... in cultural understanding between two people from different cultures.

certain obstacles / differences

certain obstacles / problems

challenges / benefits

certain obstacles / benefits

5.Intercultural competence is the ability to develop ... that lead to visible

behavior and communication that are both effective and appropriate in intercultural interactions.

targeted knowledge, skills and attitudes

education, skills and attitudes

targeted knowledge, experience and attitudes

targeted knowledge, skills and problems

6..... : articulating how one's own culture has shaped one's identity and world view

Cultural self-awareness

Culture specific knowledge

Sociolinguistic awareness

Grasp of global issues and trends

7..... : analyzing and explaining basic information about other cultures (history, values, politics, economics, communication style, beliefs and practices)

Culture specific knowledge

Cultural self-awareness.

Sociolinguistic awareness

Grasp of global issues and trends

8. : acquiring basic local language skills, articulating differences in verbal/non-verbal communication and adjusting one's speech to accommodate nationals from other cultures.

Sociolinguistic awareness

Culture specific knowledge

Cultural self-awareness

Grasp of global issues and trends

9..... : explaining the meaning and implications of globalization and relating local issues to global forces.

Grasp of global issues and trends

Culture specific knowledge

Sociolinguistic awareness

Cultural self-awareness

10. Define the definition of the word in bold:

(Inter) cultural competence is the ability to communicate effectively and appropriately with people of other cultures:

valued rules, norms, and expectations of the relationship are not violated significantly.

expectations of the relationship are not violated significantly

valued goals or rewards (relative to costs and alternatives) are accomplished.

understanding non-culture-specific concepts of perception, thinking, feeling, and acting.

11. Define the definition of the word in bold:

(Inter) cultural competence is the ability to communicate effectively and appropriately with people of other cultures:

valued goals or rewards (relative to costs and alternatives) are accomplished.

expectations of the relationship are not violated significantly

valued rules, norms, and expectations of the relationship are not violated significantly.

understanding non-culture-specific concepts of perception, thinking, feeling, and acting.

12. Cultures can be different not only between continents or nations but also within the ...

same company and even within the same family.

Neighborhood

University

Parents

13. The basic requirements for intercultural competence are ... and ways of thinking, and the ability to express one's own way of thinking.

empathy, an understanding of other people's behaviors

sympathy, an understanding of other people's behaviors
empathy, an understanding of other people's bad behaviors
empathy, not understanding of other people's behaviors

14. Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of ... along the cultural competence continuum.

awareness, knowledge and skills
awareness, knowledge and challenges
awareness, challenges and skills
challenges, knowledge and skills

15. is consciousness of one's personal reactions to people who are different.

Awareness
Appropriateness
Challenge
Skills

16. Values, beliefs, traditions, customs, norms, rituals, symbols, taboos, etiquette, attire and time concepts are some of the that typically shape the form and content of interactions.

extralinguistic elements
linguistic elements
paralinguistic elements
non-linguistic elements

17. Competence in intercultural competence incorporate elements at each skill level.

both linguistic and extra linguistic
Extralinguistic
Paralinguistic
non-linguistic

18. Knowledge and understanding of some extralinguistic elements may be acquired through independent research, regional studies, or educational programs that include subjects such as.....

history, literature, psychology, sociology, economics and arts

physics, literature, psychology, sociology, economics and arts

chemistry, literature, psychology, sociology, economics and arts

math, literature, psychology, sociology, economics and arts

19. It must be noted that any successful intercultural communication is generally dependant on , social flexibility, tolerance, for ambiguity, and ability to cope with cultural dissonance.

interpersonal skills, disposition

skills, disposition

interpersonal skills, dependence

intrapersonal skills, disposition

20. Every ... has a set of rituals and traditions that make it different from others.

society and culture

institute and culture

society and personality

family member

21. In every society important etc. are marked by certain acts or a series of acts that are perceived to have a symbolic value.

functions, events, ceremonies, festivals

relatives, events, ceremonies, festivals

functions, events, relatives, festivals

functions, relatives, ceremonies, festivals

22..... are observed almost religiously because, in most cases, they have a religious backing and, therefore, considered important for individuals in the society.

Rituals

Ceremonies

Events

Festivals

23. Tradition is a that encompasses a wide variety of things and concepts that are handed down by one generation to another.

generic term

specific term

main term

linguistic term

24. is an act, behavior, or a belief system that is handed down from one generation to another in a society or culture and which has a special significance for the members of the society.

A tradition

A ritual

A ceremony

A festival

25. have helped in binding a society together serving as a fabric running across the social spectrum.

Traditions

Rituals

Ceremonies

Festivals

26. The term ... originates from the Latin word *consuetudinem*, which means 'habit'. Thus, ... implies something that one does out of habit.

custom/ 'custom'

ritual / ritual

tradition / tradition

event / event

27. When a ... is handed down from generation to generation, it becomes a

custom / tradition

tradition / custom

ritual / tradition

custom / tradition

28. When we communicate with other people it is not only our words that contain the meaning. An important part of that meaning comes from what is called ... /

non-verbal communication

verbal communication

linguistic issues

extralinguistic issues

29. By ... the followings are meant: facial expression; gestures with hands, arms, legs; the way we sit or stand; the way we touch other people; the distance we keep between ourselves and the people we are talking to; our dress and our appearance. All these say something to other people.

non-verbal communication

verbal communication

linguistic issues

extralinguistic issues

30. Facial expressions and gestures are used by everyone often.... Smiling, for example, is found in most cultures as a sign of happiness or pleasure.

spontaneously even unconsciously

not spontaneously even consciously

spontaneously even consciously

not spontaneously even unconsciously

31. Gestures such as pointing, waving, shaking or nodding the head are widely used, although the gestures themselves ... the same in every culture.

do not always mean

always mean

never mean

do always mean

32. Dress codes ... greatly from one culture to another and it is easy ... about people's status if you don't know the cultural norm.

vary / to make mistakes

vary / not to make mistakes

do vary /not to make mistakes

do not vary / to make mistakes

33. One of the main differences between ... is that we are often not conscious of the expressions and gestures we use and so we are in danger of giving more information than we really want to, or even of giving a conflicting message with our body language to the one expressed in our words.

verbal and non-verbal communication

linguistic and non-linguistic issues

linguistic and extra-linguistic issues

cultural and non-cultural awareness

34. Body language is a type of non-verbal communication in which... , as opposed to... , are used to express or convey information.

words / physical behavior

physical behavior / words

gestures / physical behavior

physical behavior / gestures

35. Body language must not be confused with sign language, as sign languages are... like spoken languages and have their... , as well as being able to exhibit the fundamental properties that exist in all languages.

full languages / own complex grammar systems

own complex grammar systems / full languages

special signs / full languages

rules / full languages

36. Body language, ... and must be interpreted broadly, instead of having an absolute meaning corresponding with a certain movement, so it is not a ... like sign language, and is simply termed as a "language" due to popular culture.

does not have grammar / language

have own complex grammar systems / full language

does not have full languages / a complex grammar system

have rules / full language

37. In fact some researchers conclude that ... accounts for the majority of information transmitted during interpersonal interactions.

nonverbal communication

Communication

verbal communication

linguistic communication

38. The word ... can refer to a lasting group of feelings, beliefs and behaviour tendencies directed towards specific people, groups, ideas or objects.

Attitude

Outlook

Belief

Religion

39. An attitude is a belief about something. It usually describes what we think is the ... way of doing something. The attitudes that we feel very strongly about are usually called values.

‘proper’

‘improper’

‘incorrect’

‘rude’

40. Sometimes our own attitudes can make us blind to other people’s....

values, opinions and needs

values, experiences and needs

values, opinions and experiences

experiences, opinions and needs

41. Attitudes will always have ... element and when you hold an attitude you will have a tendency to behave in a certain way toward that person or object.

a positive and negative

good and bad

valuable and invaluable

important and unimportant

42. It is important to consider ... of your own life – what have been some significant events that have shaped you, what qualities you admire in yourself and others, what beliefs are important to you, what you value and so on.

the mapping

Obstacles

Difficulties

Mirror

43. When we feel strongly about something attitudes are called.... Attitudes that are less important to us are called....

values / opinions

opinions / values

values / beliefs

beliefs / opinions

44. The definition of a ... is any commonly known public belief about a certain social group or a type of individual.

Stereotype

Value

Opinion

Belief

45. Stereotypes are often confused with ... , because, like prejudices, a stereotype is based on a prior

prejudices / assumption

assumption / prejudice

assumption / belief

prejudices / belief

46. Many writers see stereotypes as rigid generalities that members of society impose on others with whom they are... .

unfamiliar or do not understand

unfamiliar or do understand

unfamiliar or understand

familiar or do not understand

47. If the stereotype is ... it may help to orient oneself in a certain situation, but if it is unjust and loaded with negative emotions, it will harm the interaction without question.

well-grounded and justifiable

not well-grounded and unjustifiable

not well-grounded and justifiable

well-grounded and unjustifiable

48. A cultural symbol is ... that signifies the ideology of a particular culture or that merely has meaning within a culture.

a physical manifestation

manifestation of sign

cultural sign

a physical manifestation of sign

49. Cultural symbols ... actual symbols or signs; they can also be gestures such as hand shakes and hand signals.

don't have to be

have to be

do have to be

must be

50. Cultural symbols can represent any aspect of the culture, including... .
values nationalism, belief systems, traditions, language and values
nationalism, educational system, traditions, language and values
nationalism, belief systems, educational system, language and
educational system, belief systems, traditions, language and values

51. A taboo is a prohibition of an action based on the belief that such behavior is
either for ordinary individuals to undertake.

too sacred or too accursed

not too sacred or too accursed

not sacred or accursed

too sacred or too important

52..... is usually considered objectionable by society in general, not
merely a subset of a culture.

"Breaking a taboo"

"Not breaking a taboo"

Using taboo

Overusing taboo

53..... are the part people play as members of a social group. With
each social role you adopt, your behavior to fit the expectations
both you and others have of that role.

Social roles / changes

Social roles / does change

Status / changes

Social roles / does not changes

54. Think of how many roles you play in a single day, e.g. son, daughter, sister,
brother, students, worker, friend etc. Each social role carries expected behaviors
called..... .

Norms

Responsibilities

Rules

Obligations

55. In all of the many social groups that we as individuals belong to, we have a to fulfill.

status and a role

position and a role

power and a role

status and a position

56..... is our relative social position within a group, while a is the part our society expects us to play in a given status.

Status / role

Role / status

Status / position

Position / role

57..... gives us a set of statuses and role tags that allow people to know what to expect from each other-they make us more predictable.

Social group membership

Our role

Our position

Our power

58. If a woman is having a conversation with her..... , she is likely to politely refer to the former but will be knowledgeable and "in-control" with the other.

mother and young daughter

young daughter and mother

sister and mother

mother and husband

59. In all societies, however, statuses are either achieved or ascribed. ... are ones that are acquired by doing something.

Achieved statuses

Ascribed statuses

Acquired statuses

Main statuses

60. A woman becomes by having a baby. She also can acquire the status of by the death of her husband.

a. a mother / widow

b. mother /wife

c. wife / widow

d. mother / daughter

61..... are the result of being born into a particular family or being born male or female.

Ascribed statuses

Achieved statuses

Acquired statuses

Main statuses

62. Being a prince by birth or being the first of four children in a family are We do not make a decision to choose them--they are not voluntary statuses.

Ascribed statuses

Achieved statuses

Acquired statuses

Main statuses

63. Both achieved and ascribed statuses in all societies. However, some cultures choose to emphasize the importance of one or the other.

Exist

should exist

mustn't exist

doesn't exist

64. In..... , ascribed, rather than achieved, social status has been strongly reinforced for more than 3,000 years and permeates most areas of life even today.

India

South Africa

North America

Asia

65. There are a number of ways in which we socially construct the world around us. In other words, we use our to make sense of and give purpose to our lives.

social interactions with others

social interactions with ourselves

interpersonal relations

intrapersonal qualities

GLOSSARY

Affluent (adj) - having a lot of money or owning a lot of things

Analogue-a clock or watch that uses pointers, not changing the numbers

Article – a piece of writing about a particular subject that is published in a newspaper or magazine.

Assent – to give approval

Authentic material – real, not false or copied material.

Behavior- the way a living creature behaves or acts

Belief- mental acceptance of a claim as likely true.

Bias-whether a person, group or idea is good or bad

Bilateral- involving two groups of people or two countries

Blog – a biographical web log: a type of diary on a website that is changed regularly, to give the latest news. The page usually contains smø's personal opinions, comments and experiences.

Bow – to bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform

Captivate-to attract someone very much, and hold their attention

Carbon – the chemical element with an atomic number 6 (symbol C)

Climatically – regarding the climate

Coach – to tell someone what to say or what to do in a particular situation

Commentary – a discussion of smth such as an event or theory.

Correspond-to be very similar or the same

Coverage-when a subject or event is reported on television or radio, or in newspapers.

Critical review – an article in which smø gives their opinion of play, book, etc.

Culture- arts, customs, and habits that characterize a particular society or nation

Destitute – lacking smth.

Dynamic(adj) -continuously changing or developing

Emission – the act of sending or throwing out

Encyclopedia entry – a set of information that is part of a series of things written in a book.

Extensive- including or dealing with a wide range of information

Extensive reading – reading for pleasure

Extract – a short piece of writing taken from smth such as a book or letter.

Feature article – a newspaper or magazine article that concentrates on a particular subject.

Forum – a website, newspaper, television programme etc where people can express their ideas and opinions

Hair - A person who has the legal right to receive smb's property, money or title when that person dies

Harm – to hurts someone

Hollow- having a hole or empty space inside

Inferring – reading between the lines

Instruction manual – a book containing instructions for doing smth, especially for operating a machine or equipment

Intensive reading – reading attentively, focusing on every word in the text

Internet texts – blogs, websites, forums

Intrigue-interest someone a lot because it seems strange or mysterious

Material – substance

Monopoly-to have a complete control of something so that you cannot compete

Motto - a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior

Murmur – low or indistinct sounds or speech

Notable (adj) - important and deserving attention, because of being very good or interesting

Occasion – opportunity

Ongoing (adj)- continuing to exist or develop, or happening at the present moment

Pragmatic- solving problems in a practical and sensible way rather than by having fixed ideas or theories

Predictable – able to be predicted

Privileging (n) - the special right that some people in authority have that allows them to do or say things that other people are not allowed to

Pursuit- a hobby or recreational activity, done regularly

Reliable- someone or something that can be trusted

Report – an article or broadcast that gives information about smth that is happening in the news.

Scanning – reading quickly to find some specific information, for example to find particular date/time.

Scanning- to look quickly but not very carefully at a document.

Skimming – reading quickly to get the general idea of the text

Skimming- to read something quickly in order to find a particular point or the main points

Spectacular- very impressive

Speed reading – reading faster and maximise reading time

Static (adj)- staying in one place without moving, or not changing for a long time

Store – to put or keep things in a special place for use in the future

Strategy- the process of planning something or carrying out a plan in a skillful way

Survey - an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions

Toss – (move) If you toss your hair or a part of your body you move it up and back suddenly

THE LIST OF USED LITERATURE

1. Ахманова О. С., Словарь лингвистических терминов, 2-е изд. - Москва
Ефремова Т. Ф., Современный толковый словарь русского языка.-Санкт-Петербург, Астрель, 2005. - 1168 с.
2. Влахов С., Флорин С., Непереводимое в переводе. - Москва, Международные отношения, 1980. - 341 с.
3. Gideon Toury, In search of a theory of translation. - Tel Aviv, The Porter Institute for Poetics and Semiotics, 1980. — 159 p. В. фонГумбольдт, Язык и философия культуры. — Москва, Прогресс, 1985. —452 с.
4. Litvinov Ivy: Chekhov, A. (1973) *Selected Works in Two Volumes. Volume One. STORIES*. Moscow: Prgress Publishers. (Translated from Russian by Ivy Litvinov)
5. Coates, J. (1999) Changing horses: Nabokov and translation. In: M. Holman, J. Boase-Beier. (eds.) *The Practices of Literary Translation. Constraints and Creativity*. Manchester, UK: St. Jerome Publishing, 91-108.
6. Cronin, M. (2003) *Translation and Globalization*. London, New York: Routledge.
7. Holman, M., Boase-Beier, J. (eds.) (1999) *The Practices of Literary Translation. Constrains and Creativity*. Manchester, UK: St. Jerome Publishing.
8. Jancsó D., Pintér K., Suba F., Surányi E., Szántó I. Cultural relations. Brit Ausztrál Amerikai Kanadai országismereti nyelvkönyv. Budapest: Akadémiai Kiadó, 2010.
9. Kuttor E. Nevet adni Fantáziának - több nyelven. In: Lendvai E., Wolosz R. (eds.) *Translatologia Pannonica II. A PTE BTK Fordítástudományi Kutatóközpont és Szláv Filológiai Tanszék tanulmánykötete*. Pécs, Bornus Nyomda, 2010, 149 - 160.
10. Lendvai, E. (2005) Reálfelfogások napjaink magyar fordításelméletében. In: Dobos, Cs. Et al. (eds.) *"Mindent fordítunk, és mindenki fordít". Értékek teremtése és közvetítése a nyelvészetben*. Budapest: Szak Kiadó, 67-72.

11. Lindfors, (2004) A. Respect or Ridicule: Translation Strategies and the Images of a Foreign Culture. In: *The Electronic Journal of the department of English*, Helsinki: University of Helsinki, http://www.eng.helsinki.fi/hes/Translation/respect_or_ridicule1.htm.
12. Megrab, R. A. (1999) Ideological Shifts in Cross-Cultural Translation. In: M. Holman, J. Boase-Beier. (eds.), *The Practices of Literary Translation. Constrains and Creativity*. St. Manchester, UK: Jerome Publishing, 59-69.
13. Room A. An A to Z of British Life. Dictionary of Britain. Oxford: Oxford University Press, 1990.
14. Litvinov Ivy: Chekhov, A. (1973) *Selected Works in Two Volumes*. Volume One. STORIES. Moscow: Prgress Publishers. (Translated from Russian by Ivy Litvinov)
15. Coates, J. (1999) Changing horses: Nabokov and translation. In: M. Holman, J. Boase-Beier. (eds.) *The Practices of Literary Translation. Constraints and Creativity*. Manchester, UK: St. Jerome Publishing, 91-108.
16. Cronin, M. (2003) *Translation and Globalization*. London, New York: Routledge.
17. Holman, M., Boase-Beier, J. (eds.) (1999) *The Practices of Literary Translation. Constrains and Creativity*. Manchester, UK: St. Jerome Publishing.
18. Jancsó D., Pintér K., Suba F., Surányi E., Szántó I. Cultural relations. Brit Ausztrál Amerikai Kanadai országismereti nyelvkönyv. Budapest: Akadémiai Kiadó, 2010.
19. Kuttor E. Nevet adni Fantáziának - több nyelven. In: Lendvai E., Wolosz R. (eds.) *Translatologia Pannonica II*. A PTE BTK Fordítástudományi Kutatóközpont és Szláv Filológiai Tanszék tanulmánykötete. Pécs, Bornus Nyomda, 2010, 149 - 160.
20. Lendvai, E. (2005) Reáliafelfogások napjaink magyar fordításelméletében. In: Dobos, Cs. Et al. (eds.) *"Mindent fordítunk, és mindenki fordít". Értékek teremtése és közvetítése a nyelvészetben*. Budapest: Szak Kiadó, 67-72.

- 21.** Lindfors, (2004) A. Respect or Ridicule: Translation Strategies and the Images of a Foreign Culture. In: *The Electronic Journal of the department of English*, Helsinki: University of Helsinki, http://www.eng.helsinki.fi/hes/Translation/respect_or_ridicule1.htm.
- 22.** Anderson, L.W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.
- 23.** Bogdan, R., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods (5th ed). New York: Pearson.
- 24.** Bogdan, R., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods (5th ed). New York: Pearson.
- 25.** Bryman, A. (2003). Triangulation. Encyclopedia of social science research methods