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THE REPUBLIC OF TAJIKISTAN  
FOREIGN PHILLOLOGY FACULTY  
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LANGUAGES

# INDIVIDUAL WORK

Theme: WHAT IS INTERCULTURAL COMMUNICATION?



Personal Information

- Name: \_\_\_\_\_
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The aim of individual work:

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
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- ❖ \_\_\_\_\_

Plan of individual work

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Conclusion  
Literature

WHAT IS INTERCULTURAL COMMUNICATION?

Intercultural communication as a human activity is ancient. Intercultural Communication as an academic discipline is however relatively new.

In this section we will discuss intercultural communication as an academic discipline:

- **historic overview of the field**
- **the academic field of intercultural communication**
- **studying culture and communication**

Historic Overview of Intercultural Communication

For the proper name of the field "Intercultural Communication" credit is often given to American anthropologist Edward T. Hall, who used it for the first time in his book *The Silent Language* in 1959. The book is sometimes called "the field's founding document" (Hart 1998).

Prior to publishing the book, Hall was a staff member at the Foreign Service Institute, USA (1951-1955), where he, together with his colleagues, worked out what can be called the first original paradigm for Intercultural Communication:

Main elements of Hall's paradigm for Intercultural Communication (Hart 1998) were:

- systematic empirical study and the classification of nonverbal communication (defined as communication that does not involve the exchange of words)
- emphasis, especially in nonverbal communication, on the out-of-conscious level of information-exchange
- focus on intercultural communication, not as earlier on macrolevel monocultural studies
- a non-judgmental view toward and acceptance of cultural differences

- participatory training methods in Intercultural Communication.

The beginning of Intercultural Communication was for applied purposes rather than for theoretical considerations: Training was the main issue. The first target audience comprised American diplomats and development personnel whose intercultural skills had to be improved.

From the Foreign Service Institute, Intercultural Communication teaching and training spread to the universities and other organizations. University courses were given and academic textbooks in Intercultural Communication started to appear in the USA in a larger scale in the 1970s. In Europe, the first university courses in Intercultural Communication took place in the 1980s. The University of Jyväskylä has been one of the pioneers in the field.

From the earlier, more applied focus on teaching and training, Intercultural Communication has in the recent decades developed and matured also as an academic field with its own theory building.

Гуфторҳои муоширатӣ

Money often costs too much.

Часто деньги стоят слишком дорого.

(Emerson / Эмерсон)

Money is the fruit of evil as often as the root of it.

Деньги бывают плодом зла так же часто, как и его корнем. (Fielding / Филдинг)

He does not possess wealth that allows it to possess him.

Тот не владеет богатством, кто позволяет богатству овладеть собой. (Franklin / Франклин)

Wealth is not his that has it, but his who enjoys it.

Богатство принадлежит не тому, кто владеет им, а

тому, кто получает от него удовольствия. (Franklin / Франклин)

The man who ain't got an enemy is really poor.

Человек, у которого нет врагов, действительно беден.

(Billings / Биллингс)

There is no little enemy. Маленьких врагов не бывает.

(Franklin / Франклин)

An enemy is anyone who tells the truth about you.

Врагом становится любой, кто говорит о Вас правду.

(Hubbard, Elbert / Хаббард, Элберт)

Fools grow without watering.

Дураки растут без полива. (Fuller / Фуллер)

A fool can no more see his own folly than he can see his

ears. Дураки так же не способны видеть своей

глупости, как своих ушей. (Thackeray / Теккерей)

Let us be thankful for the fools; but for them the rest of us could not succeed. Будем благодарны за то, что на свете есть дураки: если бы не они, остальные могли бы стать неудачниками. (Twain / Твен)

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Иборахоро аз худ кунед

1. You were saying? — Вы что-то сказали?
2. After all — В итоге, все-таки.
3. Where were we? — На чем мы остановились?
4. All the same — Без разницы.
5. What are you up to? — Чем занимаешься?
6. Believe it or not, but — Верите или нет, но..
7. Until we meet again! — До новой встречи!
8. What's happened? — Что случилось?
9. As a rule — обычно, как правил.
10. What do you mean? — Что вы имеете в виду?

11. Deal! — Идет!
12. This way, please! — Сюда, пожалуйста!
13. Did I get you right? — Я правильно вас понял?
14. The thing is — Дело в том, что...
15. Thank you anyway! — В любом случае, спасибо! Either way — Так или иначе.
16. Take care! — Береги себя!
17. First of all/ above all — Прежде всего.
18. Sorry, I wasn't listening — Извините, я прослушал.
19. Good luck! — Удачи!
20. So that's where the trouble lies! — Так вот в чем дело!

### **Knowledge, understanding and skills (competences)**

Having completed a first cycle higher education programme of language study, incorporating explicit

study of intercultural communication, in higher education, students should have acquired:

- knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognise their impact on behavioural norms in given fields of communication
- understanding of the relationship between culture, contexts of communication and language use
- insight into the roles and conventions governing behaviour within specific intercultural environments
- critical awareness of their own and others' beliefs and values
- sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:

- effective communication in the language of their interlocutor
- application of the knowledge of culture and cultural values to the management of intercultural contexts
- adaptation of their behaviour according to the demands of different intercultural situations
- identification and critical analysis of the cultural components of authentic media of communication
- reflection on the cultural factors influencing their own behaviour and that of others

Хонед ва аз худ кунед

<b>Фраза на русском языке</b>	<b>Перевод на английский язык</b>
<b>баланс сил</b>	balance of power
<b>благо для всех</b>	a blessing for us all
<b>ближайшие союзники</b>	closest allies
<b>безопасный мир</b>	a safe world
<b>вмешательство во внутренние дела</b>	meddling in domestic affairs [interference (intervention) in internal (home) affairs]
<b>военная закалка</b>	battle experience
<b>возрастают риски</b>	the risks are increasing
<b>вопросы (чего-либо)</b>	issues (of)
<b>вторжение международных террористов в</b>	international terrorists' invasion of
<b>выдавать белое за черное</b>	to portray white as black

Тарҷума кунед

<b>Фраза на русском языке</b>	<b>Перевод на английский язык</b>
	balance of power
	a blessing for us all
	closest allies
	a safe world
	meddling in domestic affairs [interference (intervention) in internal (home) affairs]
	battle experience
	the risks are increasing
	issues (of)
	international terrorists' invasion of
	to portray white as black

## Classroom English

### (Getting Acquainted):

1. Let me introduce myself. My name is...
2. I am your new English teacher.
3. Now I'd like you to give me your names.
4. Introduce yourself, please.

### 2. (About Newcomers):

1. There are two newcomers in your class.
2. Would you like to introduce yourself?
3. What was your last school?
4. Which textbook did you use?
5. I'd like you to give me your names.
6. Introduce yourself.

### 3. (About Latecomers):

1. Where have you been until now?
2. What's your excuse?
3. Your alarm clock didn't go off?
4. You have been late twice this week. Give me your record book. I'll make a note for your parents.
5. Don't be late next time./ Try not to be late next time!
6. Have you brought the doctor's note/ a note from your parents?

### 4. (Marking the Register/ Absentees):

1. Now I'll call the register.
2. Is there anyone missing/absent/away today?
3. Who is missing/absent /away?
- ±4. And where is Maslova? Is she coming?

5. Do you have any idea where she is?

6. Why isn't she at school?

7. Who is her friend?

8. Do you know when she will be back at school?

9. Could you take her her homework?

### 5. Про заболевших (Illnesses):

1. And what about Masha? Is she still in hospital or has she come home?
2. Is she getting better?
3. Are you unwell?
4. Olya, will you take Lena to the sick room?
5. Oh, Dima, so you are back at school.
6. You are behind in my subject.
7. Are you unwell?
8. You'd better go to the sick room.

### 6. Фразы в начале урока (Beginning a Lesson):

1. We are beginning our lesson.

The bell has gone. The lesson has begun.

1. The topic of our lesson today is.....

2. To begin with, we have to....

3. Where did we leave off last time?

(остановились)

4. First, I'll give your exercise-books out.

5. All right, class, let's get down to work.

6. Take (get) out your books.

7. Last time we were talking about.... Today we will be talking about....

8. I expect you already know something about....

±9. Does anybody know....?



10. Can anyone explain....?
11. Describe briefly....
7. (Checking Homework):
1. What did I give you for homework?
  2. How did you get on with your homework?
  3. How long does it take you to do your homework?
  4. Did you find it difficult?
  5. Why haven't you done your homework?
  6. What did you mean you forgot?
  7. What did you mean you didn't know what to do?
  8. Why didn't you write it down like everyone else?
  9. Why didn't you ask smb in the class what had to do?
  10. That's a poor excuse.
  11. Do that homework and bring it to me the first thing tomorrow.
  12. You had to read the passage on page 36, is that right?
  13. Will you begin, Masha?
  14. Read the sentence again.
  15. You were supposed to practice the dialogues on page 21 for homework.
  16. Make up your own dialogue in pairs.
  17. We won't correct your h/w orally today. I want to see your exercise book.
  18. I am going to take your exercise book in at the

19. end of the lesson.
20. I'll mark them and give them back next time.
8. (Introducing New Words):
1. I want to make sure that you have understood the meaning of these words.
  2. Do these words have positive or negative meaning?
  3. Don't mix up these two words.
  4. Which of the words are possible in the sentence?
  5. Who remembers what is the Russian word for "...."?
9. (Requests):
1. Rub out this word. Сотри это слово.
  2. Rub off this part of the blackboard. Сотри эту часть доски.
  3. Wipe off the table with a clean cloth./ Wipe the water, please.
  4. Wash the duster.
  5. Raise the chairs before you go.
  6. Collect the homework, please.
  7. Give out the exercise-books.
  8. Hand over your homework to students at the first desks.
  9. Put the chalk on the ledge.
  10. Turn to me, please.
  11. (When Translating...):

1. What's the meaning of this word?
2. It's a word for word translation. Don't translate word for word. It means translating words, not sentences.
3. When you translate think of the meaning of the whole sentence.
4. Who has better translation? What's the better way of translating this?
5. Are there any other suggestions?
6. Can anyone help?
7. Don't be afraid. Your version may be right, too.
8. Has he guessed right?
9. In what other way can we translate this phrase?
10. \_\_\_\_\_ How do you say that in Russian?
11. And now the same sentence in English.
12. We'll begin with translation you did for homework.
13. Have you all got the same?
14. Who translated it differently?
15. May we hear your version?
16. I think we have practiced enough.
17. When we have finished this, I'll give you your translation back.
18. \_\_\_\_\_ It makes sense.
11. (When Reading... )
  1. I think we leave off at page 3/ we read as far as page 4.
  - ±2. \_\_\_\_\_ Let's continue from here.

3. Alla, you have to share with Lena.
4. You see how we waste time when you don't bring books to the lesson.
5. Make sure you bring your books next time.
6. I'm afraid there aren't enough books for everybody.
7. Let's read the text aloud.
8. Listen to me reading this passage.
9. Now I'll read the passage sentence by sentence and I want you to repeat each sentence after me.
10. \_\_\_\_\_ Listen again and say it after me.
11. Let's read the next paragraph together.
12. All together!
13. Now, I'd like to hear you read aloud.
14. Could you go back to the beginning, Lena?
15. Tanya, could you go on reading from where I left off?
16. Read the dialogue in pairs.
17. Let's take turns reading.
18. \_\_\_\_\_ Will you begin, Olya?
19. Will you go on, Oleg?
20. \_\_\_\_\_ I'd like you read round the class.
21. There is a mistake in your pronunciation.
22. \_\_\_\_\_ You mispronounced the word " ".
23. \_\_\_\_\_ The "b" is silent in climb.
24. \_\_\_\_\_ The stress is wrong/ on the second syllable.
- ±25. \_\_\_\_\_ A little louder, please.

26. Read it so that everyone in class can hear you without difficulty.

27. Read more clearly.

28. Speed up a bit/ Slow down a bit.

12. (When Writing...):

1. You had better cut out the last sentence. (не включать)

2. It's very unclear beginning.

3. Where is the introduction?

4. It's very sudden end.

5. What have you done wrong in your composition?

6. "I am sorry for not writing to you...." (in the first paragraph)

7. "You are asking about..." (in the 2d paragraph)

8. "I am excited to hear that ...." (reaction to the news in the 3d paragraph)

13. (Pair Work):

1. Here are some topics to talk about.

2. You work out dialogues for the following situations.

3. Now, you work in pairs.

4. You act out the dialogue.

5. You make up your own dialogue.

6. You use the words given in the box.

7. Decide which of you is A and which is B.

8. You start a conversation.

9. You ask your partner to explain his opinion as exactly as possible.

10. You ask your partner to go into as much details as he can.

11. You ask your partner to point out the advantages and disadvantages of...

12. You persuade your partner to agree that...

13. You try to convince your partner that...

14. When each pair has finished change over and do it again.

14. (Group Work):

1. Now we shall do some group work.

2. Divide into two groups.

3. Work in threes.

4. There are too many in this group.

5. Join another group.

6. We are going to have a group leader in each groups.

7. Group leader is to keep the discussion to the topic.

8. Here are some topics for to work on in group.

9. Choose a subject you know a lot about.

10. Which subject do you want to work on?

11. Make sure each member of the group has time to say what he thinks.

12. Ask for the vocabulary you need.

13. Are you clear about what you have to do?

14. Ask me for help with vocabulary if you needed.

15. Ask other people in your group to help you if you cannot find the right word.
16. Take your time before you start.
15. (Role Play):
1. We are going to practise role play today.
  2. Divide into the groups of four.
  3. In each group there are four characters.
  4. Decide who is A and who will play the parts of B and D.
  5. Before we start I 'll give you a few minutes for preparation.
  6. I'd like to explain you the situation.
  7. The action take place in/at...
  8. Rehearse the situations.
  9. Listen to your partner and respond to what he says.
  10. \_\_\_\_\_ When I clap my hands, that's a signal to change parts.
  11. This group was doing particularly well.
16. (Classroom Activity/Tasks).
1. Let's do the exercise in writing (in written form).
  2. Do ex.6 in writing.
  3. Arrange (put) the sentences in a logical order.
  4. Do it orally.
  5. Let's do the exercise in writing (in written form).
  - ±6. \_\_\_\_\_ Don't shut your textbooks, leave the page 4 open.

7. Let's practice in the present perfect tense.
  8. Copy it down (from the blackboard).
  9. Can anyone explain....?
  10. \_\_\_\_\_ Tear a sheet of paper in two.
  11. Do it properly.
  12. If you need any help, don't forget to ask.
  13. Supposing you want to....
  14. How do you know?
  15. Somebody needs an extra work.
  16. You have to do it before I count five.
  17. Use the words given in the box.
  18. \_\_\_\_\_ And read the instructions first, please.
  19. Right. How will you answer the first question?
  20. \_\_\_\_\_ What is your answer?
17. (Checking Understanding)
1. Do you follow me?
  2. Have you all got that?
  3. You seem to have understood it very well.
  4. Got that?
  5. Did I get you right?
  6. You didn't get me.
18. (When Discussing...)
1. If there are no more questions, let's go on to discussion.
  2. Let's have a discussion on the matter.
  3. Let's keep to the subject. Не будем уклоняться от темы.
  4. What's your opinion of....?
  5. Be ready to talk over the following questions.
  - ±6. \_\_\_\_\_ Wait a minute before you say something.

7. Plan what you are going to say.
8. Ask each other questions about.
9. Can you add a few details?
10. \_\_\_\_\_ Have you got anything to add to what Mike said?
11. Could you explain what you mean?
12. It isn't still clear to me why...
13. I didn't catch the last part.
14. Why do you say that?
15. How do you know?
16. Are you sure of your facts?
17. That's a very good argument.
18. \_\_\_\_\_ That's an original idea.
19. You may be right.
20. \_\_\_\_\_ Well, that's depends.
21. That's not how I see it.
22. \_\_\_\_\_ I am not so sure about it.
23. \_\_\_\_\_ From what you said I understood that....
24. \_\_\_\_\_ You got me wrong. I only meant to say....
25. \_\_\_\_\_ Don't you agree Sacha? Give your reasons.
26. \_\_\_\_\_ I don't quite see what you mean.
27. \_\_\_\_\_ Express your point of view.
28. \_\_\_\_\_ Tell us about your own experience.
19. (Summary):
  1. Tell us what your group talked about.
  - ±2. \_\_\_\_\_ Tell the class what you have talked about with your partner.

3. Each group should tell the class what decision they came to and why.
4. What points did you disagree about?
5. What are the points everyone agreed on?
6. You summarize.
7. After some discussion we agreed that....
8. Can somebody sum up what has been said?
20. (Bringing the class to order):
  1. Can we have a little less noise, please?
  2. Will you go and sit down in your place, Alyosha? Copy it down (from the blackboard).
  3. You aren't supposed to be sitting there. Come to the front.
  4. No more talking.
  5. Is everybody ready to start?
  6. Pay attention, will you?
  7. Listen carefully.
  8. Face me, will you?
  9. Don't look aside. Не отвлекайся.
  10. \_\_\_\_\_ Have patience. will you?
  11. Spit out your chewing gum.
  12. Don't roll a pencil.
  13. Stop dropping remarks.
  14. Watch your tongue.
  15. Clean up after yourself.
  16. How can you account for your behaviour?
21. (Praises, Encouragement, Criticism):
  1. Good for you. Well-done./ Good work.
  - ±2. \_\_\_\_\_ That's a lot better. Your English is getting better. You've made a lot of progress since....





