

MINISTRY OF EDUCATION AND SCIENCE OF
THE REPUBLIC OF TAJIKISTAN
FOREIGN PHILLOLOGY FACULTY
DEPARTMENT OF TEACHING FOREIGN
LANGUAGES

INDIVIDUAL WORK

Theme: WHAT IS INTERCULTURAL COMMUNICATION?



Personal Information

- Name: _____
- Group: _____
- Faculty: _____

The aim of individual work:

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Plan of individual work

1. _____

2. _____

3. _____

4. _____

5. _____

Conclusion Literature

Intercultural communication

Definition

Intercultural communication is defined as situated communication between individuals or groups of different linguistic and cultural origins. This is derived from the following fundamental definitions: communication is the active relationship established between people through language, and intercultural means that this communicative relationship is between people of different cultures, where culture is the structured manifestation of human behaviour in social life within specific national and local contexts, e.g. political, linguistic, economic, institutional, and professional. Intercultural communication is identified as both a concept and a competence. Intercultural competence is the active possession by individuals of qualities which contribute to effective intercultural communication and can be defined in terms of three primary attributes: knowledge, skills and attitudes. In the

context of this document, the acquisition of skills and human attributes likely to enhance intercultural communication is viewed exclusively as a component of language programmes, i.e. as an accompaniment to the practical acquisition of language itself.

Intercultural communication in the European Higher Education Area

Intercultural communication is an implicit element of most language courses or features as an autonomous subject in other disciplinary fields. Where intercultural communication features as an autonomous subject the content is theoretically grounded in a specific discipline, e.g. anthropology, linguistics, philosophy and sociology. Alternatively, it is frequently linked to subjects like business studies, economics and tourism with the aim of providing students with the competence to operate in the professional sector concerned. In some cases it is taught not only as knowledge and a skill but

also with the aim of promoting an appropriate attitude / awareness as an integrated part of language learning. Intercultural communication is sometimes associated with translation or with intercultural knowledge dissemination. In some business schools it is taught as part of business language degrees. In general, foreign language degree programmers do not offer courses in intercultural communication as such. Business schools and the business / economics faculties of universities offer a variety of courses on cultural theory and behaviour but many of these have no direct connection to languages at all. In the context of language learning the emphasis will be on the integration of intercultural communication and language learning.

Гуфторҳои муоширатӣ

Believe that life is worth living, and your belief will help create the fact.

Поверь в тот факт, что есть ради чего жить, и твоя вера поможет этому факту свершиться.

(James / Джемс)

*A well-written life is almost as rare as a well-spent one.
Хорошо описанная жизнь такая же редкость, как и
хорошо прожитая.
(Carlyle / Карлейль)*

Великие о любви:

*He that falls in love with himself will have no rivals.
У того, кто влюбляется в самого себя, не бывает
соперников.
(Franklin / Франклин)
Being a woman is a terribly difficult task since it consists
principally in dealing with men.
Быть женщиной ужасно трудная задача, поскольку,
решая ее, в основном, приходится иметь дело с
мужчинами.
(Conrad / Конрад)
Husband: what is left of the lover after the nerve has
been extracted.
Муж — это то, что остается от любовника после
удаления нерва.
(Rowland / Роуланд)*

Великие о счастье:

*The grand essentials of happiness are: something to do,
something to love, and something to hope for.
Великие составные части счастья: иметь чем
заняться, что любить и на что надеяться.
(Chalmers / Чалмерс)*

*A lifetime of happiness! No man alive could bear it.
Жизнь из сплошного счастья! Ни один живущий на
земле не сможет выдержать такого.
(Shaw / Шоу)*

Not to know is bad, not to wish to know is worse.

Не знать плохо, не хотеть знать — еще хуже.

Proverb

Пословица

Success doesn't come to you...you go to it.

Успех сам не приходит к Вам... Вы идете к нему.

Marva Collins

Марва Коллинз

Formal education will make you a living. Self-education
will make you a fortune.

С дипломом можно заработать на жизнь.

Самообразование сделает Вам состояние.

Jim Rohn

Джим Рон

(Не вздумайте бросать институт — диплом
самообразованию не помеха.)

Those who cannot change their minds cannot change

anything.

Тот кто не может изменить свои мысли, не может изменить ничего.

Bernard Shaw

Бернард Шоу

If anything is worth trying at all, it's worth trying at least 10 times.

Если что-то вообще стоит пробовать, это стоит попробовать не меньше 10 раз.

Art Linkletter

Арт Линклеттер

Two things are infinite: the universe and human stupidity; and I'm not sure about the universe.

Две вещи бесконечны: вселенная и человеческая глупость, хотя насчет вселенной я не уверен.

Albert Einstein

Альберт Эйнштейн

Ибораҳоро аз худ кунед

1. Have a nice day! — Хорошего дня!
2. Send my love to... — Передавай большой привет...
3. How are things? — Как оно?
4. See you later! — Увидимся позже!
5. How was it? — Ну как?
6. Say hi to... Передавай привет...
7. I agree with you — Я с вами согласен.
8. Probably — Вероятно.
9. I beg your pardon! — Прошу прощения!
10. On the other hand — с другой стороны.
11. I didn't catch the last word — Я не понял последнее слово.
12. On one hand — С одной стороны.
13. I'm afraid so — Боюсь, что так.
14. Not a very good idea. — Не самая хорошая идея I'm not sure — Не уверен.
15. No way — Ни за что, ни в коем случае.
16. I'm so sorry! — Мне очень жаль!

Teaching, learning and assessment

Intercultural communication (IC) is a dynamic field incorporating social, economic and political contexts which are constantly evolving. IC is generally an integrated sub-component of language learning which is often not articulated as a separate activity in HE degree programmes. It comprises a complex combination of knowledge, skills and attributes which are reflected in learners behaviour and are infrequently taught and evaluated holistically. In focus are courses involving intercultural communication in language degree programmes and integrated elements or modules in language teaching programmes primarily for university students at BA level. The courses provide students with knowledge and understanding about language, culture, institutions and different ways of life in differing communities, facilitate the application of this knowledge in intercultural situations by training in linguistic and intercultural skills and encourage reflection about their own cultural and linguistic behaviours, practices and

attitudes as well as those of others.

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 you partner to explain his opinion as exactly as possible.

10. You ask you 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....

