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ME
MULTILINGUAL
EDUCATION

Language, Culture, and Society
CLIL-based approach

Manual

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The manual developed within Erasmus+ MultiEd project offers an introduction to Linguistic Anthropology – the discipline that studies the interplay of language, culture, and society. Since the key distinction of this educational project is the employment of CLIL-based (Content and Language Integrated Leaning) approach, the manual pursues two major goals: to introduce students to the key concepts, terms, and theories of Linguistic Anthropology, and help students develop their skills in Academic English.

The manual is addressed to BA students of 035 Philology, Specialization 035.041 "Germanic Languages and Literatures (translation – included)", and 01 Secondary Education, Specialization 014.021 "the English Language and Literature", to the teachers of faculties of foreign languages, and to everyone interested in linguistics.

CONTENTS

PREFACE

This manual is a result of the authors' creative collaboration within the ERASMUS+ project MultiEd: "Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration". The manual offers an introduction to Linguistic Anthropology – the discipline that studies the interplay of language, culture, and society. Since the key distinction of this educational project is the employment of CLIL-based (Content and Language Integrated Leaning) approach, the manual pursues two major goals: to introduce students to the key concepts, terms, and theories of Linguistic Anthropology, and help students develop their skills in Academic English.

The manual opens with the Introduction that features Anthropology and anthropological studies of language as a burgeoning theoretical and applied field which is highly relevant for the students of languages. The further three modules, each of which has two units, sequentially highlight the particulars of human language, its inherent interaction with human culture, and an intricate overlap of language, culture, and society.

Module 1 "Language evolution" discusses the origins of human language, its multiple functions and its traits distinctive from the systems of animal communication. Another input of the module is the genesis of writing from its emergence to modern systems of communication. The language as a phenomenon is characterized in its diversity exhibited by the varieties within each particular language, and by the existence of multiple human languages branching into various types.

Module 2 "Language and culture" guides students in their explorations of the elements and types of culture, and shapes the notion of culture values. Here, the pivot is Hofstede's conception of cultural dimension, one of the most influential theories in the culture studies concerned with the cultural processes whereby individuals join social groups. The module describes the impact of different cultures upon the systems of the respective languages, and, conversely, the impact of linguistic systems upon the way of thinking and cultural perceptions (the theory of linguistic relativity).

Module 3 "Language, culture, and society" starts with the portrayal of culture-specific communication which should be considered in cross-cultural interaction free of national stereotypes. The final focus of this module is societal globalization and languages of international communication, with the emphasis on English as a global lingua franca.

For the ease of use, each module maintains the same structure. Part 1 aims to activate students' prior knowledge of the considered topic. Part 2 discusses this topic systemically, providing the input and encouraging output by suggesting various activities grounded on the authentic multimodal teaching materials (texts, videos, diagrams, tables, etc). Part 3 supports part 2 linguistically through guiding student to more CALP (Cognitive Academic English Proficiency). Working through Part 4, students self-assess the acquired knowledge, and in Part 5 they reflect on their academic achievements. Parts 6 and 7 list the unit's resources and references. Part 8 suggests further reading. The Appendix placed at the end of this manual contains additional linguistic data applicable in processing the materials of different modules.

The manual is addressed to BA students of *035 Philology, Specialization 035.041 Germanic Languages and Literatures (translation – included)*, and *01 Secondary Education, Specialization 014.021 the English Language and Literature*, to the teachers of faculties of foreign languages, and to everyone interested in linguistics.

This manual was not designed to be read; it was designed to be worked through. So, the authors encourage students to spend ample time on doing the assignments, so as to fully benefit from interacting with the manual. It could be a good idea to find a study-buddy with whom you can share and discuss your thoughts, understandings, and findings.

Working on this manual as a team brought together by the MultiEd project was very rewarding professionally and personally. Eager to learn from the colleagues, each author has brought to this project her expertise as a scholar and teacher of English. We hope that the students

will enjoy working with this manual as much as we enjoyed creating it. The units are authored by: Svitlana Zhabotynska (Introduction, Unit 1, Unit 2), Olena Luzhanytsia (Unit 2), Nataliia Pyliachyk, Maryana Natsiuk, Olha Dovbysh (Unit 3), Tetyana Lunyova (Unit 4), Liudmila Sukhovetska, Svitlana Virotchenko, Viktoriya Andrushchenko (Unit 5), and Maryna Zaluzhna (Unit 6). The technical editing is by Maryna Zaluzhna.

INTRODUCTION
ANTHROPOLOGY AND ANTHROPOLOGICAL STUDIES OF LANGUAGE

> **Content**
> 1. Anthropology and its constituents.
> 2. Anthropological studies of language.
> **Language**
> - Thematic vocabulary. Synonyms.
> - System of verb tenses (active and passive voice).

PART 1. LEAD-IN

Self-assessment of the prior knowledge

Answer the questions (use English or Ukrainian):

Question	Your response
Do you know anything about anthropology and anthropological studies of language?	
Provide the key associations (words)	
Do you consider the discussed topic to be relevant for your professional and/or general scope of knowledge?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. ANTHROPOLOGY AND ITS CONSTITUENTS

Task 1. Definition of anthropology
Read the definition of anthropology. In the Internet resources, find the other 3-5 questions posed by anthropology. Link them thematically to those in the definition. Enumerate the questions in their extended list. While enumerating them, use the phrase *a compelling question*, where the attribute *compelling* is used along with its synonyms.

> *Derived from Greek, the word 'Anthropos' means 'human' and 'logy' refers to the 'study of.' Quite literally, anthropology is the study of humanity. It is the study of everything and anything that makes us human. From cultures, to languages, to material remains and human evolution, anthropologists examine every dimension of humanity by asking* <u>compelling</u> *questions, like: How did we come to be human and who are our ancestors? Why do people look and act so differently throughout the world? What do we all have in*

common? How have we changed culturally and biologically over time? What factors influence diverse human beliefs and behaviors throughout the world?
(Nelson, K., Braff, L. (2021). Introduction to anthropology. What is Anthropology?)

Task 2. Constituents of anthropology

Consider the constituents of anthropology. To define their meaning in the table below, use the text Introduction to anthropology

*Anthropology is an expansive field of study. It is comprised of four subfields that in the American tradition include **biological (physical) anthropology, archaeology, cultural anthropology,** and **linguistic anthropology.** Together, the subfields provide a multi-faceted picture of the human condition. Biological anthropology includes **paleoanthropology**, and cultural anthropology hosts **ethnography.** Another area of specialization within or between the anthropological subfields is **applied anthropology.***

Constituents of anthropology

Constituent	Definition
Biological anthropology	
Paleoanthropology	
Archeology	
Cultural anthropology	
Ethnography	
Linguistic anthropology	
Applied anthropology	

Task 3. Particular traits of anthropology

As a field of study, anthropology has its own particular features. Read the text and: (a) provide the examples of a holistic approach, cultural relativism, comparison, and field (ethnographic) research; (b) say what history, sociology and psychology study, and how they overlap with anthropology.

The perspectives differentiating anthropology from the related disciplines – like history, sociology, and psychology — that ask similar questions about the past, societies, and human nature, are holism, relativism, comparison, and fieldwork. By using a holistic approach, anthropologists learn how different aspects of humanity interact with and influence one another. Cultural relativism means that we should seek to understand another person's beliefs and behaviors from the perspective of their culture rather than our own. Anthropologists of all the subfields use comparison to learn what humans have in common, how we differ, and how we change. Anthropologists conduct their research in the field with the species, civilization, or groups of people they are studying. In cultural anthropology, the fieldwork is referred to as ethnography, which is both the process and result of cultural anthropological research.

(Nelson, K, Braff L. (2021). Introduction to anthropology. Anthropological perspectives)

Task 4. Importance of anthropology

The importance of anthropology is proved by the essential skills it helps to develop. Identify six of them featured in the text below. Add the other skills mentioned in Introduction to anthropology While describing these skills, use the words *essential adj* and *foster v.* along with their synonyms.

Anthropology helps people develop <u>essential</u> skills applicable to career choices and life paths. Studying anthropology <u>fosters</u> broad knowledge of other cultures, skills in observation and analysis, critical thinking, clear communication, and problem-solving. Anthropology encourages to extend our perspectives beyond familiar social contexts to view things from the perspectives of others

(Nelson, K., Braff, L. (2021). Introduction to anthropology. Why is anthropology important?)

2. ANTHROPOLOGICAL STUDIES OF LANGUAGE

Task 5. Anthropological linguistics and linguistic anthropology

The term *anthropological linguistics* is used along with the term *linguistic anthropology*. In many contexts they are employed as interchangeable synonyms. However, the terms themselves allow for somewhat different interpretations that highlight different research focuses. Guess what these focuses are like (refer to Anthropological Linguistics vs Sociolinguistics vs Linguistic Anthropology).

Task 6. Anthropological studies of language: three paradigms

Linguistic anthropology and anthropological linguistics are subsumed by the term *anthropological studies of language*. They emerged from the development of three distinct paradigms: anthropological linguistics, linguistic anthropology, and the interdisciplinary paradigm. Though developed sequentially, all three paradigms are still practiced today.

A. Read the descriptions of these paradigms and specify the underlined terms.

B. Refer to the Internet to add 3-5 new informative sentences to the description of each paradigm.

C. Provide an extended account of the paradigms (use the definitions of the terms and the new information you have supplied)

***Anthropological linguistics** (founded by Franz Boas, Edward Sapir, and Benjamin Lee Whorf in the first half of the 20th century) is concerned with the themes unique for this sub-discipline. They includes documentation and grammatical description of languages that have been seen as at-risk for extinction, with a particular emphasis on <u>indigenous languages</u> of native North American tribes. The other themes are <u>typological classification of languages</u> and <u>linguistic relativity</u> (the theory suggesting that the structure of a language affects its speakers' worldview or cognition, and thus people's perceptions are relative to their spoken language).*

***Linguistic anthropology** (initiated in the 1960s by Charles Ferguson, John Gumperz and Dell Hymes) engages in theoretical studies of language use, or "ethnography of communication". It is maintained that language should be studied in the context of the*

situation and relative to the community speaking this language. The notion of 'language' as used by linguists is substituted by the notions of 'variety' and 'linguistic / speech community'. The object of inquiry is no longer the grammar of indigenous languages but communicative events and contextual variation within and across speech communities.

The interdisciplinary paradigm *(which began in the late 1980s) is represented by the studies of anthropological issues via linguistic methods and data. In other words, rather than prioritizing the technical components of language, scholars focus on studying culture through the use of linguistic tools. Among the respective themes are:*

✓ personal and social identities *(Don Kulick, Mary Bucholtz, Kira Hall, Benjamin Lee, Paul Kockelman among others), or self-conception and self-perception related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture and shared ideologies;*

✓ socialization *(Elinor Ochs and Bambi Schieffelin), or the process by which infants, children, and foreigners become members of a community, learning to participate in its culture. It is posited that the processes of enculturation and socialization do not occur apart from the process of language acquisition, but that children acquire language and culture together in an integrated process;*

✓ shared language ideologies *(Michael Silverstein and Martin Guardado) defined as any set of beliefs about languages as they are used in their social worlds. Language ideologies are conceptualizations about languages, speakers, and discursive practices. Like other kinds of ideologies, language ideologies are influenced by political and moral interests, and they are shaped in a cultural setting;*

✓ social space *(Joseph Errington, Alessandro Duranti, Joel Kuipers, Michael Silverstein among others), or the center of political and ritual power which shapes exemplary behavior, including usage of the verbal and other semiotic forms;*

✓ race, class, and gender – *these studies, conducted by many scholars, consider the intersections of language and the particularly salient social constructs of race (and ethnicity), class, and gender (and sexuality).*

PART 3. GUIDING TO MORE CALP (Cognitive Academic Language Proficiency)

Task 7. Verb tenses
In the materials of this unit, find three sentences where the predicate can be used both in the active and passive voice. Use these sentences in all possible forms available in the table below (the forms marked with an asterisk, being grammatically correct, are hardly employed in actual speech). Comment on the use of the Simple (Indefinite), Continuous, Perfect, and Perfect Continuous tenses. Make appropriate extensions in your sentences.

E.g. *Anthropologists examine various dimension of humanity* → *Various dimensions of humanity are primarily examined by anthropologists. Now, anthropologists are examining various dimensions of humanity* → *Now, various dimensions of humanity are being primarily examined by anthropologists.*

Verb tenses

Tense	Active voice	Passive voice
Present Simple (Indefinite)	examine	is / are examined
Past Simple (Indefinite)	examined	was / were examined
Future Simple (Indefinite)	will examine	will be examined

Present Continuous	is / are examining	is / are being examined
Past Continuous	was / were examining	was / were being examined
Future Continuous	will be examining	will be being examined
Present Perfect	has / have examined	has / have been examined
Past Perfect	had examined	had been examined
Future Perfect	will have examined	will have been examined
Present Perfect Continuous	has / have been examining	*has / have been being examined
Past Perfect Continuous	*had been examining	*had been being examined
Future Perfect Continuous	*will have been examining	*will have been being examined

Task 8. Synonyms

In the phrases _compelling_ question, to _employ_ the term, to develop _essential_ skills applicable to many career choices and life paths, to _fosters_ broad knowledge, substitute the underlined words with their synonyms. Use these phrases and their synonymous counterparts in the sentences of your own to describe in brief the materials of this unit. Try to employ different verb tenses and voices.

PART 4. FINALIZATION

Final assignments

Task 1. A general overview

Arrange the random list of terms into a logical sequence, where the terms are grouped within the topics ANTHROPOLOGY and ANTHROPOLOGICAL STUDIES OF LANGUAGE. Use the compiled sequence of terms to describe anthropology and anthropological studies of language.

> _Archeology, anthropological studies of language, ethnography, indigenous languages, anthropology, social space, linguistic anthropology, biological anthropology, language varieties, typological classification of languages, shared language ideologies, importance of anthropology, cultural anthropology, personal and social identities, linguistic relativity, the interdisciplinary paradigm, cultural relativism, field work, applied anthropology, enculturation and socialization, holistic approach, anthropological linguistics, comparison, speech community, race, class, and gender, paleoanthropology._

Task 2 (voluntary). Video class

Find a 4–6-minute video about anthropology or / and linguistic anthropology (in English). In the audio text, identify the issues that elaborate the discussed topics. Register the words and phrases that may be of use in the discussion. Show the video to your peers, and invite them to comment on the thematic and linguistic extensions that it provides for the topic. Share your materials with them.

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Do you think you now have a general idea of anthropology and anthropological studies of language?	

Provide 5-8 key associations (words) in the order compatible with the discussion outline of this Introduction.	
Do you consider the discussed topics to be relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTIONS

1. Why is the information about anthropology and anthropological studies of language relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 1. Text: Nelson, K., Braff, L. (2021). Introduction to anthropology. What is anthropology?
Tasks 2, 4. Text: Nelson, K., Braff, L. (2021). Introduction to anthropology. Why is anthropology important?
Text: Nelson, K., Braff, L. (2020). Introduction to anthropology.
Task 3. Text: Nelson, K., Braff, L. (2021). Introduction to anthropology. Anthropological perspectives.
Task 5. Text: Anthropological linguistics vs sociolinguistics vs linguistic anthropology (2015).

PART 7. REFERENCES

1. Danesi, M. (2015). Linguistic anthropology. In J.D. Wright (ed.). *International encyclopedia in the social and behavioral sciences*. Reference work. Science Direct. Pp. 169-175.
2. Duranti, A. (2001). Linguistic anthropology. In N. Smelser and N. J. Baltes (eds). *International encyclopedia in the social and behavioral sciences*. Reference work. Science Direct. Pp. 8899-8906.
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5. Irvine, J. T. (2012). Language ideology. *Oxford Bibliographies*.
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8. Silverstein, M. (1979). Language structure and linguistic ideology. In R. Cline, W. Hanks, and C. Hofbauer (eds). *The elements: A parasession on linguistic units and levels*. Chicago : Chicago Linguistic Society. Pp. 193–247.

9. Usborne, E., Sablonniere, R. (2014). Understanding my culture means understanding myself: The function of cultural identity clarity for personal identity clarity and personal psychological well-Being. *Journal for the Theory of Social Behaviour*. 44 (4). P. 436–458.

PART 8. FURTHER READING

1. Danesi, M. (2015). Linguistic anthropology. In Wright, J. D. (ed.). *International encyclopedia in the social and behavioral sciences*. Reference work. Science Direct. P. 169-175.

2. Nelson, K., Braff, L. (2020). Introduction to anthropology. In N. Brown, T. McIlwraith and L. Tubelle de González (eds). *Perspectives: An open introduction to cultural anthropology*. 2nd ed. American Anthropological Association.

Module 1. LANGUAGE

UNIT 1
LANGUAGE EVOLUTION

Content
1. Language origins: early speculations.
2. Contemporary hypothesis of language origins in their relation to human evolution.
3. Functions of human language.
4. Human language vs. animal communication.
5. Evolution of writing.

Language
- Thematic vocabulary. Phrasal sets.
- The grammatical construction "MODAL VERB (must / could / might / may) + PERFECT INFINITIVE" that expresses the deduction about something that has happened.

PART 1. LEAD-IN

Self-assessment of prior knowledge

Answer the questions (use English or Ukrainian):

Question	Your response
Do you know anything about the origins of language? Do you know anything about the origins and types of writing?	
Provide the key associations (words).	
Guess: (a) When, where and why did language emerge? (b) Is human language identical to animal communication? (c) What functions does human language perform? (d) How old is writing? (e) Is alphabetic writing the only existing writing system? (f) What is the history of writing devices?	
Do you consider these topics to be relevant for your professional and/or general scope of knowledge?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. LANGUAGE ORIGINS: EARLY SPECULATIONS

Task 1. Mythological views on language emergence
Read the text Early theories about the origin of language where the 'theories' are actually myths, or unsupportable hypotheses. Find other texts extending information about the **early hypotheses (myths)** of language origins. Fill out the table below (a) to characterize these hypotheses, (b) to provide their criticism. In your comment, use the expressions from the phrasal sets in Part 3 of this unit.

Early hypotheses about language origins

Hypothesis	What it says	Criticism
1. *The bow-wow hypothesis*		
2. *The pooh-pooh hypothesis*		
3. *The ding-dong hypothesis*		
4. *The yo-he-ho hypothesis*		
5. *The ta-ta hypothesis*		
6. *The la-la hypothesis*		
7.		
8.		
9.		

Task 2. The Enlightenment conceptions
Read the text featuring the Enlightenment scholars' ideas as to the language origins. These ideas resonate with the contemporary view on the subject. Formulate this view via combining the three early insights. To assess them, use the expressions from the phrasal sets in Part 3 of this unit.

In the 18th century, the French philosopher Etienne de Condillac (1714-1780) suggested that the early language linked certain ideas with arbitrary signs accompanied by

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gestures that pointed out the indicated objects. <u>Jean-Jacque Rousseau</u> (1712-778) explained the transition from gestures to sounds by some sort of social agreement among members of a society. The German philosopher <u>Johann Gottfried von Herder</u> (1744-1803) presumed that language sprang from humanity's innermost nature, developing together with thought, from which it is inseparable.

2. CONTEMPORARY HYPOTHESES OF LANGUAGE ORIGINS IN THEIR RELATION TO HUMAN EVOLUTION

Task 3. Human evolution
Read the text about the milestones of human evolution.

*Our own genus **Homo (Man)**, a subdivision of the hominid family, probably split away from the <u>Australopithecus</u> /ˌɔːstrələʊˈpɪθɪkəs/ (southern ape) around 3 million years ago. Around 2 million years ago, a tool-using Homo emerged, known as <u>Homo Habilis</u> (Handy Man). About 1½ million years ago came <u>Home Erectus</u> (Upright Man), who used fire. About 300,000 BP (before present), <u>Archaic Homo Sapiens</u> (Archaic Wise Man) arrived on the scene, and around 200,000 – 150,000 BP modern humans, <u>Homo Sapiens Sapiens</u>, emerged.*

The <u>development of language</u> was somewhere between 250,000 and 50,000 BP, with an average estimate being 100,000 years ago, all recent dates in evolutionary terms. Language may have been the trigger which activated a dramatic and widespread <u>advance in technology and culture</u> from around 50,000 BP. Humans began to use not just stone, but also other raw materials, such as antler, bone and clay. Paintings were made on cave walls, and living sites increased in size. <u>The beginnings of agriculture and the rise of the first civilizations</u> occurred within the past 12,000 years

*Over **language emergence**, neither the fast development supporters nor the slow haul proponents are likely to be entirely right. The emergence of language may have been like a bonfire: slow beginning (from around 250,000 BP), fast development (from around 100,000 BP), and gradual slowing down into a long-term steady glow.*

A. Apply this text to make a chart of human phylogeny:

Events

Timeline
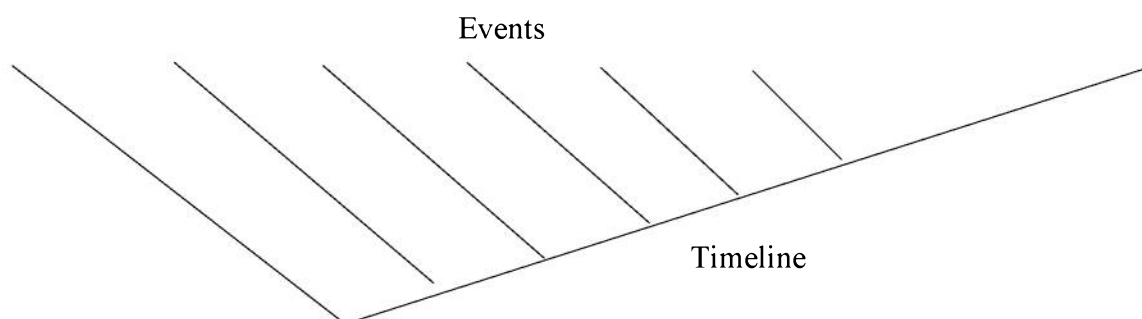
B. Explain why language emergence is compared to a bonfire.

Task 4. How language began.
Watch [the video describing what Homo Erectus was like and how language began](). Do the tasks below.

Useful vocabulary from the video:

_____

_____

_____

A. Fill out the table specifying the characteristics of Homo Erectus.

HOMO ERECTUS: characteristics

Characteristics	Description
1. Brain, intelligence	
2. Height	
3. Weight	
4. Strength	
5. Tools and weapons	
6. Hunting	
7. Art	
8. Boat and raft making	
9. Colonies, villages	
10. Traveling by land	

B. Describe:
(a) The vocal apparatus of Homo Erectus.
(b) The three types of signs (indexes, icons and symbols) as they were used by Homo Erectus.
(c) The three types of grammar (G-1, G-2, and G-3) and the type acquired by Homo Erectus.

Task 5. Where first humans emerged
The emergence place of first humans associates with the Great Rift Valley in Africa. Find information about what happened there 25 million years ago to trigger the 'tectonic crises' that caused the split between monkeys and humans. Discuss your findings in small groups.

Task 6. To where first humans migrated
A. Read the text about first humans' migration and:
(a) Show the routes of consequent humans' migration on the map.
(b) Guess why Asia was the first territory to be populated by first humans. What was their hypothetical route of movement there?

GREAT RIFT VALLEY
----- Some associated fractures

Source
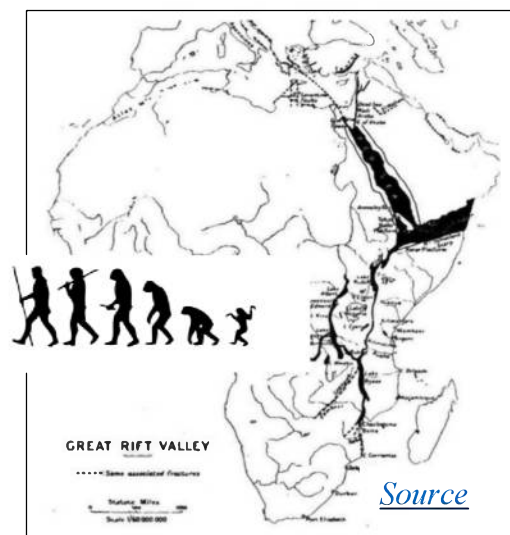
(c) Say how first humans got to Australia and Americas that are now separate from Asia?

Early humans first migrated out of Africa into <u>Asia</u> probably between 2 and 1.8 million years ago. They entered <u>Europe</u> somewhat later, between 1.5 million and 1 million years ago. Species of modern humans populated many parts of the world much later. For instance, people first came to <u>Australia</u> within the past 60,000 years and to the <u>Americas</u> within the past 30,000 years or so.

B. Watch the video <u>The Roots of Human Language</u> and comment on the relation between human migration and development of languages' phonetic complexity (variation in the number of phonemes by location).
Useful vocabulary from the video:

_____

_____

_____

Task 7. Language: polygenesis or monogenesis?
Read the text about the theories of polygenesis and monogenesis in language evolution. Say what theory looks more probabilistic to you. Which of them is more compatible with the Great Rift Valley hypothesis? In your comment, use the expressions from phrasal sets in Part 3 of this unit.

*The theory of **polygenesis** implies that the languages spoken today derived from several unrelated sources. The theory of **monogenesis** has two forms – radical and fuzzy, with the latter being more realistic. Although it presupposes a single origin of traits essential for language, it allows for the further development of incipient capacity for speech to take place in separate groups of hominids within an area.*

Task8. Biological roots of language
Today, opinion on the biological roots of language is still deeply divided. There are those who feel that language must have evolved slowly over immense periods of time (the continuity theory). Other scholars believe that humans acquired language quite recently, in an abrupt genetic mutation in one of our human ancestors (discontinuity theory).

Read the texts "Continuity or discontinuity?" and "Is it all in the genes?" in <u>The origin of language: Evolution's greatest mystery</u>, and specify these theories. Employ the other available Internet sources to see whether FOX2P gene is really a 'linguistic' gene. To describe the theories, use phrasal sets from Part 3 of this unit.

Continuity theory_____

_____

Discontinuity theory_____

_____

FOX2P gene_____

_____

3. FUNCTIONS OF HUMAN LANGUAGE

Task 9. Socialisation function
A. Work in pairs. Discuss with your partner what roles language performs in a society.

B. Read the text about the socialization (phatic) function of human language.
(a) Explain the terms *grooming* and *bonding*.

(b) Do you agree with Robin Dunbar's theory about language as a 'grooming' device? While answering the question, use the expressions from the phrasal sets in Part 3 of this unit.

Speech and language couldn't have evolved before humans began living in large social groups. Therefore, language became an indispensable device for bonding. The size of human social groups could give rise to a serious problem: grooming is the mechanism that is used to bond social groups among primates, but human groups were so large that it would be impossible to invest enough time in grooming to bond groups of this size effectively. The theory put forward by anthropologist Robin Dunbar is that as the human communities grew larger, people needed to find a more efficient form of grooming in order to keep their peers on their side. As a result, a type of vocal grooming developed (it is likely these very early conversations would have been similar to the gossip we still indulge in today). Thus, language could evolve as a device for bonding large social groups – in other words, as a form of grooming-at-a-distance. The kind of information that language was designed to carry was not about the physical world, but rather about the social world.

B. The text "Is it all in the genes?" in [The origin of language: Evolution's greatest mystery](#), along with Dunbar's theory of 'vocal grooming', features Dean Falk's '*putting the baby down*' hypothesis. Scan the text. What is it about? Does it resonate with the socialization function of language?

Task 10. Joint attention and gestures

The socialization (phatic) function of human language is the entailment of cooperative motivation and joint attention. Watch the video [Michael Tomasello – The evolution of language](#) and define the role of gestures in the promotion of joint attention and emergence of language. In your story, use the key words*: apes – humans – children – across languages and cultures – sharing common ground – cooperative cognition and communication – convention.*

Task 11. Major functions of language
A. The spidegram below represents the major functions performed by human language in the contemporary world. To characterize them, refer to the text [Jakobson's functions of language](#).

B. In the spidegram, the empty slot means that the list of language functions can be continued. The text [Dominance of Ukrainian in a bilingual setting: neurocognitive factors](#) features *integrational* and *self-representational* functions. Why are they important in a bilingual community?
In the Internet resources, you may encounter quite a number of other language functions. Find two or three ones that may supplement the provided list.
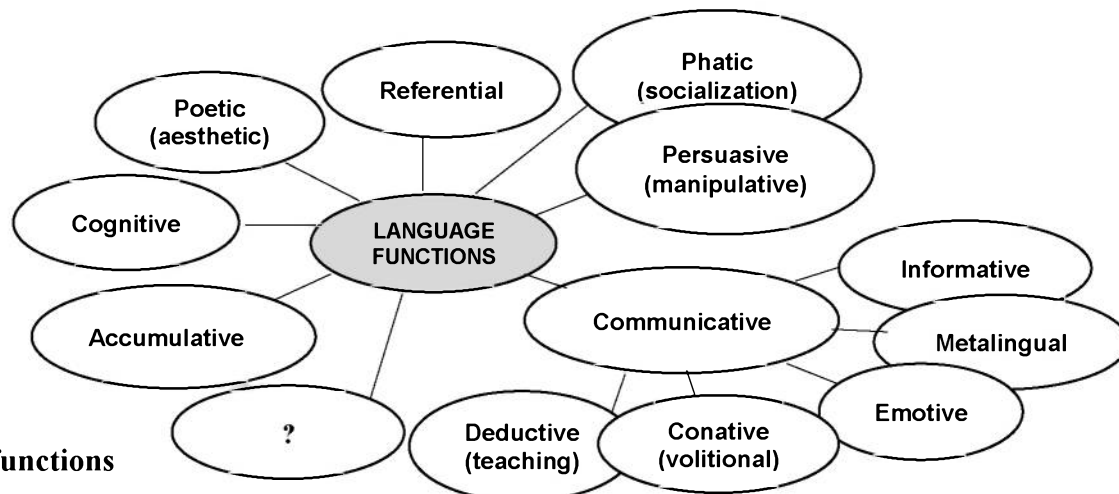
Language functions

C. Guess which of the functions is the most basic and typical of language? Obtain the correct answer in: Aitchison, J. (2000). The seeds of speech. Language origin and evolution, pp. 2-25.

4. HUMAN LANGUAGE VS. ANIMAL COMMUNICATION

Task 12. Design features of human language
A. Watch the video Human language and animal communication systems. The video focuses on three design features that distinguish human language from animal communication – *discrete infinity (creativity / productivity)*, *displacement*, and *joint attention*. In the book (Aitchison, 2010, pp. 14-28) you will find some other features: *duality*, *arbitrariness*, *the need for learning*, *patterning*, and *structure-dependence*.

Group all these features into those concerned with the (a) language form? (b) language meaning, (c) language function, and (d) language acquisition. Briefly describe each of the features.

Language form:
1. _____
_____
2._____
_____
3. _____
_____
4._____
_____
5. _____
_____

Language meaning:
6. _____
_____

Language function:
7. _____
_____

Language acquisition
8._____
_____

B. Some of the design features (but not all of them in a set) may be also partially attributed to animals. Work in two groups. Arrange a debate between proponents and opponents of human language uniqueness. Use the compiled list of design features. Draw a conclusion similar to that in (Aitchison, 2010, pp. 24-25). Use the expressions from the phrasal sets in Part 3 of this unit.

5. EVOLUTION OF WRITING

Task 13. Writing in the ancient world
A. Do you think writing appeared together with oral speech or much later?
Consider the information about writing in the ancient world. To find more facts about cuneiform writing and the other writing systems of the ancient world, employ the text Where did writing begin?

Writing goes back no more than 5,000 to 6,000 years. The earliest known true writing system was developed at the late 4th or early 3rd millennium B.C. by the Sumerians /suˈmɪərɪənz/ of Mesopotamia (today's southern Iraq). Originally pictographic in character, Sumerian writing gradually became simplified, changing to cuneiform /ˈkjuːnɪfɔːrm/, from Latin cuneus 'wedge'. In cuneiform writing (укр. клинопис), wage-shaped marks were made by a stylus in tablets of soft clay, which were then either baked or allowed to dry in the sun to harden. Source

B. Use the text Where did writing begin? to fill out the table:

Writing in the ancient world

Geographical region	Writing system	Time of emergence	Basic traits
Mesopotamia			
Egypt			
China			
Mesoamerica			
Pakistan and Northwest India			
Easter Island and Polynesia			

Task 14. Types of writing systems

Among the basic types of writing systems are: *pictograms, ideograms, logograms (phonograms), syllabary,* and *alphabetic writing.*

A. The table below provides brief definitions of the writing systems and invites you to add the time and place / places associated with their emergence. Use the video Writing systems and the other relevant sources. Consider the information in the previous table.

Types of writing systems

Type	Definition	Time and place of emergence	Examples of languages
Pictograms	In such a system, a drawing of the sun, for example, stands for the sun.		
Ideograms	Signs stood primarily for ides associated with what was pictorially represented. A drawing of the sun in such a case can also refer to warmth or light.		
Logograms / phonograms	The crucial innovation that changed picture writing to true writing took place when a pictorial sign		

	came to be associated primarily or exclusively with a particular spoken word. Graphic sighs of this type are called *logograms* (from Greek λόγος 'word') or, emphasizing the sounds they are to evoke, *phonograms*. In modern writing systems, the examples of logograms are $, £, §, &, @, %, +, etc., as well as the single-digit Arabic numbers 0,1,2,3,4,5,6,7,8,9.		
Syllabary	This system makes use of signs representing syllables, which considerably reduces the number of written forms. For example, the form representing the one-syllable English word *mass* would also be used in writing the first syllable of such other words as *mascot, masculine, masker, mastic, mastiff*, and so on.		
Alphabetic writing	In this system, each different distinctive sound of a language tends to be represented by a separate sign, or letter. The advantage of such a system is obvious. For example, despite the spelling inconsistencies in English, any one of its many thousand words can be written down by means of no more than 26 letters of the English alphabet.		

B. In the video Writing systems find the answers to the questions:
1. What are the reasons that make alphabets more complicated than exactly one symbol per sound?
   (a)_____
   (b) _____
   (c) _____
   (d) _____
2. What is the history of the symbols (i) B, (ii) F, V, W, U and Y, (iii) TH? Enquire for the history of the symbol A.
3. What differs abjads from alphabets proper? For what languages do abjads work well?
4. Are there languages that combine writing systems? Give an example.
5. What are the tradeoffs of particular writing systems?
6. What are the newly-developed writing systems devised by individuals?
7. How does technology influence writing systems?

Task 15. Writing media
Read the text about the writing media. Choose the topic for an individual 5-minute presentation: (a) the invention of paper; (b) the invention of ink; (c) the invention of a printing press; (d) other.

> *Throughout the pre-history and history of writing, people used different surfaces (text carriers), writing tools, and techniques to register oral texts and make their copies. Among the surfaces were cave walls, stone, bones and ivory, clay tablets, metal, leather, pottery, bamboo strips, palm leaves, silk, parchment, wax, papyrus /pəˈpaɪrəs/ and, finally, paper invented in central Asia and first produced in China at the beginning of the 2nd century A.D. The early writing tools were a stylus for making marks in clay, and pen-like instruments for making marks with ink. The latter appeared in Egypt before the 3rd millennium B.C. Ink was also known to the Chinese, the Greeks and the Romans. It became especially important in the Middle Ages, when it was produced mainly in monasteries. As to text-registering, it was initially made by scribes or copyists*

who had to write down and to copy texts by hand. By the end of the Middle Ages, the demand for manuscripts drastically increased, which necessitated the invention of printing – a method of multiplying book pages mechanically.

Task 16. Contemporary systems of communication
A. Use the picture below to describe the emergence of contemporary systems of communication. Define the term "social media".
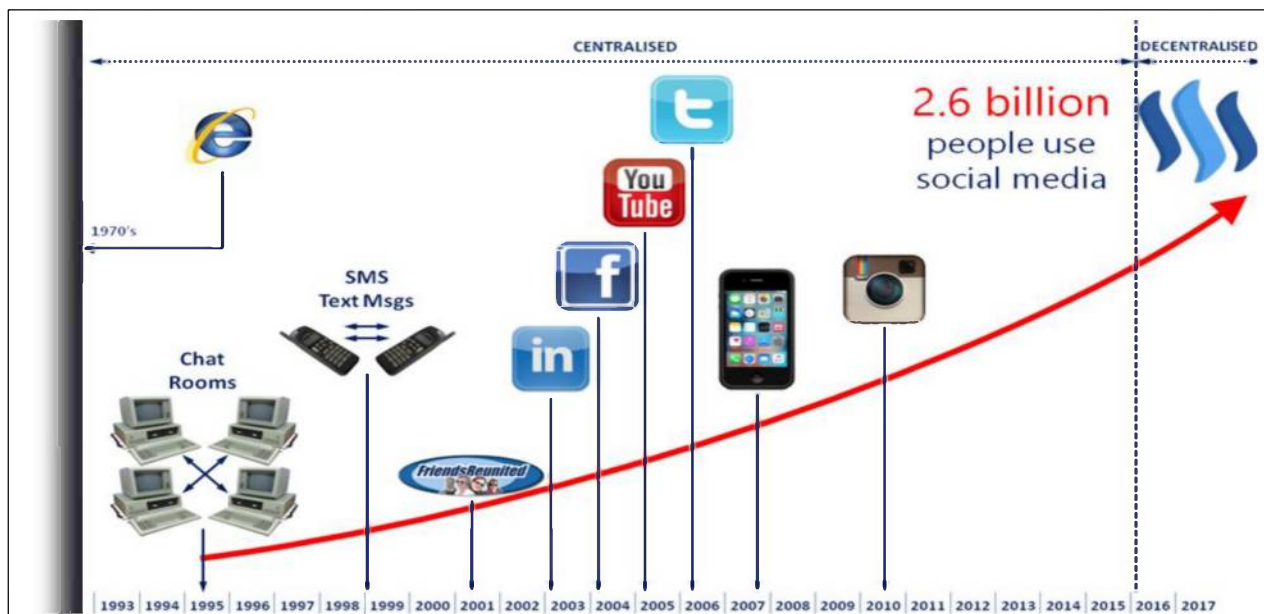
Evolution of social media (Source)

B. Work in two groups – one that highlight advantages and another that emphasises disadvantages of social media. Arrange a debate. Use Top 10 advantages and disadvantages of social media in 2022 as a reference text.
Useful vocabulary from the video:

_____

_____
_____

PART 3. GUIDING TO MORE CALP

Task 17. Hypothesizing and deduction
While speaking about the emergence of human language and writing systems (see tasks 1, 3B, 4, 6, 7, 8, 13) use the grammatical construction "*MODAL VERB (must / could / might / may) + PERFECT INFINITIVE*" that expresses the deduction about something that has happened (the modal verbs differentiate between the degrees of our assurance). E.g., *Language **might have emerged** about 250,000 years ago.* Write down 10 of such sentences.

Task 18. Use of phrasal sets
To describe the hypotheses and theories concerned with the emergence of language (see tasks 1, 2, 6, 7, 8, 9, 11B), employ the expressions from the phrasal sets with the key words *HYPOTHESIS / THEORY.*

HYPOTHESIS / THEORY phrasal set

Adj + HYPOTHESIS / THEORY
increasingly influential ~
widespread ~
central (guiding) ~
fundamental ~
plausible ~
radical ~
realistic ~
reasonable ~
sound ~
convincing ~
unsupportable ~
unlikely ~
just-so ~
fallacious ~
false ~
empty ~
misleading ~
amorphous ~
downright wrong ~

Prep + HYPOTHESIS / THEORY
in the ~
within the ~
under the ~
according to the ~
in line with the ~

N of + HYPOTHESIS / THEORY
set of ~(-es)
range of ~(-es)
roots of the ~
history of the ~
in the spirit of this

HYPOTHESIS / THEORY + V
~ concerns smth
~ is concerned with smth
~ deals with smth
~ pertains to smth
~ highlights smth
~ presupposes smth / that
~ focuses on smth
~ suggests that
~ supports the idea that
~ maintains that
~ admits that
~ implies that
~ argues that
~ states that
~ explains smth
~ offers an explanation of smth
~ accounts for smth
~ allows for smth
~ relies on smth
~ supports smth
~ takes smth into account

~ appears
~ gains currency
~ evolves
~ ignores smth
~ leaks
~ is not easy to defend
~ runs into trouble
~ fails
~ dies

N + HYPOTHESIS / THEORY + V
Scholars
come up with the ~
put forward the ~
launch ~
develop the ~
support the ~
adopt ~
extend ~
test the ~
favour ~
disfavour ~
ignore ~
discard ~
slay ~
Evidence
fits the ~
supports the ~
contradicts the ~

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 1. Chronological milestones
Use the information of this unit to add the dates in the table below. What other events would you include into this table?

Language evolution: chronological milestones

№	Events	Dates
1.	Forest apes were living together in Africa, when a tectonic crisis separated them by the Great Rift Valley	
2.	Homo (Man) split away from the Australopithecus.	

3.	Homo Habilis (Handy Man) emerged.	
4.	Early humans first migrated from Africa to Asia.	
5.	Homo Erectus (Upright Man) came, who used fire.	
6.	Early humans entered Europe.	
7.	Archaic Homo Sapiens (Archaic Wise Man) arrived on the scene.	
8.	Homo Sapiens Sapiens (modern humans) emerged.	
9.	The development of language includes: – slow beginning – fast development – gradual slowing down.	
10.	Language may have been the trigger which activated a dramatic and widespread advance in technology and culture from around…	
11.	People first came to Australia.	
12.	People first came to the Americas.	
13.	The beginning of agriculture and the rise of the first civilizations.	
14.	Writing emerged.	
15.	The earliest-known (Sumerian) writing system was developed.	
16.	Egyptian hieroglyphic writing system emerged.	
17.	Chinese hieroglyphic writing system emerged.	
18.	The first alphabetic system was used by a Semitic-speaking people of ancient Syria.	
18.	Paper invented in central Asia was first produced in China.	
20.	Ink was invented in Egypt.	
21.	The earliest-known book was printed in China.	
22.	Movable type printing was used in China.	
23.	The printing press was invented by Johannes Gutenberg.	
24.	Emergence of the Internet.	
25.	Emergence of the socia media.	

Task 2. Crammed story

Choose a story concerned with the hypotheses / theories of language evolution. Make references (the URL address). Cram this story with the expressions from the HYPOTHESIS / THEORY phrasal set. Employ not less than 20 expressions (should be underlined). The overall text is to be 500-700 words (Calibri, font 12, single spaced, 2 cm all margins).

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name the major issues that you have been exposed to while considering the origins of language.	1. 2. 3. 4.
Name the major issues that you have been exposed to while considering the emergence of writing.	1. 2. 3.

What minor topics have been considered in the unit? Name 3-5 of them.	Language origins: Evolution of writing:
Do you think that the information of this unit is relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTION

1. Why is the information about the origins of language and evolution of writing relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 1. Text: 6 Early Theories About the Origin of Language.
Task 4. Video: Dan Everet. How language began.
Task 5. Image: Great Rift Valley
Task 6. Video: Science Bulletins: The Roots of Human Language.
Task 8. Texts: "Continuity or discontinuity?" and "Is in all in the genes?" in The origin of language: Evolution's greatest mystery
Task 9. Text: "Is in all in the genes?" in The origin of language: Evolution's greatest mystery
Task 10. Video: Michael Tomasello – The evolution of language
Task 11. Texts: Jakobson's functions of language
Dominance of Ukrainian in a bilingual setting: neurocognitive factors – p. 94
Aitchison, J. (2000). The seeds of speech. Language origin and evolution. 2nd ed. Cambridge: Cambridge University Press. Pp. 2-25.
Task 12. Video: Human language and animal communication systems
Text: Aitchison, J. (2010). Aitchison's linguistics. 5th ed. London: Hachette. Pp. 14-28.
Task 13. Image: Cuneiform script
Text: Where did writing begin?
Task 14. Video: Writing systems
Task 16. Image: Evolution of the social media
Text: Top 10 advantages and disadvantages of social media in 2022

PART 7. REFERENCES

1. Aitchison, J. (2000). The seeds of speech. Language origin and evolution. 2nd ed. Cambridge: Cambridge University Press (Part 2. Origin. Part 3. Evolution, pp. 49-160).

2. Aitchison, J. (2010). Aitchison's linguistics. 5th ed. London: Hachette (Chapter 2. What is language? pp. 14-28).

3. Dunbar, R. I. A. (2003). The origin and subsequent evolution of language. In M. H. Christiansen and S. Kirby (eds). *Language evolution.* Oxford: Oxford University Press, 219-234.

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5. Introduction to human evolution (2020). *Smithsonian National Museum of Natural History,* 27 October.

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7. Laland, K. N. (2016). The origins of language and teaching. *Psychonomic Bulletin and Review,* 24(1), pp. 225-231.

8. McWhorter, J. (2020). The origins of language. *The Great Courses Daily,* 14 June.

8. Pagel, M. (2015). Why do we speak. *The Atlantic,* 24 June.

9. Salzman, Z (1993). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, CO: Westview Press. (Chapter 11. Non-verbal communication and writing, pp. 223-231).

10. Salzman, Z., Stanlaw, J. M., Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. Boulder, CO: Westview Press. (Chapter 6. The development and evolution of language, pp. 87-118).

11. Schmandt-Desserat, D. & Erard, M. (2007). Origins and forms of writing. In Baserman, Ch. (ed.). *Handbook of research on writing.* London & New York: Routledge, pp. 7-22.

12. Zhabotynska, S. Dominance of Ukrainian in a bilingual setting: neurocognitive factors. In *O. Bilash (compiler). Research initiative on democratic reforms in Ukraine (RIDRU).* University of Alberta. Edmonton, Canada: University of Alberta, 2020, pp. 92-115.

PART 8. FURTHER READING

1. Aitchison, J. (2000). The seeds of speech. Language origin and evolution. 2nd ed. Cambridge: Cambridge University Press (Part 2. Origin. Part 3. Evolution, pp. 49-160).

2. Aitchison, J. (2010). Aitchison's linguistics. 5th ed. London: Hachette (Chapter 2. What is language? pp. 14-28).

3. Salzman, Z., Stanlaw, J. M., Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. Boulder, CO: Westview Press. (Chapter 6. The development and evolution of language, pp. 87-118).

4. Schmandt-Desserat, D. & Erard, M. (2007). Origins and forms of writing. In Baserman, Ch. (ed.). *Handbook of research on writing.* London & New York: Routledge, pp. 7-22.

UNIT 2
LANGUAGE VARIATION

Content
1. Inter-language diversity.
2. Intra-language diversity. Language norm and pandialectal competence.
3. Contact languages.
Language
• Thematic vocabulary.
• Grammar: Comparisons.

PART 1. LEAD-IN

Self-assessment of the prior knowledge

Answer the questions (use English or Ukrainian):

Question	Your response
What are your associations with the notion of *diversity of languages*?	
Create and present your spidergram of the notion *language variation.*	

Share your opinion on the following issues:
  1. What is a language variety, what does it include?
  2. Are all varieties homogeneous? What makes one variant different from another?	

Is it necessary for you and your professional development to understand deeper the diversity of languages and their variation?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. INTER-LANGUAGE DIVERSITY

Task 1. Language diversity
The number of languages spoken in the world today is more than 7,000. Some languages have more communicative power than others; many languages are endangered and have just a dozen of native speakers. To understand how linguistically diverse the world is, analyze the maps and charts, visualized by The Washington Post (Source).

A. Read the text (Source), choose the appropriate words of comparison to make the sentences true:
1. Chinese has *more/fewer* native speakers than any other language, followed by Hindi and Urdu, which have the same linguistic origins in northern India.
2. The number for Portuguese is *smaller/bigger* than other sources suggest because not all Brazilians are native speakers.
3. Overall, *more/fewer* people learn English than French, Spanish, Italian, Japanese, German and Chinese combined.
4. At least financially, German is worth twice as *much/little* as French and nearly three times as *much/little* as Spanish, for instance.
5. Some might also be surprised that Korean or Punjabi do not show up on the list: Indeed, both are nearly as *widely/locally* spoken as Italian.

B. Answer the questions:
1. Are all continents equally diverse in the number of spoken languages?
2. What languages take the lead in terms of native speakers?
3. Is the amount of languages growing or declining in the world in general?
4. What is the most studied foreign language nowadays?
5. Do you share the UNESCO predictions about the future of languages?

C. Define the statements as true or false.
1. Two-thirds of the world's population share only 6 native languages.
2. According to the article English is spoken by 4.85 percent of the world's population.
3. United States is a linguistically diverse country.
4. Among all popular languages spoken in many countries Indo-European languages take the lead.
5. About 3 percent of the world's population accounts for 96 percent of all languages spoken today.
6. Out of all languages in the world, 2,500 have fewer than 1,000 native speakers.
7. In the United States, endangered languages are primarily located along the East coast.

Task 2. Typological classification of languages
A typological classification is a differentiation of groups of languages into types according to their shared structural characteristics. It focuses on formal morphological and syntactic devices applied in the grammatical organization of languages. Respectively, there are syntactic and morphological classifications of languages. These typologies overlap.

A. Read the text and answer the questions after it.
> *Morphological classification focuses on the types of morphemes that manifest grammatical and derivational meanings. These morphemes are roots, affixes, and inflections. Root (isolating) languages do not have inflections or other affixes. Here, grammatical meaning is rendered by free root morphemes that function as autonomous*

words. Notional and functional word classes have no clear-cut distinctions. The examples are: Chinese, Bantu, Vietnamese, other languages of South-East Asia). Agglutinative languages render grammatical meaning with affixes (suffixes and prefixes). Affixes are added to the root morpheme in a string, each affix typically has only one grammatical meaning. The languages of Turk and Uralic families are agglutinative. Inflectional languages render grammatical meaning with inflections (endings) which typically manifest several grammatical meanings at a time, e.g. Ukr. студент-у (singular, masculine gender, dative case), чит-ав (past tense, 3rd person, singular, masculine). Among inflectional languages, are Arabic and most Indo-European languages (Ukrainian, German, Latin, etc.). There is no clear-cut distinction between root, agglutinative, and inflectional languages. The type is established with regard to the dominant morphological forms.

Syntactic classification focuses on the types of links exposed by grammatical morphemes. Such links may be analytic, synthetic, and polysynthetic. In analytic languages, the grammatical forms are autonomous words that serve mostly as functional words. To render grammatical meaning, such languages employ prosody and fixed word order. The examples are all root languages of the Chinese family, some Indo-European languages (English, French, Persian, etc.). In synthetic languages, the grammatical forms are not autonomous, they are affixes (as in agglutinative languages) or inflections (as in inflectional languages) added to the root. Synthetic languages have variable word order. E.g.: Ukrainian, Polish, Lithuanian, most modern Indo-European languages. In polysynthetic (incorporating) languages, not only grammatical forms, but words as well are not autonomous. All words of a phrase or a sentence, together with their affixes and inflections, make up an inseparable morphological unity that by its form resembles a big word. E.g.: languages of American Indians, Paleo-Siberian languages. Incorporation may be inherent in root, agglutinative, and inflectional languages. The syntactic type is established based on the dominant grammatical link.

1. How are languages classified typologically?
2. Describe the morphological classification of languages.
3. Describe the syntactic classification of languages.

Task 3. Indo-European languages
Indo-European and Sino-Tibetan are the two largest language families, with over 4.6 billion speakers between them. The two most spoken languages in these families are English (classified as Indo-European), and Mandarin Chinese (Sino-Tibetan). Below are the groups and subgroups of the **Indo-European language family** (Source).
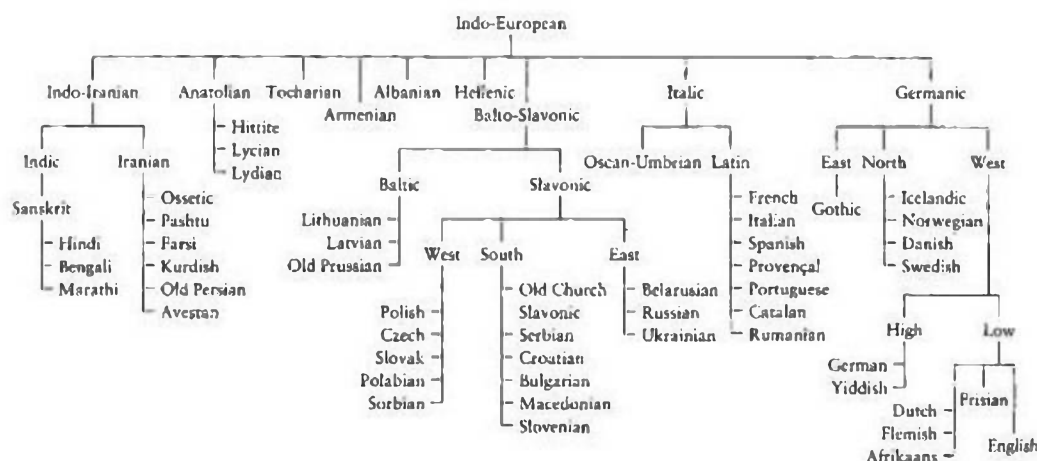
A. Watch the video "The Indo-European connection", answer the questions below:
1. What is a branch of a language? Give examples from the scheme above.
2. When and where Indo-European language was first spoken? Does it have any Ukrainian connection?
3. What is a cognate word?
4. Can we know for sure what Proto Indo-European language was?
5. What sound alternations can be traced in the Indo-European languages? Give examples.
6. What are morphological differences of the Indo-European languages (case, plurality, etc.).

B. Find the equivalents of the Ukrainian words in the given languages. Complete the table with your examples, comment on similarities and differences you observe.

Ukrainian	Polish	English	German	Latin
терен				
яблуко				
фрукт				
яйце				
сіль				
сім'я				
ягня				
вовк				
миша				

C. Watch the video "Basque: a language of mystery". Why is it considered so unique?

Useful vocabulary from the video:
_____
_____
_____

D. Answer the questions:
1. Where is Basque language used? How many people speak it?
2. Does it have any status? If yes, where?
3. What are the hypotheses of Basque origin?
4. Which factors led to its isolation?
5. Is Basque language homogeneous?
6. What makes the Basque language unique? State the external and internal factors.
7. Explain the essence of ergative / absolutive cases; exemplify it by the Basques language.

E. Have you ever travelled to a foreign country the language of which you don't know? Has the knowledge of other languages helped you to understand the local environment and to communicate successfully? Based on your own experience what connotations of your language helped you to understand or get your message across? Give examples.

Task 4. The importance of linguistic diversity
A. Have you ever heard of International Mother Language Day? Why do people need this holiday?

B. Read the text below and do the following tasks:
1. Find the synonyms to the term *mother tongue*.
2. Find the reasons why mother languages are important.

3. Find the comparison used to explain the danger of the loss of linguistic diversity.
4. Find and underline in the text the consequences of the loss of a language.

International Mother Language Day, celebrated each year on 21 February, is an opportunity to highlight the instrumental role of the languages we inherited in early childhood, whether we call them mother tongues or mother languages, first languages or main languages. They are, for each of us, the bedrock of all our learning and knowledge. This is why education in mother languages is important: we cannot absorb what we cannot understand. Yet it is estimated that 40 per cent of the world's people still have no access to education in a language that they speak or understand, which has negative effects on the attainment of the Sustainable Development Goals.

Mother languages also serve as a foundational frame that enables the acquisition of additional languages. This is why the United Nations place so much emphasis on the importance of language staff having an excellent command of their mother tongue—the language into which they translate or interpret, with all the required nuances. While a strong knowledge of the mother tongue facilitates the learning of other languages, those other languages also inform us, conversely, about our own mother languages, their histories, their similarities with and differences from the languages we are learning, and they are evolving. This year's observance of International Mother Language Day occurs a few weeks after the launch of the International Decade of Indigenous Languages (2022–2032) and provides a further opportunity to highlight the extent to which languages and cultures are intertwined and interdependent.

Cultures find expression through languages, they feed languages, nourishing and enriching them. If there is no language in which to receive, transmit or express a culture, there is no culture. At a time when the United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that almost half of the 7,000 identified languages in the world are endangered, we risk a loss of linguistic diversity on a scale at least equivalent to the loss of biodiversity, with consequences that remain to be seen. The vulnerability of languages – which are also a key element of identity – generates, for instance, tensions between linguistic minorities and dominant groups. When a language disappears, it is not only a whole system of thought, a vision of the world and a frame of reference that are wiped out, but also all the ancestral knowledge and beliefs conveyed by that language – and it is irretrievable. An entire heritage, a line of descent, is broken, and descendants are deprived of the ties that bind them to their ancestors, their history and their beliefs.

(Abelian, M. (2022). Linguistic Diversity: An Imperative for the United Nations)

2. INTRA-LANGUAGE DIVERSITY. LANGUAGE NORM AND PANDIALECTAL COMPETENCE

Task 5. Language variation

The intra-language diversity is a variation of a given language that is not one uniform and homogeneous system, but contains many slightly or strongly diverging subsystems, or varieties. *Language variety* is a set of grammatical, lexical and phonological characteristics of the core language as used by a certain subgroup of speakers. Language use by a particular speech community tends to vary along several dimensions – diaphasic, diamesic, diastratic, diatopic, and diachronic – defined as **the *architecture of a language***. The element ***dia-*** means 'through', so the respective terms denote variation 'through linguistic aspects/phases' (*diaphasic*), 'through media/means' (*diamesic*), 'through social strata' (*diastratic*), 'through places/Greek topos'

(*diatopic*), 'through time/Greek chronos' (*diachronic*). Along with the term *variety,* linguists employ the synonymous terms *lect* and *dialect*. The most refined and standardized variety of a language is a *literary* one. Each country has a tradition to term it as *standard* (Standard English), *literary* (literary Ukrainian), *codified* (codified German), *high* (High German), etc.

A. Read the definitions or explanations of the notions *language variation/variety* formulated by different linguists, compare them, group them according to the main approaches.

> Labov (1972): *variation refers to the different ways of saying the same thing.*
>
> Wardhaugh (1986): *each language has its own variations and that language variation is influenced by social factors such as the social group and the geographic zone.*
>
> Hudson (1996, p. 22): *language variation is "a set of linguistic items with similar distribution".*
>
> Stockwell (2007): *the most important factors which lead to language variation including occupation, age, sex, class, and ethnicity.*
>
> Krug and Schluter (2013): *Language variation is related to the manner in which language varies and the elements which lead to the employment of one form of the language instead of another.*
>
> Bell (2014, p. 103): *a variety is a relatively distinguishable form of a language, often based on geographical or social differences.*

B. Answer the questions about the definitions above:
1. What aspects of the term does each of the researchers highlight?
2. What common feature(s) do all the definitions have?
3. Has the understanding of this notion changed with the development of linguistic science?
4. What are the alternatives to this term? What are their implications? (See: Further resources, 1-2)

C. Complement your spidergram of the term "language variation" with additional information. Compare you results in class.

Task 6. Diaphasic and diamesic dimensions: stylistic variation
Every native speaker is normally in command of several *language styles* (also called *registers*). *Stylistics registers* are varieties used for a particular purpose in a particular communicative situation. They vary according to the formality of the occasion, the topic discussed, and the medium used (speech or writing). According to the formality of the occasion, utterances range from a *high or formal style*, down to a *low or informal one* **(diaphasic,** stylistic variation: formal vs. informal register (style). The same person might utter any of the following sentences, depending on the circumstances: *I should be grateful if you would make less noise. Please be quiet. Shut up!*
Stylistic varieties are also associated with the particular means of communication, defined as *diamesic* dimension. Such varieties are represented by specific linguistic forms used in phone calls, e-mails, social media messages, etc. The most obvious case is represented by *speech and writing*. The typical differences between spoken and written language can be summed up in the table below:

Differences between spoken and written language

Spoken language	Written language
More than one participant	Single writer
Inexplicit	Explicit
Repetitive	Non-repetitive
Fragments	Full sentences
Simple structure	Elaborate structure
Concrete, common vocabulary	Abstract, less common vocabulary

(Aitchison, J. (2010). Aitchison's linguistics. 5th ed. London: Hachette, p. 143)

A. Watch the videos (), answer the questions below:
1. What is a register?
2. What factors influence the change of registers or presuppose the usage of a definite one?
3. Which language forms can registers be found in?
4. Who incorporated the term "level of diction" and applied it to language registers?
5. What language levels are influenced in registers change?
6. What is the difference between frozen and formal registers?
7. What is a synonymic term for a consultative register?
8. What synonymic term is used for a casual register?
9. Where intimate register is observed (official or private setting)?
10. What are the consequences of inappropriate usage of registers?

B. Scan the text. Explain the difference between the terms "register", "style", and "jargon" in your own words.

> *"**Register**" generally refers to the level of formality in a variety of language use. As register is a type of language variety, it does not have the formal, rules-governed attributes of a dialect and can vary from speaker to speaker. Generally, speakers or writers purposefully vary their register for a particular purpose or a particular setting. In fact, some linguists suggest that the level of formality of language, determined by word choice and sentence structure, could be described as a "**style**", while register refers strictly to language use governed by situation and incorporating a particular "**jargon**", or the vocabulary of a profession (the jargon of law, medicine, or IT).*

(Allison, R., Chanen, B. (2013). English A: Language and Literature. Oxford University Press, p. 17)

C. Match the types of language register from the box below to their descriptions:

Consultative	*Casual*	*Formal*	*Intimate*	*Frozen*

In 1961 the American linguist Martin Joos attempted to address register as levels of formality by describing five styles of spoken English. Though these descriptions of style are not in prominent use today, they suggest a way of thinking about possible levels:

_____ *register is pre-determined or scripted language used in prescribed, often ritualistic contexts such as a court of law or a church.*

_____ *register is used in speeches and presentations, as opposed to discussion, that demands precise technical jargon.*

_____ *register is language more often used in dialogue that includes some off-hand, informal language, spontaneous corrections and non-technical explanation.*

_____ *register is used in group discussions with friends that can include gaps, interruptions, pauses, errors and personal "inside" words.*

_____ *register is used in private conversation between close friends and family where tone, volume and unspoken hints or suggestions may be just as important as denotation of words.*

(Allison, R., Chanen, B. (2013). English A: Language and Literature. Oxford University Press, p. 18)

D. Using the information from the videos and your own experiences, fill in the table:

Type of language register	An appropriate extralinguistic setting	An inappropriate extralinguistic setting

E. How would you describe the register in the following statements?

1) Mr. Chairman of the Sixth Committee, Mr. President of the General Assembly, Excellencies, Ladies and Gentlemen. It is a great pleasure for me to be with you, at this International Law Day. I would like to commend the Sixth Committee for its decision to celebrate the development of international law at this seventy-fifth anniversary of the United Nations.

2) Excuse me, I wonder if you can help me. My food was served to me undercooked, and I'm wondering if there is anything you might be able to do about it. I would like to speak to your manager, please, as the service isn't satisfactory.

3) Hey, dude, I'm fed up with this freakin' rubbish! You know wha'? You gotta stop being such a fool!

4) I'm tired, honey. I doubt that I can help you in the garden today. Sorry, love. Maybe next time I will be OK.

Task 7. Diatopic dimension: geographic variation. British dialects.
The most obvious type of variety in a speech community is the use of different *regiolects* (often called ***dialects*** when the term is used in its narrow meaning). A regiolect is usually associated with a particular geographical area. For example, American English is represented by Northern, Metropolitan New York, Southeast Super-Regional, Western, and Western Pennsylvania (Pittsburg) regiolects. The Ukrainian language has Northern, Southeastern and Southwestern regiolects.

A. Watch the video about language diversity in Britain. While watching, list the similarities and differences between British accents. Illustrate with examples from the video.

Similarities:
1._____
2._____
3._____
4._____
5._____

Differences:
1._____
2._____
3._____
4._____
5._____

B. Read the abstract from the book "English Accents and Dialects" by A. Hughes, define the terms:
Standard English _____
Accent _____
BBC accent _____
dialect _____

For many English people the place where they grew up and spent their childhood retains a special significance. The pride and interest in the area where Englishmen grew up is still a reality, the place where they are from is thus an important part of personal identity. An important component of this local identity is the way people speak – accent and dialect. In England nearly everyone has regional features in their speech and are happy that this is so. Although there are upper-class people who have

regionless accents, as well as people who for some reason wish to conceal their regional origins, the majority of the population, however, speak in a manner which identities them as coming from a particular place. They speak like the people they group with, and in a way that is different from people who grew up somewhere else.

As a result, foreign learners of English are usually surprised to discover how little they understand of the English they hear on the British Isles. For one thing, people seem to speak faster than expected. For another, the English that most people speak seems to be different in many ways from the English they have learned. While it is probably differences of pronunciation that will immediately strike them, learners may also notice differences of grammar and vocabulary.

Accent *is a peculiarity of your pronunciation.* ***Received Pronunciation*** *is the standardized form of English pronunciation, its accepted norm. It is sometimes referred to as a 'BBC accent' because readers of the national news on television and radio sually have it. It also may be called as Queen's / King's English as it is the most prestigious accent and is spoken by the upper class and the nobility. It is not the accent of any region. It is spoken by a very small percentage of the British population, those at the top of the social scale. A small number of people – between 3 and 5 per cent of the population of England – have a totally regionless accent. These are usually people who have been to one of the big Public Schools, or who want to sound as if they have. The lower a person is on the social scale, the more obvious their regional accent will tend to be.*

All of us speak with a certain degree of a regional accent – the way in which we pronounce the language. Some accents are more regional than others. Some people have very regional accents, so that you can tell exactly where they come from if you can spot accents. Other people have fewer regional features, and you can place them only approximately. And yet other people may have very few regional features at all, so that you might be reduced to saving something as vague as "You're a southerner.'

Of course, people may change the way they speak during their lifetimes, especially if they move around the country, but most of them carry at least some trace of their accent and dialect origins throughout the lives. Other people will use this information to help them decide where people are from, and will say things like 'You must be a Londoner'. 'You sound as if you're a southerner', 'Whereabouts in Scotland are you from?', 'I can't quite place your accent'. And labels for people of different regional origin are freely used - you can get called 'Geordie', 'Cockney', 'Jock', 'Tarty', 'Scouse', and so on, depending on what you sound like when you speak.

Dialect *is not only pronunciation, but also the words and grammar that people use. Thus if you say 'I haven't got any' and I say 'I ain't got none', we differ in the grammar we use, and are therefore speaking different dialects.* ***Standard English*** *is the most prestigious British dialect which is normally used in writing, and is spoken by the most educated and powerful members of the population: probably no more than 12-15 per cent of the population of England are native speakers of Standard English. Standard English is not often referred to as a dialect, but since it is a variety of the language that differs from others in its grammar, it is clearly just as much a dialect as any other variety, for example:*
Standard English*: I did it. A man that I know. He doesn't want any. She isn't coming.*
Dialects*: I done it. A man what I know. He don' t want none. She ain't coming.*

Normally, of course, dialect and accent go together. If you speak Lancashire dialect, you will obviously speak it with a Lancashire accent. The fact is that everybody who speaks with a BBC accent also speaks the Standard English dialect. But not everybody who speaks Standard English does so with a BBC accent. Most people who speak Standard English – perhaps 7-12 per cent of the population of the country – do so with some kind of regional accent. This accent and this dialect do not therefore inevitably go together, and it is useful to be able to distinguish, by using the terms dialect and accent, between speakers who do combine them and those who do not.

*It may seem that linguistic behavior in UK is chaotic, but it is not. Each modern language has developed a standard or **language norm**, so called historically determined set of commonly used language sets, as well as rules for their selection and use, which are recognized by society as the most appropriate ones. The official language norm of English is implemented in Standard English. Dialect speakers in different historical periods not only followed stable collective rules of verbal communication, which resulted in **dialect norm**, but also demonstrated a stable and profound degree of understanding each other. The capability to command other varieties of one language is called a **pandialectal competence**, which may also include a passive command of a historical variety that is not too remote in time.*

*How to differentiate dialects, dialects and language, to establish that some speech is different to other speech? The answer is simple, it all has to do with boundaries. Geographical area is an obvious factor, but there are other criteria under which people can be grouped into different speech communities: there are divisions and differences between speakers in the same geographical area depending on social class, age, gender, cultural origins. These are all ways of separating people out and classifying their speech. Each could be said to produce groups of dialect. Everyone has its individual way of speech – **idiolect,** and in fact most of us are likely to speak with an accent, all of us speak many dialects – regiolects or sociolects.*

(Abridged from: Hughes A. (1997). English Accents and Dialects: An Introduction into Social and Regional Varieties of English in the British Isles. London: Edward Arnold, pp. 3-6)

C. Answer the questions:
1. Characterize the factors that influence the language choice as stated in the article.
2. How to differentiate dialect and language?
3. Can Standard English be called a dialect? If yes, what type of a dialect is it?
4. What is a pandialectal competence?
5. What does the author mean by saying: "All of us speak with an accent, all of us speak a dialect"?

D. Copy out the names of British dialects mentioned in the text; identify their location on the map of the UK. Make short PowerPoint presentations according to the plan:
- name of a dialect;
- geographical location of the usage;
- short history and the origin;
- peculiarities of accent, vocabulary, grammar.

Task 8. Into the Ukrainian dialect words
A. How many national/regional accents in Ukrainian can you recognize? Study the article 3 Ukrainian dialects: history, geography, and examples. According to the article, what are the

differences between the dialect(s) and Standard Ukrainian in writing, vocabulary, grammar and pronunciation? Complete the table:

Dialect	Differences from Standard Ukrainian			
	writing	vocabulary	grammar	pronunciation

B. Add the table with the examples from your own experience.

C. Work in groups of 3-4. Identify some dialect words that are specific to the region in which you live, determine their standard equivalents in the Ukrainian language. Investigate the history of dialect words and their standard equivalents. Try to understand why and how the differences between the two dialects arose.

Take the following example as a basis for analysis:

In the north-east of England there is a dialect word – canny – that means "agreeable", "appropriate", or "good". The Standard English doesn't have a direct equivalent of this word, though the word itself exists and functions in the meaning "wise", "shrewd, especially in business". Investigation of the origin of the word in a dictionary shows that 'canny' can be used to mean "to know" or "to be aware of". It is likely that in the early 1600s meaning led to an adjective, canny, that was originally used to mean "wise", "wary", or "cautiously prudent". Although that meaning is still in place elsewhere, in Scotland and the North of England in particular, overtime it altered slightly so that by the late 1700s canny had begun to be used to mean "agreeable", "appropriate", or "good". And it's from there that all the positive connotations we associate with canny today first came about.

Task 9. Attitudes to regional talk
A. People have different associations with dialects and regional talk. Make up a spidergram of possible attitudes to regional accents and dialects. Think of positive and negative implications.

B. Read the article "Attitudes to regional talk" by A. Coutlas. Complement your spidergram with additional information. Compare you results in the class.

Because of the mass media, a wide range of systems of communication and extensive mobility, most people are aware of some of the regional variations in talk that exist in Britain. Many people feel strongly that they prefer some types of regional talk to others. Some types of regional talk have also become closely associated with certain ideas

about the people who speak it - regional talk has in some cases become linked to stereotypes.

Attitudes to regional talk include the following:
• *Regional speech is likeable and has connotations of genuineness and warmth; hence many call centres are located in regions where the speech has been identified as suggesting trustworthiness and friendliness, such as the north-cast of England and Scotland.*
• *People with strong regional speech features sound less well educated than those who speak in a more standard way and so may be excluded from certain professions and high-status jobs.*
• *Regional speech suggests a genuine character who is not trying to pretend to be something they're not.*
• *Regional speech is good because it shows a clear sense of identity with where you come from and pride in your roots.*
• *Regional talk can sound "common' and is inappropriate in more formal contexts.*
• *It is difficult to take people with regional speech as seriously as those with more standard speech features; thus many people say they would not be confident about a doctor or a solicitor with strong regional speech. Many comedians make use of this attitude and exaggerate regional speech features in their performances.*

The representation of characters who use regional speech on TV and in films and books is often closely linked to certain attitudes and ideas about regional talk. Inevitably this is then linked to stereotypes because the same ideas about regional speakers are then constantly represented. It is important to remember that such representations are not an accurate reflection of the diversity of people who really use different types of regional speech. The same principle applies here as with gender representation: the representation of regional speakers gives a mass of individuals a group identity which both reflects some commonly held ideas but also helps to create them.

Example: Characters who speak with an East London/cockney accent are often represented as being crafty, streetwise and scheming but frequently have a good sense of humour and ultimately a 'heart of gold". These characters often hover on the wrong side of the law and are usually presented as being fairly uncultured and not very well educated, these are stereotypical ideas that have become associated with that accent. Such representations on TV and in films both reflect these ideas and also help to create and reinforce them.

(Abridged from: Coutlas A. (2003). Language and social context. London: Routledge, pp. 71-72)

C. Do you consider speaking with a regional accent demonstrates more challenges or benefits? Make a list of positive and negative consequences of this process.

Positive	Negative

D. Work in groups of 4-5. Think of the examples of characters in TV programs, literature, films, cartoons, comic strips, memes, etc. that use regional speech. Explain what ideas and attitudes concerning regional varieties lie behind their representation. Report the results of findings to class.

Task 10. Englishes
A. What do you think the term "Englishes" means? Analyze the word, consider its semantics and grammatical form. Make up a mindmap of your associations with this word.

B. Do you think it is correct to use the word "English" in the plural form? Watch the video with an interview with David Crystal and see if your ideas mirror the professor's opinion.
Useful vocabulary from the video:

_____

_____

_____

C. Read the article "Different Englishes" and answer the questions after the text.

As so many people speak English in many different countries, there are many different "Englishes" which are termed either dialects or varieties. The best form of English is called Standard English and it is the official language of Great Britain taught at schools and universities, used by the press, the radio and television. It may be defined as the form of English which is current and literary, substantially uniform. As it is spoken by a limited British population, has been termed as a social dialect, the one of Higher Class that is of educated people. Local dialects are varieties of English peculiar to some districts and having no normalized literary form. Uneducated majority of British population speaks them, by elderly people. As a result British local dialects are considered to be regional as well as social dialects, the ones of lower classes.

The English language spoken in Scotland, Northern Ireland, the United States, Canada Australia, New Zealand can be considered to be neither a dialect nor a separate language. Such varieties of English have received the name Scottish, Irish, American, Canadian, Australian English varieties respectively. For example, American English cannot be called a dialect, because it has a literary normalized form called Standard American, whereas a dialect has no literary form. Neither is it a separate language, because it has neither independent grammar nor vocabulary of its own.

*The difference between the English and American literary norm is not systematic. The American variety differs from British English in pronunciation, some minor features of grammar, but chiefly in vocabulary. American English is based on the language imported to the new continent at the time of early settlements; that is the English of the 17th century. For more than three centuries the American vocabulary developed more or less independently of the English stock and was influenced by the new surroundings. The early Americans had to coin words for the unfamiliar flora and fauna, hence **bull-frog** "a large frog", **moose** "American elk", **hickory** for plants. They also had to find names for the new conditions of economic life: **back-country** "districts not yet thickly populated", **backwoods** "the forest beyond the cleared country". Many of the foreign elements borrowed into American English from the Indian dialects or from Spanish penetrated very soon not only into British English but also into several other languages. They are: **canoe, moccasin, tomahawk, wigwam**, etc. and translation loans: **pipe of peace, pale-face** and the like, taken from Indian languages and the Spanish borrowings: **cafeteria, mustang, sombrero**, etc. From the Dutch settlers the first colonists borrowed*

boss and **cookie**, and from French **chowder** and **bureau**. Another big group of peculiarities as compared with the English of Great Britain is caused by some specific features of pronunciation, stress or spelling standards, such as [æ] for [a:] in **ask, dance, path**, or [e] for [ei] in **made, day**. The American spelling is in some respects simpler than its British counterpart. The suffix -our is spelled -or, so that **armor** and **humor** are the American variants of **armour** and **humour**. **Altho** stands for **although** and **thru** for **through**. Some more examples:

spelling:

British	American
Cozy	cosy
Offence	offense
Practice	practise
travelling	traveling
encase	incase
centre	center

vocabulary:

autumn	fall
biscuit	cookie
class	grade
flat	apartment
holiday	vacation
bill	check
chemist	druggist

The same patterns and means of word formation are used in coining the neologisms in both variants, only the frequency may be different. Some of the suffixes more frequently used in American English are: -ee (**draftee** "a young man about to be enlisted"), -ette (**tambour-majorette** "one of the girl drummers in front of a procession"), -dom and -ster. American slang uses alongside the traditional ones also specific models, such as verb stem +-er+adverb stem+-er: e.g. **opener-upper** "the first item on the programme". The trend to shorten words and to use initial abbreviation is even more pronounced than in the British variant: e.g. G.F. "a girlfriend". Particularly common in American English are verbs with the hanging postpositive. They say that in Hollywood you never **meet** a man: you **meet up with** him, you do not **study** a subject but **study up on** it.

Canadian English is influenced both by British and American English, but it has some specific features of its own. Specifically Canadian words (called Canadisms) are not very frequent outside Canada, except a **shack** "a hat" and to **fathom out** "to explain".

The vocabulary of all the variants has a high percentage of borrowings from the language of the people who inhabited the land before the English colonizers came. Many of them denote specific realia of the new country: local animals, plants or weather conditions, new social relations, trades and conditions of labour. From the native Indian languages came many words like **caribou, totem, bungalow;** from Eskimo Canadian English acquired **anorak, igoo, kayak** and others. In pioneer days Canadians borrowed many words from Canadian French, for example **bateau** and **habitant**.

Australian accents are different from British ones: Australian "day" sounds like "die", "buy" like "boy", "daylight" ends up like "die-loyt". Scientists distinguish three Australian accents: Cultivated, General and Broad. In the "broad" variant the vowel shifts are particularly obvious. Australian English, especially its oral and not very

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educated variation, is called Strine. There are many theories about the evolution of the Australian accent. There are influences from cockney pronunciation, some Irish influences (a lot of early teachers were of Irish background). There are also the remnants of Irish, Scottish and Welsh influences in Australian pronunciation of some words. There was also a large influx of German, Greek and Italian immigration. Later the language has been strongly influencedby TV from the USA.

*Many terms, such as **kangaroo**, **dingo**, **wombat**, **boomerang**, came from Aboriginal language and many others from the cockney dialect spoken by the first settlers, the Londoners. These words denote the new phenomena found by English immigrants on the new continent. An intense development of cattle breeding in new conditions necessitated the creation of an adequateterminology. English nouns like **stock**, **bullock**, **land** find a new life on Australian soil: **stockman** "herdsman", **to bullock** "to work hard", **to overland** "to drive cattle over long distances". A high percentage of words borrowed from the native inhabitants of Australia will be noticed in the sonorous Australian place names (**Wooloomooloo**, **Bulkomatta**). Some differences in vocabulary:*

British English	*Australian English*
Afternoon	*arvo*
Asee	*Australian*
bread	*damper*
postman	*postieut*
hello	*g'd day*
Englishman	*Pom(mie)*
Trousers	*daks*

*Australians are fond of inventing and using colloquialisms for every aspect of life - a habit that now is carrying over to the printed world. Sayings, which have a regional origin, are used widely. For example, "**Albany doctor**" means "an abrupt wind"; "**Buckley's chance**" means "no chance"; "**not to know whether it's Pitt Street or Christmas**" means "to be confused".*

*New Zealand English is different from Australian English; it's pure, clear and is easily understood everywhere in the world. At the same time though New Zealand lies over 1,600 km away, the English spoken there is somewhat similar to that of Australia. The term Austral English is sometimes used to cover the language of the whole Australasia (Australia, New Zealand and adjoining islands). Borrowings from Maori include: **aroha** "love, sympathy", **whare** "house", **hongi** "the ritual of pressing noses". New Zealand English has many borrowings from polynesian languages: **kiwi**, **moa**, **tui** (birds), **kauri**, **rata**, **maire** (trees).*

To crown it all we must state that at present there is no single uniform English and in the USA, Canada, Australia and New Zealand there have developed nationalised forms of the English language with their own norm.

Questions for discussion:
1) What are the peculiarities of Standard English? Why is it called the best form of English?
2) Why can American English be called neither a dialect nor a separate language?
3) Are the differences between the American and British literary norm systemic? What are the main linguistic differences between the two varieties?
4) How did American English develop? What are the main foreign elements borrowed into it?
5) What are the examples of the spelling and pronunciation alternations in American English?

6) Are there any differences in morphology of the American variety?
7) What language influenced Canadian English?
8) What are the reasons of the evolution of the Australian accent?
9) What was the influence of the Aboriginals on the Australian English?
10) What are the differences between New Zealand and Australian English?
11) What is the essence of the term Austral English?
12) What languages influenced the development of New Zealand English?
13) Can we say that at present there is a single uniform English?

D. State the differences between the Englishes, consult the text or other resources if you need:
1) Give the American English equivalents to English words: chemist, holiday, biscuit, autumn, class, flat, film, grilled, lift, lorry, pavement, petrol, sweets, toilet, underground.
2) Give the examples of the Spanish borrowings to the American English.
3) How would the Americans write the following English words: centre, metre, theatre, colour, neighbour, travelling, cosy, offence, encase, practice.
4) Give the examples of borrowings from Aboriginal language to the Australian English.
5) Support with the examples the fact that the Australians are fond of inventingcolloquialisms.
6) Give the English equivalents to the Australian English borrowed words: aroha, whare, hongi.
7) How to translate into the British English the following words: daks, ollies, stockman, lunch, postiet, milko, g'd day, tucker, Pom (mie), chook, damper, be apples, Ausie, arvo.

E. Describe and present the peculiarities of one of English, Indian English, Philippine English, Chinese English, Singapore English, etc). the national varieties of English in a video or Power Point format (American English, Australian English, Canadian

Task 11. Diastratic dimension: social variation
A *sociolect* is a lect/variety of language spoken by a particular social group (socio-economic class, occupational, ethnic, age or gender groups) rather than geographical background (Trudgill, P. (2003). A Glossary of Sociolinguistics. Oxford; New York: Oxford University Press, p. 122).
A *genderlect* is a speech variety or communication style particularly associated with one sex. Such styles are shaped by cultural factors, and are a result of differences in male and female social roles (Robin Lakoff). According to some theorists, women's use of language involves more verbal 'fillers', hedges, qualifiers, and politeness markers; being less definitive ('perhaps…'); using more justifiers ('because…'); asking more questions; agreeing more with conversational partners. However, such differences are about relative power in societies rather than innate differences between the sexes.
An *idiolect* is a variety of a language, which is inherent in a single speaker, or an individual (e.g. a peculiar use of English by the American writers F. S. Fitzgerald, E. Hemingway or R. Frost).

A. Watch the video about idiolects and answer the questions:
1. What is the origin of the term "idiolect"? What does it mean?
2. Why is idiolect unique?
3. What aspects of language does idiolect include?
4. What are Bushisms? Give examples.
5. What is the job "forensic linguist" mentioned in the video? What kind of a job is it? How analysis of an idiolect was usefully applied in a police work?
6. Are idiolects copied and used in media? What effect are they used for?
7. What is a catchphrase? Do they illustrate the idiolects? Give examples.

B. Watch the video about sociolects and answer the questions:
1. What is a lect? What types of lects are mentioned in the video?

2. What is a sociolect and what factors it is associated with? In which way it is close to a register, dialect?

3. What is Iraqi Arabic lect? Is it a sociolect?

4. Why African American Vernacular English is considered to be a sociolect? Give examples of language peculiarities.

5. How many sociolects are there in Australia? What criterion is used for their differentiation?

C. Watch the extract from Deborah Tannen's talk on language rituals of boys and girls and a short film explaining some parts of Genderlect Theory. While watching, list the most widespread distinctions in current social reality between feminine expressivity and masculine instrumentality. Illustrate with examples from the video.

	Feature	Examples
Females		
Males		

D. Speech differences are a key feature in gender stereotypes, as in "the man of few words" and "the garrulous woman". Read two dialogues representing stereotypical male and female conversation. Comment onto how your own experience mirrors these representations:

    1. A dialogue of two female friends talking about a new movie:

        - I'm soooooooooooooooo excited to watch it. Oh my God! I absolutely love it!

        - Oh, yeah, I'm really excited too! I'm the most excited person in the world!

    2. A dialogue between two men about the same movie:

        - Dude, are u ready to watch it?

        - I am, bro!

        - Good!

E. Look at the picture representing stereotypic non-verbal communication gender differences taken from the newspaper Los Angeles Times (August 17, 2008). Do you agree or disagree with the point of view of the author?
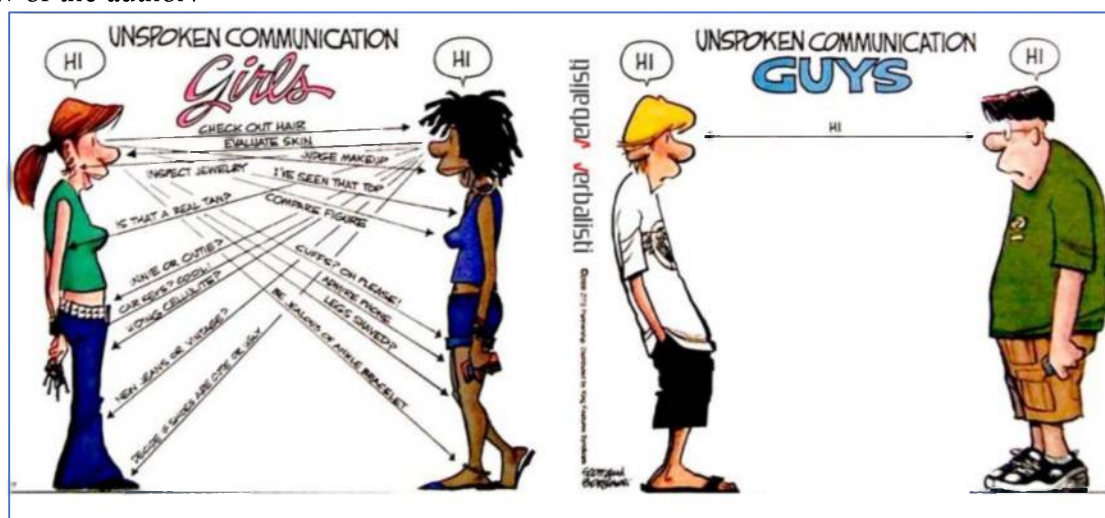
Source: Unspoken communication: girls vs guys.

F. Group work: Based on your experience give examples of gender differences in communication. Are they culturally conditioned? Which of them are based on stereotypes?

G. Research work. Find the differences in verbal usage of a language by different genders (include phonological, lexical, grammatical, stylistic, etc. levels) and present them in class.

Task 12. **Diachronic dimension: chronological variation**
Chronological variation of language highlights its 'old' and 'new' forms in grammar, pronunciation and lexis that exist along with 'basic' forms. For instance, among the 'old' lexemes are historical and archaic words. ***Historical words*** name things that do not exist anymore; e.g. Engl. *yeoman, vassal;* Ukr. *кошовий, січовик, осавул.* ***Archaic words, or archaisms*** have become obsolete, substituted by other words referring to the same entity. Unlike historical words, archaic words have synonyms. Archaic words are 'bookish' lexemes mostly used in poetry; e.g. Engl. *belike (perhaps), affright (alarm)*; Ukr. *рамена (плечі), чоло (лоб), десниця (права рука).* ***New words, or neologisms,*** are the words and expressions which, being in currency of late, are not yet registered by dictionaries. Neologisms, used by many language speakers (e.g. Ukr. *криптовалюта, біткойн, дигіталізація;* Engl. *Brexit, Mexit, Trumpism*), may either quickly get out of use or get entrenched and join the basic wordstock.

A. Watch the video and answer the questions below:
1. What is diachrony and synchrony in linguistics? What is the origin of the words?
2. What is a synchronic / diachronic linguistics?
3. Does language change through the time?
4. What is an older form of the word father in Proto-Indo-European language?

B. Watch the video and fill in the table with archaic words below:

Shakespeare's examples	Old usage	Contemporary form

Task 13. Analyze the information about the architecture of language and dimensions of variations. Fill in the table below:

Dimensions of language variation

Dimension	Examples in the English language	Examples in the Ukrainian language
Diaphasic (stylistic variation: formal vs. informal register (style)		
Diamesic (stylistic variation: spoken vs. written language)		
Diastratic (social variation: students' jargon, military jargon, youth language)		
Diatopic (geographic variation: Cockney, Geordie, Bavarian German)		
Diachronic (chronological variation: extinct, obsolete, old- fashioned, current, newly coined expressions)		

(Source: https://www.christianlehmann.eu/ling/variation/dimensions_of_variation.html)

3. CONTACT LANGUAGES

Task 12. Contact languages

A. How can languages get into contact? Read the text and give its brief summary:

Language contact is the social and linguistic phenomenon by which speakers of different languages (or dialects of the same language) interact with one another, leading to a transfer of linguistic features. Contact with other languages and dialectal varieties of one language is a source of alternative pronunciations, grammatical structures, and vocabulary. The languages that emerge as a result of such contacts are called "contact languages", and they are usually of 3 types: adstratum, substratum, superstratum.

*In linguistics, an **adstratum** (from the Latin "something laid upon") refers to a language that has been imposed upon another one due to domination in culture, economy. A term **substratum** (from Latin "something laid beneath") is used to describe a language of indigenous people that has been present in a speech community for a long time, which underwent changes due to the influence of a more prestige language. A **superstratum** is a substratum language spoken by a politically dominant small group of speakers, but it has higher prestige over the languages it influences.*

Prolonged language contact generally leads to bilinguism or multilinguism. There are cases when languages in contact mix and stimulate the creation of new varieties (genetically heterogeneous). They are of 2 types: pidgins and creoles.

*A **pidgin** originates when speakers of two or more mutually unintelligible languages develop a need to communicate with each other for certain limited or specialized purposes, especially trade. Pidgin shares features of two languages one of which is in dominant position (English based pidgin, Dutch based pidgin). A pidgin may become widely recognized and depended upon as an indispensable means of interethnic communication. The process of expansion of a pidgin to other language functions is referred to as **creolization**, and the end result is termed a creole. A **creole**, then, is a pidgin that has become the first language of a speech community.*

B. Using the information above, fill in the table below.

Language influence	Definition	Examples of languages
adstratum		
substratum		
superstratum		
pidgin		
creole		

C. Watch the video [Tok Pisin: The Easiest Language?](#) about Tok Pisin – an example of an English-based creole language in Papua New Guinea. While watching, take notes as to the specificity of this variety of English.

D. Answer the questions:
1. What is the reason for creating pidgins?
2. What is the main structural feature such languages have?
3. How many letters are there in Tok Pisin? Which letters art out?
5. How many languages used to be in Papua New Guinea?

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E. Give the English equivalents to the following words and word combinations from the video:

1. Koft_____
2. Buk hous_____
3. Buk skul_____
4. Kaikai_____
5. Night kaikai_____
6. Bik bus_____
7. Yu no ken kam insait_____
8. No ken simoke_____
9. Yu luk nais_____
10. Ol_____

F. Analyze the first lines of Shakespeare's Julius Ceasar (Act 3, Scene 2) in Melanesian pidgin – **Tok Pisin** compared to the original English and try to comment onto the origin of the words:

Pren, man bolong Rom,	Friends, Romans, countrymen,
Wantok, harim nau.	lend me your ears;
Mi kam tasol long plantim Kaesar.	I come to bury Caesar,
Mi oken beaten longen.	not to praise him.

(From: Salzmann, Z., Stanlaw, J., Adachi, N. (2018). Language, culture and society. An Introduction to linguistic anthropology. New York: Routledge, p. 186)

GUIDING TO MORE CALP (Cognitive Academic Language Proficiency)

LANGUAGE phrasal set

Adj+LANGUAGE	**LANGUAGE+N**	**LANGUAGE+V**
spoken ~	~ diversity	~ is not one uniform and homogeneous system
written ~	~ differentiation	~ contains many diverging subsystems, or varieties
indigenous ~	~ isolate	~ is maintained to vary along several dimensions - diaphasic, diamestic, diastratic, diatopic, and diachronic
most spoken ~	~ family	
endangered ~	~ stock	
genetically diverse ~	~ phylum	
genetically related ~	~ variation	~ may be required to suit the topic under discussion
kindred ~	~ styles	~ (s) influence each other significantly
cognate ~	~ registers	
ancestral ~		~ (s) render grammatical meaning with…
proto ~		
parent ~		~ has (no) grammatical kinship with other languages
daughter ~		~ is descendant of a parent language
descendant ~		~ (s) stem from a common ancestor
root ~		~ (s) show common features
agglutinative ~		~ (s) belong to the same family
inflectional ~		~ (s) are grouped into families according to their degree of diachronic relatedness
analytic ~		
synthetic ~		
polysynthetic ~		

VARIETY phrasal set

VARIETY	VARIETY+Prep+N	VARIETY+V
Stylistic ~	~ of English	~ is a set of grammatical, lexical and phonological characteristics of the core language
International ~	~ of British English	
Mainland ~	~ of American (etc) English	
Extraterritorial ~		~ is used by a certain subgroup of people
Standard ~		
Non-standard ~		~ is used by social, occupational, professional group
Principal ~		
National ~		~ is associated with a gender/age/social class
Regional ~		
Mixed ~		~ is inherent in a group of speakers/a single speaker
		~ (s) expose differences in …
		~ (s) are variously divided into different types
		~ differ both in Europe and overseas
		~ tend to show differences in certain key features

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 1. Employ the information obtained in the unit to briefly describe the language variation in Ukraine. Make use of the phrasal sets key words (see "Guiding to more CALP" section).

Task 2. Use the information of this unit to add definitions of the terms in the table below

Language variation and language diversity: basic terms

Terms	Definition
Language variety	
Diaphasic variation	
Diamesic variation	
Diatipic variation	
Diachronic variation	
Stylistic registers	
Communicative competence	
Social rank	
Social distance	
Sociolect	
Special slang (jargon)	
Ethnolect	
Genderlect	
Aetalect	
Regiolect (dialect)	
Accent	
National variety	
Adstratum	

Substratum	
Superstratum	
Standard variety	
Pandialectal competence	
Language family	
Linguistic area	
Root (isolating) languages	
Agglutinative languages	
Inflectional languages	
Analytic languages	
Synthetic languages	
Polysynthetic languages	

Task 3. Write and submit a one-page essay (Calibri, font 12, single spaced, 2 cm all margins) describing the English language variation. While writing the essay, make an extensive use of expressions from the phrasal sets (including the additional phrases that come from the videos and other sources).

Task 4. Choose a topic on which you might volunteer to make a 15-minute presentation at the student conference that finalises the "Language, Culture, and Society" course.
Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name three new things you have learnt from the unit 'Language variation'	1. 2. 3.
Provide three key terms from the unit	1. 2. 3.
Name two things you would like to learn more about	1. 2.
Name one thing which posed problems for understanding	
Do you consider this topic to be relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTION

1. Why is the information about language variation relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?

4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 1. Text: Noack, R, Gamio, L. (2015). The world's languages, in 7 maps and charts. Washington Post.
Task 2. Text: Abelian, M. (2022). Linguistic Diversity: An Imperative for the United Nations.
In *UN Chronicle*. 21 February
Task 3. Videos: The Indo-European Connection
Basque: a language of mystery
Task 4. Table: Dimentions of Language Variation
Task 5. Text: Hughes, A. (1997). English Accents and Dialects: An Introduction into Social and Regional Varieties of English in the British Isles. London : Edward Arnold, pp. 3-6.
Video: Learn British accents and dialects – Cockney, RP, Northern, and more!
Task 6. Text: 3 Ukrainian dialects: history, geography, and examples
Task 7. Text: Coutlas, A. (2003). Language and social context. London : Routledge, pp. 71-72.
Task 8. Video: David Crystal - World Englishes
Task 9. Texts: Trudgill, P (2003). A Glossary of Sociolinguistics. Oxford; New York: Oxford University Press, p. 122.
Lakoff, R. ()
Videos: Deborah Tannen- little boys & girls language rituals
Genderlect Theory by Deborah Tannen
Image: Unspoken communication: girls vs guys. Los Angeles Times (August 17, 2008).
Task 10. Video: Tok Pisin: The Easiest Language?
Text: Salzmann, Z., Stanlaw, J., Adachi, N. (2018). Language, culture and society. An Introduction to linguistic anthropology. New York: Routledge, p. 186

PART 7. REFERENCES

1. Aitchison, J. (2010). Aitchison's linguistics. 5th ed. London : Hachette. Pp. 137-147.
2. Coutlas, A. (2003). Language and social Context. London : Routledge. 112 p.
3. Culpeper, J., Kerswill, P., Wodak, R., McEnery, T., Katamba, F. (2018). English Language: description, variation and context. 2nd ed. Basingstoke, Hampshire : Palgrave Macmillan.
4. Dirven, R., Verspoor, M. (2004). Cognitive exploration of language and linguistics. Amsterdam / Philadelphia : John Benjamins, pp. 204-207; 235-342.
5. Eberhard, D.M., Simons G. F., Fenning, Ch. D. (eds) (2022). Ethnologue: Languages of the world. 25th ed. Dallas, Texas : SIL International.
6. Genderlect (2022). Oxford Reference.
7. Hughes, A. English Accents and Dialects: An Introduction into Social and Regional Varieties of English in the British Isles. London : Edward Arnold, 1997. 143 p.
8. Klappenbach, A. (2022). The 12 most spoken languages in the world. Busuu. January 7.
9. Nordquist, R. (2020). Definition and examples of language varieties. ThoughtCo. January 23.
10. Salzmann, Z., Stanlaw, J., Adachi, N. (2018). Language, culture and society. An Introduction to linguistic anthropology. New York: Routledge, pp.179-197.
11. Wolfram, W. (2004). Social varieties of American English. In E. Finegan and J. R. Rickford (eds). *Language in the USA: Themes for the Twenty-first Century*. Cambridge University Press.

12. Zhabotynska, S. (2022). General linguistics: Lecture course. Cherkasy: Bohdan Khmelnitsky National University of Cherkasy (Lecture 7. Classifications of languages).

13. Coutlas, A. (2003). Language and Social Context. London : Routledge

14. Trudgill, P. (1983). Sociolinguistics. An Introduction to Language and Society. London: Penguin Books.

15. Trudgill, P. (2000). The Dialects of England. Cambridge : The Macmillan Company, 154 p.

PART 8. FURTHER RESOURCES

1. Learn British accents and dialects. Cockney, RP, Northern, and more!

2. Saville-Troike, M. (2003). The Ethnography of Communication: An Introduction. Third Edition. Blackwell Publishing.

3. Van Gijn, R., Muysken, P. (2019). Linguistic Areas. Oxford Bibliographers. 12 September.

4. Why are there so many English accents and dialects?

Module 2. LANGUAGE AND CULTURE

UNIT 3
CULTURE

Content

1. The phenomenon of culture.
2. Types of culture: 'Big C' and 'little c' cultures.
3. Values.
4. Hofstede's theory of cultural dimensions.
5. Cultural processes and cultural environment.

Language

- Thematic vocabulary.
- Grammar: Modals expressing politeness.

PART 1. LEAD-IN

Self-assessment of prior knowledge

Answer the questions:

Question	Your response
What are your associations with the notion of *culture*?	
Create and present your spidergram of the word *culture*.	
Share your opinion on the following issues: 1. What does culture include? 2. Are elements of the culture homogeneous? What makes one culture differ from another?	
Is it necessary for you personally and your professional development to understand deeper what culture is?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. THE PHENOMENON OF CULTURE

Task 1. Definition of culture

A. Work in pairs. Share your spidergram for defining the term *culture* with a partner. Discuss the similarities and differences.

B. Analyze the definitions below and define how similar these definitions are.

> *Culture – the way of life, especially the general customs and beliefs, of a particular group of people at a particular time* (Cambridge Dictionary).

> *Culture is shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization. Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group* (The Center for Advance Research on Language Acquisition).

> *Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things* (Cristina De Rossi, an anthropologist at Barnet and Southgate College in London).

Task 2. Culture elements

A. Analyze the term *culture* and its elements. Compare them in the pictures below and your own spidergrams, splitting them into **visible** and **hidden**.
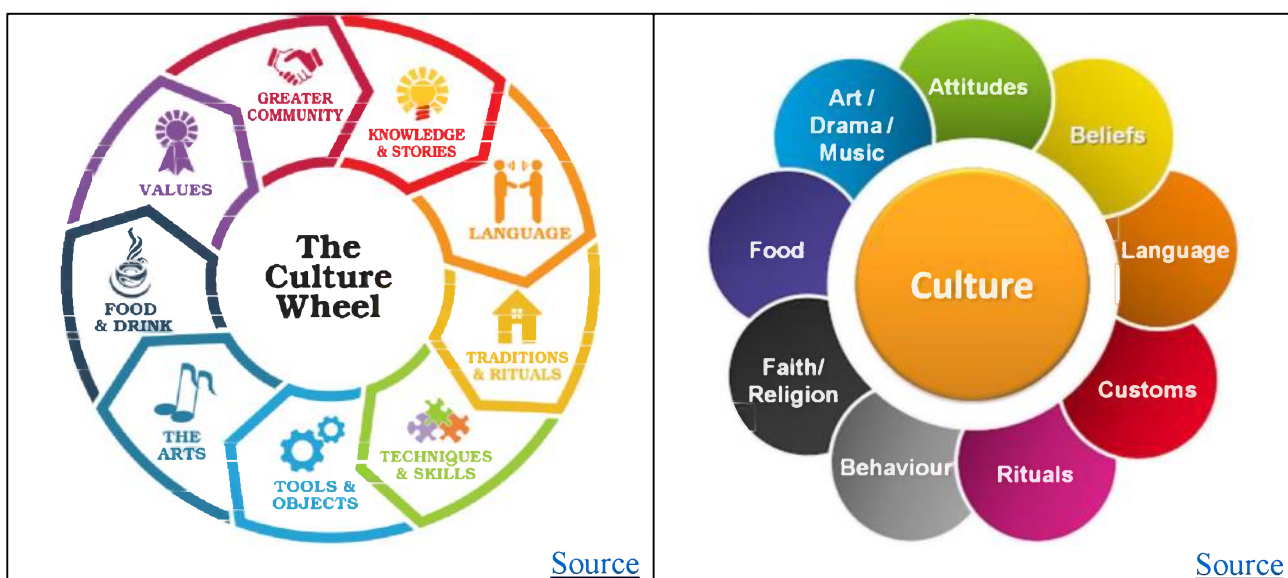
Source   Source

Elements of culture	
Visible	**Hidden**

B. Examine the image of the iceberg making sure you know all the words. Discuss the role of **surface** and **deep culture elements** in pairs.

SURFACE CULTURE
Food
Language
Flags
Festivals
Fashion
Holidays

Music
Performance
Dance
Arts & crafts
Literature
Games

Communication styles & rules
Facial expressions ~ gestures ~ eye contact
personal space ~ touching ~ body language
tone of voice ~ display of emotion
conversational pattern in different social
situations

Notions of
courtesy & manners ~ friendship
leadership ~ cleanliness
modesty ~ beauty

Concepts of
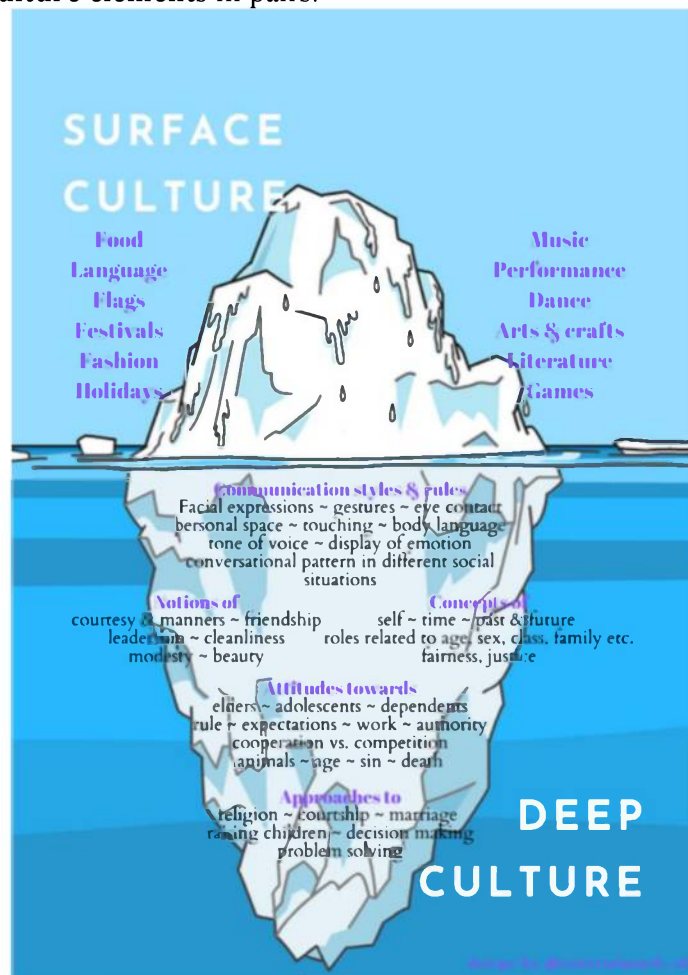self ~ time ~ past &future
roles related to age, sex, class, family etc.
fairness, justice

Attitudes towards
elders ~ adolescents ~ dependents
rule ~ expectations ~ work ~ authority
cooperation vs. competition
animals ~ age ~ sin ~ death

Approaches to
religion ~ courtship ~ marriage
raising children ~ decision making
problem solving

DEEP CULTURE

[Source](#)

C. Summarize the Iceberg Theory of culture. What is the correlation between visible and hidden elements? Does it help you understand what culture is?

Task 3. Understanding other cultures

A. Watch the video "Let's talk about Understanding Other Cultures" to find out some common and divergent features of different cultural experiences.

Useful vocabulary from the video:

_____
_____
_____
_____

B. While watching the video, fulfill the following tasks.
1. Name three things that may be unusual in a new cultural environment.
  a. _____
  b. _____
  c. _____
2. Define three possible ways to respond to differences mentioned in the video.
  a. _____
  b. _____

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c. _____

3. *Provide three key rules on how to deal with a foreign culture.*

    a. _____

    b. _____

    c. _____

C. Make a conclusion and provide solutions concerning interaction with otherness and cultural differences (*norms, manners, beliefs, etc.*)

2. TYPES OF CULTURES: "BIG C" AND "little c" CULTURES

Task 4. "Big C" and "little c" cultures

A. Read the texts about *"Big C" culture* and *"little c" culture* and write out their main features.

    "Big C" Culture represents an overt form of culture including country's art, literature, music, etc. *"Little c" culture* consists of the routine aspects of life including communication, concepts of rightness, etc.

Useful vocabulary from the texts:

_____
_____
_____
_____

"Big C" culture	"little c" culture

B. Split the elements into those belonging to *"Big C"* and *"little c"* cultures. Add 2 more ideas to each category.

    Shopping habits, breakfast menu, gallery, anecdote, compliments, traditional costumes, 19th century history, folk songs, pop band, wedding traditions, shaking head, cathedral, poets, typical accommodation, souvenirs, flag, statue, dating habits, greetings, getting together.

"Big C" Culture	"little c" culture

Note: The online version of a task is also available on the LearningApp application.

C. Reflect on the role of both culture types.

3. CULTURAL VALUES

Task 5. Value characteristics

A. Work in 4 groups. Read the text about *cultural values*: Groups 1 and 3 read Text 1; Groups 2 and 4 – Text 2. Highlight the *functions of values* paying attention to the key words.

Text 1.

Cultural values are formed by a particular community and not individually. Any member of a given community comes across these values and may assume an individual attitude towards them. Discovering values and exploring them is a defining characteristic of a free, thinking, and active individual. In the culture of any society there are values on which there is a general agreement; they are the basis of its identity; actions of social institutions and individuals focus upon them; they create a stimulating environment; their implementation binds society together; they unite what is fragmented and universalize what is individual and temporary. Such values are called central or native values (A. Kłoskowska) or higher values (S. Ossowski). They determine the quality of a given society and its cultural specificity.

In any culture individuals seek self-fulfillment, but it always happens in the social context. Due to the fact that culture always has both social and individual character, a social group maintains the same culture and at the same time develops it. Each new generation enters the heritage of previous generations and adds something new to it but in compliance with values that have already been provided. Material products and behaviours are subject to constant change, many become forgotten, but values that are the basis for their formation remain and continue to stimulate new actions. This means that culture is a social message and a creation that requires human effort of adhering to what has already been valuable to individuals and society but at the same time creating something new that is in close correlation with the existing heritage.

(Dyczewski, L., Sławik, Z. (2016). Values – the core of culture. In *Politeja*, No. 44, Jagiellonian Cultural Studies Human Values in Intercultural Space, pp. 143-170)

Text 2.

Values are "critical to the maintenance of culture as a whole because they represent the qualities that people believe are essential to continuing their way of life." The connection between values and culture is so strong that it is hard to talk about one without discussing the other. As Macionis notes, values are "culturally defined standards of desirability, goodness, and beauty that serve as broad guidelines for social living." The key word in any discussion of cultural values is "guidelines." In other words, values help determine how people ought to behave. To the extent that cultural values differ, you can expect that participants in intercultural communication will tend to exhibit and to anticipate different behaviors under similar circumstances. For example, while all cultures value the elderly, the strength of this value is often very different as you move from culture to culture. In the Korean and American Indian cultures, the elderly are highly respected and revered. They are even sought out for advice and counsel. This is, of course, in stark contrast to the United States, where the emphasis is on youth.

(Samovar, L. A., Porter, R. E., McDaniel, E. R. (2010). Communication between cultures. 7th ed. Wadsworth: Cengage Learning, pp. 1-96)

B. Discuss the role of culture values in class. Make a list of value functions.

C. Look at the scheme of the value classification based on the degree of universality. Discuss what each level means. Provide examples.

UNIVERSAL VALUES

VALUES SPECIFIC TO A CERTAIN CULTURE

VALUES SPECIFIC TO A CERTAIN CULTURE GROUP

VALUES OF AN INDIVIDUAL PERSON

4. HOFSTEDE'S THEORY OF CULTURAL DIMENSIONS

Task 6. Cultural dimensions

A. Read the article on cultural dimensions of Hofstede's theory. How are the notions of *individualism/collectivism, power distance, masculinity/femininity* and *uncertainty avoidance* defined there?

Useful vocabulary from the article:

_____
_____
_____
_____

individualism	
collectivism	
power distance	
masculinity	
femininity	
uncertainty avoidance	

B. Watch the video on cultural dimensions of Hofstede's theory. While watching the video, fill in the grid with the essential information on each cultural dimension.

Individualism / collectivism	Time orientation	Power distance	Masculinity	Uncertainty avoidance
Individualistic	Long-time orientation	Low-power distance	Masculinity	Low-uncertainty avoidance
Collectivistic	Short-time orientation	High-power distance	Femininity	High-uncertainty avoidance

C. In groups of 4-5, discuss one of the dimensions. Present it visually and explain in terms of their binary opposition (e.g. _individualism/collectivism, long/short-time orientation, etc.)._

D. Present your visualisations of the cultural dimensions of Hofstede's theory. Discuss all the dimensions in terms of one culture (e.g. Ukrainian, British, American, German etc.)

Task 7. Illustration of cultural dimensions
Work in 3 groups. Each group will analyze one case considering what cultural dimensions are present there and how the cultural differences provoke conflicts.

Case 1. "Sit Where You Like" (Chinese vs. American culture)
In this example, we have an American company selling high-end technical goods to a potential Chinese buyer.
Relations have been going well and the Chinese have been invited for a factory tour in anticipation of the contract between the two companies finally being signed.
The evening after the tour, the Americans host the Chinese delegation for dinner at a local restaurant. Upon entering the restaurant, the head of the Chinese delegation is greeted by a junior member of the US team. He asks where he should sit, to which he is told to, "sit where you like".
The next day the Chinese delegation left the USA without signing any contract. Days later the US team received word that the Chinese felt humiliated and were reconsidering the business relationship.
So, what happened? What cultural oppositions are present in this situation?

Case 2. "It's fine" (Dutch vs. British Culture)
In this example, we have a Dutch national who has recently moved to the UK.
This individual really struggles to understand the British. For example, when they prepare a report

or a presentation and show it to their manager for feedback they are told, "it's fine". However, after handing in the report or making the presentation they discover the manager is not pleased as things are missing.

They can't understand why they are being told something is fine, to only find out later, it is not fine. This, along with other communication challenges, is really bothering the Dutch national.

So, what's going on here? What cultural oppositions are present in this situation?

Case 3. "I'm Just Joking!" (Australian vs. Thai Culture)

In this example, we have an Australian national who moved to work in Bangkok, Thailand.

Within a very short time, the Thai nationals in the office were not very impressed with their new addition. Complaints were being made against him for inappropriate behaviour. Most notably, many of the Thais said he was rude to them. He was being given the cold shoulder by his Thai colleagues and not feeling welcome.

The Australian was trying to make friends through humour. He would make jokes about his Thai colleagues in front of other people. Now in Australia this is an acceptable way of making friends. 'Banter' between colleagues is normal and people will make jokes about one another as a means of showing friendliness.

So, what's going on here? What cultural oppositions are present in this situation?

(3 Real-life Examples of Cultural Misunderstandings in Business)

5. CULTURAL PROCESSES AND CULTURAL ENVIRONMENT

Task 8. Characteristics of socialization and acculturation

A. Make up the mind map of *socialization*. Suggest what it means and write down the words associated with the term.

B. Watch the video What is socialization and complement the above mentioned mind map with additional information. Discuss it together.

**Useful vocabulary from the video:**

_____
_____
_____
_____

C. Read the article Understanding Acculturation and Why It Happens and write out the main characteristics of acculturation.

Useful vocabulary from the article:

_____
_____
_____
_____

Characteristics of acculturation:

_____
_____
_____

C. Compare and contrast the concepts of *socialization* and *acculturation* filling in the following Venn diagram (type of graphic representation used to visually illustrate the similarities and differences between concepts)
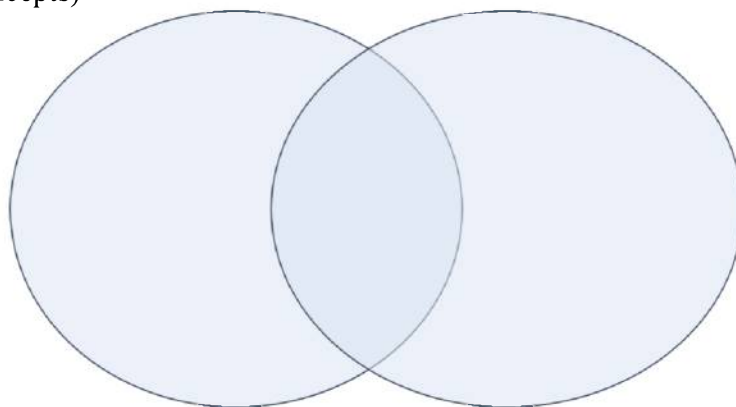
Task 9. Types of politeness

A. Consider what positive and negative politeness may be. Decide on the type of politeness (Positive/ Negative) regarding the statements below.

Statement	Positive politeness	Negative politeness
Come on, let's grab lunch next week!		
I'm wondering if you could join us for lunch next week.		
Sue, dear, I need to borrow the vacuum cleaner!		
I don't mean to impose, but I thought, if possible, we could have lunch together next week		
Brother, I'd like to discuss with you our flight to London		
I hate to ask but would you mind if I had something to drink		

B. Read the article Politeness Theory to find out the specificity of the *positive* and *negative politeness strategies* and write them out below.

Useful vocabulary from the article:

_____

_____

_____

_____

Positive politeness strategies   *Negative politeness strategies*

_____   _____

_____   _____

_____   _____

C. Watch a film episode Can I Have Your Autograph? and write down some examples of negative politeness paying attention to the expressions used by the film characters.

Useful vocabulary from the film episode:

_____

_____

_____

_____

Examples:_____

_____

_____

Task 10. Politeness expressions
Choose the answer expressing politeness the best. Justify your answers.

1. You are looking for the Youth Hostel. Which is the best way to ask someone?
    a. *Oh, mate, where's the Youth Hostel?*
    b. *Would you please be so kind as to tell me how I might be going to the Youth Hostel?*
    c. *Please could you tell me where to find the Youth Hostel?*
    d. *Thank you for telling me where the Youth Hostel is.*

2. Once they have told you the directions, what would you then say to them?
    a. *We are thanking you very greatly for your kindness.*
    b. *Ta-ra, mate, see you!*
    c. *Well, that's really been extremely helpful.*
    d. *Many thanks; goodbye, then!*

3. In a busy street, you turn round to look at something, and - quite by accident - you bump someone with your back-pack. What do you say?
    a. *Oh, I am most frightfully sorry about that. Are you hurt at all? I'm afraid it must have been entirely my fault.*
    b. *I'm so sorry; are you all right?*
    c. *Excuse me!*
    d. *Get out of it, you stupid idiot!*

4. You are hoping to find a seat in a busy bus or train, and think you've found one where nobody is sitting. What do you say to the person in the next seat?
    a. *Excuse me, is this seat taken?*
    b. *Would you please mind telling me whether anyone's already going to be sitting in this seat?*
    c. *Can I sit here, OK?*
    d. *Hello, I'll sit here if you don't mind.*

5. On the terrace of a cafe, you need a spoon because the waiter didn't bring you one. What do you say to the people at the next table?
    a. *Please can we have that spoon?*
    b. *Excuse me, but could we borrow one of your spoons?*
    c. *Aren't the staff rude here? We need another spoon.*
    d. *Hello, I want a spoon.*

6. Unfortunately, there is a small problem where you are staying. How do you best explain it, without being rude?
    a. *Why didn't you put enough paper in the bathroom?*
    b. *There wasn't enough paper in the bathroom.*

    c. *I'm afraid we seem to have run out of paper in the bathroom; could we have some more, please?*

    d. *Please give me more paper now.*

7. You are ordering food in a busy pub, and need to check there's no problem about your friend who has an allergy. What do you say, to make certain?

    a. *My friend can't eat nuts. Could you please make quite sure that won't be a problem? Thank you so much.*

    b. *That doesn't have any nuts in it all, does it?*

    c. *Mind you don't put any nuts in that please.*

    d. *Leave the nuts out, would you?*

8. You are booking tickets for a day out somewhere. What is the best way to ask for them?

    a. *Three returned to Hampton Court.*

    b. *We'd like three day returns to Hampton Court, please.*

    c. *If it weren't too much trouble, would you mind getting us three for Hampton Court? Thanks awfully.*

    d. *Hampton Court please; oh, yeah, there's three of us. What? Pardon? Oh, yes: there and back, thank you.*

9. Some English friends have invited you out for a meal, but someone in your family is now ill. How do you best explain this to your friends?

    a. *Martin has been in the bathroom all day and he's now lying on his bed with a high fever and a headache. He hasn't touched his food and he's been sick several times. So we shan't be coming round to you later.*

    b. *We can't come over tonight: Martin's really sick so it's not possible.*

    c. *I'm afraid Martin's not been well today, so we're going to have to stay here this evening. Can we call you tomorrow, and maybe think about coming some other time instead?*

    d. *Martin keeps being sick so tonight's no good, but thanks anyway!*

10. Some English people offer you food that you have never seen before - and honestly, you'd prefer to refuse to eat it ... but without being rude to them. What do you say?

    a. *Well, it looks very interesting, but - thanks all the same - I don't think I could eat any more just now.*

    b. *That's really disgusting ... No thanks.*

    c. *We never have that at home and I don't think I'd enjoy it.*

    d. *Excuse me if I don't eat any of that stuff.*

PART 3. GUIDING TO MORE CALP

Task 11. Diplomatic language

A. Diplomacy involves cultivating positive relations through skillful interaction, maintaining harmony, and minimizing adverse sentiments. Employing diplomatic language necessitates using phrases to soften expressions when delivering unfavorable news or judgments, acknowledging the potential fallibility of opinions.

Four strategies to soften language are as follows:

    1. Avoid using negative adjectives. Instead, use **not** + **very** + **positive adjective**:

       The sales associate was unhelpful.   *The sales associate was <u>not very helpful</u>.*

       The building is ugly.   *The building is <u>not very attractive</u>.*

His English is poor.   *His English is <u>not very good</u>.*

2. Use **qualifiers** which are words or phrases that minimize the certainty of a statement:
   I'm going to be late.   *I'm going to be <u>a little</u> late.*
   She's bossy.   *She's <u>kind of</u> bossy.*
   We had a disagreement.   *We had <u>a bit of</u> a disagreement.*

3. Use **hedges** which are word or phrases that lessen the impact of a statement, or express uncertainty:
   There's a problem with our bill.   *There <u>seems to be</u> a problem with our bill.*
   We're out of stock.   *<u>I'm afraid</u> we're out of stock.*
   We shouldn't do that.   *<u>I'm not sure</u> we should do that.*
   That won't work.   *That <u>might not</u> work.*
   We should delay the project.   *<u>I wonder if maybe</u> we should delay the project.*

4. Invite agreement by asking a **question** that is **negatively-phrased**:
   That restaurant is too expensive.   *<u>Isn't that restaurant kind of expensive?</u>*
   We should wait for John.   *<u>Shouldn't we wait for John?</u>*

[Source](#)

B. Paraphrase the following sentences in a more diplomatic way:
1. Your contribution to the group project is lacking.

   _____
2. The club event you organized was poorly managed.

   _____
3. The study materials you provided are not up to par.

   _____
4. He rarely participates constructively in team discussions.

   _____
5. The essay you turned in doesn't meet the requirements.

   _____
6. The project you completed contains multiple errors.

   _____
7. Your approach to handling group conflicts comes across as confrontational.

   _____
8. The research you conducted lacks depth and thoroughness.

   _____
9. Your idea for the study group schedule won't work well.

   _____
10. Your explanation during the class presentation was unclear.

   _____

Task 12. Discussions and debates
A. Study the phrasal set below on discussion and debates. What are the ways to express different degrees of agreement? How can you make your countering and disagreeing sound not so categorical?

DISCUSSION AND DEBATES phrasal set

AGREEING

Expressing complete agreement
-I couldn't agree with you more!
-I'm with you on that
-That's just what I was thinking!
-That's exactly what I think.
-That's a good point.
-That's just how I see it.

Agreeing in part
-Yes, perhaps, however ...
-Well, yes, but ...
-Yes, in a way, however ...
-Hmm, possibly, but ...
-Yes, I agree up to a point, however ...
-Well, you have a point there, but ...
-There's something there, I suppose, however...
-I guess you could be right, but ...
-Yes, I suppose so, however ...
-That's worth thinking about, but ...

Expressing conditional agreement
-I'd agree with you if ...
-I'd certainly agree if you're thinking of ...

COUNTERING

Countering politely (through agreement followed by antithesis)
-Yes, but remember that
-Yes, but it isn't that ...

Countering politely (through partial agreement followed by antithesis)
-That may be so, but ...
-That may be true, but ...
-That may be so, ...
-That might have been the case once, but ...
-Well, maybe they do, but ...
-You may be right about ..., but ..
-Maybe...But the problem is...
-That's a good idea, but...
-That's a good point, but...
-I'd love to, but...
-That would be great, except that...
-That may be so, but...
-Possibly, but...
-..., but what I'm concerned with is...
-..., but what I'm afraid of is...
-..., but what bothers me is...
-..., but what I don't like is...
-..., but what I'm concerned with is...

DISAGREEING

Disagreeing diplomatically (through doubt)
-I wonder whether that's the case.
-Hmmm, I'm not sure about that.
-I'm not sure (that) it works like that.
-I'm not so sure about that.
-I'm not so certain
-Well, I'm not sure whether you can really ...
-Well, I don't know...
-Well, it depends...
-I'm inclined to disagree with that.

Disagreeing in part (appeal to logic)
-Not necessarily.
-That doesn't necessarily follow.
-That's not necessarily true
-That isn't strictly true.

Negative Yes/No Questions
-Don't they...?
-Don't you think it's better to...?
-Don't you understand that...?
-Don't you see that ...?
-Can't you see that ...?
-Wouldn't it be better to ...?
-Wouldn't it be wiser to ...?
-Wouldn't you agree that ...?
-Why shouldn't they?

B. In pairs, role-play the provided brief conversations. Student B should have a slightly elevated position compared to Student A. Aim to employ considerate and tactful language. Afterward, switch roles for each conversation. Use appropriate phrases from the phrasal set above.

Situation 1: Choosing a Weekend Activity
Student A: You want to go hiking in the mountains this weekend because you find it refreshing and energizing.
Student B: You prefer going to a movie and hanging out at a local cafe, as you find it a more relaxed way to spend your weekend.

Situation 2: Selecting a Group Project Topic
Student A: You suggest researching climate change as the group project topic, as you think it's an important global issue.
Student B: You propose exploring the impact of social media on society, as you believe it's a relevant and intriguing subject.

Situation 3: Deciding on a Movie for Movie Night
Student A: You recommend watching a classic romantic comedy that you've heard good reviews about.
Student B: You propose watching a suspenseful thriller because you enjoy movies that keep you on the edge of your seat.

Situation 4: Organizing a Weekend Get-Together
Student A: You think hosting a picnic in the park would be a great idea, as it's a fun and budget-friendly option.
Student B: You suggest having a game night at your place, as it allows for indoor entertainment and camaraderie.

Task 13. Polite English
Watch the video "Kind, Polite English for Work" and write down other strategies for polite English mentioned there.

Useful vocabulary from the video:

_____
_____
_____
_____

Strategy 1	
Strategy 2	
Strategy 3	
Strategy 4	
Bonus Strategy	

Task 14. Polite e-mail.
Explore various situations below that require effective communication in academic and non-academic settings. Use polite and diplomatic language to address different situations that you may encounter. Choose one situation and compose an e-mail, demonstrating your ability to convey your message clearly, respectfully, and persuasively.

Situation 1: Requesting a Letter of Recommendation from a Professor
Imagine you are a student who has excelled in a particular course and you're applying for a scholarship or a graduate program that requires letters of recommendation. Choose a professor who knows you well and can speak to your academic abilities and character. In your assignment, write an email to the professor requesting a letter of recommendation. Explain the purpose of the recommendation, the scholarship or program you're applying for, and any relevant information they might need to personalize the letter.

Situation 2: Discussing a Grade Discrepancy with a Teacher

Imagine you are a student who has received a grade on an assignment or exam that you believe does not accurately reflect your performance. Choose a specific assignment or exam that you want to discuss. In your assignment, write an email to your teacher addressing the grade discrepancy. Clearly state your concerns about the grade and provide evidence to support your argument. Be respectful in your tone and request a discussion to understand their perspective and potentially seek a reevaluation.

Situation 3: Requesting an Extension for a Course Assignment

Imagine you are a student overwhelmed with coursework and facing a tight deadline for a major assignment in one of your classes. You believe that an extension would allow you to submit a better-quality assignment. In your assignment, write an email to your course instructor requesting a short extension for the assignment due to unforeseen circumstances. Clearly explain your situation, express your commitment to the course, and provide a proposed new submission deadline.

Situation 4: Coordinating a Group Study Session

Imagine you are part of a study group for a challenging course, and you want to organize a group study session before an upcoming exam. In your assignment, compose a message to your fellow study group members suggesting a date, time, and location for the study session. Be sure to consider everyone's availability and preferences. Clearly communicate the purpose of the session and any materials or topics to be covered, and encourage active participation from all members.

Situation 5: Requesting Approval for a Budget Increase

Imagine you are a project manager working on an important project for your company. You have realized that the current budget allocated for the project might not be sufficient to ensure its successful completion. In your assignment, write an email to your supervisor requesting a budget increase. Clearly explain the reasons for the potential budget shortfall and provide any relevant data to support your request.

Situation 6: Giving Constructive Feedback to a Colleague

Imagine you are part of a team working on a group project for your course. One of your team members consistently submits work with errors, which is impacting the overall quality of the project. In your assignment, write an email to your team member providing constructive feedback on their work. Be specific about the errors you've noticed and suggest ways they can improve their contributions to the team project.

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 1. Terminology overview

A. Match each definition with the special term mentioned in this Unit. Try and provide examples of their usage in everyday life.

№	Term(s)		Definition
1.__	*cultural diffusion*	a.	It is associated with a region, group of people, language, etc. in the more invisible type of culture.
2.__	*'Big C' culture*	b.	It is a process through which people are taught to be proficient members of society.

3.__	*collectivism*	c.	It is the early period in an individual's life where they learn and develop themselves through interactions and experiences around them.
4.__	*anticipatory socialization*	d.	It describes the spread of one culture's practices, beliefs, and/or items, like food, music, or tools. This spread can be among members of the same culture or to completely different cultures around the world.
5.__	*deep culture*	e.	It refers to that culture which is most visible: holidays, art, literature, food, etc.
6.__	*femininity*	f.	It is a process in which a person is taught new norms, values, and practices that foster their transition from one social role to another.
7.__	*individualism*	g.	It is a cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture.
8.__	*enculturation*	h.	It is a process through which a person becomes a legitimate member of a professional society.
9.__	*surface culture*	i.	It is a process, facilitated by social interactions, in which non-group-members learn to take on the values and standards of groups that they aspire to join, so as to ease their entry into the group and help them interact competently once they have been accepted by it.
10._	*professional or developmental socialization*	j.	It is a process through which we learn about the culture we live in: people's behaviors, values, language, and morals that are acceptable in the society.
11._	*socialization*	k.	It pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family.
12._	*'little c' culture*	l.	It pertains to societies in which social gender roles are clearly distinct.
13._	*acculturation*	m	It pertains to societies in which social gender roles overlap.
14._	*primary socialization*	n.	It is essentially the cultural norm(s) not easily detected unless, in fact, one is born and raised in that specific culture OR one spends an extended amount of time in the foreign culture.
15._	*masculinity*	o.	It is essentially the cultural norm(s) one can easily identify in a foreign country.
16._	*resocialization*	p.	It pertains to societies in which people from birth onwards are integrated into strong, cohesive groups which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.

B. Describe your *"cultural bubble"* using as many phrases from the box below as possible

▪ *to conform to the norms* ▪ *to interact with social groups* ▪ *to acquire cognitive abilities* ▪ *to internalize values*	▪ *to practice different religion and customs* ▪ *to be socially accepted* ▪ *to accept smb's gratitude*	▪ *to question values* ▪ *to be restricted by the confines of one's own culture* ▪ *to become a self-aware and knowledgeable person*

Task 2. Create and present a visualization (poster, mind map, etc.) that sums up the "Culture" unit.

Task 3. Write and submit a 250-word essay (Calibri, font 12, single-spaced, 2 cm all margins) on the topic "Politeness begins at home". While writing the essay, try to make an extensive use of the vocabulary from the unit including the phrases that come from the videos and other sources.

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name three new things you have learnt from the unit 'Culture'	1. 2. 3.
Provide three key terms from the unit	1. 2. 3.
Name two things you would like to learn more about	1. 2
Name one thing which posed problems for understanding	
Do you consider this topic to be relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTION

1. Why is the information about the culture specific features relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 2. Images: The Culture Wheel
Culture
Iceberg
Task 3. Video: Let's talk about Understanding Other Cultures
Task 4. Text: Big C" culture, "little c" culture
Application: LearningApp
Task 5. Texts: Dyczewski L., Sławik Z. (2016). Values – the core of culture. In *Politeja*, No. 44, Jagiellonian Cultural Studies Human Values in Intercultural Space, pp. 143-170.

Samovar, L. A., Porter, R. E., McDaniel, E. R. (2010). Communication between cultures. 7th ed. Wadsworth: Cengage Learning. (Chapter 2. The deep structure of culture: roots of reality), pp.1-96.
Task 6. Text: Hofstede's theory.
Video: Hofstede's cultural dimensions.
Task 7. Text: 3 Real-life Examples of Cultural Misunderstandings in Business
Task 8. Video: What is socialization
Text: Understanding Acculturation and Why It Happens
Task 9. Text: Politeness Theory
Video: Can I Have Your Autograph?
Task 11. Text: Using Diplomatic Language
Task 12. Text: Expressions for discussion and debate
Task 13. Video: Kind, Polite English for Work

PART 7. REFERENCES

1. Byram, M. (2017). Intercultural Communicative Language Teaching and TCSOL. Foreign Language Teaching and Research Press.
2. Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. In *Online Readings in Psychology and Culture, 2*(1).
3. Constantin, E. C., Cohen-Vidaa, M.-I., A. Popescu, V. (2015). Developing Cultural Awareness. Social and Behavioral Sciences. Elsevier Ltd.
4. Martin, J. N., Nakayama, T. K. (2022). Experiencing intercultural communication. An Introduction. Seventh Edition. McGraw Hill LLC, 416 p.
5. Samovar, L. A., Porter, R. E., & McDaniel E. R. (2010). Communication between cultures. 7th ed. Wadsworth: Cengage Learning. Chapter 1. Communication and culture: the challenge of the future. Chapter 2. The deep structure of culture: roots of reality, pp. 1-96. Chapter 5. Shaping interpretations of reality: cultural values, pp. 184-220.
6. Hofstede's Cultural Dimensions Theories.
7. Value Dimensions of Culture.

PART 8. FURTHER READING

1. Culture's consequences: international differences in work related values (1980). Beverly Hills, California: Sage.
2. Cultures and organizations: software of the mind (1991). London: McGraw Hill.
3. Culture's consequences: comparing values, behaviours, institutions and organizations across nations. (2001). 2nd edition, London: Sage.
4. The 6 dimensions of national culture.
5. Semenenko, A. (2012). The Texture of Culture An Introduction to Yuri Lotman's Semiotic Theory. Palgrave Macmillan.

UNIT 4
INTERPLAY OF LANGUAGE AND CULTURE

Content
Content
1. From culture and thought to language.
2. From language and culture to thought.
Language
• Thematic vocabulary. Phrasal set. Vocabulary to talk about influence.
• Grammar: comparing and contrasting; expressing causal relationships.

PART 1. LEAD-IN

Self-assessment of prior knowledge

Answer the questions:

Question	Your response
Sometimes language is metaphorically compared to a prison in a sense that it limits the person who speaks it. Would you agree with such understanding of the language?	
Have you ever experienced difficulty finding an exact equivalent for a word from one language in another language? If yes, please reflect on that experience. If no, please think why it has never happened.	
Have you ever experienced frustration trying to understand the exact meaning of a word in a foreign language? If yes, please reflect on that experience. If no, please think why it has never happened.	
Which statement in you opinion describes the nature of language better: a) grammar of a particular language does not depend on the culture of the people who speak this language neither encodes it; b) certain aspects of grammar of a particular language emerge in response to cultural peculiarities of the interaction of the people who speak this language and thus represent this culturally specific feature(s)?	
Do you consider the topic of the interplay of language and culture to be relevant for your professional and/or general scope of knowledge?	
Sometimes language is metaphorically compared to a prison in a sense that it limits the person who speaks it. Would you agree with such understanding of the language?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

People who live in different countries speak different languages, have different cultures and yet can have (quite) successful cross-cultural communications. This fact made thinkers contemplate the relationships between language, culture, and thought (cognition). For centuries now, philosophers and scholars have been trying to find answers to the questions: Do people who speak different languages think in the same way or different ways? Does the language which one acquires in the childhood influence one's way of seeing and understanding the world?

Extensive research has enabled scholars to understand the dialectics of mutual influence of culture, thought (cognition) and language. When cultures and languages were developing, the peculiarities of the material and spiritual culture of a certain community influenced their language. As a culture changes, these changes get reflected in the language.

When a child is born to a community, as he/she is acquiring the language of this community, he/she absorbs culturally specific way of understanding the world and interacting with it.

Directions of influence of culture, thought (cognition), and language

stage	direction of the influence
development of language of a community of speakers who share a particular culture	culture and thought (cognition) → language
acquisition of the language by a child in a certain community that speaks that language	language → culture and thought (cognition)

1. FROM CULTURE AND THOUGHT TO LANGUAGE

Both material and spiritual culture influence language. Thus, mythological interpretation of the world and technological advancements, the structure of society, unique features of the interaction of a community with the nature in their place of living and with each other get encoded in the language and make it unique in comparison with other languages.

This part of the unit reveals how culture influences language on the level of vocabulary and grammar.

Task 1. Definition of culture-specific words
Read the first paragraph of Anna Wierzbicka's article "Two levels of verbal communication, universal and culture-specific" and find out:
A) how Anna Wierzbicka defines culture-specific words;
B) what examples of culture-specific words Anna Wierzbicka gives.
Are you surprised by these examples? Why?/Why not?

Task 2. Swedish *fika* as a culture-specific word
Watch the video "How a Swedish coffee break can boost your wellbeing and performance" and create your own mind map to explain the cultural meaning of the Swedish word *fika.*

Task 3. Japanese culture reflected in the Japanese vocabulary
A. Read the quote from Ludwig Wittgenstein at the beginning of the article "24 Beautiful and Untranslatable Japanese Words".
Explain in your own words how you understand the idea expressed in it.

B. What does the author of the article mean by the expression 'untranslatable words'?
Does the term 'untranslatable word' have the same meaning as the term 'culture-specific word' or do the meanings of these terms differ?

C. Look at the list of the Japanese untranslatable words given in the article:
1) which ones are translated into a language other than English? Why?
2) which ones can you translate into your native language or a foreign language you can speak?
3) find the Japanese word which especially appeals to you. What translation into your native language can you suggest? Can you imagine using the chosen Japanese word in your everyday life? How?/ Why not?

Task 4. Lexical elaboration and the vocabulary for 'rice' in Indonesian and Asian languages
R. Dirven and M. Verspoor (2004) in their work "Cognitive exploration of language and linguistics" (Amsterdam/Philadelphia : John Benjamins Publishing Company, p. 134) emphasise that different languages often have different number of words for a particular domain (sphere of experience/reality). They call this phenomenon *"lexical elaboration"*. The idea behind lexical elaboration is that the wide range of words for a particular aspect of reality reflects culturally specific experience.

Study the article "Vocabulary: 'Rice' in Indonesian and Asian languages" and compare the names for rice in Basa Bali, Japanese, and Chinese. Comment on the similarities and differences you have found.

Task 5. Interconnection of language and culture in Sámi
Study the article "Ten essential Sámi words that you might not have heard before" and find the examples of culture-specific words and lexical elaborations in the Sámi language.

Task 6. Definition of cultural key words
Study p. 61 of the publication "Gezellig: A Dutch cultural keyword unpacked Chapter"

A. List the characteristic features of the cultural key words.

B. Decide whether cultural key words possess the following features:
1) these words are very important in a certain culture;
2) these words are frequently used;
3) only a few people in a certain culture use these words very often;
4) these words can easily be translated;
5) these words represent minor aspects of a certain culture.

Task 7. *Gezellig* – **the Dutch cultural key word**
A. Read the article "Gezellig — a word that encompasses the heart of Dutch Culture"
and watch the video "Translating Dutch: What's Gezellig?" elicit the explanations of the word *gezellig* in the Dutch culture.

B. Answer the question: How far do these two sources agree on what *gezellig* means?

C. Make a mind-map to represent the meaning of *gezellig* in the Dutch culture.

Task 8. Cultural Keywords across Languages

Study p. 2 of the article "A Computational Approach to Identifying Cultural Keywords across Languages" and:

A. List the criteria for the keywords that Anna Wierzbicka provided:

1) _____

2) _____

3) _____

4) _____

B. Select 2-3 candidates for the status of the keywords in your native language. Discuss your ideas with your peers.

Task 9. Culture-specific grammar

R. Dirven and M. Verspoor characterise culture-specific grammar as "aspects of grammar which are strongly linked with culture" (2004, p. 137). Study an abstract of one of Anna Wierzbicka's publications and find the term with the similar meaning to the meaning of the term *culture-specific grammar*.

Based on this abstract, offer the definition of this term:

" _____ " is _____ .

Task 10. The Grammar of Violence

Study the abstract of the article "The Grammar of Violence: Insights from Danish Ethnosyntax and the Wierzbicka-Pinker debate" and find answers to the questions:

1. Which aspect of the Danish syntax is studied in the article?

2. What does this study reveal about the representation of aggressors and victims in the traditional Danish view of the world?

Task 11. Meaning and culture

Study pp. 171-174 of Anna Wierzbicka's book "English: Meaning and Culture"

A. Answer the questions:

1) What verbs are used in English to build causative constructions?

2) What criteria are used to distinguish different causative constructions with *make* in English? How many of such construction are singled out?

3) What is special about causative constructions in modern English as compared with other languages?

B. Fill in the gap in the chart below representing the cultural roots of the causative constructions in modern English:

development of democracy	development of _____

↘ ↙

causative constructions in modern English
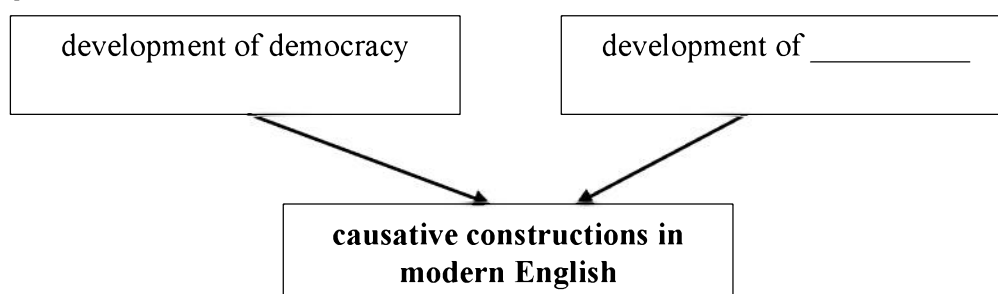
C. Fill in the gaps in the chart below representing the key cultural concepts that support the growth of the causative constructions in modern English:

_____ autonomy	**causative constructions in modern English**	need for _____ cooperation among _____
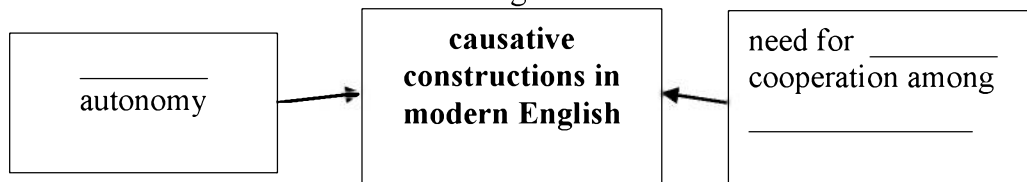
D. Fill in the table below to explain the cultural background of the grammatical peculiarities of imperatives in modern English. Some information has been filled in to guide you.

Aspect	Details
avoidance of the straight imperative	is more frequent in modern English than in other languages
examples of indirect imperatives	in English:
the role of indirect imperatives	
period in the cultural development when indirect imperative become widely used	in Anglophone culture:

2. FROM LANGUAGE TO CULTURE AND THOUGHT

Cultural peculiarities encoded in the language are passed down from generation to generation of the speakers of a particular language. Thus, when a child acquires a language, he/she develops a particular way of looking at the world and comprehending it. It is the person's native language that guides him/her to pay attention to certain phenomena, single out particular features in the surrounding objects, group various things according to specific criteria. In this way it is a person's language that shapes their thought and cultural behaviour. This part of the unit explains the theory that deals with this ability of language to influence thought and culture.
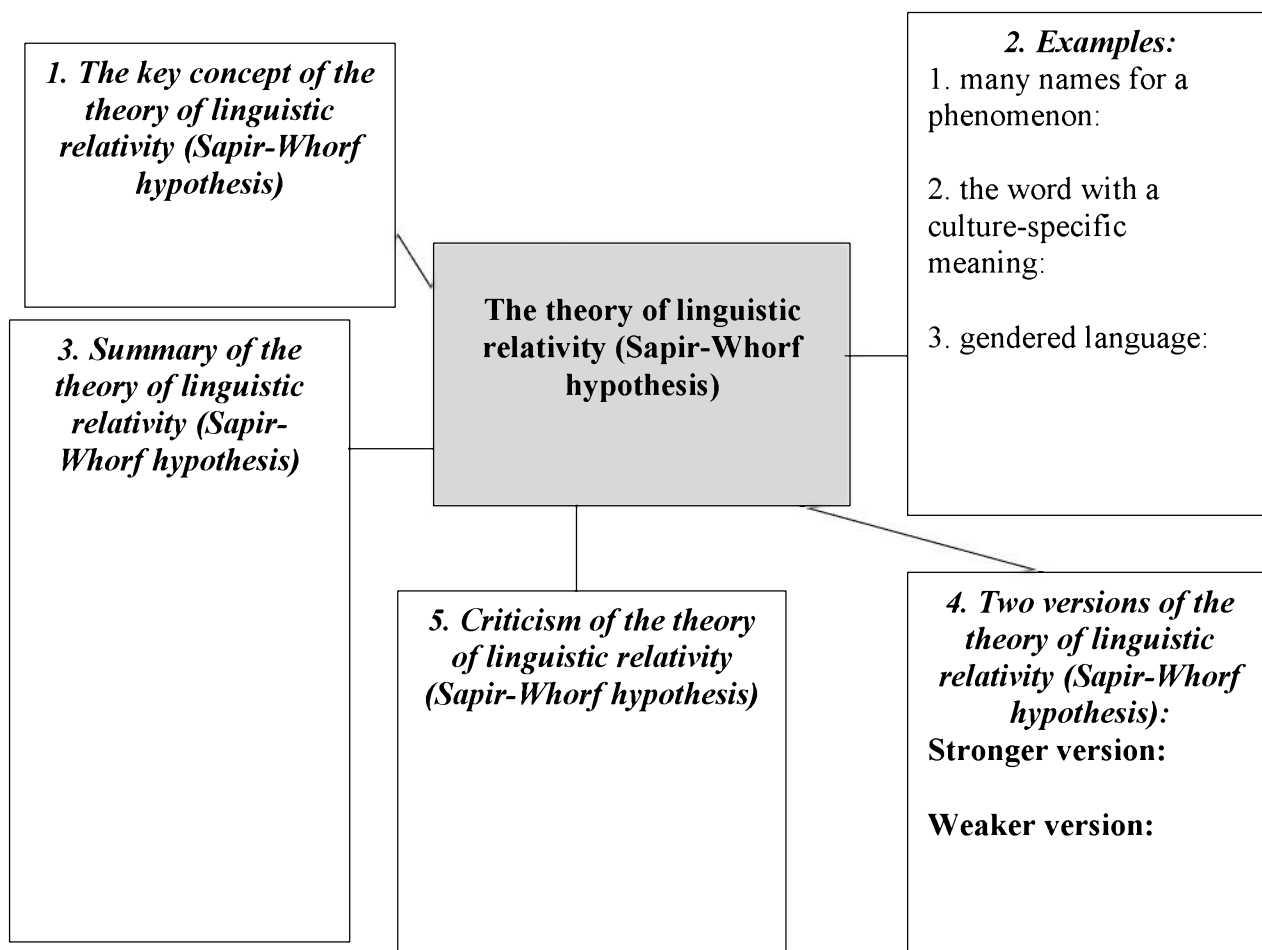
Task 12. Emergence of the idea of linguistic relativity
Scan the article "Understanding Linguistic Relativity Hypothesis with Examples" to find information necessary to fill in the table below:

Historic period	Name of the scholar	Ideas concerning the relationships between language and though

Task 13. The essence of the theory of linguistic relativity (Sapir-Whorf hypothesis)
Use information from the article "Sapir Whorf hypothesis" to fill in the mind map "The theory of linguistic relativity (Sapir-Whorf hypothesis)"

1. The key concept of the theory of linguistic relativity (Sapir-Whorf hypothesis)

3. Summary of the theory of linguistic relativity (Sapir-Whorf hypothesis)

The theory of linguistic relativity (Sapir-Whorf hypothesis)

2. Examples:
1. many names for a phenomenon:

2. the word with a culture-specific meaning:

3. gendered language:

5. Criticism of the theory of linguistic relativity (Sapir-Whorf hypothesis)

4. Two versions of the theory of linguistic relativity (Sapir-Whorf hypothesis):
Stronger version:

Weaker version:

Task 14. Eward Sapir's ideas concerning the role of language in human cognition
Scan the article "The Sapir-Whorf hypothesis" to find the quotation from Edward Sapir's publication (1929).

Read this quotation carefully and decide whether the following statements are *true or false*:
1. *E. Sapir claims that language significantly influences the way people live in the material and social worlds.*
2. *According to E. Sapir, people adapt to the reality without using language.*
3. *According to E. Sapir, people live in the real world which does not depend on or is not influenced by their language.*
4. *E. Sapir asserts that different societies share the same reality, neither different names in the different languages they speak have a profound effect on human existence.*
5. *E. Sapir states that the language a person speaks guides him/her to make some specific choices while seeking an interpretation of the reality.*

Task 15. Benjamin Lee Whorf's formulation of the principle of linguistic relativity

Scan the article "Whorfianism" to find the quotations from B. L. Whorf's publication (1956).

Read this quotation carefully and choose the correct words to create a summary of Whorf's ideas:

1. Linguistics came to a new understanding of the universal and specific in languages when they studied *different words/different linguistic patterns*.

2. Linguists realised that *grammar/vocabulary* of each language guides the individual's mental activity.

3. Shaping of ideas by an individual *does not depend/depends* on the grammar of a particular language.

4. People single out various objects and aspects of nature following the lines of their *imagination/mind work/linguistic patterns*.

5. Human classifications of the nature are *established as a result of explicit agreement among people/codified in the patterns of the language they speak/ taken directly from nature*.

Task 16. Examples of linguistic relativity: various languages compared

Watch the video "Linguistic relativity" from 5:30 to 21:25

Fill in the table below to illustrate how various linguistic features prompt/force their speakers to attend to certain aspects of reality. Some information has been filled in to help you.

Languages that are compared	Linguistic aspects that are compared	Explanations and comments
English and Spanish	prepositions	
	classifiers	
	lexicalisation	
	colour terms	

Task 17. Examples of linguistic relativity: Chinese vs English

Watch the video "Understanding Cultural Difference in Three Words"
Provide the answers to these questions:

1. How did Elisa Hörhager's dreams change since she started learning Chinese?

2. What different meanings does the phrase "eating alone" have in Chinese and Anglophone cultures?

3. What example does Elisa Hörhager use to illiterate the claim that language influences the way people feel emotions?

4. Can this evidence be used to support the theory of linguistic relativity (Sapir-Whorf hypothesis)? Why?/Why not?

Task 18. The Theory of linguistic relativity (Sapir-Whorf hypothesis) in modern popular culture

Read the review of the film "Arrival" (2016) (you can watch the film if you have enough time) and discuss with your peers how the concept of linguistic relativity has informed/ is represented in the film.

Task 19. The impact of the number names on maths abilities
Read the article "Why you might be counting in the wrong language" and find answers to the questions:

1) Which names for numbers are called "transparent"?
2) What experiment led the researchers to suggest that children's mental representation of numbers may be shaped by their language?
3) What changes were made to the Welsh counting system? When and why?
4) What explanation did researchers offer when they obtained the results of English kindergarten children performing better than Dutch children on a task of roughly adding two-digit numbers?
5) How was the effect of language on the number line estimation by adults investigated? What results were obtained?

Task 20. Number word inversion
Read the article "Forty-Two or Two-and-Forty: Learning Maths in Different Languages"

Fill in the table with the information about the phenomenon called "number word inversion"

definition of number word inversion	
examples of number word inversion in English	
examples of number word inversion in other languages	
impact of number word inversion on children's math performance	
a story of a person who moved to a country with the language that has number word inversion	

PART 3. GUIDING TO MORE CALP

Task 21. Language for comparing and contrasting
A. Put the words given below into two categories: 1) those that can be used to speak about similarities, 2) those that can be used to speak about differences

alike, different, differ, both, the same, unalike, not alike, difference, similar to, like, on the other hand, in common, also, similarly, however, although, even though, as well as, just like, while, in contrast to

Words to speak about similarity	Words to speak about differences

(Talking about similarities and differences!)

B. Watch the video: How to Compare and Contrast: Phrases, Connectors and Idioms and make the list of the phrases that can be used to speak about similarities and differences

Phrases to speak about similarity	Phrases to speak about differences

C. Explore the online resource "Academic Phrasebank" and add structures to discuss similarities and differences to your table: Compare and Contrast. *Academic Phrasebank*.

Task 22. Comparing different languages and cultures
A. Compare the key grammatical features of the two languages that you can speak. Use the words and phrases from the tables you filled in above. Share the results with the group.

B. Compare a celebration (e.g., a birthday party) or a ritual (e.g., welcoming spring) in two cultures you are familiar with. Use the words and phrases from the tables you filled in above. Share the results of your comparison with the group.

C. Compare the symbolic meanings of your favourite colour in different cultures (use the Internet sources to find the relevant information). Use the words and phrases from the tables you filled in above. Share the results with the group.

Task 23. Language for expressing causal relationship

INFLUENCE (Noun) phrasal set

Adj + influence
~ big, considerable, great, significant
~ dominant, major, overwhelming
~ powerful, profound, strong
~ important
~ early
~ formative
~ diverse
~ environmental, genetic
~ artistic, cultural, musical

Verb + influence
~ be, represent
~ have
~ be exposed to
~ draw from/on/upon

Prep + influence
~ on

(Online Oxford collocation dictionary)

INFLUENCE (Verb) phrasal set

Influence + Adv
~ considerably, deeply, enormously, greatly, heavily, powerfully, profoundly, strongly
~ increasingly
~ largely, mainly, primarily
~ partly, slightly
~ directly, indirectly
~ clearly, obviously, undoubtedly
~ actively
~ critically, crucially, decisively, significantly
~ inevitably

Verb + influence
~ seem to
~ attempt to, seek to, try to

(Influence. *Online Oxford collocation dictionary*)

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A. Use INFLUENCE phrasal sets to make the list of factors that can influence a person's choice of vocabulary. E.g., *Education a person gets <u>has</u> <u>a considerable influence</u> <u>on</u> their vocabulary size.* Compare your list with your peers' lists.

B. Explore the online resource "Academic Phrasebank" and prepare a poster with the phrases you can use to speak about cause and consequence/ result: <u>Explaining causality. *Academic Phrasebank*</u>.

Task 24. Revealing the causal relationships between language and culture
Prepare and hold a debate discussing one of the statements from the list below. Use *influence* phrasal sets and phrases to express causal relationships.

1. Mother tongue has a considerable influence on the way one thinks.
2. Learning a foreign language can have a profound influence on a person.

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 25. Terminology overview
Use the information of the unit to explain the meaning of the terms

№	Term	Definition
1	culture-specific word	
2	lexical elaboration	
3	cultural key words	
4	ethnosyntax	
5	linguistic relativity	
6	transparent numbers	
7	number word inversion	

Task 26. Visualization
A. Find out the most prominent culture-specific words, lexical elaborations, cultural key words, and ethnosyntactic features in your mother tongue. Prepare a visualization (poster, mind map, infographics, etc.) to represent your findings. Share it in class.

B. Choose a culture that you are interested in. Do small research to discover culture-specific words, lexical elaborations, cultural key words, and ethnosyntactic features in the language that is spoken by the representatives of this culture. Prepare a visualization (poster, mind map, infographics, etc.) to represent your findings. Share it in class.

Task 27. Essay
Write and submit a 500-word essay (Calibri, font 12, single-spaced, 2 cm all margins) on one of the topics:
- "The uniqueness of my native culture is reflected in my native language"
- "When I started learning a foreign language, I discovered a new way of looking at certain things"

While writing the essay, try to make an extensive use of expressions for talking about influence and expressing similarities and differences.

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name three new things you have learnt from the unit 'Interplay of language and culture'	1. 2. 3.
Provide three key terms from the unit	1. 2. 3.
Name two things you have understood best of all Name one thing which was challenging for understanding	1. 2
Do you think the information of this unit is relevant for your professional and/or general scope of knowledge?	
Which English language skill(s) have you improved through discussing this unit?	

PART 5. REFLECTION

1. Why is the information about various aspects of interplay of language, culture and thought (cognition) relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 1. Text: Wierzbicka, A. (2016). Two levels of verbal communication, universal and culture-specific. In Rocci, A. & Saussure de L. (Eds.). Verbal Communication. Mouton de Gruyter, pp. 447-481. URL: https://www.medicinanarrativa.eu/wp-content/uploads/2016/07/paper-on-mind-linguistic-aw.pdf

Task 2. Video: How a Swedish coffee break can boost your wellbeing and performance - BBC REEL. URL: https://www.youtube.com/watch?v=I9xzgV7z1Bg

Task 3. Text: Shiraishi-Miles, R. (2022/ 2023). 24 Beautiful And Untranslatable Japanese Words. URL: https://teamjapanese.com/beautiful-untranslatable-japanese-words/

Task 4. Vocabulary: 'Rice' in Indonesian and Asian languages. (2016). POLYGLOTTANDO. URL: https://polyglottando.wordpress.com/2016/04/02/vocabulary-rice-in-indonesian-and-asian-languages/

Task 5. Text: Milford, C. (2021). Ten essential Sámi words that you might not have heard before. *The Local no.* URL: https://www.thelocal.no/20210702/ten-beautiful-sami-words-that-you-might-not-have-heard-before

Task 6. Text: Peeters, B. (2020). Gezellig: A Dutch cultural keyword unpacked. In Bromhead, H. & Ye, Z. (Eds.). *Meaning, Life and Culture. In conversation with Anna Wierzbicka.* ANU Press. URL:
https://www.jstor.org/stable/pdf/j.ctv1d5nm0d.9.pdf?refreqid=excelsior%3Ac69748dca5762e9de2f99da947fb4ad3&ab_segments=&origin=&initiator=&acceptTC=1

Task 7. Text: Gezellig — a word that encompasses the heart of Dutch Culture. Dutch Amsterdam. URL: https://www.dutchamsterdam.nl/155-gezellig

Video: Translating Dutch: What's Gezellig? *Rosetta Stone.* URL: https://www.youtube.com/watch?v=5T2BGLlsYbk

Task 8. Text: Lim, Z. W., Stuart, H., De Deyne, S., Regier, T., Vylomova, E., Cohn, T., & Kemp, C. (2022, November 3). A Computational Approach to Identifying Cultural Keywords across Languages. URL: https://psyarxiv.com/h3urs/

Task 9. Wierzbicka, A. (1979). Ethno-syntax and the philosophy of grammar. *Studies in Language, 3*(3), 313-383. URL: https://nsm-approach.net/archives/category/broad-topics/ethnosyntax

Task 10. Text: Levisen, C. (2018). The Grammar of Violence: Insights from Danish Ethnosyntax and the Wierzbicka-Pinker debate. *Etnolingwistyka*, 30, 145-168. URL:
https://forskning.ruc.dk/en/publications/the-grammar-of-violence-insights-from-danish-ethnosyntax-and-the-

Task 11. Text: Wierzbicka, A. (2006). *English: Meaning and Culture.* Oxford University Press. URL: http://eprints.dinus.ac.id/6245/1/33895172-English-Meaning-Culture.pdf

Task 12. Text: Understanding Linguistic Relativity Hypothesis with Examples. *ScienceStruck.* URL: https://sciencestruck.com/linguistic-relativity-hypothesis

Task 13. Text: Sapir Whorf Hypothesis. *StudySmarter.* URL:
https://www.studysmarter.co.uk/explanations/english/linguistic-terms/sapir-whorf-hypothesis/

Task 14. Text: Chandler, D. (1994). The Sapir-Whorf hypothesis. URL: http://visual-memory.co.uk/daniel/Documents/short/whorf.html

Task 15. Text: Whorfianism. Stanford Encyclopedia of Philosophy. URL:
https://plato.stanford.edu/entries/linguistics/whorfianism.html

Task 16. Video: Ashworth, A. Linguistic Relativity. URL:
https://www.youtube.com/watch?v=cwPbDNBFVrc

Task 17. Video: Hörhager, E. Understanding Cultural Difference in Three Words. *TEDxStrasbourgUniversite.* URL: https://www.youtube.com/watch?v=asgdGSGQBgY

Task 18. Text: Walters, J. (2021, December). Arrival (Close Analysis): Time's Not Real, And That's Okay. *Loud and Clear.* URL: https://loudandclearreviews.com/arrival-analysis-time-not-real/

Task 19. Text: Jagatia, A. (2019, November 22). Why you might be counting in the wrong language. BBC Future. URL: https://www.bbc.com/future/article/20191121-why-you-might-be-counting-in-the-wrong-language

Task 20. Text: Bahnmueller, J., Nuerk, H.-C. & Cipore, K. (2020 July 30). Forty-Two or Two-and-Forty: Learning Maths in Different Languages. Frontiers for Young Minds. URL: https://kids.frontiersin.org/articles/10.3389/frym.2020.00084

Task 21. Vocabulary: Talking about similarities and differences! (2015). URL:
https://year6mackay2015.wordpress.com/2015/08/02/talking-about-similarities-and-differences/

Video: How to Compare and Contrast: Phrases, Connectors and Idioms. *Keith Speaking Academy.* URL: https://www.youtube.com/watch?v=V8lKfgtCzME

Vocabulary: Compare and Contrast. *Academic Phrasebank.* URL:
https://www.phrasebank.manchester.ac.uk/compare-and-contrast/

Task 23. Vocabulary: Explaining causality. *Academic Phrasebank.* URL:
https://www.phrasebank.manchester.ac.uk/explaining-cause-and-effect/

Vocabulary: Influence. *Online Oxford collocation dictionary.* URL: https://www.freecollocation.com/search?word=influence

PART 7. REFERENCES

1. Dirven, R. & Verspoor, M. (2004). *Cognitive exploration of language and linguistics.* Amsterdam/Philadelphia: John Benjamins Publishing Company. (Chapter 6. Language, culture and meaning: Cross-cultural semantics. pp. 127-148).
2. Salzman, Z., Stanlaw, J.M., & Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, CO: Westview Press. Chapter 12. Language, Culture, and Thought, pp. 225-256.
3. Wierzbicka, A. (2006). *English: meaning and culture.* Oxford University Press. URL: http://eprints.dinus.ac.id/6245/1/33895172-English-Meaning-Culture.pdf
4. Wierzbicka, A. (1997). Understanding Cultures through Their Key Words: English, Russian, Polish, German, and Japanese. New York, Oxford: Oxford University Press. 317 p. URL: https://dl1.cuni.cz/pluginfile.php/415674/mod_resource/content/1/Wierzbicka_Libertas.pdf

PART 8. FURTHER RESOURCES

1. Boroditsky, L. (2017). How language shapes the way we think. URL: https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think
2. Clayton, M. (2020). The Sapir-Whorf hypothesis: linguistic relativity. April 21. Management pocketbooks. URL: https://www.pocketbook.co.uk/blog/2020/04/21/sapir-whorf-hypothesis-linguistic-relativity/
3. Do we think differently in different languages?. *BBC Ideas* URL: https://www.youtube.com/watch?v=XINQvKbqzq0
4. Frothingham, M. B. (2022). Sapir-Whorf Hypothesis. *SimplyPsychology.* Jan 14. URL: https://www.simplypsychology.org/sapir-whorf-hypothesis.html
5. Grothe, T. (2022). Language and Culture. Social Science. LibreTexts. Last updated May 17. URL: https://cutt.ly/VCrZZFW

Module 3. LANGUAGE, CULTURE, AND SOCIETY

UNIT 5
CROSS-CULTURAL DIFFERENCES IN COMMUNICATION

Content

1. Communication and its constituents.
2. Culture-specific communication.
3. Particulars of cross-cultural communication.
4. National stereotypes and prejudices.
5. Cultural relativity.

Language

- Thematic vocabulary.
- Grammar: Impersonal Sentence. Passive Voice. Special Questions.

PART 1. LEAD-IN

Self-assessment of prior knowledge

Answer the questions (use English or Ukrainian):

Question	Your response
Do you know anything about *cross-cultural differences* in communication?	
Provide the key associations with • communication • cross-cultural differences • stereotypes	
Guess: (a) What are the differences between European and American cultures? (b) Are the rules of politeness similar throughout cultures? (c) Is body language similar throughout cultures? (d) Are national stereotypes true?	
Do you consider this topic to be relevant for your professional and/or general scope of knowledge?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. COMMUNICATION AND ITS CONSTITUENTS

Task 1. Communication constituents: the variables

Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Its *constituents* are: (1) the communicators: the addressor / speaker and the addressee / listener, (2) the message, (3) the mode of sending the message, (3) the code of implementing the message, and (6) the context of communication. These constituents have their variables that prescribe communication flow.

A. In the table below that features such variables, fill out the column on how exactly the respective factors influence communication.

Communication constituents	Their variables	How they influence communication
Communicators (the speaker and the listener)	*Social distance* (how well the speakers know each other)	
	Social rank (what social status – equal or unequal – the speakers have)	
Message	*Speech act* (a message with a definite communicative intention, such as a statement, question, request, order, obligation, compliment, etc.)	
Mode	*Communication script* (a conventional pattern according to which the speech acts are performed).	
Code	*Verbal / linguistic code* (language), *paralinguistic code* (loudness, tempo of speech, voice timber) and *non-verbal code* (body language, touches, distances).	
Context	*Institutionalized context* (related to a particular institution or domain, such as the court, and patterned) and *non-institutionalized context* (not related to a particular institution or domain, and not patterned)	

B. Guess whether exposure of the above variables is specific for communication of people who belong to different national cultures. What exactly can be specific?

Task 2. Communication model

Communication is something that we do every day, that happens naturally and easily for us. However, it is a complex process which can be represented as a *basic model* - a set of steps with their own specificity.

A. Restore the order in which these steps usually take place in an interpersonal communication:

    ____ A message is perceived by the receiver.

    ____ An individual reacts to stimulus and formulates thought.

    ____ The receiver can reverse the process (respond).

___ Thought is translated into code and sent along the channel.
___ The receiver translates code into thought.

B. Explain what is meant by *receiver, code, channel, message*. Give an example that would illustrate all the components.

C. Discuss in pairs, what other factors beyond this simple model can influence the efficiency of communication. What is the role of context and culture in the communication process?

2. CULTURE-SPECIFIC COMMUNICATION

The main variables in cross-cultural communication are: *cultural communicative scripts* for particular speech acts, scripts for *turn-taking*, scripts for *non-verbal behavior*

Task 3. Cultural script: the definition
A. Read the definition of a cultural script. Why is it necessary to study them?

> *Ways of speaking characteristic of a given speech community constitute a behavioral manifestation of a tacit system of "cultural rules", or "cultural scripts". To understand a society's ways of speaking, we have to identify and articulate its implicit "cultural scripts".*
> (Wierzbicka, A. (1994). Cultural scripts. Pragmatics and Language Learning. Vol.5, p.2)

B. Give examples of the situations in which a certain *cultural script* (pattern of behaviour in a certain situation) can be realized. What aspects of our lives do these situations refer to? Which of their particulars depend on our cultural background?

Task 4. Cultural script for explicitness /implicitness
In different societies people not only speak different languages, they also use them in different ways, following their own cultural norms. One of those norms is based on the criterion of "directness/indirectness" ("explicitness/implicitness").

A. Read the text about direct and indirect styles of communication. Copy out 3-4 key phrases describing peculiar features of direct (explicit) and indirect (implicit) communicative styles.

> *Direct communicators say what they think without adapting the message to the listener/reader. The result is transparent and clear, but may also be perceived as undiplomatic or even rude. Direct communicators, for example, North Americans, Scandinavians, Germans and the Dutch, have less sensitivity about causing offense. They have a reputation for expressing themselves in a direct manner and for being prepared to say frankly what they think. Their education tells them: say it as you mean it, spell everything out, leave nothing to be guessed, don't give people an opportunity to read between the lines, be straightforward, be impeccable with your words.*
>
> *This approach may be misconstrued by indirect communicators, whose primary concern is to protect personal dignity and avoid causing offense. In extreme cases, this may even lead to the communication of wrong or misleading information to avoid the risk of upsetting the other person.*
>
> *Asian cultures are generally good examples of indirect communicators. Japanese culture is well-known for its verbal reticence. Japanese people are reluctant to express*

their preferences directly. Japanese in-group interaction may be described as follows: "Among fellow-members a single word would suffice for the whole sentence. The mutually sensitive response goes so far that each easily recognizes the other's slightest change in behaviour and mood and is ready to act accordingly". They communicate in a more indirect high context manner.

But the contrast in the cultural emphasis of direct and indirect communication is striking: The popular American assertiveness training's goal is "to teach people to express thoughts and feelings explicitly in words, rather than relying upon indirect or nonverbal ways".

(Adapted from: Hurn, B. J., Tomalin, B. (2013). Cross-Cultural Communication. Theory and Practice; and Wierzbicka, A. (1994). Cultural scripts. Pragmatics and Language Learning. Monograph series. Ed. by L. F. Bouton and Y. Cachru. Volume 5)

Direct / Explicit Communicative Style:_____

Indirect / Implicit Communicative Style: _____

_____

B. Study the cultural scripts represented in lexical universals by A. Wierzbicka. Identify whether each script represents explicitness or implicitness in communication (*E* for explicitness, *I* for implicitness):

____ it is good not to say to other people all that I think;

____ it is good to say to someone what I think;

____ often it is good not to say anything to other people;

____ when I want to say something to someone, it is good to think something like this before I say it: I can't say to other people all that I think something bad could happen because of this;

____ everyone can say something like this to other people: "I think this", "I don't think this";

____ if I say many things to people people may think something bad about me I may feel something bad because of this;

____ it is good to say to someone what I feel;

____ when I want someone to know what I think/feel I don't have to say it to this person, I can do something else;

____ everyone can say such things like this to other people "I want this", "I don't want this";

____ it is good if I can know what another person feels /thinks /wants this person doesn't have to say anything to me.

(Wierzbicka, A. Cultural scripts. Pragmatics and Language Learning. Vol. 5. 1994, pp.2-19)

C. Consult pp. 6-7 of the book «Pragmatics and Language Learning Monograph Series» Vol. 5, by L. F. Bouton (1994) to complete the table about American and Japanese values and norms underlying the cultural scripts for explicitness and implicitness in communication.

Japanese Values	American Values
● Japanese ideal of *enryo* 'restraint, reserve' ● Japanese ideal of *omoiyari*:	● individual freedom and personal autonomy

D. Enlarge on the script for explicitness and implicitness in your culture.

Task 5. Cultural script for apologizing

A. Think of the way people behave when they apologize in your culture. What do they usually do and say to make and accept an apology? Suggest your culture's script for apologizing. What elements are mandatory? Draw a scheme of this pattern.

B. Study the text describing the particulars of apologizing in Japanese culture. Consult p. 5 of the book «Pragmatics and Language Learning Monograph Series» Vol. 5, by L. F. Bouton (1994) and copy out the idea of a cultural script of apology in Japan. Find the differences between patterns of apologizing in Japan and in your culture.

It is often said that in Japan it is important to apologize very frequently and in a broad range of situations. People in the West are generally speaking reluctant to apologize. The concept of "apology" itself is culture-bound. The words 'apology' and 'apologize', which are elements of the English set of speech act terms, include in their meaning the component 'I did something bad (to you)'. But the so-called "Japanese apology" does not presuppose such a component. It is misleading and confusing, therefore, to call it "apology" in the first place.

Extensive usage of apologies in Japan (as compared with the West) creates an impression that the difference is quantitative, not qualitative. This is misleading and inaccurate: in fact, the difference lies not in the frequency of use of the same speech act, but in the use of qualitatively different speech acts; and the use of these different speech acts is linked with qualitatively different cultural norms.

In Japan, one is expected to apologize and visit the victim of an accident, even if one is not at fault, to show his or her sincerity. In fact, one is expected to apologize whenever the other party involved suffers in any way, materially or emotionally. In many court cases, perpetrators get a lighter sentence when it is clear that they regret their actions, as reflected in their apology.

The cultural norm can be represented in the form of the following cultural script:

(Wierzbicka A. (1994) Cultural scripts. Pragmatics and Language Learning.
Ed. by L. F. Bouton Vol. 5, pp. 2-5)

Task 6. Cultural script for greetings

Greetings are the beginning of communication, they may make a good impression effectively on the opposite party, and it is conducive to further communication. As a result of cultural differences, the eastern and the western people use different spoken language when extending cordial greetings.

A. Using the scheme below, make 4-5 statements about greetings in Western and Chinese cultures:

		"Hi!" /"Hello!"	
The Chinese		"Good morning (afternoon)"	to familiar
		"Hello, my old friend, these days you have become fat."	people
The Westerners	say	"You are thin; you should pay attention to your body."	
		"How do you do?"	to unfamiliar
		"How are you?	people

B. Add 2-3 similar statements about greetings in your culture. In what situations do you use them and what kind of people are they addressed to?

Task 7. Cultural script for politeness

A. Discuss in pairs. What does it mean "*to be polite*" in your culture? How do polite people behave? What do they usually say in typical communicative situations? Make up a list of "must-know" phrases all polite people should know in your language/English/other languages you speak.

B. The attitudes to different aspects of communication in the West and East can vary a lot. Cultural norms affect whether certain styles of human interaction are perceived as polite or impudent. For instance, Japanese individuals demonstrate less *eye contact* than members of European or North American cultures, because it is considered rude in Japan. Using the scheme below, speak about polite/impolite eye-contact in different cultures. Consult the available sources, if you are not sure.

It is considered / interpreted as	polite impolite respectful rude uncomfortable	to gaze / to stare to lower your gaze to avoid sustained / prolonged eye contact	at people at the leader at strangers between males and females when speaking to elders	in Western culture in Chinese culture in Arabic/Indian culture in Japanese culture in Iraqi culture in my culture

Task 8. Differences in the communicative styles
Study the differences in the communicative styles of some nations. While reading the texts, choose the correct option from the opposition in bold. Prepare a 2-min oral presentation about particulars of verbal communication of different nations.

The Americans. Americans are **direct/indirect** communicators, who tend to convey their entire message verbally, paying **less/more** attention to body language. They are considered to be enthusiastic, assertive and persuasive in their speech. Being not very modest Americans prefer to speak on their own behalf instead of waiting for someone to tell of their **achievements/mistakes**. They grow **comfortable/ uncomfortable** when social chat is punctuated with long periods of pause and try to fill the gap in conversation. Although Americans do not appreciate emotional outbursts it's typical for them to speak at **higher/lower** volumes in public spaces.

The British. The British are **relatively/definitely** indirect communicators: they strongly **avoid/aim at** creating conflict and therefore take all necessary measures to remain polite throughout discussion. It involves making **direct/indirect** statements that vaguely communicate their message without 'rocking the boat'. Besides, the British are quite **self-deprecating/imposing** in conversation in an effort to come across as humble, honest and relaxed about themselves. Humour is used a lot throughout British communication. British sarcasm and understatements can be very subtle and nuanced, sometimes making it **easy/difficult** for outsiders to detect whether they are kidding or not. Moreover, the British are polite listeners, **usually/rarely** interrupting others unless they need clarification about something.

The Japanese. The Japanese communication pattern is very indirect and **far less/ much more** verbose than what the English-speaking West is familiar with. They rely less on words to convey context and are more **inattentive/attentive** to the posture, expression and tone of voice of the speaker to draw meaning from a conversation. Japanese tend to avoid giving a flat "*yes*"/"*no*" or negative response. The interlocutor must **focus on/ignore** hints of hesitation and listen closely to what they say, but also pay careful attention to what they implicitly mean.

The Indians. The communication style of Indians tends to be **impolite/polite** and indirect. They may try to speak appealingly to those they are not close to in order **to avoid/create** conflict or confrontation. Direct refusals, such as 'no', may be considered to be too harsh and open **disagreement/agreement** is likely to be interpreted as hostile or aggressive. Sometimes people will remain silent rather than provide a direct 'no'. Thus, it is advisable to pay attention to what is not said, as the absence of agreement may be an expression of disagreement.

The Iraqi. Iraqi culture in communication has also its peculiar features. For **avoiding/causing** embarrassment or offence and showing **respect/disrespect** to the partner in the conversation, Iraqis communicate in an indirect fashion. It is also important not to perceive their **raised/muffled** voice aggressive. On the contrary, in that way they show their signifier of sincerity in the expression of genuine feeling.

(Cultural Atlas)

Task 9. Turn-taking

A. Read the information about the role of **turn-taking** in a conversation. Identify the role of **turn-taking** in a conversation.

Humans typically take it in turns to talk, which is known as turn-taking. So, conversation is an exchange of turns, and having a turn means having a right to hold the floor until you have finished what you want to say. Following the rules that organize conversation, consciously or subconsciously, helps ensure a good conversation because the rules are based on what is considered polite, cooperative and efficient. Knowing when it is acceptable or obligatory to take a turn in conversation is essential to the cooperative development of discourse.

Dealing with turn-taking sociolinguists usually aim to analyze how people know when it's their turn to speak, how much overlap there is between speakers, when it's OK to have overlap, and how to consider national or gender differences. Research on turn-taking in other languages indicates that the organization of conversation is sometimes different. Those differences in turn-taking styles can cause representatives of different nations to misinterpret the other's intentions. It can also lead to conversational breakdown or even interpersonal intergroup conflict.

(Cultural Atlas)

Answer the questions:
1. What is turn-taking?
2. Why is turn-taking important?
3. What can differences in turn-taking styles lead to?

B. Watch the video "Communication Style Differences: Patterns of Silence in Communication" highlighting the differences in turn-taking styles. Enlarge the cultural script for turn-taking in the national cultures represented in the video (Morocco, Mexico, USA, Switzerland). You may consult some useful vocabulary:
- to interrupt each other
- to speak out of turn
- to show respect for your fellow members
- rude behavior

C. Remember a conversational situation when you were interrupted or reprimanded for interrupting your partner. Share your experience with the group. Discuss together how people may react to being interrupted. How do you feel at this moment? What can be the

reasons for reprimanding a person who has violated the rules of turn-taking? What is the cultural script for turn-taking in your culture?

Task 10. Culture-specific communication
A. Watch the video on culture-specific communication and do the tasks from the video.
Useful vocabulary from the video:

_____

_____

_____

Task 11. Communication barriers
Watch the video Communication Barriers and find out the reason/s for communication failure shown in the video. Explain your answer using the factors of effective communication (i.e. pronunciation, articulation, gestures, eye contact, facial expression, etc.).
Useful vocabulary from the video:

_____

_____

_____

Task 12. Basic concepts of non-verbal communication
Researchers have estimated that only 7% of our everyday communication is *verbal* (has to do with words), and 93% of it is *non-verbal* (is carried out by means other than spoken or written words). Study the main terms of non-verbal communication, explain the differences between them.

> *Paralanguage is the technical term for the voice cues that accompany spoken words. It is concerned with the sound of the voice and the range of meanings that people convey through their voices rather than the words they use. Basically, paralanguage is your voice minus the words you speak.*

> *Kinesics is the broad field of nonverbal communication solely concerned with the interpretation of nonverbal behaviours that are associated with body movement, gestures, posture, facial expression and eye contact .Kinesics is most closely connected with what is popularly referred to as body language .*

> *Proxemics deals with the use of space in communication. It focuses not only on the ways individuals orient themselves to other individuals and objects in their immediate physical environment, but also on the perceptual and behavioural impact of these spatial orientations*

(Basic Concepts of non-verbal communication)

Task 13. Non-verbal means of communication
Read three parts of the text about non-verbal communication. Complete them with words from the corresponding boxes.

confusing	language	discussing	circle	signals	cultures

> *Gestures are commonly used in the classroom to help convey a message to second _____ learners. Be careful! Gestures have different meanings in different _____. Let's look at a few examples. Here we have someone waving. In the United States, waving means a simple hello or goodbye. But in Mexico, this simple wave means*

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"come here". Imagine how _____ that could be for students. In our next scenario, we are watching a Brazilian woman (on the left) talking with an American woman (on the right). The women are _____ plans for the evening, and the American woman agrees to the plans by showing the OK sign (creating a _____ with the thumb and fore finger). In the United States, this gesture _____ approval, that you agree. In Brazil though, it's the same as giving someone the evil eye.

conclusions	movement	expressions	showing	universal

any facial expressions are _____, such as happiness, sadness, and surprise. Others though, are not. When reading a child's facial expressions, a teacher must be careful not to jump to_____. How cultures use facial expressions differ. For example, Japanese children refrain from _____ emotion through facial expression – especially negative emotions. Along the same lines, reading eyebrow _____ is very telling in many cultures. What do your facial _____ communicate?

dominance	closed	personal	necessary	stand

Eye contact provides _____ feedback for conversations to take place such as turn taking, as well as beginning and ending conversations. The appropriate amount of eye contact is very culturally-based – too much or too little can show boredom, intimidation, or disrespect. Postures give quite a bit of information. Is the listener open or _____ to the speaker? Is the speaker showing _____ by being at a higher level? Are other objects used as a comfort? (video clips with music showing children in class, different types of body language). Each person in each culture has a need for _____ space that can vary greatly. How far apart do you sit or _____ when you talk to a person? How do you feel when someone enters your personal space?

(Paralinguistic Communication)

Task 14. Meanings of gestures

Identify the meaning of some hand gestures by completing the table. Do you think these gestures are universal (mean the same in different cultures)?

HAND GESTURE	MEANING
1. Pressing palms together and resting the head on the back of the hand while closing eyes as if sleeping	
2. Patting the stomach with the hands	
3. Using the hand to make a circular motion over the stomach	
4. Rubbing hands together	

Task 15. Differences in non-verbal communication

Study the differences in non-verbal communication between different nations. Fill in the gaps with an appropriate word given in the last column. Say what is considered polite and impolite in non-verbal communication of different nations.

The Americans	• direct eye contact demonstrates warmth, _____, honesty and approachability • smile on _____ in the street	*compromise* *harassment* *openness*

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	• value a fair amount of _____ space • touching someone of another gender can be misinterpreted as sexual _____ • in resolving conflicts prefer _____ or solution-oriented strategies	*strangers* *personal*
The British	• do not give away their emotions via _____ expressions • value a fair amount of personal space • generally _____ touching those they know well • gestures are usually quite _____, polite and less demonstrative • prolonged eye contact can make people feel uncomfortable, and_____ is impolite	*facial* *comfortable* *staring* *reserved*
The Japanese	• while speaking _____ their hands together • avoid eye contact with strangers as it is considered ____ to stare • individual _____ is used only to refer to oneself by placing it on the nose • _____ air through their teeth, if they disagree • beckon people by facing the palm of the hand to the _____ and waving one's fingers towards oneself • maintain a placid expression and smile during an _____ regardless of the topic • clasp their hands _____ in front of their chest when apologizing or accepting something, what expresses _____ and respect	*finger* *inhale* *gratitude* *together* *hold* *rude* *ground* *interaction*
The Indians	• respect each other's personal space and an arm's _____of distance • body contact between the _____ is kept minimal • tilting the head to the side or shaking it to both sides indicates _____ and understanding • touching on the head is insensitive and _____ • displaying the _____ of one's feet or touching people with one's feet is considered rude • standing with your hands on your _____ suggests that you are angry or ready to argue.	*soles* *hips* *length* *agreement* *genders* *offensive*
The Iraqi	• touching any person of the _____ gender is unacceptable • give people of the opposite gender a respectful _____ of personal space • avoid _____eye contact with the opposite gender • don't wave, eat or offer items with the left hand, because it is _____ for cleaning • do not use one's _____ finger to beckon smb, instead, they put their hand out with the palm facing the ground and curling their fingers	*used* *sustained* *opposite* *index* *amount*

Task 16. Gestures around cultures

A. Study the information about the meaning of some nonverbal cues and compare their interpretations around cultures. Are any of them used in your culture? What are their implications?

>   ***Eyebrow Raise:*** *In Tonga, a gesture meaning "yes" or "I agree." In Peru, it means "money" or "pay me."*

Blink: *In Taiwan, blinking the eyes at someone is considered impolite.*

Fingertips Kiss: *Common throughout Europe, particularly in Latin countries (and in Latin America). Connotes "aah, beautiful!" the object of which may be anything from a woman or a wine to a Ferrari or a soccer play. Origin probably dates to the custom of ancient Greeks and Romans who, when entering and leaving the temple, threw a kiss toward sacred objects such as statues and altars.*

Head Nod: *In Bulgaria and Greece signifies "no." In most other countries, "yes."*

Head Screw: *In Germany, has a strong symbolic meaning "You're crazy." Often used by drivers on the autobahn to comment on the driving skills of other travelers, this gesture can get you arrested! The same gesture is used in Argentina, but without the consequences.*

Head Toss: *In southern Italy, Malta, Greece, and Tunisia, a negation. In Germany and Scandinavia, a beckoning motion. In India, "yes."*

One-Finger Point: *In most Middle and Far Eastern countries, pointing with the index finger is considered impolite. The open hand is used instead, or, in Indonesia, the thumb.*

Hand Sweep: *In Latin America and the Netherlands, a sweeping or grabbing motion made toward your body, as though you were sweeping chips off a table, means that someone is stealing or "getting away with something." The same gesture in Peru means "money" or "Pay me."*

Arms Fold: *In Finland, folded arms are a sign of arrogance and pride. In Fiji, the gesture shows disrespect.*

(From: Peas, A. & B. (2006). The Definitive Book of Body Language. Peas International)

B. Answer the questions:
1) Which type of non-verbal communication do gestures belong to?
2) What information do we express through gestures? Can we communicate with gestures only?
3) Are gestures universal or culture-specific? What can happen if a person uses abroad the gesture, the local meaning of which they do not know?

C. Prepare a 4-5 min report about the gestures that have different meanings in different cultures (choose 5-6 gestures with their interpretations). Present to the class.

Task 17*. A guidebook of Ukrainian gestures for foreigners
Write "A guidebook of Ukrainian gestures for foreigners" containing 5-10 gestures commonly used in Ukraine that might be confusing for foreign visitors, with interpretation of their meanings and recommendations on how to use them.

Task 18. Proxemics in a cross-cultural content
A. Read the text "Hall on Proxemics in a Cross-Cultural Content" and do the activities below.

In Latin America the interaction distance is much less than it is in the United States. Indeed, people cannot talk comfortably with one another unless they are close to the distance that evokes either sexual or hostile feelings in the North America. The result is that when they move close, we withdraw and back away. As a consequence they think we are distant or cold, withdrawn and unfriendly. We, on the other hand, are constantly accusing them of breathing down our necks, crowding us and spraying our faces.

Americans who have spent some time in Latin America without learning these space considerations make other adaptations like barricading themselves behind their desks,

using chairs and type-writing tables to keep the Latin American at what is to us a comfortable distance. The result is that a Latin American may even climb over the obstacles until he has achieved a distance at which he can comfortably talk.

(From: Salzmann, Z. (2012). Language, Culture and Society, p. 80)

B. Copy out from the text the set phrases with the key-word **DISTANCE** according to the model:

N+ distance → _____

Adj + distance → _____

V+ distance → _____

distance +V → _____

C. Using the created word-combinations make up questions of your own with reference to the text.

D. Answer the questions

1. Which adjectives are used to describe the Latin American perception of the North American in the context of proxemic behaviour?

2. Which verbal phrases are used to describe the North American perception of the Latin American in the context of proxemic behaviour?

3. What solution do the North Americans find to overcome these cross-cultural differences? Is the solution helpful? Do you think it is the right solution? What would you do in this situation?

3. PARTICULARS OF CROSS-CULTURAL COMMUNICATION

Task 19. Cross-cultural communication

A. Read an abstract from the article about cross-cultural communication. Elicit its definition from the text. Study the possible sources of miscommunication in cross-cultural exchanges.

Cross-cultural communication refers to the communication between people who have differences in any one of the following: styles of working, age, nationality, ethnicity, race, gender, sexual orientation, etc. Cross-cultural communication can also refer to the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. It is how people belonging to different cultures communicate with each other.

Each individual can practice culture at varying levels. There is the culture of the community he grows up in, there is work culture at his workplace and other cultures to which one becomes an active participant or slowly withdraws from. An individual is constantly confronted with the clash between his original culture and the majority culture that he is exposed to daily. Cultural clashes occur as a result of individuals believing their culture is better than others.

Cross-cultural communication has been influenced by a variety of academic disciplines. It is necessary in order to avoid misunderstanding that can lead to conflicts between individuals or groups. Cross-cultural communication creates a feeling of trust and enables cooperation. The focus is on providing the right response rather than providing the right message.

When two people of different cultures encounter each other, they not only have different cultural backgrounds but their systems of turn-talking are also different. Cross-cultural communication will be more effective and easier if both the speakers have knowledge of the turn taking system being used in the conversation (For example: One person should not monopolize the conversation or only one person should talk at a time).

(Cross-Cultural Communication)

B. Discuss in the group the possible ways to overcome the barriers to cross-cultural communication. Use your own ideas or rely on the useful vocabulary given below the table.
Write down the proposed solutions into the table.

Sources of miscommunication in cross-cultural exchanges	Solutions to misunderstanding in cross-cultural communication (what one should do and why)*
*1) **Assumption of similarities:** This refers to our tendency to think how we behave and act is the universally accepted rule of behavior. When someone differs, we have a negative view of them*	
*2) **Language Differences:** Problems occur when there is an inability to understand what the other is saying because different languages are being spoken. Talking the same language itself can sometimes lead to discrepancies as some words have different meanings in various contexts, countries or cultures*	
*3) **Non-verbal Misinterpretation:** The way we dress, express ourselves through our body language, eye contact and gestures also communicate something. A simple gesture like nodding the head is considered to be YES in certain cultures and NO in others*	
*4) **Preconceptions and Stereotypes:** Stereotypes involve putting people into pre-defined slots based on our image of how we think they are or should be. It may consist of a set of characteristics that we assume that all members of a group share. This may be true or may be false. But stereotypes may lead to wrongful expectations and notions. A preconceived opinion of another can lead to bias and discrimination*	
*5) **Tendency to evaluate:** Humans tend to make sense of the behavior and communication of others by analyzing them from one's own cultural point of view without taking into consideration why the other person is behaving or communicating a certain way*	
*6) **High anxiety:** Sometimes being confronted with a different cultural perspective will create an anxious state in an individual who is unsure of the other's cultural norms, does not know how to act or behave and what is considered to be appropriate.*	

Useful vocabulary to describe WHAT you should do:
- acquire second or third languages
- develop language skills through self-education
- not prejudge people
- not stereotype people
- accept people and their differences
- use contextual information
- be responsible for our feelings and actions
- gain knowledge of other cultures and traditions
- form human / cross-cultural tolerance
- respect other culture and opinions of other people
- recognize a different opinion, the uniqueness and value of the other person
- search for opportunities to gain experience of intercultural interaction
- collect and study information on the cultural uniqueness of the country
- prepare for the inevitable culture shock
- to obtain the advice from people who are familiar with the culture of the country

Useful vocabulary to describe WHY you should do it:
- reduce barriers to cross-cultural communication
- build a progressively more lucid understanding
- avoid misunderstanding
- avoid conflicts between individuals or groups
- stand on more equal footing with those from other cultures
- integrate successfully into other cultures.

Task 20. Cross-cultural contact

What do you know about Navajo? Read the passage describing the situation in an American classroom and answer the questions below.

> *A Navajo man opened the door to the classroom and stood silently, looking at the floor. The Anglo-American teacher said 'Good morning' and waited expectantly, but the man did not respond. The teacher then said 'My name is Mrs. Jones,' and again waited for a response. There was none.*
>
> *In the meantime, a child in the room put away his crayons and got his coat from the rack. The teacher, noting this, said to the man, 'Oh, are you taking Billy now?' He said, 'Yes.'*
>
> *While Billy got ready to leave, the teacher continued to talk to the man saying, 'Billy is such a good boy, I'm so happy to have him in class,' etc. Billy walked towards his father, stopped to turn around and waved at the teacher on his way out saying, 'Bye-bye.' The teacher responded, 'Bye-bye.'*
>
> (From: Saville-Troike, M. (1997) The ethnographic analysis of communicative events. In: N. Coupland and A. Jaworski (eds). *Sociolinguistics. A Reader and Coursebook*, pp. 138-139)

Questions for discussion:
1. Where does the situation take place? Who are the characters? How did they behave?
2. What did the teacher expect the Navajo man to do?
3. Was the man's silence polite or rude from a Navajo perspective? From an American perspective?

4. Analyze the verbal behavior of the teacher, identify the speech intention of her phrases. How do you think the Navajo man interpreted the teacher's talkative ways?
5. Which cultural scripts are employed?
6. Find the description of non-verbal behavior in the text. Do they add to the efficiency of communication?
7. What would you recommend the characters to do in order to establish a better contact and make their communication more effective?

Task 21. Communicating across cultures
A. Watch the video: "Communicating Across Cultures: Humor and Body Language". Fill in the gaps in the sentences below:

1. For me culture is everything and when we are born into a family in a certain culture we start _____ (10:32).
2. Culture and communication cannot be separated. They are together. The things that we learn and absorb from our family and as we grow up, as we go to school, as we play, we learn, _____ there and what it takes _____that group (12:34 -12:46).
3. Language has many components and two major components are _____ and then _____ (18:37-18:42).
4. All of these hand gestures, body postures or facial features that carry a different meaning depend on _____ (21:33-21:40).
5. If you are in India and the group is inviting you for lunch never say " _____ ", " _____ " otherwise your chances of building relationship have minimized, that will be the last invitation you've got (32:40).
6. Just because people don't smile at you doesn't mean they don't like you, they may just have _____ (37:33).
7. In many Asian cultures showing your teeth is _____and so smiling less is _____ (39:36).
8. Humor anywhere needs_____, if you understand the context you can use humor in the best way possible to _____ (42:18-42:26).
9. A sustained eye contact means something different from country to country. A strong eye contact because of that hierarchy in India could be perceived as _____ whereas in the U.S it's that you're being _____ (56:42-56:47).

B. While watching the video you come across some metaphorical terms related to cross-cultural communication. What do they refer to and what do they mean?
- hard currency (10:07) _____
- fine-tuned antennas (26:20) _____
- double-edged sword (45:02-45:07) _____
- coconutty cultures (52:18-52:29) _____

C. Fill in the table about paralinguistic patterns of behavior in some cultures:

In Argentina, in the Middle East	personal space (33:37, 33:44, 34:30):
In Germany	smile (35:31) and emotional expression (36:38):
In the US	customer service (37:57):
In India	in a restaurant (38:07-38:20):

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In India	eye contact between kids and parents (38:53-39:00):
In the US	eye contact between kids and parents (39:07):
In hierarchical cultures (India, Sri-Lanka)	laughter (40:07-40:25):

D. How do you understand the ideas mentioned in the video? Explain what the phrases mean:
- I'm German by passport and Bavarian by heart (14:22).
- The UK and the US are two countries separated by a common language (B. Shaw) (44:07).

Task 22. The Lost Boys of Sudan
A. Study the background information. Summarize what you have read about the Lost Boys of Sudan

> *The Dinka are the largest ethnic group in southern Sudan. In 1987, Sudan's Muslim government wanted to kill all Christian males in the south, so a group of about 25,000 young Dinka men ran away from civil war to Ethiopia. In 1991, they were forced to move to Kenya; nearly 12,000 of them survived and settled in a UN camp in Kakuma. Some of them eventually found homes in the United States. There they were called "The Lost Boys" after J. M. Barrie's characters, and later became known as "The Lost Boys of Sudan". In the United States, the Lost Boys faced many challenges while adapting to their new lifestyles and trying to maintain their cultural identity as Dinka.*

B. Watch a fragment from the documentary "God Grew Tired of Us" to learn about the Lost Boys of Sudan and their refugee experience, answer the questions below.
Useful vocabulary from the video

_____
_____
_____

Questions for discussion:
1. What questions and fears do the Lost Boys have about life in the United States?
2. After their arrival in the United States, what do the Lost Boys notice or learn that is new to them? Do things they see meet their expectations?
3. What are the challenges the Lost Boys face in the USA?
4. Do they easily adapt to living in an American community?
5. What feelings do they have about their new life and new environment?
6. What words do they use to describe American culture?
7. What differences do you see between Dinka culture and American culture?
8. What questions and fears would you have if you were moving to a new place?

Task 23. Culture shock
A. Read a fragment from the text about Culture Shock and give synonyms to the words or phrases underlined in the text.

> *The term Culture Shock refers to the feelings of distress and unease when <u>being exposed to</u> a foreign culture. Hofstede states that Culture Shock is a "state of distress following the transfer of a person to an unfamiliar cultural environment", for Bock it is a disturbing feeling of disorientation and helplessness produced by the direct exposure to an <u>alien</u> society and E. Marx just called it "the experience of foreignness".*

Oberg described culture shock as follows: Culture Shock is the <u>anxiety</u> that results from losing all our familiar signs and symbols of social <u>intercourse</u>. These signs or cues include the ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give <u>tips</u>, how to make purchases, when to accept and when to <u>refuse</u> invitations, when to take statements seriously, and when not. These cues, which may be words, gestures, facial expressions, or customs, are acquired by all of us in the course of growing up, and are as much a part of our culture as the language we speak, or the beliefs we accept. We depend on hundreds of these cues, even though we <u>are often not consciously aware of</u> them.

All of these definitions represent Culture Shock as an unpleasant reaction to being faced with a foreign culture. The individual feels isolated and misses the familiar symbols, attitudes and habits of the culture of origin. The initial <u>euphoria</u> about the foreignness of the host culture is followed by a crisis. During the crisis phase many different psychological and physical symptoms of Culture Shock can <u>occur</u> with varying severance, ranging from homesickness to depression and serious illnesses. Perceived differences in language, values and symbols between the own and the foreign culture cause feelings of anxiety and frustration. A general unease is provoked by the feeling of uncertainty about oneself and the <u>surroundings</u>, and increased due to the lack of familiar signs of orientation and belonging.

Some of the symptoms of Culture Shock are: excessive washing of the hands; excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; the absent, far-away stare (sometimes called 'the tropical stare'); a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; fits of anger over delays, and other minor <u>frustrations</u>; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, and injured; excessive concern over minor pains and eruptions of the skin; and, finally, that <u>terrible longing</u> to be back home, to be able to have a good cup of coffee and a piece of apple pie, to walk into that corner <u>drugstore</u>, to visit one's relatives, and in general, to talk to people who really make sense.

The degree and length of Culture Shock vary <u>significantly</u>. It depends on various factors, such as the general personality, the motivation to <u>adapt</u>, language skills, support of fellow and host nationals, the cultural distance between the two cultures involved, and his experiences during the encounter. Differences in the type of acculturating group also determine the degree and duration of the adaptation process.

The ability to cope in another culture is <u>affected</u> by knowledge of the culture and its language, stereotypes of and attitudes towards people in the other culture, being able to suspend evaluation of other people's behavior and understanding the self as a cultural being. The length of residence, <u>amount</u> of contact with host nationals, previous experience abroad, and cross-cultural training are also considered in relation to cross-cultural adaptation. Culture shock in all its diverse forms is completely normal and is part of a successful process of adaptation. Culture shock is the best and maybe even the only means to experience and understand foreign cultures.

(From: Manz, S. (2003) <u>Culture Shock - Causes, Consequences and Solutions: The International Experience</u>. Munich, GRIN Verlag)

B. Answer the questions:
1. What is in common between different definitions of "culture shock"?

2. What do people with culture shock feel? How do they behave?
3. What influences the intensity and depth of culture shock?
4. Which factors can facilitate a period of adjustment?
5. What are the positive and negative effects of culture shock?

C. Enlarge upon the reasons and consequences of culture shock, using proper speech pattern:
- Culture shock results from _____
- Culture shock results in _____

D. Describe the situation when you felt culture shock or give an example of it from the movies or literature. Share with your groupmates.

4. NATIONAL STEREOTYPES AND PREJUDICES

Task 24. The definition of a stereotype
A. Restore some definitions of a stereotype. Write them down:

1)

can be	towards	who are	of beliefs	Stereotypes

as a group	people	described	group	and attitudes

members	distinct	of another

_____

(From: Hurn, B. J., Tomalin, B. (2013). Cross-Cultural Communication. Theory and Practice, p.13)

2)

cultures	about how	behave	Stereotypes	people from

are conceptions	and societies.	other	and beliefs

_____

(from Cross-cultural Communication)

3)

over-generalized	belief	or a co-culture	is a fixed,

about	a particular	A stereotype	of people	group

_____

(from Potential Problems in Cross-cultural Communications)

4)

associated	Stereotype	with	is an	a category

belief	exaggerated

(From: Coupland, N., Jaworsky, A. (1997). Sociolinguistics, p. 270)

B. Answer the questions:

1. Which word is repeated in definitions and makes up the semantic core of the notion *stereotype*?
2. Which adjectives (attributes) are ascribed to that semantic core of the notion of stereotype?
3. How can you identify the reference group of a stereotype? (Who does a stereotype refer to?)
4. Read other definitions and say how they differ from the previous ones. What do they focus on?

- *Stereotypes are generalizations about people that are based on limited, sometimes inaccurate, but often easily available information, and are characterized by no or minimal contact with members of the stereotyped group and on second-hand information rather than first-hand experience*
- *A stereotype is a simplified and fixed image of all members of a culture or group; the group is typically based on race, religion, ethnicity, age, gender or national origins.*
- *A stereotype is a single statement or attitude about a group of people that does not recognize the complex, multi-dimensional nature of individual human beings irrespective of race, religion, ethnicity, age, gender or nationality.*

(From: Is there any harm in national Stereotypes?)

5. What kinds of stereotypes do you know? Who/what can they refer to?

Task 25. The features of stereotypes

A. Study the **basic assertions about stereotypes** by matching the beginning of the sentences **1-10** to the endings **a-f**. Agree or disagree with statements. Provide examples to support your opinion.

1. Stereotypes are very stable	a) process at both collective and individual level
2. Stereotypes maximize the difference between	b) or television, or have had related to us by friends and family.
3. We all create stereotypes as it is a universal	c) for creating a distorted image of many cultures and co-cultures
4. In virtually every case where we stereotype, we are resorting to prejudice by	d) cultures and maximize similarity within a culture.
5. Stereotypes may have their roots in experiences we have had ourselves, read about in books and magazines, seen in films	e) all people in a group have the same traits.
6. When we stereotype people, we prejudge them; we assume that	f) misunderstandings, hostile and abusive behaviours, conflicts, discrimination, and prejudice.
7. Many stereotypes promoted by mass	g) they tend to dehumanize people, placing all members of a group into one homogeneous category.
8. The incredible network of media such as television channels, movies, newspapers, radios, social sites, books, comics, etc. is partly responsible	h) and difficult to change.
9. The use of stereotypes leads to false	i) the media are exaggerated and based on half

assumptions about people and can lead to	truths.
10. An especially worrying aspects of stereotypes in a geopolitical context is that	j) inferring characteristics of an individual person based on a group characteristic, without knowledge of all the facts.

Task 26. Stereotype vs. prejudice

Prejudice is generally defined as a preconceived opinion or attitude that is formed without due consideration of the facts. Compare the concepts of *stereotype* and *prejudice*. You may consult Stereotypes, prejudices, racism. Complete the following Venn diagram on their similarities and differences:
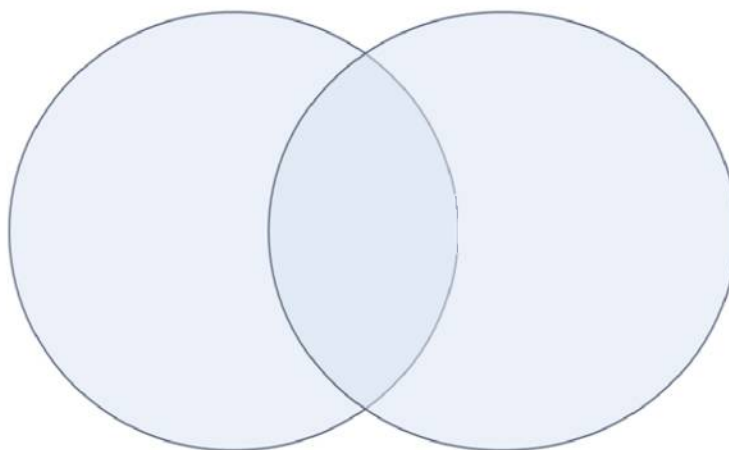
Discuss in pairs: What is the correlation between these two notions? In what ways do they overlap? How do they influence each other?

Task 27. National stereotypes

A. Match the stereotype to the nation it describes:

1. Germans	a. passionate
2. Americans	b. like to smoke pot
3. Italians	c. love steak and Diego Maradona
4. English	d. are loud
5. Australians	e. love talking about the weather
6. Canadians	f. drink a lot of beer
7. Argentinians	g. are polite
8. Jamaicans	h. like to drink
9. Swedish	i. are hot

B. Read the text "National Stereotypes That Turn Out To Be True" and fill in the blanks with the proper stereotype. Check if you were right to guess.

Stereotypes are not always true. English people don't really whinge that much. The French aren't that snooty. Brazilians aren't all amazing footballers. But when you travel, you do find out that there are some national stereotypes, some horrible clichés, that actually ring true. You arrive in some countries to find that everything you jokingly expected is really there. Things like these.

(1) Germans _____. It's true. Get a bunch of holidaying Germans in a room together and have a look at what they'll inevitably be doing: drinking beer. They love it. They invented Oktoberfest. There are more than 1300 breweries in the country. Even their churches brew beer. What comes as a surprise, however, is that Germans are also super-friendly. That goes against the stereotype.

(2) Americans _____. *You'll hear them well before you see them. It's a total cliché, but still, Americans, particularly the tourists, are really loud. They're loud in cafes, they're loud in bars, and they're loud pretty much everywhere else as well. That accent just seems to cut through a crowd, to ensure that you will always know when there's an American in the room.*

(3) Italians _____. *OK fine, they're nuts. Italians love an argument, mostly because they take things extremely seriously. They take football seriously, they take fashion seriously, they take family seriously, they take religion seriously, and they take food maybe the most seriously of all. Mess with any of these things and you can expect an immediate hand-waving, voice-raising argument.*

(4) English _____. *"Looks like we'll get some rain today." "Lovely out, isn't it?" "S'posed to be sunny later." And on and on it goes. I have a theory about this: maybe it's because the weather in England changes so often. Maybe that actually makes it something worth talking about. Whatever the reason, English people love a bit of weather chat. Come to think of it though, Australians do too.*

(5) Canadians _____. *The Canucks have a worldwide reputation for being extremely freaking nice, and it's warranted. They talk to strangers on public transport. They apologize even if they've done nothing wrong. They'll help you out the minute you look lost or confused. It's a pleasure travelling through Canada because you're never alone. And – outside of Whistler at least – they love an Australian accent.*

(6) Argentinians _____. *The Argentine passion for a well-cooked slab of beef is matched only by their love for a nuggety little cocaine freak who also happens to be one of the greatest footballers of all time. Steak – the cooking and the eating – is a national obsession in Argentina. And it's extremely good. Maradona, meanwhile, is an icon who is above all criticism and should only be praised if you want to make any Argentinian friends, particularly in the "La Boca" area of Buenos Aires.*

(7) Jamaicans _____. *They like it so much, in fact, that it actually is a religion. Or at least part of a religion. Even for non-Rastafarians, the happy herb is a popular one in Jamaica. You've probably seen the clichéd photos of dread-locked guys standing around puffing on joints the size of baseball bats, and that's something that, should you go to Jamaica, you'll probably come across in real life as well.*

(8) Swedish _____. *There's no two ways about it. The girls are hot, and the guys are hot. They're all blonde-haired, high-cheek-boned, slim and suave, immaculately dressed and staggeringly attractive. You are guaranteed to feel like a bumbling slob in their presence. Maybe it's something in the water. Maybe it's just good genes. But all the ideas you have about Swedes being hot are true.*

(9) Australians _____. *That's our reputation: hardcore boozers who will do anything to get their hands on one sip of cold beer. And when you travel with other Australians, you pretty quickly realize that it's totally true. We do like to drink. We do it to celebrate, and we do it to commiserate. We do it out of habit. We also do it for fun, which makes most groups of Aussie travelers pretty good people to be around.*

(From: National Stereotypes That Turn Out To Be True)

C. Write a paragraph about 4-5 stereotypes associated with your nation.

Task 28. National stereotypes quiz
A. Join the links and do quizzes about national stereotypes.
Discuss the results with your groupmates.

B. Work in pairs. How does the knowledge of stereotypes help/hinder you? Discuss the positive and negative effects of stereotypes. Where do we face them and how do they influence our communication?

4. CULTURAL RELATIVITY

Cultural relativity is the approach aimed at avoiding judgments about the cultural practices of groups that are different from ours to our own standards. Instead, people should determine whether an action is 'right' or 'wrong' by evaluating it according to the ethical standards of the society within which the action occurs, in its own cultural context. We should seek to understand another person's beliefs, attitudes and behaviours from the perspective of their culture rather than our own one.

Task 29. Cultural relativity mind map
A. Make up a mind map of "cultural relativity". What spheres of life is this notion relevant for?

B. Work in pairs. Discuss why cultural relativity is important nowadays. Why has it replaced the ethnocentric (culture-biased) approach? In what ways can it contribute to successful cross-cultural communication? Give examples. Share your ideas with the class.

Task 30. How to be tolerant
A cultural relativity approach can help overcome stereotypes and biases concerning other cultures. Its spread is intended to promote tolerance and acceptance within a multicultural society. So, one of the most relevant aspects of cultural relativity is *tolerance* - an objective and unbiased attitude toward opinions, beliefs, and practices that differ from one's own.
Work in groups of 4-5. Brainstorm, discuss and create a collective image of a tolerant person. Does it concern verbal behaviour? Discuss the role of tolerance in society. How can it be enhanced?

PART 3. GUIDING TO MORE CALP

COMMUNICATION phrasal set

Adj + COMMUNICATION	COMMUNICATION+N	N + of + COMMUNICATION
written ~	~ link	forms of ~
oral /spoken ~	~ skills	channels of ~
vocal ~	~ failure	method of ~
verbal/non-verbal ~	~ breakdown	styles of~
cross-cultural ~	~ efforts	ways of~
online ~	~ process	means of~
transactional ~		system of ~
interactional~		
political ~	COMMUNICATION + V+N	COMMUNICATION + V
commercial ~	~ entails intentionality	~ creates
academic ~	~ establishes rapport	~ fails
phatic ~	~ involves evaluation	~ includes

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face-to-face ~	~ enjoys advantage	V+ COMMUNICATION
actual ~	~ takes place	to build up ~
formal ~	~ occurs through	to develop ~
easy~	~ goes wrong	to maintain~
efficient~	~ is achieved by	
effective ~	~ is influenced by	
	~ is delivered	

STEREOTYPE phrasal set

Adj + STEREOTYPE	N+ of + STEREOTYPE	STEREOTYPE +V
accurate ~	origin of ~	~ develops
inaccurate ~	root of ~	~ simplifies
common ~	nature of ~	~ systematizes
associated ~	expressions of ~	~ maximizes
race / racial ~	danger of ~	~ denies
age ~		~ reflects
gender ~	V+ STEREOTYPE	~ distorts
social class ~	to form ~	~ determines
perpetuated ~	to create ~	~ steps in
stable ~	to contradict ~	~ stems from
institutionalized ~	to avoid ~	~ leads to
destructive ~	to use ~	~ traps us
detrimental ~	to exercise ~	~ takes forms
prevalent ~	to absorb ~	
numerous ~	to maintain ~	Adj + STEREOTYPE
	to build up ~	~ harmless
STEREOTYPE +V(pass)	to fight against ~	~ inevitable
is based on	to struggle with ~	~ acceptable
is formed	to rely on ~	~ true
is promoted by	to draw on ~	~ negative

Task 31. Express your opinion of the following quotations. Make an extensive use of expressions from the phrasal sets, and additional phrases that come from the videos and other sources:

1. *Strangers in a new culture see only what they know* (Unknown)
2. *Understand the differences; act on the commonalities* (Andrew Masondo, African National Congress).
3. *We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams* (Jimmy Carter).
4. *To effectively communicate, we must realize that we are all different in the way that we perceive the world and use this understanding as a guide to our communication with others* (Anthony Robbins).
5. *It is not easy to be stranded between two worlds, the sad truth is that we can never be completely comfortable in either world* (Sharon Kay Penman).
6. *Most of my important lessons about life have come from recognizing how others from a different culture view things* (Edgar H. Schein).
7. *Diversity: the art of thinking independently together* (Malcom Forbes).
8. *Two monologues do not make a dialogue* (Jeff Daly).
9. *Face is the index of mind* (Sathik & Jonathan, 2013)

Task 32. Limitations of non-verbal communication
A. Read the text "Limitations of Non-Verbal Communication". Match the underlined words in the text to the definitions 1-6.

1. not completely correct or exact _____
2. exactly _____
3. having or expressing more than one possible meaning, often intentionally _____
4. unpleasant or insulting, and likely to make people upset or embarrassed _____
5. an action or statement that tells smb indirectly that they should do something _____
6. to express a thought, feeling, or idea so that it is understood by other people_____

Non-verbal communication can be used simultaneously with written and oral methods of communication. Although non-verbal communication enjoys a lot of advantages in exchanging information, it has some limitations. Its key limitations are as follows:

*1) **Lack of formality**. Non-verbal communication is not as formal and well-structured as written and oral communication. Most of the cases, people are instinctively and usually engaged in non-verbal communication by moving the various parts of the body. So it cannot be used in any formal situation.*

*2) **Expressing contradiction with the verbal statement**. Though non-verbal <u>cues</u> help in expressing the meaning of verbal messages more accurately, they may express contradictory meanings with verbal statements. Nonverbal messages can be quite <u>inaccurate</u> because there is no use of verbal words so it becomes very difficult how the other perceives.*

*3) **Ambiguity**. When the sender uses ambiguous or unfamiliar non-verbal cues, the receiver may fail to understand the meaning of the message which requires a lot of repetition in non-verbal communication. As a result, communications between them may also fail.*

*4) **Culture boundness**. The use of non-verbal cues is generally culture-bound. Therefore, non-verbal cues of one culture cannot be used in another culture. Although some cues remain the same across cultures, their meaning differs significantly. The difference in a message can lead to negativity and <u>offense</u>. For example, in the United States, a circle forming with the thumb and index finger indicates the symbol "OK" or "everything is right." But in France, this symbol means "zero", and in Japan - "money". However, the Japanese admire silence and consider it is a key to success.*

*5) **Lack of explanation of message**. Although non-verbal cues can <u>convey</u> a message like verbal communication, it cannot carry any explanation of the message to the receiver. Few people do not desire to use nonverbal skills. They think it may be unprofessional, unimpressive and less influential.*

*6) **The problem relating to preserving information**. Non-verbal communication occurs through body movements, symbols, signs, colors, sounds, etc. Since it uses gestures, facial expressions, eye contact, touch, sign, sound, paralanguage for communicating with others, there is a great chance of deformation of information in non-verbal communication. As a result, such information cannot be preserved for use in the future.*

*7) **No rules**. Nonverbal communication should not follow any rules, a formation like other communication, therefore, people instinctively connect in nonverbal movements. For example, some people have a tradition of shaking a leg while talking.*

*8) **Vague and imprecise**. Since in this communication, there is no use of words or language which expresses clear meaning to the receiver. No dictionary can <u>precisely</u> categorize them. Their meaning varies not only by culture and situation but by the level of purpose.*

*9) **Multi-channel**. Everything is occurring at once and consequently it might be confusing to try to keep up with everything. Most of us merely do not do so, at least not intentionally. No party can talk about the exacting issues of the message.*

(<u>Limitations of Non-Verbal Communication</u>)

B. Put a Wh-question (special question) of your own to each paragraph of the text. Work in pairs. Ask and answer these questions.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 1. Provide definitions for the key words and terms used in the unit.

№	Terms	Definition
1.	communication	
2.	verbal communication	
3.	non-verbal communication	
4.	paralinguistics	
5.	kinesics	
6.	proxemics	
7.	cross-cultural differences	
8.	linguistic rituals	
9.	national stereotypes	
10.	prejudices	
11.	body language	
12.	eye contact	
13.	social distance	
14.	cross-cultural competence	
15.	communicative competence	
16.	etiquette	
17.	categorizing people	
18.	cross-cultural	

19.	intercultural communication	
20.	nationality	
21.	ethnicity	
22.	interaction	
23.	culture shock	
24.	cultural relativity	
25.	tolerance	

Task 2. Prepare a visualization (poster, mind map, etc.) that sums up the "Cross-cultural differences in communication" unit. Present it in class.

Task 3. Write a one-page solution-essay on the topic "How can we reduce the barriers to effective cross-cultural communication?" Mind the usage of the appropriate terminology. (Calibri, font 12, single spaced, 2 cm all margins).

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name three new things you have learnt from the unit 'Cross-cultural differences in communication"	1. 2. 3.
Provide three key terms from the unit	1. 2. 3.
Name two things you would like to learn more about	1. 2
Name one thing which posed problems for understanding	
Do you consider this topic to be relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTION

1. Why is the information about cross-cultural differences in communication relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Tasks 3-5. Text: Wierzbicka, A. (1994). Cultural scripts. Pragmatics and Language Learning. Monograph series. Ed. by L. F. Bouton and Y. Cachru. Volume 5.
Tasks 4-5. Texts: Hurn, B. J., Tomalin, B. (2013). Cross-Cultural Communication. Theory and Practice.
Pragmatics and Language Learning. Monograph series. Ed. by L. F. Bouton and Y. Cachru. Vol. 5.
Tasks 6, 7, 8, 15. Cultural Atlas
Task 9. Video: Communication Style Differences: Patterns of Silence in Communication
Task 10. Video: Cross-cultural Communication
Task 11. Video: Communication Barriers
Task 12. Text: Basic Concepts of non-verbal communication
Task 13. Text: Paralinguistic Communication.
Task 16. Text: Peas, A. & B. (2006). The Definitive Book of Body Language. Peas International.
Task 18. Text: Salzmann, Z. (2012). Language, Culture and Society, p. 80
Task 19. Text: Cross Cultural Communication
Task 20. Text: Saville-Troike, M. (1997) The ethnographic analysis of communicative events. In: N. Coupland and A. Jaworski (eds). *Sociolinguistics. A Reader and Coursebook*, pp.126–144. Basingstoke: Macmillan.
Task 21. Video: Communicating Across Cultures: Humor and Body Language
Task 22. Video: God Grew Tired of Us.
Task 23. Text: Manz, S. (2003) Culture Shock - Causes, Consequences and Solutions: The International Experience. Munich, GRIN Verlag.
Task 24. Video: Stereotypes
Texts: Hurn, B. J., Tomalin, B. (2013). Cross-Cultural Communication. Theory and Practice.
Coupland, N., Jaworsky, A. (1997). Sociolinguistics
Cross-cultural Communication
Potential Problems in Cross-cultural Communications
Is there any harm in national Stereotypes
Task 26. Text: Stereotypes, prejudices, racism
Task 27. Text: National Stereotypes That Turn Out To Be True.
Task 28. Quizzes: How well do you know country stereotypes
National stereotypes quiz
Task 32. Text: Limitations of Non-Verbal Communication

PART 7. REFERENCES

1. Axtell R. The Do's and taboos of Body Language Around the World.
2. Wierzbicka, A. (1994). Cultural scripts. Pragmatics and Language Learning. Monograph series. Ed. by L. F. Cachru. Volume 5.
3. Hurn, B. J., Tomalin, B. (2013). Cross-Cultural Communication. Theory and Practice. Jack Spence. 308 p.
4. Canfield, A. (2002). Body, Identity and Interaction: Interpreting Nonverbal Communication.
5. Martin, J. N., Nakayama, T. K. (2022). Experiencing intercultural communication. An Introduction. Seventh Edition. McGraw Hill LLC. 416 p.
6. Murata, K. A Cross-cultural approach to the Analysis of Conversation and its Implications for Language Pedagogy.

7. Kottak, C. (1998). Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 2nd Edition. New York: McGraw Hill.

8. Dirven, R., Verspoor, M. (2004). Cognitive exploration of language and linguistics. John Benjamins Publishing Company. 277 p.

9. Salzmann, Z., Stanlaw, J, Adachi, N. (2012). Language, Culture and Society. An Introduction to Linguistic Anthropology. Westview Press. (Chapter 5. Nonverbal Communication. pp. 73-86).

10. Nguyen-Phuong-Mai. Potential Problems in Cross-cultural Communications: Stereotypes, Prejudices, and Racism.

PART 8. FURTHER RESOURCES

1. Peas, A. & B. (2006). The Definitive Book of Body Language. Peas International.

2. Sociolinguistics: a Reader. (1997). Ed. by N. Coupland and A. Jaworsky. Macmillan Education. 505 p. (Modern linguistics series).

3. Gestures. Your Body Speaks. How to Become Skilled in Nonverbal Communication. Toastmasters International.

4. Culture Shock.

5. Culture shock adaptation strategies.

UNIT 6
SOCIETAL GLOBALIZATION AND LANGUAGES

<div style="border:1px solid">

Content
1. Speech communities.
2. Language domains and language choice in multilingual speech communities.
3. Globalization and languages.
4. English as a global lingua franca.

Language
- Thematic vocabulary. Phrasal set. Phrases for expressing opinions, clarifying and opposing.
- Grammar: Conditionals. Modal verbs of assumption/supposition. Future tenses to express predictions about the future.

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PART 1. LEAD-IN

Self-assessment of the prior knowledge

Answer the questions (use English or Ukrainian):

Question	Your response
Do you know anything about *globalization?*	
Provide the key associations with the word *globalization*	
Share your opinion on the following issues: 3. The reasons for globalization 4. The impact of globalization on languages	
Is it necessary for you and your professional development to understand the interdependence between globalization and languages?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

1. SPEECH COMMUNITIES

Task 1. Definition of speech community

Language belongs to a speaker as to an individual and a member of various social groups. An individual's verbal behaviour is quite similar to other individuals', if they speak the same language, dialect or variety. In this case they can be described as members of the same *speech community*. However, people who use the same code but enter various social groups may have difficulties in comprehending each other as they belong to the different speech communities.

A. Read the definitions of a ***speech community*** formulated by different linguists, compare them; group them according to the main approaches they represent.

Lyons (1970): *All people who use a given language or dialect.*

Fishman (1971): *A subtype of community all of whose members share at least a single speech variety and the norms for its appropriate use.*

Labov (1972): *The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms.*

Gumperz (1968): *Any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage.*

Gumperz (1971): *A social group which may be either monolingual or multilingual held together by frequency of social interaction and set off from the surrounding areas by weaknesses in the lines of communication.*

Hymes (1986): *A community that shares rules for the conduct and interpretation of speech and rules for the interpretation of at least one linguistic variety.*

Kerswill (1994): *Linguistic similarities among the various codes in use, agreement on the social meaning of various linguistic parameters.*

Duranti (1997): *The product of the communicative activities engaged in by a given group of people.*

Yule (2010): *A group of people who share a set of norms and expectations regarding the use of language. The study of the linguistic features that have social relevance for participants in those speech communities is called "sociolinguistics".*

B. Answer the questions about the definitions above:

1. Which definitions belong to general linguists and which ones to sociolinguists? What is the difference between their interpretations?
2. What common feature(s) do all the definitions have?
3. How did the understanding of this notion change with the development of linguistic science?
4. Why is "speech community" the main notion of sociolinguistics?
5. What are the alternatives to this term? What are their implications? (Further resources)

Task 2. Types of speech communities

Speech communities can be geographical, residential, social, religious, ethnic, and occupational. According to the number of languages used by individuals in speech communities, the latter can be *monolingual* (with one language used), *diglossic* (using two varieties of one language), *bilingual* (two different languages are used), and *multilingual* (employing three or more languages).

A. Read the passage about *multilingualism* from P. Trudgill's "Sociolinguistics", explain the meaning of the phrases in bold.

Nearly all European nations are multilingual. Perhaps the most multilingual country in Europe is Romania: only 24 mln people speak Rumanian as their mother tongue, but at least 14 other languages are spoken natively in the country. Multilingualism on this scale brings problems both for individuals and groups of individuals, especially for those who are members of linguistic minorities.

Members of minority-language groups have **to acquire proficiency** *in at least two languages to function as full members of their national community. The biggest problem they face is educational. The problem is not severe when the two languages are* **closely related** *and similar. Or when the country pursues reasonable* **educational policy***, where junior schoolers are taught in their native language, and the majority language is introduced later. This approach has been adopted in many parts of Wales and Norway.*

In other cases the minority child may face considerable difficulty. This happens where the languages involved are not closely related and the educational policy ignores or discourages minority languages. In extreme cases the minority language may be forbidden at school. This used to be true of Welsh in Wales and Gaelic in Scotland (there was a law that made the speaking of Gaelic illegal), and it was for many years the policy of the Turkish government concerning Kurdish.

The effects of the **forced implementation** *of an* **alien national language** *may be very serious. It can eliminate whole cultures, cause* **ethnic clashes** *and* **reduce the educational progress***. This approach was for many years the policy in the USA, where the rapid assimilation of minority languages to the English-speaking majority was practiced. Today, there is considerable support for minority groups (Spanish-speakers, Native American Indians), to be educated in their own language. However, linguistic minorities in the USA are rapidly declining. In the UK the 'English-only' approach has almost* **disappeared from the educational scene***, although there are many Welsh and Gaelic speakers who are unhappy about the status of their languages.*

In the countries where a minority ethnic group wants independence, linguistic factors play a huge role in separatist movements because language is an important symbol of **group consciousness and solidarity***. Where governments do not* **regard this as threatening***, they treat linguistic minorities positively or ignore them. The modern British government, for example, is tolerant to Gaelic speakers. The government of the Republic of Ireland supports the minority language (1-3% of the population speak Irish). This is because Irish was formerly the language of all the Irish and symbolizes national culture and identity rather than protest. Still, some governments regard linguistic minorities as potentially oppositional. Their fears are justified:* **language loyalty** *is a powerful weapon, and has often been* **manipulated to political advantage***. Disfavored languages may cause discontent of minorities wanting power and independence, or become an* **excuse for annexation** *by a neighbouring state.*

The government activities in terms of language are called 'language policy' and 'language planning'. They are necessary in countries which are faced with the problem of having to select a national language. However, communication problems are not necessarily as serious as one might think. Usually people can communicate with each other quite easily, even if they don't know each other's languages, because they are also familiar with languages of international communication, like English or Spanish.

(Abridged from: Trudgill, P. (2000). Sociolinguistics : An introduction to language and society. 4th edition. Penguin Books, pp. 119-132)

B. Answer the questions:

1) What problems does multilingualism bring for individuals, especially members of linguistic minorities?

2) How is the educational problem solved in Denmark, Wales, Norway and other countries where the languages are closely related?

3) What are the effects of the imposition of an alien national language such as English or Turkish?

4) What problems do governments face in a multilingual society?

5) Why is language considered to be very important in separatist movements?

6) Can extreme language policy be justified? What are the reasons?

7) In what cases is language planning regarded as necessary and commendable?

8) Are communication problems in a multilingual society as serious as one might think? Why?

Task 3. Intersecting speech communities

One person is usually a member of several *intersecting speech communities* at the same time, but in every case identifies with only one of them, depending on the situation. This is because each community member has a *variety of social identities*, and in a certain context operates a set of appropriate forms of expression.

A. Read the passage with the explanation of how it happens, complete it with the missing words, the meanings of which you can see below. The first letters are given as prompts.

> *We can illustrate this approach as follows. At home, a person may live in a (1) b_____ setting and (2) s_____ easily back and forth between two languages. She – let this be a female person – may shop in one of the languages but work in the other. Her (3) a_____ in one of the languages may indicate that she can be classified as an (4) i_____ to the society in which she lives, moreover, the one from a specific country. Her accent in the other language shows her to be a (5) n_____ of region Y in country Z. Outside country Z, however, as she now is, she regards herself (and others from Z agree with her) as speaking not a Y (6) v_____ of Z but as speaking Z itself. She may also have had extensive technical training in her new country and in her second language and be quite unable to use her first language in work related to this (7) s_____. In the course of the day, she will switch her identification from one group to another, possibly even <...> in the course of a single (8) u_____. She belongs to one group at one moment and to a different one at another.*
>
> (Wardhaugh, R. (2015). <u>An Introduction to Sociolinguistics. 7th ed. Blackwell Publishing. Chapter 5. Speech Communities</u>, p. 127).

1) speaking two languages fluently;

2) to adopt (something different) in place of something else, change;

3) a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class;

4) a person who comes to live permanently in a foreign country;

5) a person born in a specified place or associated with a place by birth;

6) a specific form of a language or linguistic expression;

7) an area of study to which someone has devoted time and effort and in which they are expert;

8) an uninterrupted chain of spoken or written language.

B. How does the specific language define each group of people as a separate speech community? Complete the table below. Which of these communities can intersect?

	Group	How the language defines a speech community
1.	teenagers	
2.	mechanics	
3.	women	
4.	footballers	
5.	politicians	
6.	dog-lovers	

C. Most members of a society, even if they speak the same language and live in the same region, can belong to various speech communities. Work in pairs. Discuss in what respects do (or did) the following pairs of people belong to the same or different speech communities. Focus on the background of these people, their roles in society:

- *Barrack Obama and Donald Trump;*
- *Angelina Jolie and Jennifer Lopez;*
- *President Joe Biden and Elon Musk;*
- *Joanne Rowling and Stephen King;*
- *Professor Henry Higgins and Eliza Doolittle.*

D. What speech communities do you belong to? Exemplify different sociolects you use, illustrate them with lexical features, accentual patterns, non-verbal communication cases.

Task 4. Language planning vs. language policy
In bi- and multilingual speech communities it becomes important to regulate the status and the relationship between the languages used, even on the official level, in order to avoid conflicts and other undesirable effects. This is what *language planning* and *language policy* are aimed at.

A. Compare the concepts of *language planning* and *language policy*, complete the Venn diagram:
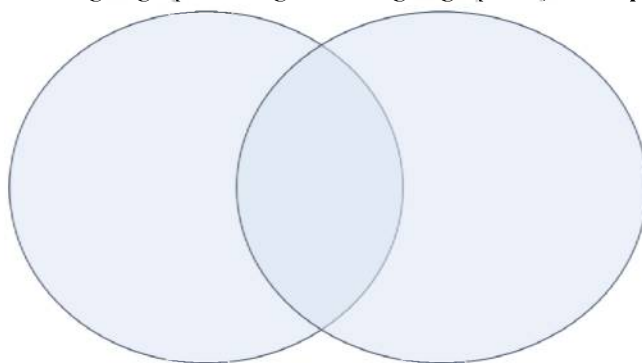
Note: Alternative task version for online classes – use Venn diagram maker in Canva with ready-made templates that can be customized and made in collaboration.

B. Work in teams. Study the language policy of any country (preferably – multilingual), prepare the information about its milestones and consequences. Think about its pros and cons. Share the results with other teams. Together decide on the most efficient policies.

C. Analyse and discuss the directions, trends and outcomes of language policy in your country. Do you consider it efficient? How can it be improved to overcome the language problems you country might be facing? Give your ideas.

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Task 5. Linguistic imperialism

A. In the situation of multilingualism there is always a risk of emerging inequality between languages and a biased attitude to some of them, depending on the functions they perform in a society and the roles they are associated with. This attitude is called "*linguistic imperialism*". Read the article with an example, explain the meaning of the words and expressions in bold.

*The Prince of Wales highlighted the threat to "proper" English from the spread of American **vernacular** as he **launched a campaign** to preserve the language as world leader. He described American English as "very **corrupting**" and emphasized the need to **maintain the quality** of language, after **giving his backing** to the British Council's English 2000 project... Speaking after the launch, Prince Charles **elaborated on his view** of the American influence. "People tend to invent all sorts of nouns and verbs, and make words that shouldn't be. I think we have to be a bit careful, otherwise the whole thing can **get rather a mess**.*" (The Times, 24 March 1995).
(From: Jenkins, J. (2015). Global Englishes : a resource book for students. 3rd Edition. Routledge, p. 5)

B. Answer the questions:
1. What was Prince Charles's (now – King Charles III) opinion about American English?
2. Did Prince Charles's view of the superiority of British English reflect linguistic imperialism?
3. Do you share such attitudes towards American English? Does it influence the development of your mother tongue nowadays?

C. Because of the rapid and extensive spread of English throughout the world, some researchers described it as:
▪ '*window opening on every horizon of loquacious men*' (Burnett 1962)
▪ '*the wandering minstrel in The Mikado, with songs for any and every occasion*' (Clairborne 1983)
▪ '*the great river of English*' (Pennycook 1998)
▪ '*ever-conquering language*' (Pennycook 1998)
▪ '*killer language*' (Phillipson 2003)
▪ '*lingua frankensteinia*' (Phillipson 2008)
▪ '*hypercentral language*' (De Swaan 2001)
▪ '*the hub of the linguistic galaxy*' (De Swaan 2001)
▪ '*a black hole devouring all languages that come within its reach*' (De Swaan 2001).

Explain the implication behind each metaphor and say:
1) In what way are these names connected with the notion of linguistic imperialism?
2) How do the metaphors reflect the change of attitude to the role of English in the world?

Task 6. Embracing multilingualism and eradicating linguistic bias
A. Watch the video "Embracing multilingualism and eradicating linguistic bias". Make notes to answer the questions below.

1. Does the USA have an official language? _____
2. What problems do immigrants there face? _____
_____
3. What are the benefits of being multilingual? _____
_____
4. What are the advantages and disadvantages of code-switching in a multilingual society?

- Advantages: _____
- Disadvantages: _____

B. Comment on the statement. Do you agree or disagree with it? Give your arguments and examples. Is bi- or multilingualism considered a norm in your country?

> *"Bilingualism and multilingualism, though <...> regarded as aberrations by English mother tongue speakers in the UK and US, are the de facto norm throughout the rest of the world. Speakers of 'big' languages, particularly English, meanwhile, have long been reluctant to acquire other languages, have expected others to make the effort to learn 'their' language, and have viewed code-switching as a sign of linguistic incompetence."*
>
> (From: Jenkins, J. (2015). <u>Global Englishes : a resource book for students</u>. 3rd Edition. Routledge, p. 176).

2. LANGUAGE DOMAINS AND LANGUAGE CHOICE IN MULTILINGUAL SPEECH COMMUNITIES

Task 7. Domains of language usage

A. A set of circumstances in which a particular language or its variety tends to be regularly used is called a *domain*. Arrange the following domains in a table below according to the types they belong to. How does the type influence the way people communicate within it?

education, friendship, politics, romantic relationship, law, home, workplace, playground, religion, social media, science, music, sports, business

Formal	Informal	Intimate	Intergroup

B. Bi- and multiinguals use different languages in different domains. But even monolinguals can turn to different codes and make a choice between "high" and "low" varieties, depending on the situation. Decide which domains from the list below employ "high" or low" language varieties:

teenage sitcoms   a university lecture   broadcasting news on the radio   telling anecdotes a speech at a conference   communication in low-prestige occupations   a speech in court conversation with a family member   writing poetry   writing an editorial in a newspaper captions on comics   giving instructions to household servants   delivering church sermons

"High" varieties: _____

_____

"Low" varieties: _____

_____

C. Group project. Split into groups of 4-5. Use Internet sources to find out about major languages used in the past and now worldwide in a particular domain: Group 1 – *science*, Group 2 – *religion*, Group 3 – *social media*. Fill in the table on 3 most widespread languages of a particular domain.

Aspect	Language 1	Language 2	Language 3
Time span			
Users			
Reasons for dominance			

D. Report the results of your findings to the class. Explain the tendencies and factors that influenced the current language situation in a particular domain. Try to predict the perspectives.

Task 8. Code-switching, code-mixing, and diglossia
The situation when two codes (languages or their varieties) co-exist in a speech community and perform different functions, is called *diglossia*. The speakers in bi- or multilingual communities tend to *code-switch* – shift from one linguistic code to another, or *code-mix* – combine elements of several codes in one utterance. These two types of verbal behavior come naturally, without speaker's effort, but their realization depends on several factors.

A. Watch the video "Code-switching: the difference between code-switching and code-mixing". Answer the questions:
1. What is the difference between code-switching and code-mixing?
2. Why do people do it?
3. Do only young people code-mix?
4. In what possible situations do the grown-ups code-mix?

B. Define the domains of language use relevant to you and determine the variety or code appropriate to each domain you singled out. Give examples.

Task 9. Factors of code choice
A. What do you think the choice of a certain code (language or its variety) during code-switching depends on? (Dwell on such factors: the relationship between interlocutors, communities they represent, requirements of the domain, social context, topic under discussion, etc.). Give examples.

B. Suggest the possible peculiarities of the British King's communication with different interlocutors. Explain the reasons for His Majesty's code-switching in each case.
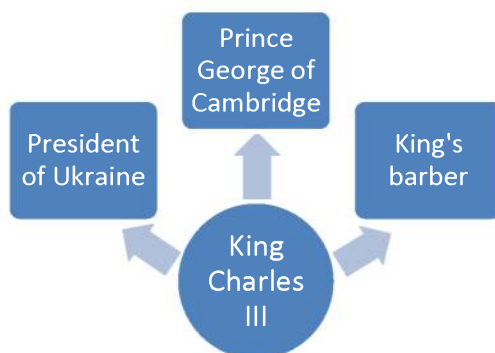
B. Suggest the possible peculiarities of verbal and non-verbal behaviour of a student in different circumstances. Explain the reasons for the student's possible code-switching in each situation.
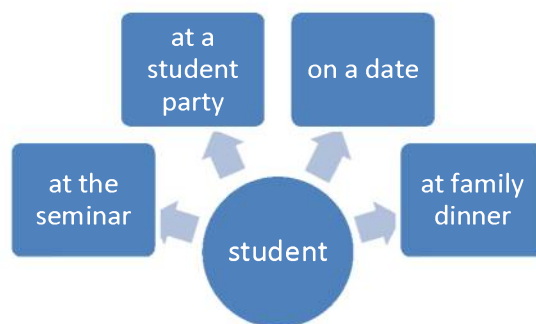
C. Make up 2-3 short dialogues to illustrate the particulars of code-switching in the given situations.

3. GLOBALIZATION AND LANGUAGES

Task 10. Globalization
Globalization is a longstanding trend that has transformed and is still changing many aspects of our lives, including languages. In a modern, post-pandemic world, individuals and countries must consider all sides of the globalization issue.

A. Make up a spidergram of GLOBALIZATION. Suggest what it means and write down the words associated with the term.

B. Find 2-3 definitions of globalization from available resources and complement your spidergram with additional information. Compare you results with the class.

C. How can globalization influence the cultures and the languages of the world? Discuss in pairs, share with the class. What are advantages that globalization promotes and its negative consequences?

Task 11. Interlanguages, criteria of language "internationality"
If we try to determine the most important languages in the world, our answer will depend on the *criteria* we apply. The most relevant ones nowadays are: the number of speakers, the number of countries in which a given language has official status, in how many different continents it is spoken, or the strength of the economy in its original country.

A. Use the available sources to complete the table about *interlanguages* (languages used for international communication). Identify the differences between various types. How do they gain this status? Which of these terms can be used as synonyms?

Type of language	Criteria	Spheres of usage	Functions	Examples
koiné				

pidgin				
creole				
lingua franca				
UN language				
global language				

B. Study the table of the most "international" languages of the world (from: Dirven, R., Verspoor, M. (2004). Cognitive Exploration of Language and Linguistics. Amsterdam/Philadelphia: John Benjamins Publishing Company, p. 236). Write a 200-word passage to describe the data (See Appendix for useful phrases).

Language	Native speakers[1]	Official language in countries	Spoken on number of continents	GNP in billion US Dollars in core countries[2]	
English	300	47	5	1,069	UK
French	68	30	3	1,355	France
Arabic	139	21	2	38	UAR
Spanish	266	20	3	525	Spain
Portuguese	175	7	3	92	Portugal
German	118	5	1	2,075	Germany
Indonesian Malay	193	4	1	167	Indonesia

[1]Grimes (1996); [2]Fischer Weltalmanach (1997).

Task 12. Conlangs and artificial interlanguages

Not all world languages emerge and develop naturally. Some of them can be intentionally created by people for certain purposes. Such languages are called *Conlangs* ("**con**structed **lang**uages"), sometimes referred to as "planned" or "invented" languages.

A. Find and copy out the definitions of the following types of conlangs. What are the main differences between them? Which type is designed to facilitate international communication and can refer to "artificial interlanguages"?

Engineered languages (engelangs): _____
_____
Auxiliary languages (auxlangs): _____
_____
Artistic (fictional) languages: _____
_____

B. Find information about some of the conlangs to complete the table below. You can use Encyclopedia Britannica or other sources available.

№	Conlang	When and who created	Aims of creation	Main features	Who speaks it
1	*Volapük*				
2	*Esperanto*				
3	*Ido*				

4	*Novial*				
5	*Interlingua*				
6	*Dothraki*				

C. Watch the video "ConLangers (How to Create a Language)" and put down the reasons for creating conlangs. Compare with your partner.
Useful vocabulary from the video:

_____
_____
_____

While watching, put down the information on:
- ➢ the definition of a conlang _____

   _____

- ➢ features taken into consideration in the process of creating conlangs _____

   _____

- ➢ examples from the media, literature, etc. _____

   _____

D. Group Project. Split into groups of 3-4. Choose a short fragment of a well-known literary work, a famous quotation or saying, translate it into several conlangs (using online resources: English to Esperanto translator, Fun Translations). Present your translations to the class, let your groupmates guess the phrase, comment on the translation peculiarities.

Task 13. Esperanto
A. *Esperanto* is an artificial interlanguage which a fusion of various European languages, a 'mosaic' of language forms common to Indo-European language family. Watch one of the three videos about Esperanto, make notes of its features, share the information with the class, compare.

Video 1. "Esperanto – The World`s Favorite 'Constructed Language'"

Video 2. "Esperanto: a rare but alive language"

Video 3. "Esperanto – The most successful made-up language"

Esperanto was created because _____

_____

Its main features are:_____

_____

Now it is spoken by _____

_____

B. Read an abstract from P. Trudgill's "Sociolinguistics" about Esperanto. Highlight in the text the advantages and disadvantages of adopting Esperanto as a lingua franca. Discuss in class.

...Supporters of Esperanto are much more concerned to see it used as a world-wide lingua franca in order to solve problems of international multilingualism. In multilingual, multi-national communities, like the European Union, disputes can often arise as to which language or languages are to be used officially. Advocates of Esperanto would suggest that, if it were made the official language of the EU, disputes of this kind would not arise. Unlike English or French, Esperanto is the native language of no one, and therefore gives nobody an unfair advantage, just as English in India is in many ways a fairer choice as a lingua franca than Hindi. This argument would probably not hold, however, for larger international organizations like the United Nations. This is because Esperanto, although it is easier to learn than natural languages, is quite clearly a European-type language, and would therefore benefit native speakers of languages originally from this area. In any case, there are as yet no real signs of Esperanto, or any other similar language, making very great headway on the official international scene.

(From: Trudgill, P. (2000). Sociolinguistics : An introduction to language and society. 4th edition. Penguin Books, p.135)

C. Think of 3 more benefits and 3 other challenges that Esperanto as a lingua franca can cause.

Benefits:

1) _____

2) _____

3) _____

Challenges:

1) _____

2) _____

3) _____

Do you think Esperanto has a perspective to become a global language in the future? Why?

4. ENGLISH AS A GLOBAL LINGUA FRANCA

Task 14. English language statistics

English is spoken around the world by more than 1.3 billion people. Given the large number of native speakers, its official status in so many countries and its spread on all continents, English has now become the "*world language*". The latest data in 2022 confirms this status.

A. Study E. Gration's article "English language statistics: how many people speak English worldwide?", which represents the results of a 2022 language survey. While reading, paraphrase the word combinations from the article:

1) *in a nutshell* – _____

2) *non-native children* – _____

3) *a staggering 1.1 million searches* – _____

4) *average yearly searches* – _____

5) *above findings indicate* – _____

6) *core curriculum* – _____

7) *reaching total fluency* – _____

8) *non-English dominant schools* – _____

9) *de jure and de facto* – _____

10) *roundup of the latest statistics* – _____

B. Answer the questions:

1. Which countries have the strongest desire to learn the English language at the moment?
2. How many countries all over the globe list English as a part of their core school curriculum?
3. Which countries worldwide teach children English the earliest?
4. How does the age at which children are taught English at school influence its spread?
5. Which languages to be taught at school (for children whose first language is NOT English) were voted for?
6. How many countries have English listed as one of their official languages? Give examples.
7. Which US states have the highest rate of people who don't speak English at home?
8. Which data seems the most striking to you? Why?

C. Summarize the results of the survey and make conclusions about the global popularity of English

Task 15. World Englishes
A. Read the passage, be ready to explain the term "World Englishes", the idea that B. Kachru's model is based on, and its structure.

> *Modern English is a language of wider communication in a multilingual context, but it not a uniform language. It has developed into a system of local or indigenized varieties. The term 'World Englishes' ('New Englishes') was introduced to emphasize the range of different variants of English that have developed since the 19th century around the globe, especially in those countries where the British used to have a colonial influence.*
>
> *According to **Braj Kachru's model**, they can be represented as 3 concentric circles. **The inner circle** (nucleus) refers to English which is the mother tongue of native citizens of the countries, these Englishes provide the norm. **The outer circle** includes the English variants of the countries where is used as a second language (ESL), an official language of education, business, government, etc. (countries with British colonial influence in the past). These variants are norm-developing. **The expanding circle** comprises the English varieties of the countries where people study and use English as a foreign language (EFL). In these countries English has no official status, but is usually taught at schools and spoken as a lingua franca. The Englishes used there adopt and follow the norms formed and developed within the other circles.*

> (From: Kachru, B. B. (1985) Standard, Codification and Sociolinguistic Realism: The English Language in the Outer Circle. In R. Quirk and H. Widdowson (eds) *English in the World: Teaching and Learning the Language and Literatures*, Cambridge: Cambridge University Press, pp. 11–30.

B. Place the countries from the box into their corresponding circles on the diagram below according to the status of English variant spoken there. Explain the reasons for your choice.

Canada, Kenya, Estonia, the USA, New Zealand, Ukraine, Hong Kong, China, the UK, India, Egypt, Australia, Austria, Switzerland, Bangladesh, Israel, Mexico, Tanzania, Singapore, Philippines, Saudi Arabia, Nigeria, Argentina, France, South Korea

Expanding circle

Outer circle

Inner circle
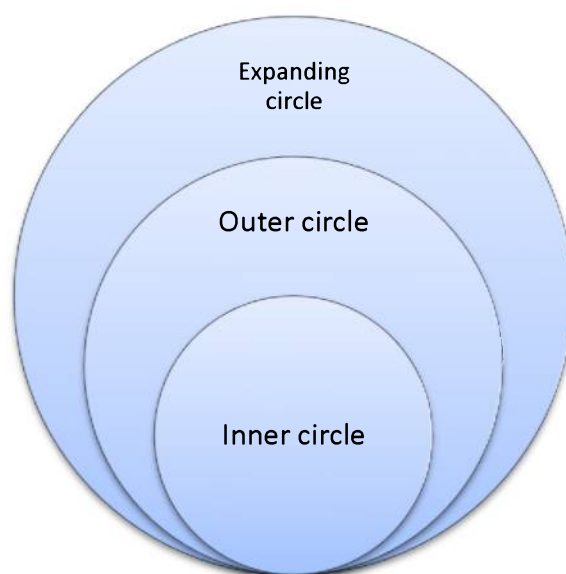
C. Watch the video "D. Crystal. World Englishes". While watching, copy out *the reasons* for English to split into numerous Englishes, according to David Crystal. What is the role of globalization in this process?

_____

_____

_____

_____

D. Define if the statements below are true or false. If false, give the correct variant:

a) The word "English" does not have a plural form.

b) Different countries that have adopted English, immediately start to adapt, to shape it.

c) American English started at about 1707, when the first people arrived in America and settled on the Eastern seaboard of America (currently Virginia).

d) It takes decades for a new variety of English to start to grow.

e) All countries of the world have English either the first language or the second language, or a privileged foreign language.

f) The adaptation takes place chiefly in pronunciation, and it does not take long.

g) The word "robot" in South African English means the same as in British English.

h) In every country of the world there is a new variety of English growing which is culturally influenced.

i) "Clapham junction" in Serbian English means "chaos".

j) A native speaker abroad will definitely understand the expressions of English-speaking locals about the local political parties, parts of the city, etc.

E. Do you think the transformation of English into numerous variants has more challenges or benefits in a globalized world? Make a list of positive and negative consequences of this process.

Positive	Negative

F. Is it possible to speak about Ukrainian English? What could be its features? Provide arguments and examples to prove your ideas.

Task 16. English as a lingua franca (ELF)

Lingua franca is a language used for communication between people whose first languages differ. As far as who do not speak a common language, they choose the one which is not native to any of them for practical purposes. It is based on the standard variety and serves as a language of wider communication in a multilingual area. English is one of the most popular lingua francas around the world. Barbara Seidlhofer defines ELF as "any use of English among speakers of different first languages" and linguacultural backgrounds, across all three Kachru's circles (Seidlhofer, B. (2011). Understanding English as a Lingua Franca. Oxford University Press, p. 7).

A. Read the fragment from M. Formentelli's "Taking Stance in English as a Lingua Franca", make up 5 questions to the text.

The reasons for the widespread use of English as a global language are mainly connected with the historical imperialistic policy, political influence, and economic dominance of the United Kingdom and the USA (Crystal 2003), the major scientific discoveries and the technological advancement made in these countries, the dissemination of British and American cultural models through the media, the film industry, popular music, electronic communication through the Internet (Crystal 2006), and the progressive use of English for international official documents (Phillipson 2008).

Some argue that the success of English may also be due to some of its structural features, like morphological simplicity and lexical flexibility (Mioni 2005, 171), though there is no agreement on this point, as some scholars claim that learners of English are faced with all sorts of orthographic, phonological and grammatical difficulties as much as in other languages (Jenkins 2015, 53-54).

Besides the importance of understanding the reasons of the worldwide diffusion of English, < ... > a useful starting point is the distinction between 'localised EIL' and 'globalised EIL' (Seidlhofer 2011), which captures two very different actualisations and outcomes of the phenomenon.

Localised EIL refers to the international distribution of English to countries of the Outer Circle during the colonial period, in other words the abovementioned phenomenon of New Englishes. In these countries, English started to develop and was gradually institutionalized (Schneider 2003) into 'new' national varieties that are now commonly used intranationally and established internationally, like Indian English, Nigerian English, Singapore English, and so on. In this sense, EIL has acquired the local taste of specific nation-based speech communities and exhibits codified distinctive features associated with shared linguacultural norms.

Globalised EIL, on the other hand, refers to the language used in international settings like political and diplomatic meetings, business exchanges, conferences, and social gatherings involving people who speak different native languages and resort to English as a "convenient common means of communication" (Seidlhofer 2011, 4) or, to use an expression that has gained wide currency, English as a lingua franca (ELF).

(Formentelli, M. (2017) Taking Stance in English as a Lingua Franca.
Cambridge Scholars Publishing, p. 2)

B. Work in pairs. Ask and answer the questions you've made up.

C. Give a short explanation of each reason for English to become a global lingua franca:

Historical reason: _____

Political reason: _____

Economic reason: _____

Cultural reason: _____

Linguistic reason: _____

*Technological reason:*_____

Are there any other reasons you can think of? _____

D. Explain the difference between *Localised EIL* and *Globalised EIL*? Which of them correlates with English as a lingua franca (ELF)?

Task 17. Globish
A. Have you ever heard of Globish? Guess what it is from its name. Study the official website of Globish. Were your suggestions right? Give a brief information about this language. What are its main features? Is it the same as Global English?

B. Watch the video "Globish the world over" in which J.-P. Nerriere speaks about Globish, answer the questions below:

a) How did J.-P. Nerriere come to the idea of creating Globish?
b) What are its main features?
c) Who needs this specific language?
d) Does it have any perspectives of becoming popular worldwide?
e) What can be the potential outcomes of the spread of Globish for the English language?

C. Why do some scholars state that Globish is "not worthy of serious consideration" (Jenkins, 2015, p. 45)? Agree or disagree, give your arguments. Do you think it is enough to master Globish to fully integrate into global community nowadays?

Task 18. English next
A. Split into groups of 5. Each student in a group has to read and prepare a brief account of a particular chapter of David Graddol's book "English Next" about the influences of the different factors on the current development of world language, English in particular.
After reading, tell the group about your findings. While listening to your groupmates' reports, make notes of other influences:

- Student 1 – Section 1. "Demography" (pp. 23-30): _____
  _____

- Student 2 – Section 2. "Economy" (pp. 31-40): _____
  _____

- Student 3 – Section 3. "Technology" (pp. 41-48): _____
  _____

- Student 4 – Section 4. "Society" (pp. 49-56): _____
  _____

- Student 5 – Section 5. "Languages" (pp. 57-64): _____
  _____

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B. Make your conclusion about the current tendencies in the development and spread of English.

Task 19. The future of English

A. Read the text abridged from D. Graddol's article "Will Chinese take over from English as the world's most important language?". Complete the gaps with the words and expressions from the box below.

demographics at the crossroads linguistic diversity switch between native speakers peak multilingual extinction must-learn relative decline increasing number world language

According to new studies, the percentage of the global population that grew up speaking English as its first language is declining. In addition, an (1)_____ of people now speak more than one language. In the future, English is likely to be one of those languages, but the Mandarin form of Chinese will probably be the next (2)_____ language, especially in Asia. "The status of English as a global language may (3)_____ soon," said David Graddol, the author of a new study on the future of language.

Graddol proves that the world's language system is (4)_____, and a new linguistic order is about to emerge. The transformation is partly due to (5)_____. The world's population rose rapidly during the 20th century, the major increase took place in less developed countries. Long gone is the idea that the world will one day speak English as a (6)"_____." In fact, the (7)_____ of English is continuing. In the mid-20th century, 9% of the world's population grew up speaking English as their first language. In 2050, the number is expected to be 5%. Population growth among speakers of other languages is going on. But English is declining less rapidly than other languages, like Italian. Today, Mandarin Chinese is well established as the world's largest language in terms of (8)_____. The next four major languages – English, Spanish, Hindi/Urdu, and Arabic – are likely to be equally ranked by 2050, with Arabic rising as English declines. The languages just below (Bengali, Tamil, Malay) are growing the fastest.

Meanwhile, the world continues to rapidly lose older, rural languages. There are about 7,000 languages existing in the world today. Yet 90% of these may be doomed to (9)_____ in the coming century. One language may be lost every day, Graddol says. "Languages spoken only in small, traditional, rural communities are being lost as the communities themselves are transformed and connected closely to the wider society," he adds. "(10)_____ is being lost at a faster rate than biodiversity." Some traditional languages are losing their practical use as much communication – economic, cultural, and political – becomes international.

In the future, the study predicts, most people will speak more than one language and will (11)_____ languages for routine tasks. Monolingual English speakers may find it difficult to fully participate in a (12)_____ society. "Native English speakers – particularly monolingual ones – have been too complacent about the status of their language and the lack of need to learn other languages," Graddol writes.

(Abridged from: Graddol, D. (2010). Will Chinese take over from English as the world's most important language? In: *English Today*, Vol. 26, № 4, 12, pp. 3-4.)

B. Summarize the main idea of the article in 3 sentences. Compare your answers with the class.

C. Compare the predictions about the future of English and other global languages given in this article above with other scholars' ideas:

> ➢ D. Crystal Will English always be the global language?
> ➢ J. Jenkins Global Englishes
> ➢ D. Graddol The Future of English

What are the common points and differences between the predictions? What do you think is the next must-learn language?

D. Make up 5 sentences about the future of English using Conditionals:
1) _____
2) _____
3) _____
4) _____
5) _____

PART 3. GUIDING TO MORE CALP

GLOBALIZATION phrasal set

N + Prep + GLOBALIZATION
process of ~
movement against ~
consequence of ~
origins of ~
history of ~
reasons for ~
pros and cons of ~
contributor to ~
impact of ~
proponents/opponents of ~
critics of ~
critiques of ~
approaches to ~
positive/negative effects of ~
dimensions of ~
forms of ~
impact of ~
role of ~
response to ~
aspect of ~
drivers of ~
tangible example of ~
fear of ~
resistance to ~
protests against ~

V + (N) + Prep + GLOBALIZATION
be linked to ~
take advantage of ~
benefit from ~
question the merits of ~
reap the benefits of ~

Adj + GLOBALIZATION
increasingly influential ~
rapid ~
large-scale ~
economic ~
social ~
political ~
technological
cultural ~

GLOBALIZATION + N
~ processes
~ results
~ consequences
~ rate
~ benefits
~ side-effects
~ driving force
~ trends

GLOBALIZATION + V + N
~ affects language policies
~ leads to instability
~ brings (no) benefit
~ results in smth
~ promotes interaction
~ boosts development
~ involves smth
~ contributes to smth
~ influences smth
~ threats sovereignty
~ harms indigenous languages
~ intensifies the transfer of knowledge
~ stimulates the spread of technology
~ is associated with smth
~ is manifested in smth
~ speeds up cooperation
~ increases competition
~ spurs inequality
~ provides conditions for smth
~ puts pressure on minor communities
~ triggers loss of identity
~ damages cultural identities

Task 20. Globalization attitudes

A. Globalization is a controversial phenomenon that can cause opposing views. Read the quotation and look at the cartoon about globalization, comment upon them. What attitudes to this problem do they demonstrate? Is globalization good or bad for our society, for the languages? Express your opinion using the GLOBALIZATION phrasal set.

1) Dalai Lama: *I am essentially a supporter of globalization. In the past societies and countries could seal themselves off from the rest of the world, but today this has become impossible. When we search for organizations that have the capacity and ability to improve our world, global companies are at the top of the list.* [Source](#)

2)

[Source](#)

Task 21. Debate

Prepare and hold a debate on one of the topics from the list below.

Topic 1. Does globalization mean threat to cultural identity?
Topic 2. Does globalization cause language death?
Topic 3. Does global society encourage cultural and linguistic diversity?

Split into 2 groups (proponents and opponents). Brainstorm the arguments to support your opinion. Search for the data you need, use GLOBALIZATION phrasal set, see Appendix for useful phrases.

Task 22*. English language survey

A. Work in pairs. Prepare a questionnaire to compare the attitudes of older and younger generations in Ukraine towards learning and using English.

B. Conduct the survey. Offer your questionnaire to a sufficient number of respondents (minimum 5-6 for each age group).

C. Analyze the survey results. What is the general attitude to English among your respondents? Does it depend on their age? Would the results be different in an English-speaking country? Why? Prepare a short written account of the results of the survey with percentage and proportions, draw conclusions about the role of globalization in the formation of the attitude.

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 1. Terminology

Use the information of the unit to explain the meaning of key words and terms

№	Term	Definition
1.	speech community	
2.	monolingualism	
3.	diglossia	
4.	bilingualism	
5.	multilingualism	
6.	linguistic diversity	
7.	language planning	
8.	language policy	
9.	linguistic bias	
10.	linguistic imperialism	
11.	domain of language usage	
12.	code-switching	
13.	code-mixing	
14.	globalization	
15.	interlanguage	
16.	koiné	
17.	pidgin	
18.	creole	
19.	lingua franca	
20.	UN language	
21.	global language	
22.	conlang	
23.	artificial language	
24.	Esperanto	
25.	World Englishes	
26.	Kachru's model	
27.	Globish	

Task 2. Visualization

Prepare a visualization (poster, mind map, infographics, etc.) that sums up the topic "Globalization and languages". Present it in class.

Task 3. Essay

Write and submit a 500-word essay (Calibri, font 12, single-spaced, 2 cm all margins) on the topic "The impact of globalization on the development of the Ukrainian language". While writing the essay, try to make an extensive use of expressions from the phrasal set (including the additional phrases that come from the videos and other sources).

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response
Name three new things you have learnt from the unit 'Globalization and languages'	1. 2. 3.

Provide three key terms from the unit	1. 2. 3.
Name two things you would like to learn more about	1. 2
Name one thing which posed problems for understanding	
Do you consider this topic to be relevant for your professional and/or general scope of knowledge?	
Has your English improved after discussing this unit?	

PART 5. REFLECTION

1. Why is the information about globalization and its impact on languages relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 2. Text: Trudgill, P. (2000). Sociolinguistics : An introduction to language and society. 4th edition. Penguin Books. Chapter 7. Language and nation, pp. 119-146.
Task 3. Text: Wardhaugh, R. (2015). An Introduction to Sociolinguistics. 7th ed. Blackwell Publishing. Chapter 5. Speech communities, pp. 119-132.
Task 5. Texts: Jenkins, J. (2015) Global Englishes : a resource book for students. 3rd Edition. Routledge, pp. 5-10.
Burnett, L. (1962). The Treasure of our Tongue, London: Secker and Warburg.
Claiborne, R. (1983). The life and times of the English language: The history of our marvelous tongue. London: Bloomsbury.
Pennycook, A. (1998). English and the Discourses of Colonialism. London: Routledge, pp. 133-144.
Phillipson, R. (2003). English-only Europe? Challenging language policy. London: Routledge.
Phillipson, R. (2008). Lingua franca or lingua frankensteinia? English in European integration and globalisation. In *World Englishes, 27* (2), pp. 250–267.
De Swaan, A. (2001) Words of the World: The Global Language System. Cambridge UK: Polity Press.
Task 6. Video: "Embracing multilingualism and eradicating linguistic bias".
Text: Jenkins, J. (2015). Global Englishes : a resource book for students. 3rd Edition. Routledge, pp. 176-178.
Task 8. Video: "Code-switching: the difference between code-switching and code-mixing"
Task 11. Table: Dirven, R., Verspoor, M. (2004). Cognitive Exploration of Language and Linguistics. Amsterdam/ Philadelphia: John Benjamins Publishing Company, p. 236.

Task 12. Video: "ConLangers (How to Create a Language)"
Task 13. Videos: "Esperanto – The World`s Favorite 'Constructed Language'
"Esperanto: a rare but alive language"
"Esperanto – The most successful made-up language"
Text: Trudgill, P. (2000). Sociolinguistics : An introduction to language and society. 4ᵗʰ edition. Penguin Books, p.135.
Task 14. Text: Gration, E. (2022). "English language statistics: how many people speak English worldwide?"
Task 15. Text: Kachru, B. B. (1985). Standard, Codification and Sociolinguistic Realism: The English Language in the Outer Circle. In R. Quirk and H. Widdowson (eds) *English in the World: Teaching and Learning the Language and Literatures*, Cambridge: Cambridge University Press, pp. 11–30.
Video: "D. Crystal. World Englishes"
Task 16. Texts: Seidlhofer, B. (2011). Understanding English as a Lingua Franca. Oxford University Press, 244 p.
Formentelli, M. (2017). Taking Stance in English as a Lingua Franca. Cambridge Scholars Publishing. 219 p.
Task 17. Website: The official website of Globish
Video: J.-P. Nerriere "Globish the world over"
Task 18. Text: Graddol, D. (2006). "English Next". British Council.
Task 19. Texts: Graddol, D. (2010). Will Chinese take over from English as the world's most important language? In: *English Today*, Vol. 26, № 4, 12, pp. 3-4.
Jenkins, J. (2015). Global Englishes : a resource book for students. 3ʳᵈ Edition. Routledge, pp. 52-56.
Graddol, D. "The Future of English"
Video: Crystal, D. "Will English always be the global language?"
Task 20. Text: Dalai Lama's interview
Cartoon: Globalization

PART 7. REFERENCES

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2. Crystal, D. (2012). English as a global language. Cambridge : Cambridge University Press.

3. Culpeper, J., Kerswill, P., Wodak, R., McEnery, T., Katamba, F. (2018). English Language: Description, Variation, and Context. Second edition. London: Palgrave, pp. 513-540.

4. Jenkins, J. (2015) Global Englishes: a resource book for students. 3ʳᵈ Edition. Routledge, pp. 5-10.

5. Language, society and power : an introduction (2015). Ed. by A. Mooney and B. Evans. 4th edition, pp. 198-219.

6. Grzega, J. (2006). Globish and Basic Global English (BGE): Two Alternatives for a Rapid Acquisition of Communicative Competence in a Globalized World? In *Journal for EuroLinguistiX* 3, pp. 2-5.

7. Eberhard, D. M., Simons, G. F., and Fennig, C. D. (eds.). Ethnologue: Languages of the World (2022). Twenty-fifth edition. Dallas, Texas: SIL International.

8. Martin, J. N., Nakayama, T. K. (2022) Experiencing intercultural communication. An Introduction. Seventh Edition. McGraw Hill LLC. 416 p.

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10. Weber, J.-J., Horner, K. (2012). Introducing Multilingualism : A social approach. London, New York : Routledge.

11. Yule, G. The Study of Language (2017). 6th ed. Cambridge: Cambridge University Press, 368 p.

PART 8. FURTHER RESOURCES

1. Björkman, B. (2013) English as an Academic Lingua Franca: An Investigation of Form and Communicative Effectiveness. De Gruyter Mouton. 264 p.

2. Burns, A. (2013). Is English a form of linguistic imperialism?

3. Crystal, D. Should English be taught as a 'global' language?

4. Edwards, V. (2004). Multilingualism in the English-speaking World: Pedigree of Nations. Blackwell Publishing.

5. Lingua Franca: Chimera or Reality? European Commission, 2011. 94 p.

6. Miestamo, M. (2017). Linguistic Diversity and Complexity. In *LINGUE E LINGUAGGIO*. XVI. 2, pp. 227–253.

7. Ostler, N. (2010). The Last Lingua Franca: English Until the Return of Babel. New York: Walker&Company.

8. Pace, Z. M. Bilingualism and the Cultural Imperialism of language. TEDxCardiffUniversity.

9. Phillipson, R. (2008). Lingua franca or lingua frankensteinia? English in European integration and globalisation. In *World Englishes*, *27*(2), pp. 50–267.

10. Rose, H., Conama, J. B. (2018). Linguistic imperialism: still a valid construct in relation to language policy for Irish Sign Language. In *Lang Policy* 17, pp. 385–404.

11. Rosenfelder, M. (2010). The Language Construction Kit. Chicago, Yonagu Books. 271 p.

12. Sociolinguistics. A reader (1997). Ed. by by N. Coupland and A. Jaworski. Macmillan Education.

APPENDIX

USEFUL PHRASES

1. For debates/discussions:

Phrases to express opinion	
▶ In my opinion…	▶ As far as I'm concerned…
▶ To my mind…	▶ Speaking for myself…
▶ From my point of view…	▶ I am convinced that…
▶ As for me, I think…	▶ My point is that…
▶ Personally, I consider…	▶ I would say that…
▶ If you ask me…	▶ I would suggest that…
▶ It seems to me…	▶ I'd like to point out that…
▶ In my experience…	▶ I can assume that…
Phrases to clarify	**Phrases to oppose**
▶ When you say…, do you mean…?	▶ I agree up to a certain point, but….
▶ If I understand you correctly, are you saying that…?	▶ Yes, but on the other hand….
▶ So, what you're saying is (that)…?	▶ Yes, but there's also another aspect to consider.
▶ So, in other words…?	▶ That's one way of looking at it, but…
▶ To put it another way, …?	▶ I can't go all the way with you on that point.
▶ Excuse me, did you say that….?	▶ No, I really can't agree, I'm afraid.
▶ Are you suggesting that…?	▶ I see what you mean, but I think that's not the whole story.
▶ The point you are trying to make is…., right?	

2. For table description:

- The table shows/demonsatrtes/represents/concerns/features/reveals/gives figures for…
- The column headings/categories show/display/provide information about …
- The data illustrates the main trends…
- relevant/supporting data
- to exceed/surpass/outweigh/go beyond
- to be equal/similar/identical
- approximately/about/just under/just over/almost/nearly
- percentage/amount/quantity/number/proportion/
- As can be seen from the table, …
- The differences are particularly marked in the case of…
- By comparison/in contrast, …
- Overall, …
- The figures suggest that…
- From this evidence we can conclude that…
- It is clear/obvious from the data that…

3. For essays:

Additional comments or ideas	additionally; also; moreover; furthermore; again; further; then; besides; too; similarly; correspondingly; indeed; regarding.
Alternatives	whereas; conversely; in comparison; by contrast; another view is…; alternatively; although; otherwise; instead.
Analysing results	therefore; accordingly; as a result of; the result is/results are; the consequence is; resulting from; consequently; it can be seen; evidence illustrates that; because of this; thus; hence; for this reason; owing to x; this suggests that; it follows that; otherwise; in that case; that implies; Author (year of publication) suggests that;
Cause / Reason	as a result of; because (mid-sentence only)
Compare	compared with; in the same way; likewise
Contrast	by contrast; although; compared with; conversely; despite; however, nevertheless; yet
Effect / Result	As a result; therefore; thus
Emphasising earlier statements	however; nonetheless; furthermore; in the final analysis; despite x; notwithstanding x; in spite of x; while x may be true, nonetheless although; though; after all; at the same time; even if x is true; count
Introducing examples	for example; for instance; namely; such as; as follows; as exemplified by; such as; including; especially; particularly; in particular; notably; mainly;
Re-phrasing	in other terms; rather; or; better; in view of this; in contrast
Sequencing	first (ly); second (ly); third (ly); another; additionally; finally moreover; also; subsequently; eventually; next; then
Summary or Conclusion	in conclusion; therefore; to conclude; on the whole; hence; thus to summarise; altogether; overall; …following the research of…after analysis

(From: Linking/ Transition words)