

Education Institution
“Belarusian State Pedagogical University named after Maxim Tank”



APPROVED

Vice-rector for Academic Affairs

_____ A.V.Makovchik

_____ 2023

Registration № _____

40-03-381-2023/42

INTERCULTURAL COMMUNICATION IN CONTEXTS
(elective discipline)

Academic programme
of the institution of higher education
for the specialty 7-06-0113-02 Philology education
Concentration: Foreign language (English)

The academic program was developed in accordance with the advanced higher education standard for specialty 7-06-0113-02 Philology Education and the curriculum for the specialty for specialty 7-06-0113-02 Philology Education. Concentration: Foreign language (English) № 075-2023/y on 23.02.2023

DEVELOPED BY:

O.Y. Shymanskaya, Head of the Foreign Languages Department of the Philology Faculty of the Education Institution “Belarusian State Pedagogical University named after Maxim Tank”, Candidate of Philology, Associate Professor

AGREED WITH:

Principal of SEI “Minsk Secondary School № 47 named after V.S. Michurin”



E.V. Abazovskaya

REVIEWERS:

S.Ya. Ermolich, Associate Professor of the Department of Social Work of the Education Institution “Belarusian State Pedagogical University named after Maxim Tank”, Ph. D. in Pedagogics, Associate Professor;

E.V. Trukhan, Associate Professor of the Department of English for International Professional Activities, Faculty of International Relations, Belarusian State University, Ph. D. in Pedagogics, Associate Professor

RECOMMENDED FOR APPROVAL BY:

The Department of Foreign Languages of the Philology Faculty, BSPU (minutes №10 on 26.05.2023)

Head of the Department

O.Y. Shymanskaya

BSPU Research-Methodological Council (minutes № 6 on 11.06. 2023)

The formatting of the curriculum and accompanying materials meet the current requirements of the Ministry of Education of the Republic of Belarus

Methodist of the Master’s Department

A.M. Kondybailo

Head of BSPU Library

N.P. Siatkovskaya

EXPLANATORY NOTE

The academic discipline “Intercultural communication in contexts” is included into the module of concentration Foreign language (English) of advanced higher education in the specialty 7-06-0113-02 Philology education.

The relevance of this discipline is due to the fact that the master of science should be able to communicate in a foreign language in an academic, scientific and professional environment, to implement research and innovation activities, as well as adapt and modify the content and methodological tools with regard of educational needs of students.

To implement effective communication in a multicultural educational environment and ensure flexibility and inclusiveness in a broad understanding of the educational process, a master student must have a set of knowledge, skills and abilities of intercultural communication, the formation of which is expected as a result of mastering this discipline.

In order to implement the principles of subject-language integrated learning (CLIL – Content and Language Integrated Learning), the discipline is taught in English.

The goal of the discipline “Intercultural communication in contexts” is to prepare the undergraduate for the implementation of effective foreign language communication in the educational environment based on knowledge of the theory and practice of intercultural communication, skills in interpreting cultural phenomena and the ability to apply and model effective intercultural strategies for educational and educational purposes.

Interconnection of the discipline

“Intercultural communication in contexts” with other disciplines

The study of the discipline “Intercultural communication in contexts” is related to such concentration disciplines as “English Semantics” and “Methods of Teaching English as a Foreign Language in Higher Education”, since these courses contribute to the formation and development of foreign language communicative, cognitive, compensatory and intercultural competencies of undergraduates.

Requirements for the academic competencies

A Master of Science who has mastered the content of the academic discipline should possess special competence SC6 – To maintain effective foreign language communication in the educational environment.

Requirements for learning outcomes

The learning outcomes correlate with the required results of mastering the content of the specialty curriculum (competencies). As a result of learning the discipline “Intercultural communication in contexts” the student should *know*:

- theoretical foundations of communication in native and foreign languages;
- approaches to the definition and study of cultures;
- methodological approaches to the study of intercultural communication;

- concepts and theories of intercultural communication;
- the theory of ethnocultural stereotypes.

should be able to:

- navigate the types, types, forms, models and structural components of intercultural communication;
- use methodological techniques of communicative behavior in foreign language lessons and in direct intercultural communication;
- to identify the common and different in the cultural environment and the natural language ontology of representatives of different cultures;
- to carry out effective foreign language communication in the educational environment.

should master:

- intercultural competence;
- skills of assertive cultural accommodation;
- skills to confront stereotypes in intercultural communication;
- skills of metaphorical modeling and metaphorical reframing;
- skills of comparative analysis of cultural phenomena;
- skills of managing the educational process in a multicultural environment;
- a set of skills and abilities to apply in practice the acquired linguistic and cultural knowledge in specific situations of intercultural interaction and in teaching foreign languages.

Course structure

In accordance with the learning objectives for advanced higher education in full-time education in the specialty 7-06-0113-02 Philological education. Concentration: Foreign language (English), the content of the course includes five topics that cover the theoretical and practical foundations of intercultural communication. The content of the course is implemented in the form of lectures, practical classes and self-study.

At lectures, undergraduates get acquainted with the theoretical material of the discipline, at practical classes, comparison of cultures, strategies for cultural adaptation, skills to overcome stereotypes and create a multicultural educational environment. Self-study involves an in-depth study of terminology and theoretical issues, as well as work on case studies, compiling comparative tables, preparing presentations, developing interactive tasks and information materials.

The elective discipline “Intercultural communication in contexts” is provides 96 hours of the total time budget (including 10 hours of lectures, 26 hours of practical classes and 60 hours of self-study) for the full-time education. The academic workload is 3 credit points.

The form of higher education is full-time. The form of intermediate assessment in the academic discipline is credit (1st semester).

CONTENT OF THE EDUCATIONAL MATERIAL

1. The notion of culture. Approaches to intercultural communication

Definitions and approaches to the study of cultures (elements of culture, types of cultures). The concept of “dialogue of cultures”. Culture as a social phenomenon. Socio-cultural memory (sociological, cultural, psychological and historical approaches). Cultural relativism and ethnocentrism, cultural universals. Culture as a set of values, norms, symbols, beliefs, implemented in social representations, perceptions and behaviors of different groups.

Cultural iceberg model by Edward T. Hall. Main goals and objectives of the course “Intercultural Communication in Contexts”. Methods for intercultural communication research. Indigenous, cultural and cross-cultural approaches to intercultural communication.

Problems of personality in the context of culture. Subcultures and countercultures. The correlation of the concepts of “culture” and “civilization”. Common and different in the cultural development of Western and Eastern civilizations in the post-industrial era. Place and role of Belarusian culture in modern context.

2. Communication process

The definition of communication. Models of communication. The problem of appropriate message interpretation. Social communication as a conscious and cooperative activity. Meaningful contact in intercultural communication. Specific character of the use of various means of communication (verbal communication and nonverbal communication), channels, types of communication in interaction with representatives of other cultural areas.

Piaget’s theory of cognitive development. Cognitive factors of communication. The notion of assimilation and accommodation. Communication barriers. Partial intersection and divergence of cultural concepts in intercultural communication. Lacunar concepts. The need for “adjusting” concepts of the interactive cultures.

The concepts of ethnos and ethnic identity (theories of ethnicity), cultural and linguistic picture of the world. Stages of ethnic identity formation. Cognitive and affective components of ethnicity.

3. Theories of culture

Geert Hofstede’s cultural dimensions theory. Cultural assessment categories (symbols, rituals, heroes, values) and the corresponding scale of measurement. Six types of cultural dimensions: distance of power, individualism (collectivism), masculinity (femininity), avoidance of uncertainty, long-term and short-term orientation, restraint and indulgence. The possibility of pseudo-communication and quasi-communication in the context of foreign cultural communication. Frames as ways of learning different cultures. Implications of the theory in intercultural communication in educational milieu. Richard Lewis models of culture. Multi-

active, linear-active and reactive cultures. Phenomenology, cultural anthropology, structuralism and critical theory of culture.

4. Cultural awareness and stereotypes in intercultural communication

The notion of cultural awareness. Intercultural competency model. Stages of cultural awareness by William Howell. Enculturation and acculturation. Intercultural intelligence. Acculturation models (S. Bochner, G. Triandis). Ways of familiarizing and adapting to a new cultural environment. The consequences of intercultural contact at the group and individual levels. Theory of stereotypes by Walter Lippmann. Types of stereotypes. Stereotypes, prejudice and discrimination. Strategies to confront stereotypes. Acculturation strategies. Assimilation, Accommodation (integration), Separation, Marginalization. Assertive, non-assertive and aggressive strategies in acculturation.

5. Cross-cultural variations in communication.

Cultural diversity in the classroom

Sapir-Wharf's hypothesis of linguistic relativity. Semantic triangle. Natural language metaphysics. Metaphor and language. Lakoff and Johnson's theory of cognitive metaphor. Metaphorical mapping. Variations in metaphor within a language and across the languages. Universal metaphors. Metaphors in language learning and communication. Metaphorical reframing in communication, language learning and psychology. The realities of the Republic of Belarus and the countries of the target language and lacunar concepts.

The concept of globalization. Existence and role of cultures in the context of globalization. The impact of globalization on the nature of intercultural interaction. The peculiarity of Internet-mediated intercultural dialogue. The issue of tolerant and intolerant behavior in intercultural communication. Intensification of intercultural contacts in the sphere of global economy, education, politics, religion, culture. Teacher experiences of culture in the curriculum.

Equity and equality in education. Universal design for learning. Maintaining cultural awareness and diversity in the classroom. Strategies of awareness rising.

EDUCATIONAL AND METHODOLOGICAL CHART OF THE DISCIPLINE

Number of section, topic, seminar	Name of the section, topic, seminar; list of the issues to be studied	Number of academic hours			Self-study of master's degree students	Equipment	Literature	Forms of assessment
		Lectures	Practical classes (seminars)	Laboratory work				
1	2	3	4	5	6	7	8	9
1	The notion of culture. Approaches to intercultural communication	2	4		10			
1.1	The notion of culture. Approaches to intercultural communication	2			4	PPT	[1], [5]	Discussion
1.2	Culture as a social phenomenon. Subcultures and countercultures		2		4	DLC (distance learning course)	[5], [6], [7]	Discussion Mind map CB Task
1.3	Cultural iceberg model by Edward T. Hall		2		2	DLC, PPT	[4]	Table
2	Communication process	2	4		10			
2.1	Communication process	2			4	DLC, PPT	[1], [2], [4]	Discussion
2.2	Cognitive factors of communication. The notion of assimilation and accommodation		2		2	DLC, PPT	[5], [6]	PPT Lecture
2.3	The concepts of ethnos and ethnic identity		2		4	DLC, PPT	[7]	Debate
3	Theories of culture	2	4		8			
3.1	Theories of culture	2			4	DLC, PPT	[1],	Precis

							[7]	Quiz
3.2	Geert Hofstede's cultural dimensions theory. Practical applications		2		2	DLC, PPT	[4]	Case study
3.3	Richard Lewis models of culture		2		2	DLC, PPT	[4], [7]	Case study
4	Cultural awareness and stereotypes in intercultural communication	2	4		10			
4.1	Cultural awareness and stereotypes in intercultural communication	2			4	DLC, PPT, educational video	[1], [4], [7]	Quiz Discussion
4.2	Stages of cultural awareness by William Howell		2		2	DLC, PPT	[7]	Case study
4.3	Acculturation strategies		2		4	DLC, PPT	[7]	
5	Cross-cultural variations in communication. Cultural diversity in the classroom	2	10		22			
5.1	Cross-cultural variations in communication	2			4	DLC, PPT	[1], [5], [6]	Case study
5.2	Metaphorical mapping		2		4	online dictionary	[5], [6]	Case study
5.3	Metaphorical reframing in communication, language learning and psychology		2		4	DLC	[3]	Problem based task
5.4	Cultural diversity in the classroom		2		4	DLC	[8], [9]	Case study
5.5	Equity and equality in education		2		2	video	[9]	Mind map
5.6	Maintaining cultural awareness and diversity in the classroom		2		4	DLC	[1], [3]	Discussion
	TOTAL	10	26		60			

Master's students' self-study requirements

№ of topic, section	Name of section, topic, list of questions	Hours of Self-study	Assignment	Form of presentation
1	The notion of culture. Approaches to intercultural communication	10		
1.1	The notion of culture. Approaches to intercultural communication	4	Research on Dialogue of cultures.	Presentation Indigenous, cultural and cross-cultural approaches to intercultural communication.
1.2	Culture as a social phenomenon. Subcultures and countercultures	4	Research on Socio-cultural memory (sociological, cultural, psychological and historical approaches).	Mind map "Cultural relativism and ethnocentrism, cultural universals"
1.3	Cultural iceberg model by Edward T. Hall	2	The correlation of the concepts of "culture" and "civilization".	Comparative table "Western and Eastern civilizations".
2	Communication process	10		
2.1	Communication process	4	Research and analytical review of literature on models of communication.	Prepare a quiz on means of communication (using Web 2 platforms)
2.2	Cognitive factors of communication. The notion of assimilation and accommodation	2	Review of educational videos on Piaget's theory of cognitive development.	Prepare a mini-lecture on the topic.
2.3	The concepts of ethnos and ethnic identity	4	Study of literature on ethnicity.	Poster "Cognitive and affective components of ethnicity".

3	Theories of culture	8		
3.1	Theories of culture	4	Analytical review on Phenomenology, cultural anthropology, structuralism and critical theory of culture.	Precis.
3.2	Geert Hofstede's cultural dimensions theory. Practical applications	2	Study on six types of cultural dimensions.	Case study on comparing Belarus and China.
3.3	Richard Lewis models of culture	2	Review of literature on multi-active, linear-active and reactive cultures.	Case study on comparing Belarus and China.
4	Cultural awareness and stereotypes in intercultural communication	10		
4.1	Cultural awareness and stereotypes in intercultural communication	4	Research on types of stereotypes. Compare stereotypes, prejudice and discrimination.	Tips for confronting stereotypes – a leaflet for students.
4.2	Stages of cultural awareness by William Howell	2	Analyze cultural awareness stages.	Case study on cultural awareness stages.
4.3	Acculturation strategies	4	Contrasting acculturation models by S. Bochner and G. Triandis. Assertive, non-assertive and aggressive strategies in acculturation.	Presentation on Assimilation, Accommodation (integration), Separation, Marginalization.
5	Cross-cultural variations in communication. Cultural diversity in the classroom	22		
5.1	Cross-cultural variations in communication	4	Sapir-Wharf's hypothesis of linguistic relativity. Semantic triangle.	Natural language metaphysics.
5.2	Metaphorical mapping	4	Study the metaphor dictionary online and analyze 2 M-models with examples.	Pair training on M-mapping.

5.3	Metaphorical reframing in communication, language learning and psychology	4	Analyze the realities of the Republic of Belarus / China and lacunar concepts.	Contrastive table presentation.
5.4	Cultural diversity in the classroom	4	Study the concept of «globalization».	Present PPT and quiz.
5.5	Equity and equality in education	2	Research on universal design for learning.	Mind map “UDL”
5.6	Maintaining cultural awareness and diversity in the classroom	4	Read the paper by E. Chan “Teacher experiences of culture in the curriculum” and develop recommendations for teachers how to maintain diversity in the classroom.	List of recommendations. Discussion.
TOTAL		60		

INFORMATION AND METHODOLOGICAL SECTION

LITERATURE

Core literature

1. Межкультурная коммуникация в контексте высшего образования: физическая культура, спорт и туризм = Cross-cultural Communication in the Context of Higher Education: physical training, sport and tourism : терминологический практикум / сост.: О. В. Чурай, Ж. Э. Коваль, А. Р. Борисевич. – Минск : Белорус. гос. пед. ун-т, 2021. – 32 с.

Supplementary literature

2. Багана, Ж. Основы теории межкультурной коммуникации : учебное пособие / Ж. Багана, Н. И. Дзенс, Ю. Н. Мельникова. – 3-е изд. – М. : Флинта, 2017. – 308 с.

3. Барышников, Н. В. Основы профессиональной межкультурной коммуникации : учебное пособие / Н. В. Барышников. – М. : ИНФРА-М, 2013. – 368 с.

4. Дубинко, С. А. Межкультурная компетенция – успех в бизнесе = From Intercultural Competence to Success in Business : пособие : в 2 ч. / С. А. Дубинко, Л. В. Маркина, Е. И. Маркосьян. – Минск : Белорус. гос. ун-т, 2014. – Ч. 1. – 84 с.

5. Лингвокультурология : учебно-методические материалы / сост. Н. А. Протасова. – Могилев : Могилев. гос. ун-т, 2018. – 196 с.

6. Маслова, В. А. Лингвокультурология. Введение : учебное пособие / В. А. Маслова ; отв. ред. У. М. Бахтикиреева. – 2-е изд., переработанное и дополненное. – М. : Юрайт, 2018. – 208 с.

7. Martin, J. Intercultural Communication in Contexts / J. Martin, T. Nakayama. – 8th ed. – Herlev : McGraw Hill, 2022. – 544 p.

8. Mokretsova, V. Psychological peculiarities of intercultural communication in the students' environment [Электронный ресурс] / V. Mokretsova // Репозиторий БГПУ. – Mode of access: <http://elib.bspu.by/handle/doc/35582> – Date of access: 11.05.2023.

9. Shymanskaya, O. Legislative and instructional support for higher education in the Republic of Belarus / O. Shymanskaya // Преподавание иностранных языков в поликультурном мире: традиции, инновации, перспективы : сб. ст. IV Междунар. науч.-практ. конф., Минск, 24 марта 2022 г. / Белорус. гос. пед. ун-т ; редкол.: Е. И. Суббота [и др.]. – Минск, 2022. – С. 34–35.

Websites

Type	Mode of access	Objective
Internet site	https://president.gov.by/en	information resource
Internet site	https://www.hofstede-insights.com/country-comparison-tool	information resource
Internet site	www.coe.int/lang	information resource
Internet site	www.2020science.org	information resource
Internet site	https://www.belarus.by/en/	information resource
Internet site	www.learningapps.org	interactive tasks tool

Diagnostic tools

To control the quality of mastering knowledge in an academic discipline, it is recommended to use current formative and summative assessment methods. Current (intermediate) control is carried out at the end of each topic; the final control in the form of a credit for the discipline is organized at the end of the course.

Current control compliance requires attendance and active participation and timely and thorough completion of home assignments. Intermediate control is carried out in the form of an oral questions and discussions, quizzes in the LMS Moodle, as well as presentations. The final control in the academic discipline is carried out in the form of a credit.

**List of credit questions on the academic discipline “Intercultural
communication in contexts”
for specialty 7-06-0113-02 Philology Education
Concentration: Foreign language (English)**

1. The notion of culture. Approaches to intercultural communication.
2. Culture as a social phenomenon. Subcultures and countercultures.
3. Dialogue of cultures.
4. Phenomenology, cultural anthropology, structuralism and critical theory of culture.
5. The concepts of ethnos and ethnic identity.
6. Cultural iceberg model by Edward T. Hall.
7. Communication process.
8. Piaget’s theory of cognitive development.
9. Cognitive factors of communication. The notion of assimilation and accommodation.
10. Theories of culture.
11. Geert Hofstede’s cultural dimensions theory. Practical applications.
12. Richard Lewis models of culture.
13. Cultural awareness and stereotypes in intercultural communication
14. Stages of cultural awareness by William Howell.
15. Acculturation strategies and models by S. Bochner and G. Triandis.
16. Assimilation, accommodation (integration), separation, marginalization.
17. Assertive, non-assertive and aggressive strategies in acculturation.
18. Cross-cultural variations in communication.
19. The realities of the Republic of Belarus / China and lacunar concepts.
20. Natural language metaphysics. Sapir-Wharf’s hypothesis of linguistic relativity.
21. Metaphorical mapping.
22. Metaphorical reframing in communication, language learning and psychology.
23. Cultural diversity in the classroom.
24. Equity and equality in education.
25. Maintaining cultural awareness and diversity in the classroom.

**INTERDISCIPLINARY COMPLIANCE OF THE ACADEMIC PROGRAM
IN THE EDUCATIONAL DISCIPLINE “INTERCULTURAL
COMMUNICATION IN CONTEXTS”**

The educational discipline to be complied with	Department	Proposals for changes in the content of the academic program of the higher education institution in the educational discipline	The decision made by the Department that has developed the academic program (with the date and the minutes number)
English Semantics	Department of Foreign Languages	No changes required	Minutes №10 on 26.05.2023
Methods of Teaching English as a Foreign Language in Higher Education	Department of Foreign Languages	No changes required	Minutes №10 on 26.05.2023

AMENDMENTS AND CHANGES TO THE ACADEMIC PROGRAM
OF THE HIGHER EDUCATION INSTITUTION
for 2023/2024 academic year

№	Amendments and changes	Rationale
1.	No amendments required.	

The academic program was reviewed and approved at the meeting of the Foreign Languages Department (minutes №10 on 26.05.2023)

Head of the Department

O.Y.Shymanskaya

APPROVED

Dean of the Philology Faculty

V.D.Starichenok

Methodist of the Master's Department

A.M.Kondybailo

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LITERATURE

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3. Барышников, Н. В. Основы профессиональной межкультурной коммуникации : учеб. пособие / Н. В. Барышников. – М. : ИНФРА-М, 2013. – 368 с.

4. Дубинко, С. А. Межкультурная компетенция – успех в бизнесе = From Intercultural Competence to Success in Business : пособие : в 2 ч. / С. А. Дубинко, Л. В. Маркина, Е. И. Маркосян. – Минск : Белорус. гос. ун-т, 2014. – Ч. 1. – 84 с.

5. Лингвокультурология : учеб.-метод. материалы / сост. Н. А. Протасова. – Могилев : Могилев. гос. ун-т, 2018. – 196 с.

6. Маслова, В. А. Лингвокультурология. Введение : учеб. пособие / В. А. Маслова ; отв. ред. У. М. Бахтикиреева. – 2-е изд., перераб. и доп. – М. : Юрайт, 2018. – 208 с.

7. Martin, J. Intercultural Communication in Contexts / J. Martin, T. Nakayama. – 8th ed. – Herlev : McGraw Hill, 2022. – 544 p.

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9. Shymanskaya, O. Legislative and instructional support for higher education in the Republic of Belarus / O. Shymanskaya // Преподавание иностранных языков в поликультурном мире: традиции, инновации, перспективы : сб. ст. IV Междунар. науч.-практ. конф., Минск, 24 марта 2022 г. / Белорус. гос. пед. ун-т ; редкол.: Е. И. Суббота [и др.]. – Минск, 2022. – С. 34–35.