

**Federal State Autonomous Educational Institution of Higher Education "Moscow  
Institute of Physics and Technology  
(National Research University)"**

**APPROVED**  
**Vice Rector for Academic Affairs**

**A.A. Voronov**

**Work program of the course (training module)**

**course:** English Language. Intercultural Communication/Английский язык. Межкультурная коммуникация

**major:** Applied Mathematics and Physics

**specialization:** Applied Bioinformatics/Прикладная биоинформатика  
Phystech School of Biological and Medical Physics  
Foreign Languages Department

**term:** 1

**qualification:** Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Authors of the program:

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O.V. Yashina, candidate of pedagogical sciences, associate professor

N.Y. Psurtseva, senior methodologist

N.V. Tsytulina, deputy head for educational and methodological work

The program was discussed at the Foreign Languages Department 14.04.2022

## **Annotation**

The program is aimed to form a comprehensive outlook on the main problems, types and forms of intercultural communication, as well as the formation of intercultural competence and tolerant mindset; reveal the main features of international and intercultural communication in the modern world and aim to form specific knowledge of the features and patterns of intercultural interaction; practical skills necessary for oral and written communication that correlate with the future graduate's field of work; intercultural dialogue skills required to solve communicative and social tasks with representatives of other cultures in various cultural, everyday, academic, and professional tasks.

### **1. Study objective**

#### **Purpose of the course**

Formation of cultural and linguistic competence as a basis for a respectful intercultural attitude towards spiritual, national, and other values of other countries and nations; development of graduate students' cultural sensitivity, the ability to correctly interpret specific manifestations of communicative behavior in different situations; intercultural contacts, practical skills and abilities in communicating with representatives of other cultures, the ability to correctly interpret specific manifestations of communicative behavior and tolerant attitude to them; mastering intercultural interaction up to the necessary and sufficient level to solve communicative and social problems in different cultural, everyday, academic and professional tasks, in communication with representatives of other cultures.

#### **Tasks of the course**

To form the learner's ability to solve communicative tasks by language means in various situations of intercultural communication, to interact on the interpersonal and professional level in a foreign language, considering the peculiarities of the culture of the language being studied, as well as the ability to overcome intercultural differences in situations of everyday, social and professional communication; to develop the ability to reflect on one's own and other cultures, which initially prepares one to have a respectful attitude to cultural manifestations of the target language; to expand the knowledge on the corresponding culture for deep understanding of diachronic and synchronic relations between one's own and the culture of the target language; to acquire new insights into the conditions of socialization and enculturation in one's own and other cultures, social stratification, and sociocultural forms of interaction in shared cultures.

To achieve the goals and objectives of mastering the discipline, students must master a foreign language professional communicative competence, including:

Ethnographic competence: the ability to understand the country of the studied language, its history and culture, everyday life, prominent representatives, traditions and manners; the ability to compare the history, culture, customs of their own and other cultures, understanding of cultural specificity and the ability to explain the causes and origins of a particular cultural characteristic.

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence: the ability to understand and achieve coherence of individual statements in meaningful communicative models.

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Subject-professional competence: the ability to operate with knowledge in real world communication with representatives of the studied culture, showing empathy as the ability to understand the norms, values and motives of behavior of representatives of another culture.

Communicative competence: the ability to establish and maintain contacts with representatives of different age, social and other groups of both their own and other cultures, the ability to be a mediator between their own and other cultures.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

## 2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage the project through all stages of implementation	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team, and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5.1 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

## 3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- interrelation, mutual influence and interaction of language and culture;
- the role of language as an organic part of culture in human life, behavior and communication with speakers of other languages and other cultures, national individuality and identity of peoples;
- the concept of a cultural and anthropological view of a person, his/her way of life, ideas, attitudes, customs, system of values, perception of the world - his/her own and others';
- the influence of culture through language on human behavior, worldview and life in general;
- the history of emergence, development stages and teaching methods of intercultural communication;
- the meaning of the concept of "culture", its role in the communication process, as well as the relationship with such concepts as "socialization", "inculturation", "acculturation", "assimilation", "behavior", "language", "identity", "global citizenship";
- the impact of various social transformations on cultural identity changes;
- the specifics of how other cultures are perceived, the causes of prejudice and stereotypes in intercultural encounters;
- mechanisms of forming intercultural tolerance and dialogue of cultures;
- types, kinds, forms, models, structural components of intercultural communication;
- the norms and styles of intercultural communication;
- features of mentality and national customs of different cultures, cultural standards of ethnic, political and economic plans;
- linguistic worldview of native speakers of foreign languages, their distinctive features of outlook and understanding of the world;
- ethical and moral norms of behavior in a culturally different environment;
- language standards of oral communication culture, ethical and moral norms of behavior adopted in the country of the studied language; stereotypes and ways to overcome them; norms of etiquette in the country of the studied language;
- methods of systematic and critical analysis; methods of developing an action strategy for identifying and solving a conflict situation;
- stages of the project life cycle; stages of project development and implementation; methods of project development and management;
- team building techniques; methods of effective team management; basic leadership theories and leadership styles;
- rules and patterns of personal and business oral and written communication; modern communication technologies in Russian and foreign languages; existing professional communities for professional interaction;
- regularities and peculiarities of social and historical development of different cultures; peculiarities of intercultural society diversity; rules and methods of effective intercultural interaction;
- methods of self-assessment, self-control and self-development

be able to:

- apply the techniques of studying cultural systems and intercultural situations;
- perceive, analyze, interpret and compare cultural facts;
- determine the role of basic cultural concepts in intercultural communication;
- find adequate solutions in various intercultural communicative situations;
- analyze the peculiarities of intercultural communication in a team;
- reflect on the reference system of one's own culture;
- recognize and correctly interpret nonverbal signals in the process of intercultural communication;
- compose a communicative portrait of a representative of another linguistic culture;
- discover the meanings of concepts and actions in an intercultural situation;
- analyze coincidences and differences in communicative behavior from the perspective of the cultures in contact;
- adequately implement one's communicative intentions when communicating with representatives of other linguistic cultures;
- switch when encountering another culture based not only on linguistic, but also on non-linguistic norms of behavior;
- identify the causes of communicative problems and apply ways to overcome them;
- take the position of a partner in intercultural communication and identify possible conflicts as conditioned by the values and norms of one's culture;
- successfully overcome barriers and conflicts in communication and achieve mutual understanding;
- reveal the relationship and mutual influence of language and culture;
- be tolerant of other cultures and languages;
- analyze the main stages and regularities of the historical development of society to form their civic position;
- respect and preserve the historical heritage and cultural traditions;
- use models of social situations, typical scenarios of interaction of participants of intercultural communication;
- guide the principles of cultural relativism and ethical norms, which imply rejection of ethnocentrism and respect for the diversity of foreign language culture and value orientations of foreign-language societies;
- overcome the influence of stereotypes and carry out intercultural dialogue in general and professional lines of communication;
- model possible communicative situations between representatives of different cultures and societies;
- apply methods of systematic approach and critical analysis of problem situations; develop action strategies, make concrete decisions to implement them;
- develop a project taking into account the analysis of alternative options for its implementation, determine the target stages, the main directions of work; explain the goals and formulate tasks related to the preparation and implementation of the project; manage the project at all stages of its life cycle;
- develop a plan of collective and organizational communications in preparation and implementation of the project; formulate tasks for team members to achieve the set goal; develop a team strategy); apply effective styles of team leadership to achieve the set goal;
- apply communicative technologies, methods and ways of business communication in practice for academic and professional interaction;
- determine theoretical and practical significance of cultural and linguistic factors in the interaction of different philosophical and academic traditions;
- understand and tolerate intercultural diversity of society; analyze and take into account the diversity of cultures in the process of intercultural interaction;
- solve the problems of personal and professional development, determine and implement the priorities of improvement of own activity; apply the methods of self-assessment and self-control.

master:

- norms of etiquette and behavior when communicating with representatives of other cultures;
- principles of tolerance in resolving intercultural conflicts;
- methods of communicative research, the ability to apply the acquired knowledge in research activities, oral and written communication;
- communicative strategies and tactics characteristic of other cultures;
- skills for proper intercultural communication, independent analysis of intercultural conflicts in the process of communication with representatives of other cultures and ways to resolve them;
- the ability to correctly interpret specific manifestations of verbal and nonverbal communicative behavior across cultures;
- oral and written communication skills in Russian and foreign languages to solve interpersonal and intercultural communication issues;
- skills of operating with a focus on ethical and moral norms of behavior accepted in a foreign cultural society;
- the necessary interactive and contextual knowledge, allowing to overcome the influence of stereotypes and adapt to changing conditions in contact with representatives of different cultures
- methodology of systematic and critical analysis of problematic situations; methods of setting a goal, determining the ways to achieve it, developing action strategies
- methods of project development and management; methods of resource and project efficiency evaluation;
- the ability to analyze, design and organize interpersonal, collaborative and organizational communication in a team to achieve an objective; methods of organization and management of the team;
- methods of interpersonal business communication in Russian and foreign languages, with the use of professional language forms, tools, and modern communication technologies;
- methods and skills of effective intercultural interaction;
- technologies and skills for managing one's own cognitive activity and improving it on the basis of self-assessment, self-control and principles of lifelong learning.

#### 4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions

##### 4.1. The sections of the course (training module) and the complexity of the types of training sessions

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Topic 1. Culture and language		20		10
2	Topic 2. Typology of cultures		20		10
3	Topic 3. The essence and types of intercultural communication		20		10
4	Topic 4. Intercultural scientific communication		20		10
5	Topic 5. International academic mobility		20		10
6	Topic 6. Intercultural communication in business		20		10
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

##### 4.2. Content of the course (training module), structured by topics (sections)

Semester: 1 (Fall)

## 1. Topic 1. Culture and language

The fundamental principles of intercultural communication and dialogue of cultures. Cultural worldview: an understanding of the values, norms, and morals of one's own culture and those of others. Types of relations between cultures. Linguistic system. The communicative function of language. Various forms of language communication. Human speech as a means of transmitting and receiving the bulk of vital information. The correlation between human speech and the language system as a whole. The meaning of language in peoples' cultures. Language as a unique means of storing and passing information, as well as controlling human behavior. The relationship between language, culture and communication. Language culture, language personality communication, identity, stereotypes of consciousness, world pictures, etc.

Communicative tasks: to carry out communication in oral and written forms: explaining the values and ethical norms of one's own culture and those of other cultures; discussing the characteristics and types of relationships between cultures; discussing the importance of taking into account the differences in the means of communication and the communication styles of other cultures; expressing hypotheses and one's own perspective on the interaction between language and culture.

## 2. Topic 2. Typology of cultures

The fundamental principles of intercultural communication and dialogue of cultures. Cultural worldview: an understanding of the values, norms, and morals of one's own culture and those of others. Types of relations between cultures. Parametric model of culture by G. Hofstede. Theory of cultural standards by A. Thomas. Differentiation of cultures by R. Lewis and F. Trompenaars. Perceptual stereotypes, prejudices and their functions, importance for intercultural communication. Tolerance in intercultural communication.

Communicative tasks: to carry out communication in oral and written forms: explaining the differences in various types of cultures; discussing the specifics of cultural standards, models, concepts; describing the values, norms, and morals of one's own culture and those of other peoples; analyzing coincidences and differences in communicative behavior from the perspective of contacting cultures; taking the partner's position in intercultural communication and identifying possible conflicts as conditioned by values and norms of his/her culture; discussing possible problems in communication with the representative of another culture and ways to resolve them in case analysis.

## 3. Topic 3. The essence and types of intercultural communication

Existing cultural differences between different people. Overcoming intercultural differences as the main goal of interpersonal communication. Cognitive, social and communication styles of intercultural communication. Verbal and nonverbal communication. Forms and methods of verbal and nonverbal communication. Paraverbal communication. National and cultural characteristics of verbal and nonverbal communicative behavior in different cultures.

Communicative tasks: to carry out communication in oral and written forms: describing events, concepts (space, time, personality, life, etc.) in terms of one's own and other cultures; discussing means of verbal and nonverbal intercultural communication; finding similarities and differences in ways of intercultural communication, typical for foreign and one's own cultures; modeling features of communicative behavior of representatives of one's own and other cultures in a role play.

## Semester: 2 (Spring)

## 4. Topic 4. Intercultural scientific communication

Forms of academic and intercultural communication: oral, written, formal, informal. Academic communication: intercultural aspect. Intercultural academic communication and the problems of translation. Academic text as a subject-sign model in a monocultural and intercultural environment. Difficulties and contradictions that occur in the perception and understanding of foreign-language texts.

Communicative tasks: to carry out communication in oral and written forms: describing similarities and differences in foreign-language and native-language academic communication; using cultural standards in situations of oral and written intercultural academic communication; transforming academic texts (from oral to written, from formal to colloquial, etc.); translating academic texts with regard to cultural context and genre/style affiliation.

#### 5. Topic 5. International academic mobility

Academic mobility as a means of intercultural communication. The importance of intercultural communication for academic mobility. Features of social and academic adaptation in the context of academic mobility. Intercultural communication and communicative competence in the process of academic mobility.

Communicative tasks: to carry out communication in oral and written forms: discussing the benefits of international academic mobility; giving examples of academic mobility in foreign-language and native-language cultures; solving issues related to cultural adaptation in an international academic environment; participating in a role play on typical situations of international academic mobility.

#### 6. Topic 6. Intercultural communication in business

Etiquette and business communication features in different countries. General principles of business etiquette. National principles of business negotiations. Comparing the etiquette of business negotiations. European and Asian communication styles. General features of business etiquette in Asian countries. The influence of different cultural factors on business development of companies planning to enter foreign markets. Communication strategies for achieving mutual understanding in international business. Working with Chinese partners. Knowledge of cultural characteristics as a competitive advantage. Participating in international projects and programs. Working in an international team.

Communicative tasks: to carry out communication in oral and written forms: describing corporate cultures, norms of business etiquette and behavior accepted in the native and foreign countries; solving common problem situations in intercultural business communications; using effective interpersonal communication strategies in intercultural business communications; writing a business e-mail to a foreign partner taking into account his/her cultural affiliation; negotiating with representatives of another linguistic culture.

### **5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)**

A classroom for conducting training sessions provided for by the course (training module) program, equipped with training facilities and technical means of training: an interactive smartboard (screen), a multimedia projector, sound reproducing equipment, a computer for the teacher with the possibility to connect to the Internet and provide access to the MIPT electronic information and educational environment.

### **6. List of the main and additional literature, that is necessary for the course (training module) mastering**

#### Main literature

1. Navigate B1 Pre-intermediate [Text], Coursebook with video and Oxford online skills /C. Krantz, J. Norton ; series adviser C. Walter. -United Kingdom, Oxford University Press, 2015
2. Language Leader : Elementary [Text] : Coursebook and CD-ROM / I. Lebeau, G. Rees ; Language Reference and Extra Practice by Diane Hall .— Harlow : Pearson Longman, 2008 .— 160 p. - ISBN 978-0-582-84768-2.
3. Language Leader : PRE-Intermediate [Text] : Coursebook and CD-ROM / I. Lebeau, G. Rees ; Language Reference and Extra Practice by Diane Hall .— Harlow : Pearson Longman, 2008 .— 112 p. - ISBN 978-0-582-84778-1.
4. How to write a research article / E. Bazanova, S. Suchkova. – Moscow: Nauka, 2020.

#### Additional literature



1. Иностранный язык в сфере профессиональной коммуникации : комплексные учебные задания, учебное пособие / И. В. Беляева, Е. Ю. Нестеренко, Т. И. Сорогина. — Москва, Флинта, 2017.— URL: <https://e.lanbook.com/book/92749> (дата обращения: 04.02.2021). - Полный текст (Режим доступа : из сети МФТИ / Удаленный доступ)
  2. Английский язык для экономистов (A2–B2) / В. И. Уваров. – Москва: Юрайт, 2022.
- Рекомендуемые литературные источники для самостоятельного изучения
1. Diamond-Bayir, S. (2014). Unlock 2. Listening and Speaking Skills. Student's Book. Cambridge University Press.
  2. O'Neill, R. (2014). Unlock 2. Reading and Writing Skills. Student's Book. Cambridge University Press.
  3. Susan C. Schneider, Jean-Louis Barsoux (2002). Managing Across Cultures by (3rd ed.). London: Pearson Financial Times Prentice Hall.
  4. Crane, A., Matt En, D. Business Ethics. Oxford university press. New York, 2010.
  5. Dignen, B. (2011). Communicating across cultures. Cambridge University Press.
  6. English, Laura M., Lynn, S. (1995). Business across cultures. Effective communication strategies. Longman.
  7. Wallwork, A. (2014). Meetings, Negotiations, and Socializing. A Guide to Professional English. Springer.
  8. Khan, M.A., Ebner, N. (2019). The Palgrave Handbook of Cross-Cultural Business Negotiation. Palgrave Macmillan.
  9. Davies, R., Ikeno, O. (2002). The Japanese mind : understanding contemporary culture. Tuttle publishing.
  10. Mingbin, Z. (2016). Balance: the art of Chinese business. Guangzhou - Reading: Guangdong Economy Publishing House & Paths International Ltd.
  11. Bucknall, K.B. (1999). Chinese Business Etiquette And Culture. Boson Books.
  12. Hong, Z., Wei, Y. (2006). Experiencing Chinese: business communication in China. London: Higher Education Press.
  13. Pellatt, V. (2013). Translating Chinese Culture: The process of Chinese-English translation. Routledge.
  14. Kam, L. (2008), The Cambridge Companion to Modern Chinese Culture. Cambridge University Press.
  15. David, K (2014). Translating Cultures: An Introduction for Translators, Interpreters and Mediators. Second Edition. Routledge.
  16. Chan, S.-W. (2019). The Routledge Encyclopedia of Traditional Chinese Culture. Routledge.
  17. Shuming, L. (2005). Fundamentals of Chinese Culture. Amsterdam University Press.
  18. Cotton D., Falvey D., Kent S. (2012) Market Leader Elementary. Coursebook, 3 ed., Pearson Education.
  19. Cotton D., Falvey D., Kent S. (2012) Market Leader Pre-intermediate. Coursebook, 3 ed., Pearson Education.

## 7. List of web resources that are necessary for the course (training module) mastering

1. <http://uefap.com/reading/readfram.htm> - дополнительные тексты для чтения
2. <http://uefap.com/writing/writfram.htm> - задания по развитию навыков письменной речи
3. [https://owl.purdue.edu/owl\\_exercises/esl\\_exercises/paraphrase\\_and\\_summary\\_exercises/intermediate\\_paraphrase\\_exercises.html](https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/intermediate_paraphrase_exercises.html) - упражнения по письменному реферированию на более высоком уровне
4. <http://ted.com> – сайт с видео-отрывками, которые магистранты смотрят в качестве домашнего задания
5. Grammarly – бесплатный онлайн-сервис на основе искусственного интеллекта для помощи в написании текстов на английском языке (<https://www.grammarly.com/>)
6. Reverso - веб-сайт, специализирующийся на автоматизированном переводе и помощи в изучении языка. Сайт предлагает онлайн-словари, перевод в контексте, проверку орфографии, поиск синонимов и средства грамматического спряжения (<https://context.reverso.net>)
7. Linguee — онлайн-словарь и система контекстуального поиска переводов, позволяющая найти, как слова и фразы переводились людьми в существующих билингвистических текстах (<https://www.linguee.ru/>)
8. Ludwig.guru - лингвистическая поисковая система, которая проверяет грамматику, синтаксис, стилистику и последовательность предложений на английском языке (<https://ludwig.guru/>)

9. Quizlet - сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.) (<https://quizlet.com/ru/>)
10. Glossary maker – сервис для создания списка лексических единиц по уровню сложности, включая определения, синонимы, антонимы, производные слова и др. <https://www.wordsmyth.net/>

## **8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)**

Practical classes are held with the use of multimedia technologies: multimedia presentations, work on an interactive smartboard, Internet information resources.

Independent work of students is conducted using a virtual learning environment system based on LMS "Moodle" (<http://moodle.phystech.edu>), which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing. To form language skills, the platform of the virtual learning environment "Moodle" contains a set of interactive exercises created on the basis of the test module built into the LMS "Moodle", as well as with the help of the program "HotPotatoes".

## **9. Guidelines for students to master the course**

A student studying the course (training module) "English Intercultural communication" must master the communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), socio-cultural competence (the ability to consider verbal and non-verbal behavior of the studied language country in communication), social competence (the ability to interact with communication partners, possession of appropriate strategies), discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models) strategic competence (the ability to use the most effective strategies in solving communicative tasks), object competence (knowledge of meaningful information when organizing one's own statement or understanding other people's statements), pragmatic competence (the ability to communicate and to implement any statement, taking into account the conditions under which the act of speaking (listening, writing) is carried out, the status of the addressee, the object of discussion, etc.) for the development of personal and professional qualities, awareness of the social significance of their professional activities, respect and compliance with the principles of ethics, morality, and tolerance).

Mastering of the subject takes place in practical classroom lessons and in the process of the postgraduate's independent work. In practical classes the main attention is paid to the formation of skills in oral speech activities (speaking, listening). The formation of skills in written types of speech activities (reading, writing) is implemented both in the classroom and on the platform of the virtual learning environment "Moodle" in conditions of self-control, mutual control and mutual testing by students, as well as remote control by the teacher.

Practical classes are conducted on the basis of a communicative approach using active/interactive forms of work:

- work in small groups;
- discussion;
- educational games (role-playing, problem role-playing, business, etc.);
- heuristic conversation;
- watching and discussing videos;
- presentations based on modern multimedia.

Successful mastering of the course (training module) syllabus as a whole and the effectiveness of each practical class directly depends on the regular independent work of the postgraduate. Tasks for independent work are to be completed by the student in full and exactly within the specified time frame. Independent work includes:

- revision and consolidation of the material covered;
- performing lexical and grammatical exercises aimed at the formation of language skills;
- reading and checking the understanding of texts;
- listening to audio recordings and watching videos, performing tasks for them;

- performing creative written tasks aimed at the formation of speech skills;
- preparation of monological and dialogical statements on the topic under study.

Instruction and in-progress assessment of independent work is carried out remotely on the platform of the virtual learning environment "Moodle". If there are questions or difficulties, the postgraduate can contact the teacher using the information and communication resources of the remote platform.

In-progress assessment of the course is conducted at each practical class in oral and written forms. The object of in-progress assessment is the level of language and speaking skills formation.

**Assessment funds for course (training module)**

<b>major:</b>	Applied Mathematics and Physics
<b>specialization:</b>	Applied Bioinformatics/Прикладная биоинформатика Phystech School of Biological and Medical Physics Foreign Languages Department
<b>term:</b>	1
<b>qualification:</b>	Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

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N.V. Tsytulina, deputy head for educational and methodological work

## 1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage the project through all stages of implementation	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team, and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5.1 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

## 2. Competency assessment indicators

As a result of studying the course the student should:

**know:**

- interrelation, mutual influence and interaction of language and culture;
- the role of language as an organic part of culture in human life, behavior and communication with speakers of other languages and other cultures, national individuality and identity of peoples;
- the concept of a cultural and anthropological view of a person, his/her way of life, ideas, attitudes, customs, system of values, perception of the world - his/her own and others';
- the influence of culture through language on human behavior, worldview and life in general;
- the history of emergence, development stages and teaching methods of intercultural communication;
- the meaning of the concept of "culture", its role in the communication process, as well as the relationship with such concepts as "socialization", "inculturation", "acculturation", "assimilation", "behavior", "language", "identity", "global citizenship";
- the impact of various social transformations on cultural identity changes;
- the specifics of how other cultures are perceived, the causes of prejudice and stereotypes in intercultural encounters;
- mechanisms of forming intercultural tolerance and dialogue of cultures;
- types, kinds, forms, models, structural components of intercultural communication;
- the norms and styles of intercultural communication;
- features of mentality and national customs of different cultures, cultural standards of ethnic, political and economic plans;
- linguistic worldview of native speakers of foreign languages, their distinctive features of outlook and understanding of the world;
- ethical and moral norms of behavior in a culturally different environment;
- language standards of oral communication culture, ethical and moral norms of behavior adopted in the country of the studied language; stereotypes and ways to overcome them; norms of etiquette in the country of the studied language;
- methods of systematic and critical analysis; methods of developing an action strategy for identifying and solving a conflict situation;
- stages of the project life cycle; stages of project development and implementation; methods of project development and management;
- team building techniques; methods of effective team management; basic leadership theories and leadership styles;
- rules and patterns of personal and business oral and written communication; modern communication technologies in Russian and foreign languages; existing professional communities for professional interaction;
- regularities and peculiarities of social and historical development of different cultures; peculiarities of intercultural society diversity; rules and methods of effective intercultural interaction;
- methods of self-assessment, self-control and self-development

**be able to:**

- apply the techniques of studying cultural systems and intercultural situations;
- perceive, analyze, interpret and compare cultural facts;
- determine the role of basic cultural concepts in intercultural communication;
- find adequate solutions in various intercultural communicative situations;
- analyze the peculiarities of intercultural communication in a team;
- reflect on the reference system of one's own culture;
- recognize and correctly interpret nonverbal signals in the process of intercultural communication;
- compose a communicative portrait of a representative of another linguistic culture;
- discover the meanings of concepts and actions in an intercultural situation;
- analyze coincidences and differences in communicative behavior from the perspective of the cultures in contact;
- adequately implement one's communicative intentions when communicating with representatives of other linguistic cultures;
- switch when encountering another culture based not only on linguistic, but also on non-linguistic norms of behavior;
- identify the causes of communicative problems and apply ways to overcome them;
- take the position of a partner in intercultural communication and identify possible conflicts as conditioned by the values and norms of one's culture;
- successfully overcome barriers and conflicts in communication and achieve mutual understanding;
- reveal the relationship and mutual influence of language and culture;
- be tolerant of other cultures and languages;
- analyze the main stages and regularities of the historical development of society to form their civic position;
- respect and preserve the historical heritage and cultural traditions;
- use models of social situations, typical scenarios of interaction of participants of intercultural communication;
- guide the principles of cultural relativism and ethical norms, which imply rejection of ethnocentrism and respect for the diversity of foreign language culture and value orientations of foreign-language societies;
- overcome the influence of stereotypes and carry out intercultural dialogue in general and professional lines of communication;
- model possible communicative situations between representatives of different cultures and societies;
- apply methods of systematic approach and critical analysis of problem situations; develop action strategies, make concrete decisions to implement them;
- develop a project taking into account the analysis of alternative options for its implementation, determine the target stages, the main directions of work; explain the goals and formulate tasks related to the preparation and implementation of the project; manage the project at all stages of its life cycle;
- develop a plan of collective and organizational communications in preparation and implementation of the project; formulate tasks for team members to achieve the set goal; develop a team strategy); apply effective styles of team leadership to achieve the set goal;
- apply communicative technologies, methods and ways of business communication in practice for academic and professional interaction;
- determine theoretical and practical significance of cultural and linguistic factors in the interaction of different philosophical and academic traditions;
- understand and tolerate intercultural diversity of society; analyze and take into account the diversity of cultures in the process of intercultural interaction;
- solve the problems of personal and professional development, determine and implement the priorities of improvement of own activity; apply the methods of self-assessment and self-control.

**master:**

- norms of etiquette and behavior when communicating with representatives of other cultures;
- principles of tolerance in resolving intercultural conflicts;
- methods of communicative research, the ability to apply the acquired knowledge in research activities, oral and written communication;
- communicative strategies and tactics characteristic of other cultures;
- skills for proper intercultural communication, independent analysis of intercultural conflicts in the process of communication with representatives of other cultures and ways to resolve them;
- the ability to correctly interpret specific manifestations of verbal and nonverbal communicative behavior across cultures;
- oral and written communication skills in Russian and foreign languages to solve interpersonal and intercultural communication issues;
- skills of operating with a focus on ethical and moral norms of behavior accepted in a foreign cultural society;
- the necessary interactive and contextual knowledge, allowing to overcome the influence of stereotypes and adapt to changing conditions in contact with representatives of different cultures
- methodology of systematic and critical analysis of problematic situations; methods of setting a goal, determining the ways to achieve it, developing action strategies
- methods of project development and management; methods of resource and project efficiency evaluation;
- the ability to analyze, design and organize interpersonal, collaborative and organizational communication in a team to achieve an objective; methods of organization and management of the team;
- methods of interpersonal business communication in Russian and foreign languages, with the use of professional language forms, tools, and modern communication technologies;
- methods and skills of effective intercultural interaction;
- technologies and skills for managing one's own cognitive activity and improving it on the basis of self-assessment, self-control and principles of lifelong learning.

### **3. List of typical control tasks used to evaluate knowledge and skills**



### 3. List of typical questions, tasks, topics for preparation for in-progress assessment in regards to modules

#### Topic 1. Culture and language

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment about the cultural function of linguistic phenomena, followed by a conversation on the content; discussion in the form of hypotheses about what is happening in what is read or seen; interpretation of linguistic phenomena from the point of view of native and foreign language culture.

Independent work on determining the cultural load of language units, working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.

#### Listening task - Example

Look at these concepts. Check out their meaning. In pairs, describe the importance of language using these concepts.

Ethnic group	Identity	Aboriginal	Spiritualties	Ceremony
Rights	Kinship	Ancestor	Sense of belonging	

Watch the video about the importance of language and make notes on the key points. Compare your notes with a partner. Have you identified the same key points?

#### Topic 2. Typology of cultures

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment about approaches and models to the description of cultures, followed by a conversation on the content; discussion in the form of hypotheses about what is happening in what is read or seen; interpretation of linguistic phenomena from the point of view of native and foreign language culture; modeling a communicative situation with a representative of another culture, discussing various issues.

Independent work on determining the cultural load of language units, working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, preparing a comparative report on one's own and a foreign-language culture.

#### Reading task - Example

In their book “Riding the Waves of culture”, Fons Trompenaars and Charles Hampden-Turner investigate differences in the way people speak and listen across national cultures.

A. Read the descriptions of three different communication styles based on their work.

B. Which style is closest to the style in your culture? Which do you think is most effective?

A Speakers give their opinions briefly with just a little information - this is seen as more modest and less dominant. There is lots of silence to allow people time to thinking and reflect. People are not direct when giving an opinion because harmony in the group is seen as important. People may not disagree strongly. Not so much time is taken to clarify what was said. Professionals are expected to understand the first time.

B People can give opinions in a very emotional or creative way. They may move around many subjects and talk so much that the only way to stop them is to interrupt them, and this is acceptable. People speak as others are speaking. If you don't interrupt, you never get a chance to

speak. Little time is allowed for clarification. It is more important to give an opinion than to check you have understood the other person's opinion.

C In discussions people speak for a long time when giving an opinion, and can be powerful and direct. It is seen as professional to be analytical, to give all the facts and to have a strong opinion. Interruption is seen as impolite. You wait until it is your turn to speak – you know when that is because the other person just stops talking. It is possible to start your turn with a strong and direct disagreement with the other person.

### **Topic 3. The essence and types of intercultural communication**

Classroom work: discussing and exchanging opinions on issues of interest (recognizing and identifying stereotypes and evaluating them); checking for understanding of what has been heard/viewed, making hypotheses, and making a story about events that precede or follow them; Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, creative individual/group assignment: compilation of associations of concepts and events in terms of their own and foreign cultures, in the format of a presentation; an analysis of intercultural communication case studies.

#### **Reading task - Example**

Across cultures people build relationships in different ways. Read the text and answer the questions.

1. What is the style of polite small talk for a coconut?
2. What is the style of polite small talk for a peach?
3. How can peaches and coconuts negatively judge each other?
4. The article ends, 'Perhaps we should become "peanuts"'. What does this mean?

Are you a peach or a coconut? Check with others in your group to see if they agree with your assessment of yourself.

#### **Peach and coconut – the art of managing a small talk**

The coconut culture. People from a coconut culture are more reserved and only offer a thin layer of their private space. Therefore, they may appear serious and a bit distant during initial social conversations - this is the 'hard shell' you experience when you first meet coconuts. It can mean that not much personal information is shared in the beginning; this is perceived as being polite. For peaches, it is difficult to get to know a coconut fast.

The peach culture. Peaches, on the other hand, are seen as relatively more sociable. They like 'large talk' with people they don't know. They like to share personal space with others and even talk about private aspects easily. Peaches are more likely to smile a lot and be enthusiastic towards others. This is politeness. Of course, they still keep a small area, the peach 'stone', private from others.

Solving the peach-coconut challenge. When peaches and coconuts meet, misunderstanding is common. Peaches can see coconuts as cold and difficult to get to know, because they don't engage much in social conversation. On the other hand, coconuts can see peaches as too friendly, superficial and even impolite because they ask too many personal questions. The peach and coconut metaphor highlights important cultural differences and tells us that what we think is polite may be seen as impolite by others. The answer? To be effective across cultures we should firstly not misinterpret signals we receive from others. Understanding the meaning of signals gives both sides the freedom to stay as we are. We also could become more flexible and adapt our style to people from different cultures – to be more "peachy" with the peach and more like a coconut with coconuts, so that the other side feels comfortable. Perhaps we should become 'peanuts'!

#### **Speaking task - Example**

Discuss one of two case studies of intercultural misunderstanding. Group A, turn to Case A. Group B, turn to Case B. Consider the following questions:

1. What do you think is happening in each case?
2. Which cultural, personality and business factors could be important?
3. How are the people involved seeing things?
4. Are they thinking flexibly or inflexibly?
5. Decide on the recommended course of action to move each case forward in the best way possible.
6. Present your case and recommendations to the other group.

#### **Case A**

Joerg travels regularly from Bonn in Germany to Zurich in Switzerland for meetings related to a project which will transfer 50 jobs from Switzerland to Germany. He usually arranges meetings directly with his Swiss contact person, Luis Blattner, but is always surprised when he regularly finds himself in front of four Swiss colleagues rather than just Luis. He sees this as inefficiency in the Swiss business. It seems that the Swiss need four people to do the job which Joerg can do alone. There is also the problem that the Swiss ask a lot of questions during the meeting, which makes it difficult for Joerg to get to the decision in the time scheduled. He tries to stop people asking too many questions, but is unsuccessful. Joerg begins to suspect that this is a form of tactics from his Swiss colleagues to slow down the process of the project and save the jobs for Switzerland.

In the end Joerg decides to write an email to Luis to suggest the meetings would be more focused if just he and Luis met, and the other persons are not necessary.

#### **Case B**

Marie is horrified following a contract negotiation in Shanghai. She arrives home following a meeting at which there was, for her, very explicit verbal agreement that her company would build a state-of-the-art set of laboratories for the University in Shanghai. Marie even sent an email while waiting in the airport to her main Chinese counterpart thanking him for supporting the successful contract negotiation. To her shock and anger, when Marie gets into the office the next day, she finds an email from her Chinese counterpart which disagrees that any agreement was reached, and that Marie will be informed in the next three weeks of the decision of the University. The email also states that some discussions summarized by Marie never happened.

Marie decides to call her Chinese counterpart the moment the office opens in Shanghai to clarify the matter.

### **Topic 4. Intercultural scientific communication**

Classroom work: heuristic conversation with statements of hypotheses about the specifics of intercultural academic communication; discussion of the text on the standards of domestic and foreign-language academic culture; testing the understanding of similarities and differences in both foreign and domestic academic cultures; transformations of various types and styles of academic texts (from oral to written speech, from official to conversational style, etc).

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic; a creative assignment on communicative translation of an academic text.

#### **Writing task - Example**

Work in pairs. Read a formal email to a Korean professor from his American colleague. What types of cultures each of them belongs to: high-context or low-context? Did the sender observe the cultural norms of email writing? What could be the recipient's reaction? Rewrite the email to make it more culturally adequate.

Hey Chung,

How are you doing? I wanted to touch base with you about the meeting we had last week. You mentioned you are interested in co-authors. I wanted to know if I could join you on this project? Let me know the latest news.

Talk to you soon,

Luke

**Compare your answer with the sample.**

Dear Mr. Shin,

How are you? How is the weather in Seoul these days? It is getting very cold here in Atlanta. We even had our first snowfall yesterday.

I would like to discuss with you about the meeting we had last week. It was a very good meeting, and we were able to go over many important points. I remember that you mentioned your research director, Mr. Kim, may be interested in inviting co-authors to your project and I would like to know if you had a chance to talk to him about it? Would you mind letting me know the latest news? I would really appreciate it.

Best regards,

Luke Grant

### **Topic5. International academic mobility**

Classroom work: an oral questioning, discussing questions on the topic of the unit; checking the content of the read text on the history and significance of international academic mobility with a discussion of examples from both domestic and foreign cultures; watching a video on the cultural integration of international students with a discussion of related issues; modeling situations of international academic mobility.

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.

#### **Listening task - Example**

Listen to the interview with international students talking about their biggest challenges.

Make a list of these challenges. In pairs rank them from the most critical (5) to the least critical (1). Get ready to share your opinion in a group. Brainstorm the ways these problems can be solved.

### **Topic 6. Intercultural communication in business**

Classroom work: checking the comprehension of the read text (watched or listened to video fragment) about norms of behavior in European and Asian corporate cultures with the subsequent conversation on the matter; case analysis of international communication in business; role-playing in the format of business negotiations with foreign partners.

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic; writing a culturally appropriate email to a business partner.

#### **Speaking task - Example**

In pairs, describe the culture of your own organization using the prompts. Think about these concepts.

Leadership Quality	Decision-making Customers	Information Cooperation	Communication	Relationships	Time
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Say which parts of the culture you like, and which you would like to change and why. Then think of other organizations which you know and describe the main differences between their cultures and that of your own organization. Which of these differences do you think could be a problem if the different organizations did business together? Why?

### **Methodological materials defining the procedure for in-progress assessment of knowledge, skills and possessions and (or) experience.**

The semester in-progress work is assessed as a weighted average of three point-rating evaluations during the semester.

The maximum grade in each of them is 100 points, including 10% for class attendance and completing tests and training tasks in class and independently on the platform of the virtual learning environment "Moodle". The parameters of the point-rating system used to assess students' academic performance in the Department of Foreign Languages are described in the guidelines "Current and end-term control of students' academic performance in the Department of Foreign Languages".

In-progress control of academic performance is conducted during the semester in order to monitor students' knowledge, skills and language proficiency for solving communication tasks in socio-cultural, academic and professional and business spheres of activity, timely identification of difficulties in mastering the course (training module) and their elimination, as well as providing timely individual advisory assistance to students.

In-progress assessment includes evaluating knowledge and skills through:

- classroom activities (questioning, interactive talks, reports, presentations, role-play, fulfilling tasks on different types of speech activities and tests to assess vocabulary and grammar skills);
- activities based on the results of individual work (preparing oral reports, fulfilling online tests and tasks for assessment and self-assessment of listening, reading, writing, and vocabulary and grammar skills using "Moodle");
- individual tutorial sessions with under-achievers.

Other forms of in-progress assessment

Academic performance is assessed on the basis of a point-rating system. Grades for attendance of classes (1 point) are rated in electronic attendance report.

Control over the assimilation of the studied grammatical phenomena is carried out using the educational electronic platform "Moodle", and the results of online exercises are considered in the rating (if all tasks are 100% completed, 10 points are set in the rating table).

### **Criteria for evaluating in-progress assessment tasks in regards to modules**

Criteria for evaluating written speech are used when students write works of such genres as an email, argumentative text (paragraph, project text), summary.

Grades for tests assessing skills of using vocabulary and grammar in reading and listening are calculated as the ratio of the number of correct answers of the student to the maximum possible number of points for the test.

In-progress assessment of oral and written speech is based on evaluation criteria.

#### Writing assessment criteria

Writing assessment criteria (Formal Letter)

The maximum number of points is 10

Assessment criteria	Grade
1. Statement of all the main ideas	2 points
2. Compliance with the email format	1 point
3. Considering the cultural affiliation of the addressee	2 points
4. Language correctness	1 point
5. Logical and coherent presentation	1 point
6. Official style of presentation	2 points
7. Length (120-150 words)	1 point

Written translation assessment criteria

The maximum number of points is 20

Criterion	Description	Grade
<b>Register/ Genre-style adequacy</b>	The translation does not contain any genre or style misrepresentations.	4
	The translation contains one genre or style misrepresentation	3
	The translation contains two genre or style misrepresentations	2
	The translation contains no more than three genre or style misrepresentations	1
	The translation is inadequate in terms of register	0
<b>Grammar accuracy/ Grammar</b>	There are no grammatical errors in the translation.	4
	There are no more than two grammatical errors that do not complicate the understanding of the text	3
	There are no more than four grammatical errors that do not complicate the understanding of the text	2
	There are no more than six errors, many of them make it difficult to understand the text	1
	Numerous grammatical errors make it difficult to understand the text	0
<b>Vocabulary/ Word usage</b>	There is no more than one inaccuracy in word usage, but the vocabulary is used correctly.	4
	There are no more than two inaccuracies in word usage, but the vocabulary is used correctly	3
	There are no more than three inaccuracies in word usage, or the vocabulary is limited	2
	There are no more than four inaccuracies in vocabulary usage, many of them hinder the understanding of the text	1
	Numerous violations in word usage disrupt the understanding of the translated text	0
<b>Content/ Semantic accuracy</b>	The content of the English text is fully conveyed, there are no semantic distortions in the translation	8
	The translation contains one semantic distortion	7
	The translation contains one semantic distortion and no more than one error that does not change the meaning of the text	6
	The translation contains two semantic distortions	5

	The translation contains two semantic distortions and no more than two errors that do not change the meaning of the text	4
	The translation contains two semantic distortions and no more than three errors that do not change the meaning of the text	3
	Three semantic distortions, no more than three errors that do not change the meaning of the text	2
	Four semantic distortions and more than three errors that do not change the meaning of the text	1
	The target text is not related in meaning to the original	0
<b>Overall grade:</b>		<b>20</b>

The oral part of the in-progress assessment of students' progress is evaluated in the form of solving cases, participating in debates, role playing, a prepared monologue on the topics studied.

Case study analysis assessment criteria

The maximum number of points is 10

<b>Assessment criteria</b>	<b>Grade</b>
1. Format of the solution presented	1
2. The validity and correctness of the solution presented	3
3. Knowledgeable and logical presentation of the solution	2
4. Ethics of discussion	2
5. Activity of working in a group	2

Debates and role-play assessment

The maximum number of points is 20

<b>Criterion/Grade</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Structure and clarity of presentation</b>	All arguments are clear, logical, and consistent	Most of the arguments are presented clearly, there are some irregularities in the structure and logic of the presentation	Significant deviations in the logic and consistency of the statements, making it difficult to understand	The statements are unstructured, the arguments are inconsistently presented
<b>Argumentation</b>	High level of argumentation (examples, facts, statistics, references to credible sources)	Good level of argumentation, with minor flaws (insufficient justification)	Average level of argumentation, insufficient persuasiveness	Weak level of argumentation (arguments are not relevant to the problem discussed) or no argumentation.
<b>Counterargumentation and defense</b>	A high level of counterargumentation (problems and weaknesses in the opponent's position are pointed out, objections are	Good level of counterargumentation, there are some minor problems in defending one's position	Average level of counterargumentation, there are serious problems with defending one's own position and deflecting the	Weak counterargumentation, unable to point out weaknesses in opponent's position and defend one's own viewpoint

	supported by arguments)		opponent's arguments	
<b>Speech characteristics</b>	Statements are correct in terms of vocabulary, grammar, and pronunciation The delivery is very convincing	The statement is mostly correct regarding vocabulary, grammar and pronunciation The delivery is convincing.	There are some lapses in accuracy in vocabulary, grammar and pronunciation The delivery is not convincing enough	There are some lapses in accuracy in vocabulary, grammar and pronunciation that impair comprehension The delivery is unconvincing
<b>Total: maximum 20 points</b>				

Criteria for evaluating a prepared monologue statement on the studied topics (report, description, story)

The maximum number of points is 10

<b>Criterion</b>	<b>Description of the criterion</b>	<b>Grade</b>
<b>Grammar</b>	Poor knowledge of simple grammatical forms / does not try to use more complex constructions	0
	Limited knowledge of simple grammatical forms / does not try to use more complex constructions	1
	Good use of simple grammatical forms / poorly tries to use more complex constructions	2
	Good use of simple grammatical forms / tries to use more complex constructions	3
<b>Vocabulary</b>	Uses individual words and phrases	0
	Uses a limited vocabulary to discuss familiar situations	1
	Uses a limited vocabulary to discuss familiar situations	2
	Uses the appropriate vocabulary to discuss a number of familiar topics	3
<b>Fluency</b>	A significant number of hesitation pauses / frequent repetition of information	0
	Gives answers that go beyond a short phrase, with some pauses / sentences mostly correspond to the subject / there are some repetitions / uses only the basic techniques of logical communication	1
	Pronounces long fragments of speech with uncertainty / mainly correctly uses a number of linkers / there is a certain number of repetitions	2



	Pronounces long fragments of speech, making hesitation pauses / uses linkers correctly / uses few repetitions	3
<b>Pronunciation</b>	Limited phonological skills; the statement is mostly understandable	0.5
	Shows good phonetic and phonological skills at the level of words/sentences	1

#### **4. List of typical questions, tasks, topics used for in-progress assessment**

End-of-term assessment in the course "English. Intercultural communication" is held at the end of each semester.

**1 semester (A1-A2) – pass/fail test:** written work (test), case analysis.

**Examples of tasks for the oral and written part of the test.**

***Oral part - a comparative presentation of cultures.***

**Present a contrastive analysis of differences between your own and other cultures (e.g. Western, Latin American, African American, Indosphere, Sinosphere, Islamic, Arab, etc.)**

**Cover the following points:**

- Personality (sense of self and society)
- Language and communication (conversational style, concepts)
- Time and space
- Values
- Food habits
- Religion and religious faiths that is beliefs
- Customs of marriages and religions and special social customs
- Other

**Written part - a test**

#### **1. Match the conversational styles with their descriptions.**

Indirect style	Both, sender and speaker, are involved in a specific context. The speaker does not express his intention in an explicit way but he/she expects from his/her interlocutor to understand the meaning of the message within its context direct "no" is avoided. Senders do so in order to keep up group harmony and group conformity.
Direct style	The receiver does not have to take a complex context into consideration, when decoding the message. What must be said, will be said. To say 'no' is normally not seen as impolite or offending, but it is even expected due to the value orientation of honesty and openness.
Elaborate style	Speakers use rich, expressive language with a large number of adjectives describing a noun, exaggerations, idiomatic expressions, proverbs and metaphors.
Exacting style	The speaker just uses those words, which describe exactly the speakers' intention. Neither more nor less information is required to communicate a message. No additional words or paraphrases are required.
Succinct style	The speaker uses understatements, pauses and silences.
Instrumental	The speaker and listener are clearly differentiated. The speaker transmits an information, idea or opinion while the listener is the receiver of the message. The speaker tries to persuade his or her listener with arguments in the step-by-step process. Even if the listener is not ready to accept his counterpart's

	opinion and maybe contradicts, the speaker will go on talking in order to achieve a change in the listener's attitude.
Affective	The roles of speaker and listener are integrated and interdependent. The speaker is not only expected to transmit his or her message, but at the same time to be considerate about other's feelings. The speaker is supposed to be aware of the listener's reactions, to interpret them and finally to adjust himself or herself to his or her listener. The listener is expected to pay attention not only to what is said but also to how something is said. Both sides are supposed to use their intuition.
Personal	The sender sees every individual as equal, preferring a first-name basis and direct address. Using titles, honorifics etc. is avoided. Differences of age, status and sex are no reasons to use different language styles.
Contextual	The speaker uses honorific language heavily based on a hierarchical social order and rather role-centered which stresses formality and asymmetrical power relationships.

**2. Read the information about culture-specific language concepts. Fill in the blanks with a suitable word from the box.**

ma	haragei	nunchi	face	understatement
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1. The Japanese language is traditionally one that treasures \_\_\_\_\_, or empty spaces.
2. The negative side of \_\_\_\_\_ is that it is often used in business as a means of communication in which people hide their real motives to gain power and advantage.
3. If one or more speakers do not read the other's minds correctly, \_\_\_\_\_ fails and consequences may include the feeling of shame.
4. The traditional way of giving \_\_\_\_\_ to others is recognizing and complimenting others publicly.
5. \_\_\_\_\_ is about expressing oneself in such a way that one's words say less than what one wants to say.

- 3. a) Listen to the foreign-accented professionals and determine their origin.  
b) Choose the best summary of the key ideas presented by the speakers.**

**2 semester (A2-B1) – graded test:**written work (business letter), creative group task (negotiation).

**Examples of tasks for the oral and written part of the test.**

**Written part - a business letter**

Read the following email from your friend Camillo Mazzotá. Write to Elio as suggested by Camillo to postpone the management circle meeting using the ideas in this unit to make sure your email is clear and received positively by Elio.

*Hi Bob,*

*We are having a lot of problems in Milan implementing a new customer service database. As a result, I'd like to cancel my participation in the European management circle meeting next week in Lisbon. I know that you are having similar problems in the UK so I was wondering if you could send an email to Elio suggesting that we postpone for two weeks. He can be very sensitive to late changes of plans because he is very structured, so as you know him quite well it's probably better you write to him, to manage the situation.*

*Many thanks in advance.*

*Camillo*

### **Oral part – negotiations**

Prepare for a negotiation. Plan in your A and B groups what you will say to get what you want.

Then, in A/B pairs, role play the negotiation. Remember to use some of the techniques you have learned.

After you have finished, review the negotiation:

Opening: was there a clear introduction to the negotiation?

Discussion: how effective were the influencing strategies?

Conclusion: how successful was the negotiation for both parties?

### **Criteria for evaluating end-of-term assessment tasks in regards to modules**

*End-of-term assessment* (pass/fail exam / grading test) is conducted in oral and written forms at the end of each semester in order to identify whether the graduate's level of competencies formed in the course (training module) corresponds to the requirements of the MIPT educational standard in the field of training within the scope of the work program. The grade for the pass/fail exam / grading test is 20% of the total grade for the semester.

Written work during the end-of-term assessment has the form of a test. The grade is set by adding up the points received by students for all tasks and calculating the ratio of the points scored to the maximum possible number of points for written work.

The oral part of the pass/fail exam / grading test is examined by a teacher who does not conduct classes in this group. The grade is based on the evaluation criteria of a monologue/dialogical statement. The final grade for the oral and written part equally includes assessment of the skills in all types of speech activity: listening, reading, speaking, writing.

End-of-term assessment upon completion of the course (training module) is conducted at the end of each semester (semester 1– in the form of a pass/fail exam, semester 2– a grading test) and consists of 2 parts: oral form (reading / speaking / listening / translation) and written form: written work, testing to determine the level of the language competence (English language) maturity, for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of students.

### **End-of-term assessment criteria**

Mark	Grade	Criteria
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Excellent	10	Grade “Excellent (10)” corresponds to 96-100 points in the rating system.
	9	Grade “Excellent (9)” corresponds to 91-95 points in the rating system.
	8	Grade “Excellent (8)” corresponds to 86-90 points in the rating system.
Good	7	Grade “Good (7)” corresponds to 81-85 points in the rating system.
	6	Grade “Good (6)” corresponds to 76-80 points in the rating system.
	5	Grade “Good (5)” corresponds to 71-75 points in the rating system
Satisfactory	4	Grade “Satisfactory (4)” corresponds to 66-70 points in the rating system.
	3	Grade “Satisfactory (3)” corresponds to 60-65 points in the rating system.
Unsatisfactory	2	Grade "Unsatisfactory (2)" corresponds to 48-59 points in the rating system.
Unsatisfactory	1	Grade "Unsatisfactory (1)" corresponds to 0-47 points in the rating system.

Writing assessment criteria (Formal Letter)

The maximum number of points is 10

Assessment criteria	Grade
1. Statement of all the main ideas	2 points
2. Compliance with the email format	1 point
3. Considering the cultural affiliation of the addressee	2 points
4. Language correctness	1 point
5. Logical and coherent presentation	1 point
6. Official style of presentation	2 points
7. Length (120-150 words)	1 point

International negotiations assessment criteria

The maximum number of points is 20

Assessment criteria	Grade
Theoretical level of knowledge	3
Quantity and quality of ideas put forward	2
Argumentation of the ideas put forward (supporting materials with factual and statistical data)	3
Ability to listen to opponents and conduct a discussion	2
Elocution (clarity, coherence, focus, etc.)	2
Ability to defend the own point of view using effective negotiation strategies	4
Speech literacy	1
The degree of participation in the general discussion, contribution to the team work	3
<b>Overall grade:</b>	<b>20</b>

