Al-Farabi Kazakh National University

Philological Faculty

Department of Foreign Philology and Translation Studies

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|  | APPROVED by Dean of Faculty  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. Dzholdasbekova  № \_\_\_\_\_ from "\_\_\_\_\_\_"\_\_\_\_\_\_\_\_ 2022 |

### EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE

### TPML 4223 «Theory of Intercultural Communication»

Specialty "5B020700 – Translation Studies"

Bachelor degree

Course – 4

Semester – 7

Number of credits – 3

Almaty 2021

Educational-methodical complex of the discipline is made by master of education Laila Mussaly

Based on the working curriculum on the specialty 5B020700 – Translation Studies

Considered and recommended at the meeting of the department of Foreign Philology and Translation Studies

№ \_\_\_\_\_ from "\_\_\_\_\_\_"\_\_\_\_\_\_\_\_ 2022

Head of department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ M.Aimagambetova

### Recommended by methodical council of the faculty

№ \_\_\_\_\_ from "\_\_\_\_\_\_"\_\_\_\_\_\_\_\_ 2022

Chairman of the Methodical Council of the faculty \_\_\_\_\_\_\_\_\_\_ N.Sagyndykov

**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program “Bachelor degree”**

**Specialty “5B020700 – Translation Studies”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| TPMK 4223 | Theory and practice of intercultural communication | 27 | 1 | 2 | | 0 | | 3 | 15 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | BC (Basic Component) |  | | | Meaningful drill, usage, case study, discussion, brainstorm | | 9 | | Oral |
| Lecturer | MussalyL | | | | | |  | | |
| e-mail | lailamussaly@gmail.com | | | | | |
| Telephone number | 87012701868 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The aim of the course is to form the ability to understand features of speech and communicative behavior of representatives of different cultures; develop a sense of tolerance, respect for other national cultures, for the correct interpretation of various types of communicative behavior. | 1. Demonstrate the rights and duties of an interpreter; the terminology provided for by the subject of the discipline, the most common phraseological units, conditional abbreviations; etiquette formulas (greetings, expressions of gratitude, condolences, etc.) adopted in various genres of oral communication, their functional differences; features translation of grammatical forms; | 1.1 Identify the role of intercultural communication in translation studies.  1.2 Explicate intercultural phenomena used in various communication situations.  1.3 consider and reveal the features of cultural communication, adequately interpret them in receptive types of speech activity,. |
| 2. - Interpret and perceive foreign speech (with accent / without accent); perceive and memorize voluminous utterances; to carry out an adequate consecutive translation of materials of scientific-practical and general political conferences; professionally right to choose a general translation strategy taking into account the pragmatic attitude and the type of the original text; | 2.1 Demonstrate oral and written communication in the target language in accordance with ICC features.  2.2 carry out an adequate consecutive translation of materials of scientific-practical and general political conferences. |
| 3. - Use a wide vocabulary within the specified topics; skills of pre-translational text analysis, including searching for information in lexicographic sources; interpreting skills in compliance with the norms of grammatical, syntactic and stylistic norms; | 3.1 Notice and independently corrects errors in oral speech occurred due to cultural peculiarities.  3.2 Evaluate language situation taking into consideration all types of communication. |
| 4. - To illustrate the ability and willingness: to constantly improve their erudition and professional level; develop operational and long-term memory; quickly switch from the native language to a foreign language and back during the bilateral translation of interviews and discussions; to adequately get out of difficult situations when translating; quickly (without significant pauses) and adequately translate from the sheet both from English and from Russian; | 4.1 Collate the received information with the skills of perception and provides multi-aspect analysis of oral and written speech in the foreign language.  4.2 Identify similarities and differences between the source language and target language. |
| 5. - Apply knowledge necessary for the possibility of obtaining information of professional content from foreign sources | 5.1 Formulate ideas in accordance with cultural norms and rules of communication that are acceptable for native and non-native speakers. |
| **Prerequisites** | **Foreign language (B1)** | |
| **Post requisites** | **Practice** | |
| **Information resources** | **Literature**:  **Recommended literature**  1. Полянина, Н. Б. Английский язык: межкультурная коммуникация. Версия 1.0 [Электронный ресурс] : конспект лекций / Н. Б. Полянина, В. В. Жданович. – Электрон. дан. (1 Мб). – Красноярск : ИПК СФУ, 2008.  2. Condon, J. C. An Introduction to Intercultural Communication /  J. C. Condon, F. S. Yousef. – New York: Macmillan Publishing Company, 1987.  3. Cotton, D. Market Leader. Intermediate Business English / D. Cotton,  D. Falvey, S. Kent. – Harlow: Pearson Education Limitid, 2003.  4. Cotton, D. Market Leader.Upper-Intermediate Business English / D. Cotton, D. Falvey, S. Kent. – Harlow: Pearson Education Limitid, 2005.  5. Dahl, S. Intercultural Skills for Business / S. Dahl. – London: ECE Publishing, 1999.  6. Dahl, S. Culture and Transformation / S. Dahl. – London: ECE Publishing, 2001.  7. English, L. M. Business Across Cultures / L. M. English, S. Lynn. – New York: Longman, 2001  **Additional literature**  1. Kim, Y. Y. Theories in Intercultural Communication International and  Intercultural Communication Annual / Y. Y. Kim, W. B. Gudykunst. – Newbury  Park: Sage, 1988. Sacks D. Crack this code. / Issue 104 April 2006.  2. Lannon, M. Insights into Business / M. Lannon, G. Tullis, T. Trappe. –  Harlow: Addison Wesley Longman Limitid, 1998.  3. Marx, E. Breaking Through Culture Shock / E. Marx. – London:  Nicholas Brealey.  4. Olofson, C. To transform culture, tap emotion / Issue 23. March, 1997.  5. Utley, D. The Culture Pack: Intercultural Communication Resources for  Trainers / D. Utley. – York: York Associates, 2000. | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum.  1. For each lesson students have to prepare in advance, according to the schedule.  2. Assignments will be distributed throughout the semester, according to the schedule. They should be carried out within a specified time. Later, they will not be accepted.  3. Most homework will include much practice and few questions that can be answered by querying on the database. Search appropriate learning resources are required to prepare for independent work assignments.  4. Participation: students’ involvement and attention is crucial. They are required to attend class and to actively participate in class discussion and discussion of their home assignments.  5. Policy of academic behavior and ethics: students should be tolerant, respectful. Objections should be worded in the polite and correct form. Plagiarism and other forms of cheating are not allowed. It is not allowed to prompt and use cribs during midterm control and exams, to copy other students’ assignments, to take an exam for another undergraduate. A student found guilty in falsifying any information connected with the course receives a final “F” grade. include  **Academic values:**  - Practical trainings, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail avogurom@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:** assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams). In accordance with the Academic policy of the university homework or students’ individual work deadlines may be extended in the event of extenuating circumstances (such as illness, emergencies, accidents, contingency, etc.) Students’ attendance and participation in discussions and practical work in the classroom will be taken into account in its overall assessment of the discipline.  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. All students are expected to act with civility and personal integrity, respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| Weeks | Topic name | LO | ID | Amount of hours | Maximum score | Form of Knowledge Assessment |

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| 1 | **Lecture 1**  **The definition of the concept ‘culture’**   * The origin of the word ‘culture’ * Basic cultural concepts and patterns * Comprehending cultural diversity * Intercultural understanding | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 1**   * Historical derivation of the word “culture”. * A meta-culture or a larger “culture” according to Kroeber & Kluckhohn definition * Culture as subconscious; unaware; an invisible control mechanism * “Thought patterns” concept * Two Hall’s classic patterns of culture * The model and the visible and invisible elements of culture |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * The concept of intercultural communication: the issue of its history. * The main studies of intercultural communication in the domestic and foreign science. |  |  |  | 5 | Discussion, drills |
| 2 | **Lecture 2**  **Around the World: stereotypes across cultures**   * Moving beyond stereotypes * The culture shock * Language and culture * Cross-cultural awareness: when language is not the real problem | LО 1 | ID 1.2. | 1 | 5 | Discussion, drills |
|  | **Seminar 2**   * The reasons for being able to work and communicate with people from different backgrounds. * The techniques to fight a sense of real cultural confusion * The implications of ethnocentrism and stereotyping * A "generalization. * Language as a cultural determinant. * The sources of linguistic irrelevance. |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Modern theories of intercultural communication. * An integrated approach to the study of intercultural communication in * modern science. |  |  |  | 5 | Discussion, drills |
| 3 | **Lecture 3**  **Cultural values at work**   * The essence of effective cross-cultural communication * Fast and slow messages: finding the appropriate speed * Monochronic and Polychronic Time * Past-and Future-Oriented Countries * The role of values in cross cultural communication | LO 3 | ID 3.1, 3.2 | 1 | 5 | Discussion, drills |
|  | **Seminar 3**   * The cultural preferences reflected in the language? * The conceptual tools that help decipher the complex and unspoken rules of each culture. * Why is it more important to release the right responses than to send the "right" messages in effective cross-cultural communication? |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Types and forms of intercultural communication at the present stage. * Traditional and new forms of intercultural communication. |  |  |  | 5 | Discussion, drills |
| 4 | **Lecture 4**  **Making Initial Contacts Across Cultures**   * Non-verbal communication * Symbolism and Passive Non-verbal Communication * The role of gestures in intercultural communication | LО 3 | ID 3.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 4**   * The major players in cross-cultural confusion according to Argyle non-verbal communication classification * What causes confusion when sending the wrong signals? * The reason for a missing linguistic equivalent in the languages. * The difference in a greeting procedure (in terms of body contact) between the Asian and the Central and South American cultures. |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * The role of ethnic stereotypes in intercultural communication. * The role of foreign policy stereotypes in intercultural communication. |  |  |  | 5 | Discussion, drills |
| 5 | **Lecture 5**  **Loan words (borrowings) as reflection and result of language and culture contacts**   * Reasons for cultural borrowings in English. * Classification of borrowings according to the borrowed aspect: phonetic borrowings, semantic borrowings, morphemic borrowings, translation loans. * Classification of borrowings according to the degree of assimilation. * Borrowings in British and American. | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 5**   * Classification of borrowings according to the borrowed aspect * Classification of borrowings according to the degree of assimilation: * Loan-words as manifestation of intercultural сommunication |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Analysis of the use of loan words in English and American films |  |  |  | 5 | Discussion, drills |
|  | **Interim control 1** |  |  | 1 | 25 |  |
|  | **Total for IC 1** |  |  |  | 100 |  |
| 6 | **Lecture 6**  **Around the World: Introductions, Names and Titles**   * Greetings across cultures * The use of titles and names in various countries * The role of business cards in cross-cultural communication. | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 6**   * The specific procedures the meeting etiquette require in India? * The tips to translate business cards into a foreign language taking into account different linguistic and cultural considerations. * What are the ceremonies of business cards’ exchange in different countries? |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Language as a form of intercultural communication. * The role of media in intercultural communication. |  |  |  | 5 | Discussion, drills |
| 7 | **Lecture 7**  **Cultural and language mapping of Great Britain and the United States of America**   * Cultural values reflecting the character traits of British and Americans, their contemporary lifestyle. * Cultural dimensions theory. * Stereotypes as sustained illusion judgments about other cultures. * Cultural norms of behavior in the etiquette of Americans and Britons | LО 2 | ID 2.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 7**   * Cultural values reflecting the character traits of British and Americans, their contemporary lifestyle: * U.S. cultural values * British cultural values * Geert Hofstede cultural dimensions theory. * Stereotypes as sustained illusion judgments about other cultures. * Cultural norms of behavior in the etiquette of Americans. * Cultural norms of behavior in the etiquette of and Britons. | LО 2 | ID 2.1. | 2 | 10 | Discussion, drills |
| 8 | **Lecture 8**  **Low and High Context communication**   * Space and territoriality in intercultural communication * Personal space and appearance in different countries | LО 2 | ID 2.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 8**   * High context culture countries and low * context culture countries. According to what cultural parameters do they contrast? * Different modes of dressing reflected in different countries? * The occasions that require special clothing? |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * The problem of preserving cultural identity in the modern world. * Analysis of the cultural values of representatives of high context and low context cultures. |  |  |  | 5 | Discussion, drills |
| 9 | **Lecture 9**  **Linguistic and cultural aspects of translation in cross-cultural communication**   * Translation as a linguistic act of communication across cultures. * Three types of difficulties in translation and interpretation: | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 9**   * The role of translation and interpretation in cross cultural communication. * multiple meanings of words (denotative and connotative); * errors of perception of equivalents: literalism, transliteration, paronymy; * correlation of linguistic and cultural norms of translation. |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Make a comparative analysis of translations ad interpretations in the English and your native language |  |  |  | 5 | Discussion, drills |
| 10 | **Lecture 10**  **Ideology and mentality, their relationship with culture and language**   * The notion of the term ideology. Ideology and Culture. Language and ideology. * American English as a mechanism of social control in the United States * Strategies of Ideology * The linguistic techniques of ideological influence (tropes) | LО 4 | ID 4.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 10**   * the relationship between ideology and communication * the characteristics of ideology * Legitimation. Dissimulation. Unification. Fragmentation. Reification as the main strategies of ideology | LО 1 | ID 1.1. | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * The problem of preserving the national culture in the context of intercultural communication. * Globalization and intercultural communication. |  |  |  | 5 | Discussion, drills |
|  | **Interim control 2** |  |  | 1 | 25 |  |
|  | **Total for IC 2** |  |  |  | 100 |  |
| 11 | **Lecture 11**  **Political correctness**   * Historical background of politically correct language in American English * Political correctness as a reflection of the formal politeness in the cultural traditions of the English speech community * Classification of politically correct language | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 11**   * The definition of the term ‘political correctness’ * Political correctness in language manipulation |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * The role of ethnic stereotypes in intercultural communication. * The role of foreign policy stereotypes in intercultural communication. |  |  |  | 5 | Discussion, drills |
| 12 | **Lecture 12**  **Culture and foreign language teaching**   * Culture and language teaching pedagogy. * Culture into a foreign language classroom. * Traditional and modern methods of teaching culture in the foreign language classroom. | LО 5 | ID 5.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 12**   * The relationship of FLT and intercultural communication * The difficulties faced in teaching a foreign culture |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Analysis of difficulties and their solutions in FLT process. |  |  |  | 5 | Discussion, drills |
| 13 | **Lecture 13**  **Building Personal Relationships**   * Social Groupings and Relationships * Interpersonal versus Transactional Relationships * Relationship and communication | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 13**   * What do interpersonal and transactional societies focus on? * Personal contacts in business. |  |  | 2 | 5 | Discussion, drills |
|  | **SIW (Hometak, project work etc.)**   * Intercultural interaction in modern society: features, trends, problems. * Intercultural communication in international relations. |  |  |  | 5 | Discussion, drills |
| 14 | **Lecture 14**  Understanding intercultural transitions   * Migration as a form of intercultural transition * The ways of relating to new cultures * Models of Cultural Adaptation | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 14**   * The difficulties of adaptations to cultures . * The role of communication in the cultural adaptation process. * The relations of power and dominance affecting adaptation. * The factors affecting migration patterns. |  |  | 2 | 10 | Discussion, drills |
| 15 | **Lecture 15**   * **Revision of all materials and checking the project works** | LО 1 | ID 1.1. | 1 | 5 | Discussion, drills |
|  | **Seminar 15**   * The questions given for the examinations are considered |  |  | 2 | 10 | Discussion, drills |
|  | **Interim control 3** |  |  | 1 | 25 |  |
|  | **Total for IC 3** |  |  |  | 100 |  |
|  | **Examination** |  |  |  | 100 |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean Dzholdasbekova B.U.**

**Chairman of the Faculty**

**Methodical Council Sagyndykov N.**

**Head of the Department Aimagambetova M.M.**

**Lecturer**  **Mussaly L**