

LEARNING OUTCOMES

Competences that the student should master:

➤ the ability to understand the driving forces and regularities of the historical process, the role of personality in history, the peculiarities of the political organization of society, the ability to respect cultural traditions, to tolerate social and cultural differences;

➤ the ability to understand the social significance of their future profession, the purpose and meaning of the pedagogical profession, to have high motivation to perform professional activities;

➤ the ability to implement different forms of intercultural cooperation in order to ensure co-operation in solving professional problems;

➤ the ability to think logically and correctly, to perform generalization, analysis, critical comprehension of information, systematization, forecasting, setting of research tasks and choice of ways of their solution on the basis of scientific knowledge principles;

➤ the ability to form correct verbal and written speech in English, to prepare and edit texts of vocational and pedagogical orientation in relation to their culture and cultures of native speakers of English, to conduct discussions and to participate in polemics;

➤ the ability to understand the essence and importance of information in the development of a modern information society, to understand the threats that arise in this process, to adhere to the basic requirements of information security.

➤ the ability to perform cross-cultural communication, to use skills that ensure the adequacy of social and professional and pedagogical contacts;

➤ the ability to adhere to the principles of relativism and ethnic norms in solving professional and pedagogical tasks;

➤ the ability to operate the basic concepts and terms of the linguistic and ethnographic nature, to clarify and analyze the value orientations of the culture of the English-speaking countries;

➤ the ability to communicate in the Ukrainian-speaking and English-speaking environment;

➤ the ability to use verbal and non-verbal means of behavior;

➤ the ability to take a civic position in social and personal conflicts;

➤ the possession of the basics of the methodology of scientific knowledge in the study of various aspects of language and speech activity;

➤ the possession of ethical and moral standards adopted in the English-speaking society;

➤ the ability to use the latest pedagogical technologies of science and education in order to form the features of the secondary linguistic personality, to develop the primary linguistic personality.

Learning outcomes of the course unit:

As the result of mastering the module a student **must have the following:**

knowledge: subject of the course and the terminology that the discipline operates; theoretical approaches to the study of the theory of intercultural communication and various methodologies for solving intercultural problems; theoretical fundamentals of the course of the basics of intercultural communication; the main characteristics of both their culture and the cultures of the native speakers of the English language;

skills: operate the basics of verbal and non-verbal communication; to adopt a certain type of behavior and behave according to the cultural environment in which they happen to be; to recognize the stress that everyone who finds himself in an unfamiliar environment gets and learn to manage it; to communicate productively in an unfamiliar cultural environment; to apply research on basics of intercultural communication to the solution of modern linguistic problems; to report on the chosen topics on intercultural communication, to find actual material for scientific (course and diploma) works; freely operate the basic terms and conditions of the basics of intercultural communication; to find independently examples of intercultural communication that take place in everyday life; to translate texts of intercultural orientation within the program of the discipline, applying theoretical knowledge on the theory of intercultural communication.

Prerequisites and co-requisites: English Practical Course, Philosophy, English speaking countries study, Practical Phonetics, Practical Linguistics, Lexicology of the English language.

COURSE CONTENTS

Course Structure

Module 1. Basics of the theory of intercultural communication

Theme 1. Basic principles of intercultural communication

Theme 2. Basic categories of intercultural communication

Theme 3. Pictures of the world and the conceptosphere of the nation

Theme 4. Verbal expression of national peculiarities

Theme 5. Lexical connotation in linguistic cultures

Module 2. Communicative levels: from interpersonal to intercultural communication

Theme 6. Non-verbal communication: specificity, scope of interaction. Non-verbal expression of national peculiarities

Theme 7. Types of cultures and intercultural communication styles.

Theme 8. Languages and culture of the world in the unity of differences.

LECTURE CONTENTS

Theme 1. Basic principles of intercultural communication

PROBLEMS FOR DISCUSSION.

1. Intercultural communication as a science.
2. Essence, object and subject of intercultural communication.
3. Aspects of intercultural communication. Formation of intercultural communication as a science.
4. Intercultural communication in the system of sciences.

Theme 2. Basic categories of intercultural communication

PROBLEMS FOR DISCUSSION.

1. The main categories of intercultural communication: nation, people, ethnic group, national-ethnic consciousness, mentality, ethnos.
2. National stereotype, national and cultural symbol.
3. Cross-cultural communication as a field of study of: anthropology, psychology, linguistics, communication and cultural studies

Theme 3. Pictures of the world and the conceptosphere of the nation

PROBLEMS FOR DISCUSSION.

1. The image of the world as a reflection of consciousness.
2. Language picture of the world.
3. Conceptual picture of the world.
4. Factors of differences between language and conceptual pictures of the world. Valuable picture of the world. National values.
5. Distribution of time in different cultures. Perception of time in different cultures. Space in different cultures

Theme 4. Verbal expression of national peculiarities

PROBLEMS FOR DISCUSSION.

1. The essence of verbal communication.
2. Sound aspect of speech.
3. Word as a unit of interlingual comparison.
4. The meaning of the word in intercultural communication.
5. Aspects of comparing the vocabulary of different languages.

6. The semantic difference between words in different languages.

Theme 5. Lexical connotation in linguistic cultures

PROBLEMS FOR DISCUSSION.

1. Lexical connotation in linguistic cultures.
2. The essence of lexical connotation.
3. Language connotations and comparisons.
4. Connotations of color attributes.
5. The inner form of the word.
6. Interlingual homonyms.
7. Non-equivalent vocabulary and background knowledge. Other ways of linguistic expression of national specificity.

Theme 6. Non-verbal communication: specificity, scope of interaction. Non-verbal expression of national peculiarities

PROBLEMS FOR DISCUSSION.

1. Essence, main types and functions of non-verbal communication.
2. Silence as a form of communication.
3. Intercultural differences in non-verbal communication codes.
4. Appearance and clothing.
5. Language is the body.
6. Paralinguistic means of communication. Proxemics

Theme 7. Types of cultures and intercultural communication styles.

PROBLEMS FOR DISCUSSION.

1. Main types of cultures.
2. Types of cultures for contextual orientation.
3. Types of cultures according to the direction of the activity.
4. Types of cultures according to the distance.
5. Types of cultures in relation to uncertainty.
6. Types of cultures according to a gender basis.
7. Typological peculiarities of Ukrainian culture. Intercultural communication styles. Intercultural features of communicative behavior

Theme 8. Languages and culture of the world in the unity of differences.

PROBLEMS FOR DISCUSSION.

1. The unity of the laws of nature, languages and cultures.
2. Language and noosphere

SEMINAR CONTENTS

Seminar 1

Communication as a component of culture.

POINTS FOR DISCUSSIONS:

1. The subject and purpose of studying the course of basics of intercultural communication, the task of the discipline, the basic terminology of the course.
2. Approaches to the study of intercultural communication: the culture of society as a concept.
3. Intercultural communication in the system of sciences.
4. Comparison of certain phenomena of different cultures, intercultural communication

Self-study objectives:

1. Study the theoretical material.
2. How and when did intercultural communication arise? What was decisive in the creation of IC science?
3. Describe the object and object IC.
4. Formulate the main tasks of IC. What are the problems of intercultural communication in the future determined by the development of globalization processes?
5. Put a list of practical and scientific areas that are in line with the issues and objectives of the IC.

Seminar 2

Main categories of intercultural communication. Interaction of language and culture

POINTS FOR DISCUSSIONS:

1. Main categories of intercultural communication:
 - a) nation
 - b) people
 - c) ethnicity

- d) national and ethnic consciousness,
- e) mentality, ethnicity
- 2. Conflict of «own» and «stranger's».
- 3. National stereotype, national and cultural symbol.

Self-study objectives:

1. Study the theoretical material.
2. Identify the main aspects of the IC. Which of them are universal, and which ones are relevant to the intending teacher of foreign languages?
3. Identify the common and distinctive features of a nation, a people and an ethnic group.
4. In what forms of intercultural communication, national and ethnic consciousness is most revealed?
5. Expand the essence of ethos.
6. Identify the ways to overcome mental stereotypes.
7. Give examples from different languages that reflect the conflict of «own» and «stranger's» in intercultural communication.
8. Give the examples of sustainable Ukrainian archetypes inherent in modern youth.
9. How are prototypes linked with archetypes? Give examples.
10. Expand the influence of national symbols on IC.
11. How are words and symbols compared? Provide and analyze the examples of language symbols that are common to different peoples.

Seminar 3

Pictures of the world and the conceptsphere of the nation

POINTS FOR DISCUSSIONS:

1. The picture of the world as a reflection of consciousness.
2. Language picture of the world.
3. Conceptual picture of the world.
4. Factors of differences between language and conceptual pictures of the world.
5. Valuable picture of the world.
6. National values.
7. Hourly and spatial picture of the world.
8. Distribution of time in different cultures.
9. Perception of time in different cultures.
10. Space in different cultures

Self-study objectives:

1. Study the theoretical material.

2. Expand the concept of «picture of the world» in everyday, philosophical and cognitive and psychological interpretations. Give examples of «pictures of the world» that people operate currently.
3. What is the essence of the linguistic picture of the world? How is IC related to Sapir-Whorf's hypothesis of linguistic relativity?
4. How is the conceptual picture of the world related to the linguistic picture of the world?
5. By specific examples, illustrate the influence of the main factors that shape the language and conceptual picture of the peoples of the world. Identify the most significant features of the Ukrainian language and conceptual pictures of the world.
6. Expand the essence of the value picture of the world. How is it related to the conceptual and linguistic pictures of the world?
7. Make the lists of:
 - the basic universal value concepts;
 - the common European values;
 - the unique values of Ukrainians and other (at the choice) of nations.
8. What is the national specificity of the time picture? What role does it play in intercultural communication?
9. Give examples of differences between the national interpretation of space which result in the so-called cultural shock.
10. How do languages depict the national differences in time and space pictures of the world?

Seminar 4

Verbal communication and its obstacles in the intercultural environment

POINTS FOR DISCUSSIONS:

- 1 The essence of verbal communication.
2. Sound aspect of speech.
3. Word as a unit of interlingual comparison.
4. The meaning and sense of the word in intercultural communication.
5. Verbal competence:
 - accent;
 - rhythm;
 - connotation;
 - the context;
 - idiomatic.

Self-study objectives:

1. Study the theoretical material.
2. Reveal the essence of verbal communication. What language tools are most distinctive in fixing up national specifics?

3. Is it possible to detect certain features of the national character and temperament according to the sound state of the language? Illustrate your conclusions with concrete examples.

4. Make up a table of onomatopoeic words of different languages and try to explain their features.

Seminar 5

Verbal expression of national peculiarities

POINTS FOR DISCUSSIONS:

1. Significance as a value characteristic of a word.
2. Aspects of comparing the vocabulary of different languages.
3. Semantic difference of words in different languages.
4. Verbal competence:
 - a) verbal courtesy;
 - b) silence, pauses ;
 - c) personal style of verbal communication

Self-study objectives:

1. Study the theoretical material.
2. Analyze the table of isotopic words (onomatopoeic) of different languages and try to explain their features.
3. Justify the difference between the lexical meaning and the meaning of the word.
4. Demonstrate on examples which semantic layers may appear in the communication discourse.

Seminar 6

Lexical connotation in linguistic cultures

POINTS FOR DISCUSSIONS:

1. Lexical connotation in linguistic cultures.
2. The essence of lexical connotation.
3. Language connotations and comparisons.
4. Connotations of color attributes.
5. Connections of zonomisms.
6. Connections of phytonisms.
7. The internal form of the word.
8. Interlingual homonyms.
9. Non-equivalent vocabulary and background knowledge.
10. Direct address.
11. Other ways of linguistic expression of national specificity

Self-study objectives:

1. Reveal the essence of lexical connotation. What role does it play in cultural communication? Confirm your conclusions with examples of connotations of denominations of colors, phytonyms, zonyms, and other layers of vocabulary from different languages.
2. What names are without equivalents? Specify how to transfer them into other languages. Give examples of tokens that denote Ukrainian national realities and which have spread among the languages of the world.
3. Give examples of interference that is a consequence of contacting the Ukrainian and Russian languages, as well as the language you study as a foreign language. What are the ways to overcome this phenomenon?
4. What are «false translator's friends»? Did you encounter this phenomenon when learning a foreign language? Give examples of Ukrainian-Russian interlingual homonyms and the like.
5. How is the national specificity of languages manifested in the phenomena of polysemy, the transfer of meanings, hyper- / hyponymia, synonymy, and direct address?
6. How and why is the national specificity of the world picture reflected in the inner form of the word?
7. Give examples of the importance of the background knowledge for intercultural communication.

Seminar 7

Non-verbal communication: specificity, scope of interaction. Non-verbal expression of national peculiarities

POINTS FOR DISCUSSIONS:

1. The essence, main types and functions of non-verbal communication.
2. Silence as a form of communication.
3. Intercultural differences of non-verbal communication codes.
4. Appearance and clothing.
5. Language body.
6. Paraling communication means.
7. Proxemics

Self-study objectives:

1. Study the theoretical material.
2. How do non-verbal communication and linguistic communication correlate? Which of them is more important?
3. Describe the basic functions of non-verbal communication.

4. What functions does silence perform? How is this manifested in different cultures?
5. Analyze the speech of the groupmates for the amount and duration of pauses during the 5-minute spontaneous text.
6. Identify the main types of non-verbal communication. Is there a hierarchy between them?
7. What kind of nonverbalism does a smile belong to? What are the main meanings of a smile in communication?
8. Describe the intercultural differences of non-verbal communication codes on specific examples.
9. Give examples of phraseologisms, excerpts from works of art, which would reveal the special importance of the eyes in situations of human communication.
10. Expand the essence of paralinguistic means of communication. Give examples of their informational value.
11. What socially accepted norms of distance between communicants did E. Hall singled out? To what extent does his scale of proxemic standards coincide with the Ukrainian national and psychological notions regarding social space?
12. Describe a non-verbal portrait of a Ukrainian in comparison with representatives of other nationalities (on a choice basis), based on the main components of non-verbal information.

Seminar 8

Types of cultures and intercultural communication styles.

POINTS FOR DISCUSSIONS:

1. Main types of cultures.
2. Types of cultures for contextual orientation.
3. Types of cultures according to the purpose of activity.
4. Types of cultures according to the power districts.
5. Types of cultures according to uncertainty.
6. Types of cultures according to a gender basis.
7. Typological peculiarities of Ukrainian culture.
8. Intercultural communication styles.
9. Intercultural features of communicative behavior

Self-study objectives:

1. Reveal the essence of the cultural code. Which cultural codes are specific expressions of types of cultures? Give examples of intercultural codes.
2. How stable is the globalization processes considering the relevance of cultures to high context and low context ones? To which of these types does Ukrainian communicative culture belong?
3. Describe the Ukrainian culture according to the following criteria:

- a) individualism / collectivism;
 - b) distance of power;
 - c) the attitude of members of the social team to the uncertainty of life situations;
 - d) masculinity / femininity.
4. Reveal the essence of communicative style. What are the varieties of communicative styles and what is their differentiation based on? Describe each communicative style with examples.
 5. What are the main features of Western and Eastern types of communication? What can be said about the peculiarities of Ukrainian communicative style?
 6. Give definitions of communicative behavior. How is this concept related to the type of culture and communicative style? Give examples of conflicts of communicative behavior in the context of intercultural contacts.
 7. Identify the dominant features of Ukrainian, American and other national variations of communicative behavior.

Seminar 9

Languages and culture of the world in the unity of differences.

POINTS FOR DISCUSSIONS:

1. Languages and their differences.
2. Accents and pace of speech as a way of linguistic discrimination.
3. «Strong» and «weak» speech styles.
4. Implicit hints for intercultural communicants.
5. Subcultures and the phenomenon of «intracultural communication».
6. Geopolitics and intercultural communication.
7. Unity of the laws of nature, languages and cultures.
8. Language and noosphere

Self-study objectives:

1. Reveal the essence of the basic axioms that underpin recognition of the unity of language, culture and other world pictures that humanity created.
2. How does Plato's teachings about the unity of space and the universe with the following and modern philosophical and scientific concepts of the unity of the world resonate? Explain the humanitarian value of these world-viewpoints for the modern stage of human development.
3. Describe the essence of the concept of «noosphere» and explain the relevance of the teachings of V. Vernadsky about the noosphere at the beginning of the third millennium.
4. How do you understand Vernadsky's opinion that the energy of human culture? What are the energy properties of the language?

5. In concrete examples from different languages, prove the coexistence of universal and idioethnic (national-specific) phenomena.
6. What are the prospects for the development of languages and cultures on the planet? What are the positive and negative consequences of globalization in this regard? What should every nation and people do for the sake of preserving their languages and cultures?

QUESTIONS FOR SELF-TESTING:

Assess your cultural sensitivity. Here is the second part of our series of exploratory questionnaires.

A. True or False

1. Japanese tend to reward individual achievements.
2. Seniority is important and highly respected.
3. Japanese companies frequently prefer casual business and avoid long-range commitments.
4. Most Japanese are not concerned with losing face.
5. Many Japanese value decisions made by the consensus.
6. Japanese usually discuss important decisions in an informal meeting.
7. Most times when a Japanese says "Yes, Yes", he is confirming his agreement.
8. Generally when a Japanese sucks air through his teeth, it is very warm.
9. Often if a Japanese smiles and nods his head, he dislikes what you say.
10. Japanese supervisors will usually give minimum instructions to their foreign subordinates to help them depend on themselves.
11. In a group situation, Japanese usually use silent periods to sense others' feelings and thoughts.
12. A Japanese tends to use eye contact to force you to say "yes".
13. Japanese habitually measure time as past, present and future. They most often put emphasis on the future.
14. The majority of Japanese managers like a private office with a family picture on the wall.
15. The current Japanese government advises Japanese companies to increase working hours.
16. It is customary that you should not raise your cup when a Japanese is pouring a drink for you.
17. Americans tend to value material possessions more than spiritual enlightenment.
18. Most Americans like formality and ritual in daily interactions.
19. Americans usually rely on themselves for help rather than asking people.
20. Americans value time and its control and are future-oriented.
21. Americans customarily collect evidence and make decisions based on their feelings.
22. The majority of Americans use indirect messages to refuse an offer.
23. Many Americans are open and share their space.
24. Most Americans are a present oriented society.
25. Americans tend to see themselves as confident and hard-working.
26. Americans are inclined to believe in equality and free competition.
27. Americans usually believe being on time for an appointment shows respect.
28. Most Americans believe they can control their destiny by their own actions.
29. Shaking hands is important when you meet an American.
30. Many Americans like to deal with problems directly and frankly.
31. Americans usually use ambiguity to avoid conflict and loss of face.
32. Arabs mostly do not like bargaining.
33. Religion has an impact on almost everything in the Arabian culture.
34. Compliments and well-presented flattery are generally appreciated.
35. Expressive and sensitive people are usually not liked.
36. Most Arabs do not value eloquence.
37. Arabian businessmen separate business from personal friendship.
38. Your education credential will be enough in dealing with Arabian businessmen.

39. It is courteous to shake hands every time you meet your Arabian friend.
40. It is customary in Arabia to expect foreigners to dress as an Arabian when visiting.
41. Social status and distinctions are very important in Arabian society.
42. Expressions of open disagreement are desirable.
43. Gifts should be opened in the presence of the giver.

B. Circle the answer you find most appropriate: a, b, c, or d.

(1) Japanese predominantly value:

- a. Long working hours.
- b. Confrontation.
- c. Inner harmony.
- d. Social recognition.

(2) Japanese are inclined to value a foreign partner who is:

- a. A specialist in new technology.
- b. Aggressive.
- c. Compromising, friendly, and in harmony.
- d. Able to make a decision by himself.

(3) When first making contact with Japanese companies it is a good idea to:

- a. Be aggressive and demanding of a fast response.
- b. Offer your best price.
- c. Reference another Japanese business partner you dealt with.
- d. Ask for information about the Japanese company.

(4) When Japanese and American business men are drinking together, after the Americans leave, the Japanese may go to another bar because:

- a. They like drinking until they get drunk.
- b. The American meeting was boring.
- c. They could not have relaxed with foreigners.
- d. They need to discuss frankly in the group what they talked about for a consensus.

(5) A Japanese manager sometimes seems very rude and aggressive because:

- a. Most of the Japanese are rude and aggressive.
- b. He is not interested in your business.
- c. He is trying not to be misunderstood.
- d. He is not confident of being alone.

(6) A Japanese manager usually does not invite foreigners to his home because:

- a. His house is small and he does not want to be embarrassed by others.
- b. His wife does not like foreigners.
- c. He and his wife do not want to spend money on guests.
- d. They are not sure how to treat foreign people at home.

(7) Japanese society may seem reluctant in dealing with foreigners because:

- a. They hate foreign people historically.
- b. They think they are superior to foreign people.
- c. They are embarrassed.
- d. Most foreigners do not peak Japanese.

(8) If you are in Japan, you will seldom hear a Japanese say "excuse me" in crowded places or trains because:

- a. Social life only exists in the group in which he belongs.
- b. Japanese are rude and do not care about people.
- c. Saying "excuse me" seems like losing his face.
- d. So many people are there that it's impossible to say "excuse me" every time.

- (9) At the negotiating table with Japanese businessmen, usually only one person speaks because:
- The rest of them do not speak English.
 - The person is both the boss and the decision maker.
 - They made the conclusion before the meeting; the person is just like a spokesman.
 - Younger people should not be involved in discussion.
- (10) In a Japanese company in the US, an American-born Japanese manager rarely takes the chair of presidency because:
- He is not a Japanese, however he looks.
 - Japanese management prefer people educated in Japan.
 - American staff will not support him.
 - He is not one of them.
- (11) While meeting with a Japanese company manager on business, when he was asked to make some minor decision, he said he could not answer until tomorrow because:
- He needs the consensus of his department members.
 - He is not qualified to answer.
 - Japanese are not decisive people.
 - This is a typical Japanese negotiation technique.
- (12) Japanese mostly wear dark coloured suits because:
- Bright colours do not look good on Japanese skin.
 - Bright colours are usually expensive in Japan.
 - They do not want to stand out.
 - They want to distinguish themselves from foreigners.
- (13) Japan is usually viewed as a seniority society. If a younger person becomes an older person's boss, what will happen?
- The older person will leave the company for his dignity.
 - The young boss has to take care of him as an elder in any occasion.
 - The boss treats him as a subordinate in business, but in private he treats him as an elder person.
 - The boss treats him like a younger person.
- (14) You are working in Japan for a Japanese company. After work it is customary for your fellow workers to:
- Go straight home to their families.
 - Stay and play baseball.
 - Go out to a bar to discuss problems and solutions.
 - Have a meeting to prepare for tomorrow's work activities.
- (15) In an introductory business meeting a Japanese will probably be more interested in:
- Your last name and family history.
 - Your company name, size, and extent of activities.
 - Your title.
 - Your responsibility in the company and technical knowledge.
- (16) Japanese have a special love and taste for Japanese rice. In most occasions they may:
- Eat the rice first.
 - Eat it plain at the end of the meal.
 - Mix it with a fish dish.
 - Mix it with a special sauce.

(17) When a Japanese businessman has dinner with an American, he could look uncomfortable because:

- a. He is inexperienced with foreign people.
- b. He does not like foreigners.
- c. He does not like American food.
- d. He may not be as outgoing as the American.

(18) During a social drinking session with your Japanese partner you should:

- a. Keep drinking until he asks you to stop.
- b. Keep pouring drinks for him every time his glass is empty.
- c. Exchange pouring toasts to each other.
- d. Always fill his glass half full.

(19) During a formal presentation, a Japanese member may close his eyes. This may mean that:

- a. The subject is boring.
- b. The speaker is not dynamic.
- c. He is falling asleep.
- d. He wants to focus harder on the subject.

(20) Working in a Japanese company you are likely expected to:

- a. Be aggressive and rationalise every decision you make.
- b. Be in harmony with the company employees.
- c. Plan your career goals and submit them to your manager.
- d. Point out loudly to your co-worker his mistake so that he will not repeat it again.

(21) Japanese meetings are usually held to:

- a. Put the cards on the table and make the decision.
- b. Exchange information and give out responsibility.
- c. Force the issue on the other group.
- d. Formally agree on a decision made during unofficial informal discussions.

(22) In meeting with a Japanese negotiating team you could expect them to:

- a. Lay down all their information.
- b. Give you the lowest price they can sell for.
- c. Seek further information and clarification.
- d. Make a decision on the spot and stand behind it.

(23) Mr Hiro is from Japan working for you. You notice he is motivated by:

- a. Being part of a strong leading international company.
- b. Promise of a good salary raise.
- c. Becoming the group leader with a change in title.
- d. Promising him a trip to Hawaii with his wife after the project.

(24) In meeting with a Japanese team, you noticed a senior, older member of the group. He is possibly attending the meeting:

- a. For -a ceremonial reason and he may leave after the introduction.
- b. To watch other members and how they speak English.
- c. To make the final decision.
- d. To speak on behalf of the team so that no one can make a mistake.

(25) The American president of a joint venture Japanese/American company is visiting the factory. He gave a pat on the shoulder to a Japanese worker for exceeding his output. The Japanese worker might:

- a. Continue working as if nothing has happened.

- b. Thank the president and shake hands with him.
- c. Look at the American president in the eye and smile.
- d. Say: "Thank you Mr President for the pat on my back!"

(26) The new Japanese generation are most interested in:

- a. No other cultures but their own.
- b. Chinese culture.
- c. European culture.
- d. American culture.

(27) Most decisions in Japan are in fact made by:

- a. Upper management.
- b. Staff members.
- c. Middle managers.
- d. Everyone in the organisation.

(28) In general, Americans value most:

- a. Social recognition.
- b. Happiness.
- c. Equality.
- d. Money.

(29) Many Americans see themselves as:

- a. Modest and shy.
- b. Family members.
- c. Formal and ritualistic.
- d. Created equal to others.

(30) Other cultures may see Americans as:

- a. Victimised by war time.
- b. Reliant on their families for help.
- c. Group-oriented.
- d. Ignorant about other cultures.

(31) When writing to an American company, it is very important to:

- a. Reference your source.
- b. Start your letter with a flattering introduction about your company president.
- c. Have your letter signed by your company director and president.
- d. Be specific on the purpose of the letter.

(32) In a business introduction to an American he may ask you to call him by his first name because:

- a. He is not interested in business.
- b. He likes harmony in discussion.
- c. His last name may be hard to pronounce,
- d. He wants to be comfortable and move into an informal stage of business discussion.

(33) When talking with an American business partner on the phone, it is common for him to ask you first about:

- a. Your family health.
- b. Your financial situation.
- c. When you are planning to visit him.
- d. How you are doing.

(34) Mr Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:

- a. Invite his American friend for dinner.
- b. Expect that his American friend will invite him to the bar.
- c. Consider it as just a friendly comment.
- d. stop by his house to have a drink.

(35) American business meetings usually start with:

- a. Discussion of the past weekend's baseball game.
- b. Formal agenda and tasks to be accomplished.
- c. Period of harmony.
- d. Introduction about everyone's past work experience.

(36) In American business meetings you are expected to:

- a. Wait until the end and state firmly your position.
- b. Talk about how it is difficult to get to the meeting.
- c. Maintain group harmony and do not ask embarrassing questions.
- d. Express your ideas openly and rationalise them aggressively.

(37) At the end of an American business meeting the participants may:

- a. All go to the cafeteria to have a drink.
- b. Write a conclusion and/or action plan with specific responsibilities and dates.
- c. Conduct behind-the-scene discussions to change the conclusion.
- d. Apologise to each other for any confrontations they had during the meeting.

(38) Working under an American supervisor you should:

- a. Be polite and not interrupt his instructions.
- b. Not let him know that you did not understand.
- c. Hide your mistakes until he discovers them.
- d. Maintain ongoing honest communication about work problems and progress.

(39) If you are having family problems, your American supervisor is probably expected to:

- a. Listen to you just as he would to a friend.
- b. Discuss it with you and make a plan of action to solve the problem.
- c. Give you a week's vacation to solve the problem.
- d. Visit your home and discuss the problems.

(40) Your American co-worker has invited you to play tennis with him for the second time in a month. This could mean that:

- a. You are now his close friend.
- b. You can talk with him about your problems with your family.
 - c. He expects you to solve the technical problem he has at work.
- d. He just enjoys playing tennis with you.

(41) You are working hard to finish your project. Your American coworker is sitting down reading the newspaper. He might:

- a. Come very close and look at what you are doing.
- b. Bring you a cup of coffee to keep you awake.
- c. Try to help you only if you asked him.
- d. Ask you to stop working and join him to go to the movies.

(42) Most American companies will start marketing a product when it:

- a. Is in a prototype stage.

- b. Is on the drawing board.
- c. Is on the shelf ready for the customers.
- d. Has passed the quality control test.

(43) An American leaves the office telling his foreign co-worker, "Let's get together this week". The foreign worker should:

- a. Invite the American to his house for a homemade dinner.
- b. Expect the American to invite him for dinner at his house.
- c. Expect the American to invite him to play tennis with him.
- d. Accept it as a friendly comment.

(44) Many Americans are inclined to feel confident that they can accomplish many tasks because:

- a. They possess a strong infrastructure to complete the task.
- b. They like to work hard day and night.
- c. They believe nature and God will help them.
- d. They can depend on other people to help them.

(45) During his performance appraisal, an American employee might:

- a. Agree fully with his manager's evaluation.
- b. Defend his performance and justify his actions.
- c. Ask his managers to write down his future goals.
- d. Not ask questions about his next promotion or salary increase.

(46) An American will almost always arrive on time for business appointments because:

- a. He will want to relax for a while.
- b. He wants to get the sale.
- c. He shows respect for the host's time.
- d. He has a lot of spare time.

(47) You are travelling on an American bus. Beside you is an American. You should:

- a. Greet him.
- b. Ask where he is going.
- c. Introduce yourself.
- d. Just sit quietly.

(48) You meet an American friend in the hallway who says, "How are you?" You should:

- a. Stop and shake hands with him.
- b. Tell him, "Just fine", and continue walking.
- c. Tell him about problems you have with your family.
- d. Look at him and keep going.

(49) Your co-worker called you on the phone and asked, "How are you doing?" You should:

- a. Say, "OK, thank you".
- b. Explain to him how hard it is to work under pressure.
- c. Discuss with him your family problems.
- d. Ask him if he has time to listen to a detailed reply.

(50) You have completed a business transaction with an American firm. You expect your American businessman will:

- a. Write you to thank you for the business.
- b. Become your friend and invite you to play -tennis or golf.
- c. Send you a New Year's card every year.

d. Call again for more business.

(51) You are at a business luncheon. You have been approached by an American businessman. He introduces himself and exchanges cards with you. He will probably:

- a. Give a detailed presentation of his company.
- b. Keep talking with you until lunch time.
- c. Excuse himself to meet more people.
- d. Ask about your family.

(52) Frequently major decisions in American companies are made based on:

- a. Employee services and interests.
- b. Middle line managers' recommendations.
- c. First line management.
- d. Top executives' vision and market data.

(53) You are on a training assignment in a US company. You should:

- a. Introduce yourself to all department personnel
- b. Get permission from your supervisor every time you leave the office
- c. Learn to depend on yourself to solve your problems
- d. Try to establish harmony within your group.

(54) This is your first week of training in an American company. Your department secretary seems very friendly and helpful. She may be:

- a. Expecting you to invite her to your country
- b. Doing her job
- c. Interested in going out to dinner with you
- d. Expecting you to bring her some flowers

QUESTIONS FOR FINAL EXAM

1. What is the role intercultural communication plays in communicating effectively and in strategic flexibility?
2. What are the strengths and weaknesses of the definition of culture offered in this course?
3. What does it mean to possess a cultural identity?
4. Can you make a case for the study of intercultural communication?
5. What are the likely components of a multicultural self?
6. How does intercultural communication relate to the model of communication?
7. What are the six dimensions that can be used as a framework for studying cultural differences?
8. What are four barriers to intercultural communication, and how do they work? Why are they considered barriers?
9. What are the three ways members of a nondominant group work to get what they want from dominant-group members?
10. What are some ways for improving intercultural communication?
11. What is the process of transpection, and why is it important?
12. What is the influence of the Internet on intercultural communication?

STUDENTS' KNOWLEDGE AND SKILLS ASSESSMENT CRITERIA OF LEARNING COURSE RESULTS

The final score of the University (normalized ranking score)	Cumulative grade point average	ECTS grade	Assessment by the national scale		ECTS definition
			Examination, differentiated credit test	Pass / Fail Exam	
90-100	4,51-5,00	A	Excellent	Passed	EXCELLENT - excellent performance with few errors
82-89	4,01-4,50	B	Good		VERY GOOD - above average level with some mistakes
74-81	3,50-4,00	C			GOOD - generally correct work with a number of imperfections
64-73	2,83-3,43	D	Satisfactory		SATISFACTORY - not bad, but with numerous imperfections
60-63	2,51-2,83	E			SUFFICIENT - performance meets the minimum criteria
35-59	2,00-2,50	FX	Unsatisfactory	Fail	POOR - needs preparing before taking repeated examination (credit)
1-34	0,00-1,99	F			UNSATISFACTORY - repeated subjects courses are required

RECOMMENDED LITERATURE

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