



DEVELOPING INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING



Dilafroz Sarimsakova

O'QUV ADABIYOTINING NASHR RUXSATNOMASI

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talabalari (o'quvchilari) uchun tavsiya etilgan
Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish

(o'quv adabiyotining nomi va turi: darslik, o'quv qo'llanma)

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Dilafruz Sarimsakova Muhamadjonovna

**“Xorijiy tillarni o‘qitishda
madaniyatlararo muloqotni
shakllantirish”**

O‘quv qo‘llanma

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Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish. Dilafroz Sarimsakova Muhammadjonovna.- Namangan, 2021. -130b.

This manual focuses on teaching and learning English as an international language, the second module of the the subject 'Developing intercultural competence in the teaching foreign languages", in which addressing the issues of current use of English as an International Language, its level and stages of development, language change, influencing factors, language variants, the future of English, teaching and learning English as a mother tongue, an official second language, a foreign language and varieties of English in different sociolinguistic contexts.

Therefore, the units cover various sociolinguistic, socio-cultural contexts in intercultural settings in which pre-service teachers and language learners will develop their intercultural competences in different texts. It is recommended to study the second module 'English as an international language' of the subject of Developing intercultural competence in teaching foreign languages in the direction of bachelor's education 5111400 - Foreign language and literature (XTO'MSH2054).

O'quv qo'llanmada Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish fani tarkibiga kirgan ikkinchi modul "O'rganilayotgan chet tili xalqaro muloqot tili sifatida" fanini o'qitishda hozirgi kunda o'rganilayotgan chet tilini muloqotda xalqaro til sifatida ishlatilishi, qo'llanilish darajasi, rivojlanish bosqichlari, tildagi o'zgarishlar va unga ta'sir etuvchi omillar, til variantlari, o'rganilayotgan chet tilining kelajagi, o'rganilayotgan chet tilini ona tili, rasmiy ikkinchi til va xorijiy til sifatida o'rganish turli ijtimoiy-madaniy kontekstlarda va tahlil qilish masalalari yoritilgan.

Shuningdek, kasbiy faoliyatda o'rganilayotgan chet tilini madaniyatlara muloqotda xalqaro til sifatida ijtimoiy-madaniy kontekstida ishlatish va ularning sotsiolingvistik kompetensiyalarini shakllantirishga oid matnlar berilgan.

5111400-Xorijiy til va adabiyoti (XTO'MSH2054) va ta'lim yo'nalishi Xorijiy tilni o'qitishda madaniyatlararo muloqotni shakllantirish fani tarkibidagi "O'rganilayotgan chet tili xalqaro muloqot tili sifatida" fani uchun tavsiya etiladi.

В этом пособии основное внимание уделяется преподаванию и изучению английского как международного языка, второму модулю предмета «Развитие межкультурной компетенции при обучении иностранным языкам», в котором рассматриваются вопросы современного использования английского как международного языка, его уровня и этапов. развития, языковых изменений, влияющих факторов, языковых вариантов, будущего английского языка, преподавания и изучения английского как родного языка, официального второго языка, иностранного языка и разновидностей английского языка в различных социолингвистических контекстах.

Таким образом, единицы охватывают различные социолингвистические, социокультурные контексты в межкультурной среде, в которых предварительные преподаватели и изучающие языки будут развивать свои межкультурные компетенции в различных текстах. Рекомендуется изучить второй модуль «Английский как международный язык» по предмету «Развитие межкультурной компетенции в преподавании» иностранные языки по направлению бакалавриата 5111400 - Иностранный язык и литература (XTO'MSH2054).

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PREFACE

The goal of the book “*Developing intercultural competence in teaching foreign languages*” is to guide its readers, language learners and pre-service teachers, *how to build* successful communication in intercultural settings through broadening their world of outlook about using English as an international language (EIL). It stimulates students’ awareness and knowledge of the linguistic, sociolinguistic, pragmatic, social and cultural background to the emergence of EIL, expose between main varieties of English in intercultural settings, and decide on a variety of English for teaching and learning purposes.

The units attempt to addressing a range of modern issues on spreading English across the world, developmental stages of English as an International Language (EIL), background, language change and influencing factors, the future of English, varieties of English, English as a mother tongue, English as a second language (ESL), English as a Foreign Language (EFL), consistency in teaching English, and analysis of role of EIL in cross-cultural communication.

The manual “*Developing intercultural competence in teaching EFL*” is for third year students of pre-service teacher training institutions to study the second module ‘*English as an International Language*’ (EIL) of the course Developing Intercultural Competence in teaching EFL.

INTRODUCTION

English as an international language (EIL)

As we are living in globalized era, the spread of English has been resulted in a great diversity of social and educational contexts in which English is being used and learned. ‘A great deal has been written about what English as an International Language’ (McKay and Brown, 2016). The praise of English as an international language has started with Crystal (1987, 2019). He contends that ‘there has never been a language as widely spread or spoken by so many people as English’ (Crystal, 1997). In fact, English is used as an official and semi-official language across the world.

Seidlhofer, et.al. (2006) points out that ‘the current role of English is characterized by the fact that the language has become a *lingua franca*, a language of wider communication and has entered into two directions: *top-down* by fulfilling functions in various professional domains and, simultaneously, *bottom-up* by being encountered and used by speakers from all levels of society in practically as walk of life’. According to Philipson (2003), ‘English is becoming less ‘foreign’ as it is being learned for use abroad and often internal purposes within the country, such as in higher education and employment. Crystal (1997) continues providing the facts ‘it is the main language of books, newspapers, airports, and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, music and advertising. Over two-thirds of world’s scientists write in English, 80percent of world’s electronic retrieval systems stored in English.

Coulmas (2005) lists top reasons why the one might choose to study English.

- The dominant language of the world’s greatest military power;
- Allocated official status in the a third of the world’s countries;
- Spoken by the very rich and the very poor;

- Used across a wide range of ethnicities and nationalities;
- Employed for every conceivable literary genre;
- The basis of the world's biggest language industry;
- The most common language;
- More widely taught as a foreign language than any other;
- The most valuable linguistic component of human capital;
- The foremost language of international scholarships;
- The language most connected with others by means of bilingual dictionaries;
- Involved in more language-contact situations than any other language;

So, the belief of importance of learning English has gained further momentum by the existence of various incentives, namely educational, economic and mass media as the abovementioned benefits of learning English as an international language. The current educational incentives for learning English is interrelated to the government reforms and policies in educational institutions. For instance, teaching and learning foreign languages particularly, English as a foreign language in all stages of education from kindergarten to higher education has become as one of the main priorities of educational system in Uzbekistan.

The current function of English as a lingua franca is to enable people to connect based on common interests and concerns across languages and communities in the world. In sociolinguistic contexts of English language learning and teaching, we mostly focus on minding manners in which using English is affected by social, educational settings, so we discuss how the linguistic features of English as an international language both inside and outside of the classroom.

As the current role of English as **lingua franca** is being increasingly used throughout the world countries, it seems a crucial for language learners to be able

to communicate effectively in a range of sociolinguistic contexts in intercultural settings. According to Alimova (2018), there are a number of goals that language specialists might set for teaching English as a foreign language, in its sociolinguistic contexts and its intercultural settings:

- ❖ language learners will be aware of cultural patterns of the target language and culture and can differentiate similarities and dissimilarities between target and native language and culture at the basic level;
- ❖ Language learners will be aware of history, people, traditions, values, geography and climate and such issues of target language and culture at the deeper level;
- ❖ For various incentives such as to work, to study or to live with target language people, they will be aware of ways of appropriate interaction in a range of sociolinguistic contexts in intercultural settings.

This involves social roles of people in society, means of verbal/non-verbal communication, language varieties, language change etc.

To conclude, we can say by fact that English as a foreign language has achieved its status and outlined the reasons of the present-day spread of English.

Therefore, many individuals have acquired English as they were enticed due to many factors, reasons for learning English and acting successfully and communicate effectively in a variety of sociolinguistic contexts in intercultural settings.

Lingua franca- a common language serving as a regular means of communication between speakers whose native languages are different.

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Unit 1

The current use of English as an International Language (EIL)

Discussion

What is global lingua franca?

Why is English used as the International Language?

What do you think will English always be a global language?

What is the goal of current use of EIL? Why we should learn English though sociolinguistic contexts in intercultural settings?

Read extract of article and write an article review based on it.

Global spread of English in the modern world

Excerpted from 'Implications of English as an International Language for Language Pedagogy'

By Kim Hua Tan, Atieh Farashaiyan, Rahman Sahragard & Fatemeh Faryab.

<http://ijhe.sciedupress.com>

The position of the English language in the world has recently underwent an enormous shift. The global spread of English has altered its status from being a homogeneous and standard language spoken by a few powerful countries into an international language or **lingua franca** spoken by a wide variety of speakers around the world (Llurda, 2004).

The studies show that EIL as a means of intercultural communication in a wide range of contexts calls for a **reconceptualisation** of language pedagogy and despite the extensive discussions on the role of students' first language culture for EIL learners, English textbooks and classrooms continue to rely on the target culture and ignore the students' own culture.

The globalization of English renders the language into a global lingua franca and an international language. Therefore, it has realistic implications for teaching English as an International Language (TEIL). English as an International Language (EIL) is more than a 'language'. EIL recognizes English variation and varieties, and it is time to introduce EIL awareness, literacy, and competence into language education (Sharifian, 2017).

Smith (1976) defines an 'international language' as one "which is used by people of different nations to communicate with one another" (p. 38). He made a number of assumptions regarding the relationship of an 'international language' and culture. These include:

- (1) Learners do not need to internalize the cultural norms of native speakers of that language.
- (2) The ownership of an international language becomes '**de-nationalised**'.
- (3) The educational goal of learning it is to enable learners to communicate their ideas and culture to others (Smith, 1976, pp. 38–42).

At the beginning of the 21st century, McKay (2002, pp. 12) revisited the notion of EIL, and put forward the following assumptions.

As an international language:

- (1) English is used both in a global sense for international communication and in a local sense as a language of wider communication within multilingual societies.
- (2) The use of English is no longer connected to the culture of Inner Circle countries.
- (3) English becomes embedded in the culture of the country in which it is used.

Reconceptualisation-
conceptualise
(something) in a new
way

De-nationalised- no
longer owned or
controlled by a
country

(4) One of the primary functions of EIL is to enable speakers to share their ideas and culture with others.

Culture in EIL

The current global spread of English and use of this language as a means of international communication in multilingual and multicultural contexts have resulted in intercultural communication veering away from the native speaker norms (Baker, 2011) and intercultural communication becoming the focus of EFL education.

Language teaching textbooks mainly represent culture through the target language because they are published in inner circle countries. Moreover, such cultural contents are believed to increase students' motivation for learning English. However, EIL learners study English for intercultural communications to convey information on their own culture and country to others (McKay, 2003). Hence, an EIL pedagogy that focuses on intercultural competence of language learners is required for successful communication with people from different linguistic and cultural backgrounds (Sharifian, 2014). Honna and Takeshita (2014, p. 68) explained that "English is bound to reflect the world's various cultures". Moreover, the EIL pedagogy adds an intercultural dimension to its content and produces learners who are linguistically competent and able to effectively move across cultural boundaries and between different identities and avoid forming stereotypes of speakers from other cultures with different backgrounds and world views (Byram, Gribkova, & Starkey, 2002). That is, successful communication entails transcending a monolingual context of use with a fixed culture and raising learners' awareness of multicultural and multilingual contexts of English language use (Baker, 2011).

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Task 1

Case Study

Discuss the case study in pairs. The points below may guide you.

Elise, an American teacher who came to teach English at Namangan State University as an English Language Fellow. Besides conducting practical classes for students and professional development trainings for teachers at university, she was affiliated to teach English at one of the specialized language schools named after Ibrat. While she was returning home after classes, one of the English teachers whose name was Nozima followed her and asked ‘Elise, Aren't you tired?’, ‘Aren't

you hungry?’ Elise wondered and asked Nozima ‘Do I look like an old person really’. Nozima was confused why Elise misunderstood her. (Narrated by Nozima Mamajonova)

-What is the problem in the communication?

-How was English language fellow’s reaction to ‘Aren’t you tired?’

-Why is the communication failed between them?

Task 2

Case Study

Read the situation and write a summary based on author’s tips for visitors to London in intercultural settings.

I was staying next to my friend Dilnoza on the elevator into the underground of London We were discussing a lot on our daily plans where to go after the trainings in the language institute. Once, someone patted slightly on my shoulder and asked her excuse if she could pass. I looked back and excited when I saw a long queue waiting me pass them. Then I understood, that way was for the passengers who were in a rush. What I explored in British culture in that situation, people waited us until we finish our conversation. In order not to face this kind of culture clash in another country, it is always better to observe the people around you. (Narrated by Nilufar Jamaliddinova)

Task 3

Case Study

Read the situation and think what you would do in that situation. Respond in writing.

During my trip in Germany, I faced a strange situation on the train. I was among the public, some people were sitting on the seats, and some were standing. What

made me pay attention to ‘a dog on the seat’. A woman was sitting next to her dog. I waited to take a seat if she get the dog off. After a half an hour I went off the train. (narrated by Dilrabo Mamatova)

Task 4

Project work

Do a little research on finding the latest statistics of the most spoken languages worldwide in 2021. Write a report on the comparing English users globally with the second, third and fourth most widespread languages in 2021.

Use the following website: <https://www.statista.com>

Task 5

Listening log

Watch the video # 1, entitled ‘Will English always be the global language?’ by David Crystal (From the interview with David Crystal in Belgrade on 9 November 2013. Interviewer: Tony O'Brien, British Council Director Western Balkans).

Write a listening log. The following points may guide you:

What did you learn from the video interview?

How far do you agree with David Crystal?

What are your predictions about the future of English as a Global language?

Note: David Crystal is the foremost writer and lecturer on the English language, with a worldwide reputation and over 100 books to his name. He is honorary professor of linguistics at the University of Wales, Bangor, and in 1995 was awarded the OBE for services to the English language. David has been a consultant, contributor, or presenter on several radio and television programmes and series on the English language. Key links: www.davidcrystal.com

Note: Video #1 was attached in the disk video by David Crystal or video is available at the following link

<https://www.youtube.com/watch?v=5Kvs8SxN8mc&t=140s>

Task 6

Webquest

Look at the following website <https://www.futurelearn.com/>, search the course related to exploring culture and English language. Analyse the course content, duration and outcome of the course. If the course is available that have chosen, join the course. Based on the steps you have followed; prepare a minute of talk to recommend it to the group.

Unit 2

The level of using English as an international language and the stages of development

Think about the following:

What is your level of English?

What is your main purpose of studying English?

Does language learning happen only in the classroom? Please, explain why?

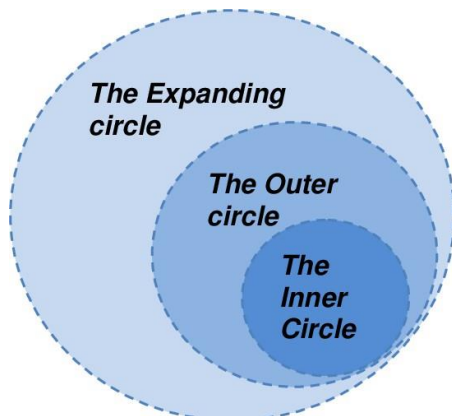
Read the extract of article and write a brief summary.

Excerpted from Attitudes toward English as an international language: A comparative study of college teachers and students in Taiwan

By Pei-Hsun Emma Liu and Yu-Ching Cheng

Available at <https://files.eric.ed.gov/fulltext/EJ1250282.pdf>

Nowadays English is an international language with which people communicate with others to achieve a variety of purposes such as social media, international business, cross cultural communication, and so on. Kachru (1992) distinguished English users into three concentric circles: *the Inner Circle*, *the Outer Circle*, and *the Expanding Circle*. (See Figure 2).



The Inner Circle includes English speakers from countries where English is used as a first language such as the United States, the United Kingdom, and Australia. The Outer Circle refers to countries such as India, the Philippines, and Singapore, where English is used as a second language.

In the Expanding Circle, English is studied as a foreign language and is used for international communication.

These three concentric circles show that there are many people speaking English, even though they are not using English as their first language. Although in today's world non-native English speakers outnumber native English speakers, in traditional English language teaching (ELT), people still think of the Inner Circle speakers as the owners of the English language, and tend to promote native-like competence as the final goal of English language learning.

Conception of EIL: Ownership of English

In traditional thinking, English may be considered as belonging to the native speakers of English (Norton, 1997). As Norton (1997) pointed out, native speakers of the language are generally considered as the real owners of English. As Graddol (1999) estimated, in the next 50 years, second language (L2) users of English are expected to grow from 235 million to around 462 million, which would overtake the number of first language (L1) speakers. Furthermore, Jenkins (2003) stated that in today's world, due to English being an international language or a lingua franca, most communication in English might not involve English L1 speakers. Therefore, many EIL scholars have pointed out that English does not belong to any particular country or people. For example, Norton (1997) argued that English belongs to all English users, no matter whether they are native or non-native speakers because it has become an international language.

In fact, the number of people who use English as a second or foreign language is greater than that of those who use it as their mother tongue. Native speakers of

English cannot be the only owners of English because English is no longer determined by birth or origin, but by those who use the language.

Conception of EIL: Standard English

According to McKay (2003) and Gardner (2001), the main goal in traditional English language teaching (ELT) pedagogy was to achieve native-like ability. However, the concept of EIL proposes that Standard English should not be the English used in the United Kingdom and the United States, but rather, should include different English varieties from the whole world.

Kachru's (1992) three concentric circles highlighted that many of the Outer Circle countries were colonies of the Inner Circle and had **indigenized** varieties of English, such as in India, the Philippines and Singapore. Thus, these English varieties are used with distinct features by the regions or nations as their native or official language; Indian English could be

considered as one convincing example. Likewise, when we look more closely at the European Union, we can know that in Europe, many countries have their own English which is integrated into their culture, life-styles, history, and so on (James, 2000). It is therefore important to raise people's general awareness of the global role of English, and L2 speakers need to be more tolerant of

Standard English-
regarded as correct
and acceptable by
native speakers

Indigenized –
localized, made fit in
local culture

different kinds of English including non-native Englishes (Seidlhofer, 2004). In addition, to many L2 speakers, English communication ability is more important than achieving native-like competence (McKay, 2006). As a result, the main goal of learning English should focus on the competence of English communication.

Students' and teachers' attitudes toward EIL

The present study was conducted at a university located in a suburban area of northern Taiwan. The participants were 300 students and 17 teachers in the English

department. The data collected from the surveys of the students' and teachers' attitudes toward English as an International Language (EIL) due to five themes concerning the participants' attitudes toward the EIL conception: (a) goal and motivation of learning English, (b) ownership of English and English varieties, (c) opinions about Standard English, (d) interaction with native/non-native speakers, and (e) views on EIL communication.

The results indicated that most of the students would feel inferior to native speakers, and most of the teachers tended to focus on linguistic correctness while they speak English. Therefore, raising both students' and teachers' awareness of the EIL conception regarding these two aspects is one of the ways to change the status quo. Teachers' awareness raising is particularly crucial because they play important roles in English language education. In addition, the findings showed that although the participants were open minded about EIL, they still had ambivalent feelings about the native-like accent and the use of Taiwanese English. It is suggested that English educators and teachers can try to integrate the EIL concept into their teaching.

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Task 1

Case Study

Read the case study and discuss the questions in your group.

John Palmer was travelling by train from Tashkent to Samarkand in a small compartment with two young men and an elderly gentleman. John was trying to read *The Times*, the elderly man was sleeping and the boys were talking and laughing. They could hardly hear each other because the radio was playing some very loud pop music. Then one of the boys shouted in English: 'How are you doing, mister? Where are you from? America?' 'Thank you, I'm from Britain', said John and kept on reading. The boy laughed and asked: 'Are you married?' 'No, I'm not', said John. 'Really? Why?' John smiled and shrugged his shoulders. 'It's a long story. Could you turn the music down, please?' 'You don't like this music?' asked the boy. 'Well, it's rather nice but it's just too loud... Thank you.' For about two minutes they kept silent, then the boys started talking again. By that time the elderly man woke up, produced a big bag full of samosas and offered them to the boys and to John. 'Eat, mister', said the boy, biting into his samosa. 'Thank you very much', said John, 'maybe later. Thank you. *Rahmat*.' The boys and the man looked surprised. 'Why? You should eat. It's a long journey. Take it!' John felt uneasy and said: 'It's very kind of you, but really, I'm not hungry... and I'm a vegetarian, but thank you anyway.'

The boy frowned. 'Vegetarian? You mean you don't eat *meat*? Why? Are you ill?' 'No, I'm fine, I just don't. Sorry.' 'Strange', said the boy and translated the

conversation into Uzbek to the other boy and the elderly man. They were surprised and did not attempt to speak to John for the rest of the journey. (cited by Professional Development for Uzbekistan English Teachers (DUET), (2009). British Council, p.87)

-What questions did the boy ask John Palmer? What questions would you ask in a similar situation?

-Why was the dialogue between John Palmer and other passengers so short? How would you feel about it?

-What have you noticed about John's and the boy's use of English in this context?

-What cultural differences between John Palmer and other passengers have you noticed?

Task 2

Case Study

Read the situation below and discuss what a group of EFL teachers from Uzbekistan in intercultural settings explored the meaning 'to do one's best' if used in past form.

Mahliyo, EFL teacher went to England for professional development purposes with a group of English teachers from Uzbekistan. During the trip, they had faced different types of sociolinguistic challenges and had many discoveries. After one of her colleagues presenting her work in the classroom, another colleague provided a feedback and said, 'She did her best'. The professor who was an English man confused about the teacher's discourse 'she did her best' and asked a question 'What do you mean by saying 'she did her best', You mean, she tried hard but failed? All teachers were astonished what was wrong with the phrase 'to do one's best'. Then, professor explained... (Narrated by Mahliyo Kukiboyeva)

-What was the teachers' intention about 'she did her best'?

-What did teachers explore the meaning of 'to do one's best' if used in past form?

Task 3

Listening log

a) Watch the interview with Professor David Crystal “Is control of English shifting away from British and American native speakers?” (Interview # 2) or the interview is available at the following link

<https://www.youtube.com/watch?v=YJ29zDW9gLI>

b) What did you learn from the interview?

How much do you agree with David Crystal?

What are your beliefs about the current role of English?

Task 4

Project work

Make a list of the Inner Circle countries, the Outer Circle countries, and the Expanding Circle countries, identify the role of EIL and prepare a five-minute presentation.

Task 5

Webquest

Find an online magazine of teaching English as an international language (e.g. <https://www.etprofessional.com>), read and write a critical professional article. **Go back to appendix to see the criteria.**

Unit 3

Information on the specific features of application of language variants in English speaking countries

Think about the following:

Who is Noah Webster?

What language variants do you know?

What do you are the characteristics of British English and American English?

What is your language preference of using British English or American English?

Read the extract of article and answer the questions below.

Excerpted from "A Review of the Major Varieties of English Language"

By Ligang Han (2019)

Available at URL: <https://doi.org/10.5539/ies.v12n2p93>

English has changed in many ways. American English is one example. Early in the seventeenth century, some colonists landed in America, taking with them the Elizabethan English, the language used by Shakespeare and Milton. As time went on, the English language gradually changed on both sides of the Atlantic. The Americans adopted many words from foreign languages and invented large numbers of new words to meet various needs. That is to say, English has developed a character of its own, reflecting the life and the physical and social movement of the American people. Just as Noah Webster (1789), the famous American lexicographer and author, wrote in his *Dissertations on the English Language*, "The reasons for American English being different from English are simple: As an independent nation, our honor requires us to have a system of our own, in language as well as in government. Great Britain, whose

children we are, and whose language we speak, should no longer be our standard...” Because of the spreading of English to the world, there are changes that have occurred as a result of individuals who have come from different areas in England, who have moved around the world and taken with them 94 regional characteristics. Noticeably, there are South African English, New Zealand English, Australian English, Canadian English and the most commonly used British English and American English.

What are British English and American English?

Before the discussion of the two major varieties-British English and American English, it is important to get a clear understanding of what British English and American English are. It has already been pointed out that no two persons speak alike, and within the area of all but the smallest **speech communities**, there are subdivisions of recognizably different types of language, called dialects, which do not, however, render intercommunication

impossible or markedly difficult. One speaks of different dialects of English (Southern British English, Northern British English, Scottish English, Midwest American English, New England American English and so on, with of course, many more delicately distinguished subdialects within these general categories), but no one would speak of Welsh and English or of Irish and English as dialects of a single language, although they are

spoken within the same areas and often by people living in the same villages as each other (Robins, 1979). Therefore, in a narrow sense, British English is the English spoken by the great majority of educated people in South and Southeast England, especially in London and its vicinity. American English is General American English that spoken by the great majority of the American people. In a

Noah Webster- American lexicographer known for his American Spelling Book (1783) and American Dictionary of the English Language, 2 vol. (1828; 2nd ed., 1840).

Speech community – groups of people speaking the same language

broad sense, British English and American English refer to the two representative varieties of English language used by countries and regions as their native language, second language or one of the foreign languages. From this sense, the discussion and research about British English and American English will help language learners better understand not only the English language used by Britain and the United States, but also the English used worldwide.

Characteristics of BE and AE

Because both BE and AE are just two varieties of the English language with their separate development according to historical, political and social changes, therefore, it is evident that there is no superiority or inferiority as regards British English and American English. However, as a language learner, it is very important to observe the characteristics and differences in language use. That is the key to learn a language well. From three main aspects (phonetics, vocabulary and grammar), the following presents a brief comparison of the two most widely used varieties of English language.

Differences in Vocabulary

Differences in Spelling In dealing with the spelling of the vocabulary, there are some rules and regulations to follow. Firstly, words ending with *-er* in American English have the ending as *-re* in British English. For example, in British English, theatre, centre, metre, fibre, litre are spelled as theater, center, meter, fiber, liter in American English (Some of the examples are taken from Lin, 1987).

Secondly, words ending with *-or* in American English as *-our* in British English. For example, in British English, colour, labour, honour, humour, favour are spelled as color, labor, honor, humor, favor in American English. Thirdly, words having one consonant in American English whereas have two in British English. For example, in British English, traveller, waggon, jeweller, dialled are spelled as traveler, wagon, jeweler, dialed in American English. Fourthly, words end with *-se* in American English have ending as *-ce* in British English. For example, in British

English, defence, offence, licence are spelled as defense, offense, license in American English. Fifthly, words ending with -ize or -yze in American English normally spell as -ise or -yse in British English. For example, in British English, analyse, memorise, organise, recognise are spelled as analyze, memorize, organize, recognize in American English.

References:

Lin, C. Z. (1987). An introduction to English lexicology. Wuhan: Wuhan University Press. Webster, N. (1789).

Robins, R. (1979). A short history of linguistics. London: Longman.

Dissertations on the English language. Boston: Isaiah Thomas and Company.

Task 1

Case Study

Read this second case about the expression "to do one's best" in the past form and compare it with the case in the previous unit.

So far, I have used "I DID MY BEST" in situations when I wanted to express my attitude toward the required job where I have put my energy. The most common understanding of doing my best is to give my full energy. We assume that you must be sincere in your intent to give your full energy and that you actually do. The only criteria for giving your full energy seems to be that you try every avenue you can think of until you succeed or that you are very tired when you eventually give up. "I tried my best/I did all I could, or I tried everything I could". During my visit to the US at University UMass Lowell, the professor was surprised when I told him that I did my best in fulfilling the task, and he claimed that I did great. I realized that this common understanding of what it means to do your best is weak and lacking a strong framework for doing your best can lead to the only real failure i.e. failure that results in no learning. (narrated by Feruza Erkulova)

Task 2

Case Study

Read the situation and think about the situation. Respond in writing.

During my exchange academic studies in Turkey, I made many friends from different countries. Reshit, a fellow from India was one my friends. Once I asked him if he could buy a bottle of soft water for me when he was getting off the bus. He shook his head and I understood that he can't buy. A year later, I met him again in Germany that we were participating in the same program. After the trainings, we went for shopping. When he was putting on a new suit in the shop, he asked me if it was ok. I nodded my head and passed away. In the supertime, I asked why he did not wear a new suit that he had bought today. I understand that in Indian culture, shaking means 'yes', nodding means 'no' then. This non-verbal gesture is in vise verse in Uzbek. (narrated by Dilrabo Mamatova.)

Task 3

Case Study

Read the situation, analyse the context and discuss it.

The following points may guide you...

- What do you think about student's perception of mastering the language?
- How far do you agree with the statement "being able to use more academic words in communication will show one's proficiency in English".

After the lesson, one of the students came to me and asked, "Why you speak and explain everything in simple and fluent English? and why don't you use words that are more academic in class? Using more academic words in speech will show your language proficiency" I explained why, this is because I worked a lot in intercultural settings with English language fellows for years. She asked again

“Why the teacher X speaks in more complicated way of speaking in class in case?”
(Narrated by Mamura Alimova)

Task 4

Reading Log

Read the situation and write a reading log about how non-linguistic factors (culture, norms, lifestyle, social circumstances) play the role in communication.

A head of an English Language department was asked by the rector of the University to observe a teacher’s lesson, and to determine if the language teacher is using communicative approaches in his/her class. The head of the department (observer) expected to see a class on family, in which, students interacted with one another and did group discussions on their own stories on this chosen topic. However, the head of the department only saw the teacher explaining the vocabulary and the expected grammatical rules students should memorize. The observer reported the class was not interactive and the teacher’s voice could be heard only during the lesson.

The following day, the head of the English Department decided to conduct a master class based on CLT. Everyone was interested in this communicative class, including the teacher who was recently observed. The class started. The topic was “The Principles of Communicative Competence.” Rather than starting with an explanation of the rules on the principles of communicative competence, the head gave two examples. The first read:

The sister (she) of my friend (he), sitting in front of me, is the best.

The head asked the class to discuss for two minutes who is sitting, **he** or **she**. Some said **he** is sitting, while others said **she** is. Furthermore, the head asked the teachers why some people made the decisions they did. The class discussed but did not come to a consensus. The head asked if there were any syntactical rules that would guarantee **his** or **her** sitting? No teacher could answer the department head’s

question. **This example shows that syntactic rules are not enough to answer his query.** Language is about social context, that is, the real life to which syntactical rules should fit into, and not the other way around. People, while communicating, could make mistakes from a GTM perspective but might be right from a communicative perspective. In other words, GTM says that “friend/he” is sitting because “there is at least a collocational relationship between” “friend/he” and “sitting”, in which sitting in front of me “is a phrase headed by the participle” (Matthews, 1981, p. 176). CLT, however, prioritizes communication that takes place in a concrete time, space and social context, thus he or she might be the case of sitting in that time, space, and social context. The department head gave another example to demonstrate how non-linguistic factors affect the way we interpret words, sentences, etc. The example reads:

I will be back in five minutes.

The head continued the previous discussion and asked participants whether this utterance could be considered successful or not (i.e., successful communication can ensue). Teachers mostly said there was no problem in understanding and the intended meaning was apparent. However, the head said that this communication was not successful between two people in real life because the speaker’s interlocutor did not understand appropriately the utterance from a cultural perspective. (Even though this utterance is grammatically correct.) The head explained the social context for this utterance to the teachers: an Uzbek who was talking to a person from the United States. Once this utterance was made, the American questioned it, saying “whether it is real five minutes or Uzbek five minutes.” The American used to experience that Uzbeks use the phrase 5 minutes to represent a certain amount of time, but not actual five minutes. Even though five minutes is an objective fact, different cultures affect the way we differently interpret this objective fact. **Thus, we should decide whether we are educating students to be competent only in knowing facts and rules, or they should also**

be able to put these facts and rules into practice. One should be able to accomplish a communicative goal.

(Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktria press. 2019.p.25)

Task 5

Project work

- a) Find five different words of American English and British English, analyse them in different contexts. e.g. elevator (AE), lift (BE); Analyse the sentence below in the contexts:

“I met my old neighbor in the elevator. I helped him to lift his shopping products to the fifth floor”.

- b) Collect the different words of American English and British English and collect them as a group glossary.

Task 5

Webquest

Go to the link <https://www.ted.com/>, discover the services of TED talks, watch any video talks according to your interests, and write about whose talk motivated/changed your mind doing something new/different in your way of learning.

Unit 4

Background to English becoming an international language: social and political circumstances (more focus on the current status of English rather than on its history)

Read the article and discuss the questions below.

Excerpted from “Culture is the fifth skill” by Barry Tomalin

Available at <https://www.teachingenglish.org.uk/article/culture-fifth-language-skill>

What do we mean by 'culture'? Many teachers quote the Dutch psychologist Geert Hofstede's maxim 'Software of the Mind', the subtitle of his 2005 book 'Cultures and Organisations'. What culture covers is the commonly held traditions, values and ways of behaving of a particular community. It includes what we used to call 'British and American life and institutions', 'daily life' and also cultural artefacts, such as the arts or sports. This is all interesting and sometimes useful knowledge and it is often included in textbooks.

However, there is also another level of understanding, of culture. This is how you develop cultural sensitivity and cultural skill. This covers how you build cultural awareness, what qualities you need to deal successfully with other cultures, and how to operate successfully with people from other cultures. This is often considered to be a business skill for adults, such as international sales managers or explorers. But if you think about it there is a set of skills also needed by refugee kids, 'third culture kids' following their parents as they are posted around the world, and students going abroad on gap years before university or overseas study grants. Therefore we could argue that the teaching of culture in ELT should include these things:

Cultural knowledge

The knowledge of the culture's institutions, **the Big C**, as it's described by Tomalin and Stempleski in their 1995 book 'Cultural Awareness'.

Cultural values

The 'psyche' of the country, what people think is important, it includes things like family, hospitality, patriotism, fairness etc.

Cultural behaviour

The knowledge of daily routines and behaviour, the little c, as Tomalin and Stempleski describe it.

Cultural skills

The development of intercultural sensitivity and awareness, using the English language as the medium of interaction.

Culture – the fifth language skill

Why should we consider the teaching of a cultural skills set as part of language teaching and why should we consider it a fifth language skill, in addition to listening, speaking, reading and writing? I think there are two reasons. One is the international role of the English language and the other is globalisation.

Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like maths, and the mother tongue. The reason for this is globalisation and the fact that to

operate internationally people will need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English. That

Globalisation- growing interactions between different regions and populations around the globe.

Culture – a particular society or civilization consists of the habits of the people, the way of life, ways of behaving, etc.

Big C-knowledge of cultures of countries

means that English will be a core communicative skill and will need to be taught early in the school curriculum. Many countries now introduce English at eight years old and many parents introduce their children to English at an even younger age, using ‘early advantage’ programmes.

The second argument is globalisation itself. You could say, ‘We are all internationalists now’. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through outsourcing or email, phone and video-conferencing. And this isn’t just for adults. Kids are interchanging experience and information through travel, keypal schemes and networks like Facebook. This is the time to develop the intercultural skills that will serve them in adult life.

Up until recently, I assumed that if you learned the language, you learned the culture but actually it isn’t true. You can learn a lot of cultural features but it doesn’t teach you sensitivity and awareness or even how to behave in certain situations. What the fifth language skill teaches you is the mindset and techniques to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept difference, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language.

Discuss the followings:

What do you think how the culture can be reflected in communication?

Why is ‘culture’ to be taught?

How should ‘culture’ be taught in language classes? Think about your developing intercultural classes.

Task 1

Case Study

Work in small groups, discuss the case and share your responses with others.

Johnson was a young doctor who came to India to conduct lectures on neurosurgery. The course was international so they had students from different countries like Saudi Arabia, Central Asia, Malaysia, Russia, Brazil Estonia, Cambodia, and others. It was the first day and everybody was greeting each other and getting acquainted. An Arabic doctor Muhammad al-Hakim approached Johnson and introduced himself. Johnson also introduced himself and gave a hand to shake as Muhammad pulled Johnson and tried to hug and to kiss on his cheeks. Johnson was shocked he kicked him shouting angrily “What are you doing?” Muhammad was looking at him offended. (excerpted from Cultural Bridges, 2018. p.15)

-What problem did happen in this case?

-How should we behave when we greet an unfamiliar foreigner?

-How do people greet each other in the world?

-How would you behave if you are greeted in a way from different culture that is not known by you?

Task 2

Case Study

Read the case and compare it with your own culture.

Now, I would like to share my practices and experiences in intercultural settings. A few years ago, I was in London for professional development purposes, four of my colleagues from Uzbekistan and I were invited a welcoming party to have “a cup of tea”. We arrived the place in time where many professors, language specialists were gathered and they welcomed us warmly. We were served only a cup of tea and thought that to be served with any sweets or biscuits then. After a long time

discussions on the issues in teaching English, all left the place and we returned the hotel with feeling hungry. In Uzbek context, people also use this expression, inviting someone for a cup of tea which denotes the meaning: the guests are offered not only a cup of tea, but also first, second and the third course of meals (dissert) are served in my culture. (narrated by Mahliyo Kukiboyeva)

Task 3

Case Study

Read the case and discuss about your food preferences in pairs.

I would like to share my experiences and practices about food preferences in Germany. During my short stay in Germany, I really loved the way of informing the ingredients of foods by stickers of the Germans. Especially, it is very appropriate for Muslim people in intercultural settings to be aware about the food ingredients. For example, you can see on the stickers ‘pork’, ‘lamb’, ‘beef’, ‘chicken’. Having a careful look, you can taste according to your food preferences. (narrated by Dilrabo Mamatova)

Task 4

Listening Log

- a) Watch the interview with Professor David Crystal “What do you most enjoy about English?” (Interview # 3) (From the interview with David Crystal in Belgrade on 9 November 2013 Interviewer: Tony O'Brien, British Council Director Western Balkans) or the interview is available at the following link <https://www.youtube.com/watch?v=SqkIv79KBTw&t=6s>

- b) Write a listening log responding the following questions:

What do you understand about Standard English?

What do you most enjoy about English?

How is your idea different from David Crystal's view of points? Please, explain why?

Task 5

Article review

Read a continuing article "Making culture happen in the English classroom" written by Barry Tomalin and write an article review.

Available at <https://www.teachingenglish.org.uk/article/making-culture-happen-english-language-classroom>

In my first article for this intercultural forum I outlined why we needed to rethink the teaching of culture in ELT and put forward arguments for treating culture as a 5th language skill. This second article looks at teaching the cultural agenda in more detail and explores possible avenues of thinking in the following areas:

- Where does culture fit? What discipline does it belong to?
- Is there such a thing as a cultural curriculum or a cultural syllabus? When should we introduce the teaching of culture in ELT? Whose culture should we be teaching and what should we teach at what level?
- How do materials address the issue of culture and is it adequate?
- What are the best audio, text and visual aids for the teaching of culture?
- What kind of methodology is best suited to the teaching of cultures at different levels?
- What kinds of activities lend themselves to learning about and appreciating other cultures?

These points should give us all plenty to think about and discuss. So here are a few thoughts of my own to stimulate discussion.

Where does culture fit? What discipline does culture belong to?
Culture has many mothers – academic disciplines that have influenced its

development. One is linguistics, which has provided the concepts of language analysis that are the basis of inter-cultural communication. Another is psychology, that has provided many of the concepts we use in understanding people's motivation and behaviour. Two other disciplines, sociology and anthropology, have both influenced our study of behaviour and also the influences that form social values in different communities.

So we can say that cultural awareness is an interdisciplinary subject that draws on the resources of a variety of humanistic disciplines to profile the aptitudes and skills required to understand and work successfully in another culture. To my mind, the skills of cultural awareness are part of the newly developed subject of emotional intelligence, created by psychologist Daniel Goleman at Harvard University. However, you may well identify other 'mothers' and other antecedents and other homes for the study of cultural awareness or cultural competence.

Culture in the curriculum

Once you have discussed the roots of culture then you can search for its appearance in the curriculum. The Council of Europe Common European Framework for Reference (CEFR) has no section for culture but several cultural references spread through its examples. Pretty much all textbooks at secondary level and upwards now have a cultural syllabus and many primary ELT books make room for a 'culture spot' or 'cultural corner'. My concern in such resources is that the syllabus is really 'tacked on' to the topic area of the textbook unit and has no real consistency of development as a skills set on its own.

One writer, Simon Greenall, who has an informed interest in this subject, has tried to tackle the cultural agenda in his Macmillan textbook 'People like Us'. Simon chooses other cultures as his subject. But should we be teaching a specific culture? For example, British or US culture. If so, why exclude Australian, Canadian, New Zealand, Singapore or Indian culture, all of whom have English medium instruction, as do some other countries.

When should we introduce culture in English language teaching? Do students need to understand basic English before they begin looking at culture and if so what level are we talking about? Is it A1, A2, or B1 or even B2 according to the CEFR (Council of Europe Framework of Reference)? It would be good to have your views and your experience.

Cultural materials

Culture tends to be relegated to a specific section in textbooks or to be the subject of readers. Yet you could argue that every photo, drawing, reading package and dialogue is the subject not just of linguistic exploitation but of cultural discussion and debate.

Nowadays our textbooks contain print, audio, CDROM and DVD components and even dedicated websites. Are these better avenues for teaching cultural awareness and if so what should we be putting in them? Teachers of Professional English often complain about the lack of ‘critical incident methodology’ video material which highlights key areas of misunderstanding between cultures and presents them for discussion. We should exchange our recommendations on materials. I’ll gladly share mine if you’ll share yours.

An important question is how can we best incorporate cultural material in our teaching materials? Should we provide more cultural input in our ELT textbooks or should we

‘deculturalise’ our textbooks to give them the widest application? The issue of de-coupling English language from cultural assumptions and background is a longstanding debate in ELT. Once again it would be good to know what you think.

Deculturalise- to expose or subject to the influence of culture

Cultural awareness- understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Cultural methodology. How should we teach cultural awareness? Should we be teaching it as a special slot, such as a culture corner or culture spot in the lesson, or should each lesson seek to contain a cultural awareness skill that students develop through working through the textbook and associated materials? Should we be teaching the skills of identifying culturally significant information, how to research cultural information and how to develop cultural skills? Should we have lectures and presentations where we tell our students what they need to know? Should we be using task-based learning and discovery techniques to help our students learn for themselves? Are some methods more appropriate than others for teachers who are not native-speakers (and may be less familiar with the culture) or have large classes of sixty or more students?

In other words, when do you include culture in your lessons and how do you teach it? What methodology works for you?

When we discuss the teaching of cultural awareness as a skill as opposed to teaching cultural information, we have to consider a number of issues, such as the curriculum, the materials and the methodology. The challenge is to initiate a debate on what and how to teach to help develop our children as international citizens of the world, using English and other languages as their lingua franca.

Task 6

Webquest

Go to the link <https://www.bbc.co.uk/worldservice/learningenglish/> and choose one of the talk about English series, prepare a power point presentation based on your experiences and practices in which you downloaded any audio/video talk or scripts or learnt anything new.

Unit 5

Language change and the factors that influence it (e.g. internet, business, diplomacy, etc.)

Discuss the following points:

- Think about what or who influenced the most on your English?
- How is language changed in business communications? What about informal meetings?
- Think appropriate and inappropriate circumstances in intercultural settings.

Watch the interview with Professor David Crystal and discuss the questions below.

“Effect of new technologies on English” (Interview # 4) (From the interview with David Crystal in Belgrade on 9 November 2013 Interviewer: Tony O'Brien, British Council Director Western Balkans) or the interview is available at the following link <https://www.youtube.com/watch?v=qVqcoB798Is>

Questions:

- Does the internet influence on your language learning? Please, explain how?
- What are effects of modern technologies in education?
- What is the most influential trend on English?
- What is the most influential old trend on English?

Task 1

Reading log

Read the blog article and write a reading log discussing the factors in which can influence much in intercultural communication.

Excerpted from “Learning and teaching pragmatics” by Anna Krulatz

Successful communication entails much more than following the rules of grammar, having a large lexicon, and speaking in a way that is intelligible to the listeners. What language learners also have to attend to is how meaning is constructed in context. They have to select appropriate language forms depending on the situation and the person they are speaking with. Pragmatic competence (sometimes also called pragmatic ability) refers to using language effectively in a contextually appropriate way. People who interact with each other work jointly to co-construct and negotiate meaning depending on factors such as their respective social status, the social distance between them, the place of interaction, and their mutual rights and obligations.

Pragmatic norms vary across languages, cultures and individuals. They are so deeply intertwined with our cultural and linguistic identities that learning pragmatics norms of another speech community, especially in adulthood, can be quite challenging. This is because culturally appropriate linguistic behaviours in the target language may differ in many ways from those in the first language (or languages).

Think about the language and culture you identify with most closely (it can be your first language or another language that you use extensively in your daily life). If your language is like Russian, German or French, and makes a distinction between formal and informal ways of addressing another person (i.e., ты/вы, du/sie,

Pragmatic competence- the ability to produce and comprehend utterances (discourse) in socio-cultural contexts in which interaction takes place.

Target language—a foreign language that a person intends to learn

tu/vous), it may be difficult for you to use informal ways of addressing people of higher status such as your boss, supervisor or professor. Conversely, if your language makes no such distinction and you are learning a language that does, it

may be unnatural for you to differentiate the forms of address you use depending on whether you speak to a friend or to someone of a higher social status.

Languages also differ in regards to speech acts, or utterances that are intended to perform an action, such as apologies, requests, invitations, refusals, compliments and complaints. Think about compliments. How would you respond in your first or strongest language if a good friend complimented you in the following way?

Friend: “Your hair looks great! Did you just get a haircut?”

You: “...?”

A native speaker of American English is likely to say something along these lines, “Oh thanks, I just styled it differently today. I’m glad you like it.” On the other hand, a Russian may say something like, “Oh really? It’s a mess. I spent a whole hour this morning trying to style it, and that’s the best that came out of it.” It is all good if these speakers are interacting with someone of the same language background or someone who is well versed in the pragmatic norms of the same language. But put an American and a Russian together, and the interaction may end in an awkward silence because the compliment was turned down (if it’s the Russian responding to the compliment), or a bewilderment at the other person’s immodesty (if it’s the American who is responding). This and other instances of pragmatic failure can cause much more misunderstanding than grammatical or lexical errors. I first started to realise the importance of focusing on pragmatics in language teaching when I worked with international students at the University of Utah. Email use on campus was just beginning to gain in popularity as a medium of communication, and I would get emails from international students that came across as very informal. In fact, I started wondering if these students thought there was no difference between emailing a friend and emailing a professor. Here is a typical example:

From: Student A
Sent: Tuesday, June 19, 2001
To: Anna Krulatz
Subject: Discuss paper?

Hello professor,

I am very happy to take this class with you. I want to talk about my paper with you. The deadline is too soon for me, so I need more time. I come to your office hours tomorrow to talk about it.

Bye and have a nice evening,
Student A

Clearly, the goal of this message is to make a request for an extension on a deadline and a meeting during office hours. Although the email is mostly grammatically correct, it contains want- and need-statements, both of which are very direct ways of making requests. The student is also not using any hedges such as “please,” “thank you” or “would you.” Because of the context of the interaction (university campus in the United States), and the social distance between the two parties involved (student – professor), the message comes across as overly direct, bordering on impolite. As I received similar emails very frequently, I decided I had to do something to help my students develop their pragmatic competence.

Unfortunately, few language courses and fewer textbooks focus explicitly on the development of pragmatic competence. Research shows, however, that language learners may not be able to notice that target language pragmatic norms are different from those in their first language, and can, therefore, benefit from pragmatics-focused activities.

(Retrieved from <https://oupeltglobalblog.com/2018/10/03/learning-and-teaching-pragmatics/>)

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Task 2

Case Study

Read the case and answer the questions. Then share your findings with your partner.

Karima was in China on business. One day her companion on business invited her to his home. Karima was very glad to have an opportunity to get closer to his business partner. The day before, she was asked to choose some food from the menu by his host. She doesn't like sea food. On the menu most of the food were from sea food. In order not to disappoint the host she said that she likes goose soup and some salads. In reality she doesn't enjoy drinking goose soup. When she arrived at her business partners house the host was very happy and invited her to the table. As it was lunch time she was very hungry. She thanked to the host and began to pour the soup into her plate. Suddenly she saw the head of the goose in the soup and stopped for some time. Something happened to her throat and she didn't want to eat anything. It was so uncomfortable to her to refuse the soup, from the other side she couldn't sip any soup. It was very difficult for her, and she explained the host that she cannot drink and she apologized and left the house. The host and his family didn't understand what happened. They were disappointed and the next day when they met her in a hotel, they didn't talk to her. All the negotiations were very formal. When she came back home, she heard not good things about herself from her boss. After this occasion her boss didn't send her to any place for business (Mamura Alimova, (2018). Cultural Bridges, Course book on Intercultural Competence. p.58)

-What was the problem with her?

-Why was the host disappointed?

-What could she have done in order to avoid this misunderstanding?

-Why did she stop eating food?

Task 3

Case Study

Read the situation below and discuss why the author felt very embarrassed when she was explained the meaning of the word 'partner'.

When I was in USA for my continuous professional development in the University of Kansas a year ago, I acquired a unique experience during living in the International Students' Residence. Once, when I was among the people who were living to the next door, I introduced them one of my academic male colleagues from Uzbekistan as my partner. After telling about biographical information that I had left my family, my husband with three children in home country and my American friends were shocked indeed and asked me for clarification whether that male colleague was my academic partner or unmarried husband who always used to live with me. I felt very embarrassed when my friends explained the meaning of the word 'partner', which denotes unmarried relationship between a man and a woman. Because the word 'partner' is possible to use denoting a colleague. I had used 'partner' unconsciously instead saying 'an academic partner' then. (Narrated by Mahliyo Kukiboyeva.)

Task 4

Case Study

Work in the pairs, discuss the situation and compare it with your own culture.

As English is spoken worldwide, I always speak English anywhere and anytime out of my country Uzbekistan. I used to visit Turkey for different purposes many times and my communication language is always English. Once I witnessed an exciting momentum situation where I was in the taxi on the main road. The traffic light changed from red to green many times, but taxis did not go, still waiting the passengers pass the road. I asked the taxi driver why still waiting despite the traffic was green. He told that driving not passing all people meant a big amount of fine and insulting towards people (narrated by Dilrabo Mamatova.)

Task 5

Listening log

Watch Professor David Crystal's video speech and write a listening log based on it.

Video #5 entitled "The Influence of the King James Bible on the English Language" on 7 July 2011, the British Council.

The video speech is available at <https://www.youtube.com/watch?v=lgSDd6Bkatg>

The following points may guide you...

- Who is King James Bible? Why do British people respect him?
- Compare with somebody who influenced on teaching English in Uzbekistan with the influences of King James Bible in British English?

Task 6

Webquest

Visit the following links, analyse and evaluate the specific features of each website, compare and share your findings in your 7-8 minute presentation.

<https://www.edutopia.org/>

<https://edublogs.org/>

<https://eslcafe.com>

Unit 6

The future of English

Think about the following points:

What do you think the current role of English as a foreign language in Uzbekistan?

Have you ever been abroad? If yes, which country and share your observations, experiences of those countries' attitude for using English.

What are your predictions of the future of English as a global language?

Read the extract of the article.

The Future of English

Excerpted from 'The Future of English and Its Varieties: An Applied Linguistic Perspective' by Abdelrahman Abdalla Salih,

Available at <https://elt.ccsenet.org>

Where is the Language Heading to?

The growth and rise of English to international fame is an interesting linguistic phenomenon that reflects the culmination of the implications of political, economic, social, cultural, technological, and scientific factors that fostered the globalization of English. The **triumph** of English as an international language makes it a language of significant status.

The English language has acquired importance and received researchers' extensive attention as well. According to Schreier et al. (2009) "Given the fact that hundreds if not thousands of languages around the world are barely documented or simply not researched at all, the massive body of research on English seems truly without parallel" (p. 1). The massive volume of research available now about English

results from the various approaches and perspectives researchers embraced in studying its history, linguistic evolution, and the implications of its spread and dominance. Thus, historical and comparative linguistics, colonization and varieties of English, **creolization** and **pidginization of English**, English and imperialism, culture and literature, as well as applied linguistics are all different perspectives used by researchers in studying the changes that have taken place in different stages, particularly in assessing the current status of English (Mesthrie & Bhatt, 2008). These studies have provided rich data on the impact of varieties of factors that have played significant roles in transforming the linguistic system of English and the consequences of its changes and dominance on the world's linguistic map. Besides, with these studies, there is a growing strand of academic concern about the English language tomorrow.

Because of its peculiarity, the modern time in English language history is the right point to evaluate the situation and predict what will happen to this language and its varieties or Englishes. Thus, it is legitimate to assess the current linguistic situation by considering all the influences and circumstances that may determine the future of the English language and its varieties. The topic is challenging and as divisive as its significance, especially when we realize that “The role of English has developed to such an extent, unprecedented in world history, that it is difficult to see how it can now be dislodged” (Crystal, 2002, p. 293).

Triumph of English – future of English as an international language

Creolization and pidginization of English- communication between groups speaking different languages, and is not spoken as a first or native language. Also called contact language.

English is envisaged to continue to dominate the international arena because “Few people doubt that English, having come this far, will continue to be used as a global language” (Davies, 2013, p.

148). In any attempt to predict the future of any natural human language, several decisive factors should be taken into consideration. In this context, Baugh and Cable (2013) argued that “The variables to be considered come from demographics, economics, second-language learning, language complexity, and the histories of the languages concerned, including the developments of their writing systems” (p. 397).

The above-stated factors, among other unseen or unpredictable variables, determine the future of any language. In the English language context, particularly its current status, these factors are of significant relevance, especially when it comes to its future. Anticipating what will happen next to English is undoubtedly as important as describing its linguistic evolution principles. In this context, Baugh and Cable (2013, 2002) listed several challenges they considered parameters to be used to predict the future of English. These variables are as follows:

1. The actual size of the English-speaking population.
2. Changing scenes, conditions, and realities because "A repetition of the spread of a language by conquest is unlikely in the twenty-first century" (Baugh & Cable, 2013, p. 399).
3. The rise of Chinese and its soft approach in spreading and acquiring new territories by way of economic incentives and cooperation.
4. Emerging research trends in first and second language acquisition concerning difficulty in learning which might promote learning of languages like Chinese. Winkler (2007) remarked that “Numerous predictions have been made about what could happen to English because of its status as a continually growing global language” (314). Other linguists such as Davies (2013) and Crystal (2002) have joined Winkler to draw the different scenarios that await the English language. The following sections highlight these predictions concerning the future of English as an international language.

Growing English-Speaking Population

In attempting to predict the future of English as an international language, the number of people using it is taken into account as a determinant factor “Since growth in a language is a matter of population” (Baugh & Cable, 2002, p. 5). Recent statistics reveal that the 400 million or so-population of English speakers as a first language is superseded by its ESL or EFL users. Thus, it is anticipated that with English growing big in population size, it could turn into a ‘monster’ that leads to the death of many vulnerable languages with a smaller number of speakers.

English and Language Variation

Another scenario that awaits English is related to the process of variation and change. The future of English is suggested to witness the birth of more varieties that will eventually become subject to change. Thus, English, like Latin, might produce more varieties that would eventually develop into distinct codes. 3.1.3

More Globalization

Another prediction suggests that English will continue to grow as a global language for more dominance and expansion, especially with the growing populations of the people who use English in the outer and expanding circles. However, Davies (2013) argued that the spread of English as a lingua franca might be hindered by the local varieties of English actively used in these circles. In studying the spread of English as an international lingua franca and its future, it is of paramount importance that research broadens our understanding of the linguistic features of the varieties and the attitudes towards them. In addition, the lesser-known varieties of English need further attention from researchers.

Threats to English

Davies (2013), citing McKay (2002), reported that the proliferation of globalized English might be challenged by many hurdles that include the changing geopolitical circumstances and conditions and attitudes towards English in the outer and expanding circles. The Global spread of English could face serious

drawbacks if the outer or expanding circles redefine their relationship with the inner circle and opt for more autonomy and less dependence on the latter. Besides, English as an international language is likely to be affected by the rising demands for more recognition of minority groups in the educational systems of some nations and the “predictions that the percentage of material stored on the Internet in English may fall from 80 per cent to about 40 percent of the total information” (Davies, 2013, p. 148). The prediction about the drop in English dominance as the Internet's language to only a half suggests that the world will witness more multilingual web-based information. Such a change is anticipated to give rise to more languages to compete with English on the Internet. The predictions about the future of English as an international language are challenged by the facts on the ground concerning the prevalent bilingualism and multilingualism worldwide, the intelligibility of English varieties, and the smooth computer-mediated communication as a common phenomenon among speakers of Englishes honed by the modern media.

Retrieved from <https://files.eric.ed.gov/fulltext/EJ1293060.pdf>. 20.09.2021.

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Task 1

Case Study

Read the situation and answer the given questions below.

Laylo an Uzbek girl from the countryside of Uzbekistan was given an opportunity to study in the USA. She was calm, shy girl who loved poetry and literature. That is why she decided to be an English teacher and improve kid`s English via English literature. It was her first time being in the USA and she felt homesick. The first thing that made her shocked was that how students call the teacher. Just with the first name Tom. Another thing that was strange for her was that students come in and go out without getting permission from the teacher. She didn`t miss a class, took notes during the lessons, and submitted all written tasks required. However, she wasn`t so active in class and she had lack of confidence in oral presentations. When the scores started being announced she found out that her score was F. Laylo was confused by not knowing what is D and why D? (M.Alimova. (2021). Developing Intercultural Competence. p.16)

-Why did the confusion happen?

-What is the difference between educational culture in the USA and Uzbekistan?

Task 2

Case Study

Read the case and discuss the questions in your group.

Jason, an American man who came to our region to teach English at secondary schools as a volunteer and lived in our family for a long time. As being his host

family I have cooked different national meals from meat, lamb, chicken, fish and various salads as a main course, baked bread in tandir and made sweets as a desert for breakfast, lunch and supper every day. However, he never ate meals, even sweets including cakes, biscuits at all. When I served him meals or sweets, he used to say 'no, thank you' all the time. I spent much energy, time and money to buy and cook various meals so that he would eat anything. I was surprised and asked him what meals he would like to eat. He told me that he was a vegetarian. I felt disappointed and I never understood why he did not tell me earlier if he was a vegetarian. (Narrated by Zarifa Norhonova)

-What was the problem in the host family?

-Why was the host disappointed?

Task 3

Facts

Work in a small group and discuss the following examples of culturally inappropriate use of a certain English words or phrases.

-What is appropriate or inappropriate in each example?

-What would be the correct way to say this?

1. Can you open the door?

2. Could you please give me your pen?

3. Can I take your eraser?

4. -She did her best.

-You mean, she failed?

5. Aren't you hungry?

6. -Hi, How are you?

-Sorry, I am late.

7. -I am vegetarian.

-You mean, you don't eat meat? Are you ill?

8. -How much do you earn?

-Pardon me.

Task 4

Watch Professor David Crystal's video speech and write a listening log using points below.

Video # 6 "The Future of Englishes" recorded on 5 May 2015, the Full Circle.

The video speech is also available at the following link
<https://www.youtube.com/watch?v=MqqlSb9uGUQ&t=32s>

-What did you learn from the speech?

-Do you agree or disagree with David Crystal?

-What are beliefs about the future of English?

Task 5

Project Work

Choose two textbooks of two countries (e.g. Kid's English of Uzbekistan and Headway of Oxford University Press) and write a comparative analysis of how two different cultures and ideologies can be reified in and through language.

Task 5

Webquest

Go to the link <https://app.edu.buncee.com> and explore the website. Subscribe free and create your own online creative work using the ideas lab of buncee.com. (e.g.

(superstitions in different cultures, e.g. Black cat means 'Good luck' in Britain whereas it means 'bad luck' in Asian countries) and share the link of your work on telegram group or Facebook pages.

Discussion

The following points may guide you:

How do people greet each other in western and eastern cultures?

Have you faced any misunderstandings in greetings with other cultures? If, yes, please share your experiences and practices.

Read the blog article.

Different varieties of English

by Govind Nair (2018)

It is available at <https://cudoo.com/blog/different-varieties-of-english-language>

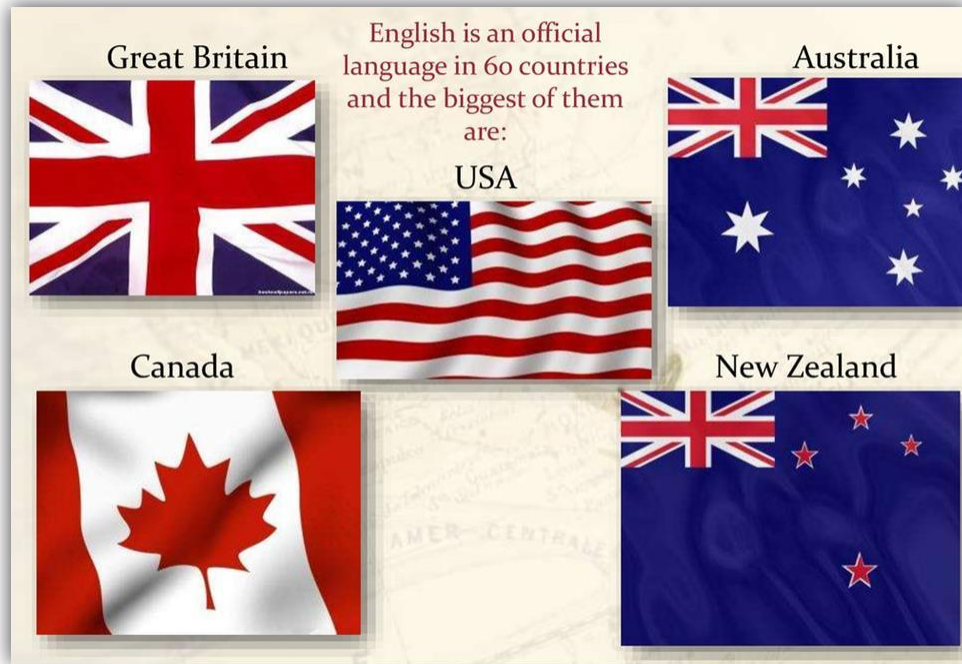
English is the most widely spoken language in the world, having the distinct status of being the official language of multiple countries. While the English language is uniform with major variations in spelling present between American English and British English, the dialect or accent is usually the factor that enables one to distinguish the various types of English out there. Like most languages, there are varieties of English too, however, the difference is not as prominent as you may see in other languages.

Language variety –a distinctive form of a language including dialect, register, jargon, idiolect, sociolect, etc.

Dialect – a particular form of a language of a specific region or social group.

Accent- a distinctive way of pronouncing a language

From the thick Ugandan English to the French-themed Canadian English the varieties of accents present are both diverse and beautiful. Apart from accents, there is a tendency for people to mix English with their local lingo to form a hybrid variety of English language that is as colorful as the culture in that country.



The photo was taken from google.com

Various English language dialects from around the world.

British English. ...

American English. ...

Australian English. ...

Canadian English. ...

Indian English. ...

Philippine English. ...

Ugandan English.

British English is the English language as spoken and written in the United Kingdom or, more broadly, throughout the British Isles. Slight regional variations exist in formal, written English in the United Kingdom. English is a West

Germanic language that originated from the Anglo-Frisian dialects brought to Britain by Germanic settlers from various parts of what is now northwest Germany and the northern Netherlands. The resident population at this time was generally speaking Common Brittonic—the insular variety of continental Celtic, which was influenced by the Roman occupation. This group of languages (Welsh, Cornish, Cumbric) cohabited alongside English into the modern period, but due to their remoteness from the Germanic languages, influence on English was notably limited.

American English sometimes called United States English or U.S. English, is the set of varieties of the English language native to the United States and widely adopted in Canada. English is the most widely spoken language in the United States and is the common language used by the federal government, considered the de facto language of the country because of its widespread use. English has been given official status by 32 of the 50 state governments.

Australian English is a major variety of the English language, used throughout Australia. Although English has no official status in the constitution, Australian English is the country's national and de facto official language as it is the first language of the majority of the population. It began to diverge from British English after the founding of the Colony of New South Wales in 1788 and was recognized as being different from British English by 1820. It arose from the intermingling of early settlers from a great variety of mutually intelligible dialectal regions of the British Isles and quickly developed into a distinct variety of English.

Hybrid variety of English- the result of mixing two different varieties of English

Local lingo- language or dialect spoken by people in a particular country or region

Allophones- a kind of phoneme changes its sound based on how a word is spelled

Canadian English is the set of varieties of English native to Canada. According to the 2011 census, English was the first language of approximately 19 million Canadians (57% of the population) the remainder of the population were native speakers of Canadian French (22%) or other languages (allophones, 21%).

The term “Canadian English” is first attested in a speech by the *Reverend A. Constable Geikie* in an address to the Canadian Institute in 1857. Canadian English is the product of five waves of immigration and settlement over a period of more than two centuries. The first large wave of permanent English-speaking settlement in Canada, and linguistically the most important, was the influx of loyalists fleeing the American Revolution, chiefly from the Mid-Atlantic States – as such, New York, New Jersey, Pennsylvania, Delaware, Maryland, Washington, D.C., Virginia, and West Virginia. Canadian English is believed by some scholars to have derived from northern American English.

Indian English. English public instruction began in India in the 1830s during the rule of the East India Company (India was then, and is today, one of the most linguistically diverse regions of the world). In 1835, English replaced Persian as the official language of the Company. Lord Macaulay played a major role in introducing English and western concepts to education in India. He supported the replacement of Persian by English as the official language, the use of English as the medium of instruction in all schools, and the training of English-speaking Indians as teachers. The view of this language among many Indians has gone from associating it with colonialism to associating it with economic progress, and English continues to be an official language of India, albeit with an Indian twist, popularly known as Indian English.

Philippine English is any variety of English (similar and related to American English) native to the Philippines, including those used by the media and the vast majority of educated Filipinos. English is taught in schools as one of the two official languages of the country, the other being Filipino (Tagalog). Philippine

English has evolved tremendously from where it began decades ago. Some decades before English was officially introduced, if not arguably forced, to the Philippines, the archipelagic nation has been subject to Spanish rule and thus Spanish was the language of power and influence. However, in 1898, when the Spanish gave the United States control of the nation, the English language, although initially not favored, became widely used in a matter of years, which was catalyzed by the coming of American teachers.

Ugandan English, or Uglish (pronounced you-glish), is the dialect of English spoken in Uganda. As with similar dialects spoken elsewhere, Ugandan English has developed a strong local flavor. The speech patterns of Ugandan languages strongly influence spoken English. Uganda has a large variety of indigenous languages, and someone familiar with Uganda can readily identify the native language of a person speaking English. Ugandan speakers will alter foreign words to make them sound more euphonic.

The English language is an amalgamation of cultures, intricacies, and experiences.

Task 1

Case Study

Respond the case in a written form

You are a teacher and your student comes and says that s/he wants a particular variety of English. How would you answer? Explain your opinion.

Task 2

Case Study

Read the situation below and discuss why the professor confused about the word 'philologist' in Spoken British English.

When I was in England for continuous professional development with a group of language specialists from Uzbekistan a few years ago, we often made our professors feel surprised a lot when we used the words ‘philology’, ‘philologist’ to describe our specialties. Professor Rod always confused whether it was philosophy. Because, the British never use this word ‘philologist’ in spoken language. We were recommended to use ‘a language specialist’ rather than ‘philologist’. (Narrated by Mahliyo Kukiboyeva)

Task 3

Case Study

Read the situation below, and choose the best answers to the questions.

Sometimes more than one answer is possible.

Linda, an American teacher in adult class in the US, was speaking to Usa, one of her Thai students. She said. “Usa, I am very happy with your work. Your English is really improving.” Usa looked down and said, “Oh, no. I am not a good student. My English is not very good.” Linda really thought that Usa was making progress, and she wanted her to know it. She said to Usa, “But you are a good student, and you are making excellent progress. You should be proud of your work.” Usa responded to this remark saying, “No, no. You are a very good teacher, but I am not a very good student.” Linda didn’t know what to say, so she decided not to give Usa any more complements. (excerpted from Cultural Bridges (2018). p.25)

1. Why did USA look down when the teacher complemented her?

- a. She was ashamed of her work.
- b. She was embarrassed by the teacher’s compliment.
- c. She was trying to show respect for the teacher.
- d. She did not like the teacher.

2. Why did Linda decide not to give Usa any more compliments?

- a. She decided that Usa really was not a good student.
- b. Usa's behaviour was disrespectful.
- c. Usa did not seem to be pleased with the complement.
- d. She expected Usa to say something like "Thank you".

Task 4

Case Study

Read the situation and discuss the questions.

If there is anything I am good at, it is definitely football. No wonder that after the first semester at university I became the central midfield player in one of our college's teams. That day we played a University Cup fixture against another team from the same college. I was surprised when I noticed our dean playing for the opposite side! He was not the best player, but he obviously played with a passion and was evidently upset when I stopped him a couple of times. I felt really embarrassed and kept on thinking about my approaching exams and unwritten assignments. The last thing I needed was to make him my enemy! Next time he rushed at me with the ball I simply let him through to kick the ball in our net. 'What were you doing?' shouted my team mates at me in the break. 'You know he is our dean and I have not yet submitted my two assignments...', I tried to explain. Then our captain said, 'Listen, man. He isn't our dean; he is opposite side's centre forward! When you are on the pitch, your loyalty should be with your club! You have only 45 minutes to correct your mistake.' I did. (excerpted from DUET, British Council, 2009. p.90)

-What was the problem with the author?

Why did he easily forget his responsibilities in the team?

What culture clash was described him?

Task 5

Project work

Do a little sociolinguistic research on observing what sociolinguistic factors (dialects, behavior, norms, attitude, etc.) could help you identify the differences among the local people in which region they live and what dialectal words or phrases they often use. Write a comparative report on analyzing the different words or phrases in your research findings.

Task 5

Webquest

Visit the website <https://www.pixton.com>. Subscribe free and create a storyboard or comic strips according to your interests for teaching English fun. Download what you have created, print or share it on telegram group channel. Go to appendix.

Task 6

Webquest

Go to the website www.padlet.com. Learn the opportunities of padlet and subscribe free. Post your storyboard or comic strips that you have created on pixton.com and share the link of your padlet board with your course-mates so that they would post their feedback on your work.

Unit 8

A report on the student's research on language dialects

Discussion

Who is your target participants in your research?

What research methods did you apply?

What are your findings in sociolinguistic contexts?

Task 1

Project work

Fill in the template if you have been abroad. Or you can collect the ideas of your friends or teachers by sharing the template with them. Go back to appendix.

Template

Name:

The country you visited:

From: **To:**

Type of stay: Travel

Please tick where applicable:

in the exchange program

studies or professional training

working experiences

working experiences

learning (self-paid language courses)

in holidays or contests

in a family of friends

in host family

Please respond to the reflective questions on your previous intercultural experiences and practices that influenced your attitude and contributed to identifying the significant features of target language culture.

1. Cultural attitudes and behavior I noticed and I felt surprised.....

2. About encounters and contacts with the speakers of target culture in everyday situations (misunderstandings, differences) I faced and leant.....

3. About films, books, media.....

4. About history and intellectual life of target culture.....

Note: The prompts you reflected will raise readers' intercultural awareness and to discover the **range** and **diversity** of interaction that you had already experienced in the target language culture during your exchange or study visit.

Task 2

Webquest

Go to the link www.wordpress.com, subscribe free. Read the blog articles related to learning and teaching languages and write a critical response to that blog article. Post your critical response on group telegram channel. **Go back to appendix see the criteria.**

Unit 9

English as a mother tongue, English as a second language and as a foreign language.

Think the following points:

1. In most contexts such as imperative would be inappropriate. In English requests are often signaled with 'please' at the end of the sentence. (Trasrikova, 2005)
2. 'Thank you' is often used in English and in different situations compared to many other languages/cultures, many native speakers feel uncomfortable when non-native speakers of English do not use it when appropriate in the English-speaking context. This is often interpreted as being rude. (retrieved from DUET, British Council. 2009)

Read the article :

How the English use their language

by Alex Ulko

Every nation treats its native language as one of the most important parts of its culture. People's attitudes to their language reveal a lot about the culture of the nation, about its values, attitudes and beliefs. In France, for example, the Academie Francaise maintains the status of 'correct' French and officially prohibits borrowings from other languages. There are no such bodies in the UK or the USA, where nobody 'watches over' the way people use English. This says a lot about French and English public culture. Unlike the French, the English are very tolerant to those who don't know their language well. However, the better your command of English, the more is expected from you in terms of appropriate discourse, i.e. meaningful use of language in speech and writing according to the context.

Languages have different intellectual traditions as well. German, which is split into numerous and quite different dialects, in general tends to be serious, intellectual, full of long-winded sentences. Unlike the German or French, the English are less explicitly intellectual and heavy, but more practical and brief in style.

The use of language often reflects different types of **social hierarchy**. Thus in Japanese and Chinese the rules of discourse for men and women are very different, the language bosses use while speaking to their subordinates may be very different from the way subordinates address their superiors. In these and many other cultures, your language depends on how much power you have. In the UK, generally speaking, even most assertive bosses or teachers use more or less the same language as dimension. A classic, although very much dated example is G.B. Shaw's *Pygmalion*. Even now the use of words, idiomatic phrases and your accent allow most people to place you on a social ladder.

The English like to think of themselves as straightforward people, not bound by social regulations to avoid

talking about 'bad things'.

However, there is a delicate balance between straightforwardness and understatement. As a German manager put it, 'it took me a year to understand a British engineer says: "I am afraid we have got a little problem", it may well mean that our planet has burned down'. Emotions may sometimes be explicit, e.g. in a football match, but otherwise strong opinions and judgements

Discourse – verbal expression in speech or writing.

Hierarchy- a system in which members of a society are ranked according to relative status or authority.

Social hierarchy- stratified ranking of group members due to their valued dimension

Social ladder- the hierarchical structure of society or of a society

are seldom expressed bluntly.

The common misperception of the English (that owes much to be Victorian stereotype of a 'perfect gentleman') is that they are always formal and well-mannered; they are all 'ladies and gentlemen', in full control of their language and behavior. Not really so. On the contrary, they are often quite informal, proud of regional dialect, ironic and capable of launching at themselves. In fact, this latter quality makes them so different from other Europeans and even Americans, who treat themselves so much seriously. This also partly explains English humor, which tends to be spontaneous and often self-directed.

Boasting is bad taste. You reserve your praise for others: 'Betty's French is perfect; Campbell is expert in Medieval History; she is so talented', but never 'my French is perfect; I am an expert; I am talented'. You may have known a person for years but never suspect that he's written a couple of books on your subject. People seldom talk about their achievements and successes; their professional status seldom or never applies to anything but their professional life. Compare it with Switzerland, where a doctor's wife is often referred to as 'Frau Doktor' ('Mrs Doctor').

Finally, there is this invention of the Anglo-Saxons, 'political correctness', or 'pc', which, on the one hand developed from the 19th century's linguistic taboos and on the other, from the feeling of 'fairness', so deeply ingrained in the English. The most well-known examples of pc are related to the early human rights issues: you don't call Black people 'Negroes' but 'Afro-Americans' or 'Black British'; you cannot say 'each student must submit his paper by Friday' unless they are all male (it should be 'his or her paper' or even 'their paper'); a meeting is declared open not by a chairman, but a chairperson ; you don't call people mad, crazy, or an idiot unless they are definitely not so, instead you say 'mentally challenged' and so on. As the results, the English seldom talk about sensitive issues like politics, race, and religion and so on, especially with strangers. Most of them still don't really talk to strangers and the weather remains as safe a conversation topic as ever.

Of course, the above observations are only sweeping and superficial generalizations; however, they highlight some important features of the way the English use their language. In fact, dozens of books have been written on this subject, so far further reading please refer to *How to be an Alien* by George Mikes; *Mother Tongue* by Bill Bryson; *The English* by Jeremy Paxman; *The Official Sloane Ranger* by Ann Barr and Peter York; and many others.

(Excerpted from DUET, (2009). British Council, p.98)

Task 1

Case Study

Read, discuss the case and answer the questions.

When I was living in USA within a year, I witnessed many dissimilates of American people in various daily situations. One day I was in the queue in the bank. Once I noticed a physically challenged man was behind of me and I offered him my number to exchange. However, he shouted at me as if I was doing him a mercy. He seemed to me as if I was humiliating/insulting him. I was shocked and never offered anything for such kind of people anymore during my stay.

(Narrated by Zarifa Norhanova)

-what would you do in this situation?

-Why did the narrator offer her own number?

Why the communication failed?

Task 2

Case Study

Read, compare the previous case and discuss the questions.

What made me observe and feel still excited about the attitude and the behavior/action of people in America during my trip?

Actually, I was on the bus station among the people waiting for the bus to stop. When the bus stopped, but nobody was approaching, instead people kept a long distance until the bus driver went off and helped the disabled person on the wheelchair. He pressed the button and a wheelchair pavement appeared. He lifted the wheelchair and locked it to the special place on the bus and the driver said passengers 'Thank you for waiting, guys'. Then everybody started getting on the bus and I also followed them. (narrated by Mamura Alimova)

-What made the narrator feel excited in the bust station?

- Compare the first narrator's experience with the second narrator's situation.

- Compare the attitude of people towards for disabled people in your country with American people.

Task 3

Case Study

Read the case and compare American people with your own culture.

Many Americans do not like it when you enter their personal space. When meeting people, you should always keep a good amount of space between you and the person you are meeting. However, that was new for me. I hadn't been aware about until my visit to the US. Depending on where you are in the country, don't be surprised if random people smile at you or ask you how your day is going. Just smile. Americans are very friendly. None of this will happen if you come to NYC though. From the countries I have visited in Asia or Europe, Americans are the friendliest. This is not Europe — in general, people are warm and nice. I well remember when I was surprised if people stroke up a conversation in public transportation and restaurants. Even when friends in the US asked me How are

you?" or "How is your day going?" at the office, no one actually expects you to reply, but me did, it's just a way of greeting people here.

Task 4

Article review

Read the article written by Dilafruz Sarimsakova (2020) and write an article review based on it.

Sociolinguistic competence in successful communication *(on the examples of Uzbek-British and American cultures)*

Abstract: this article highlights how cultural norms, rules by shared knowledge and practices can build a sociolinguistic competence in successful communication. Successful communication means to exchange our experiences and practices based on linguistic and non-linguistic factors in the language we use in social life.

Key words: sociolinguistic competence, cultural norm, cultural rule, shared knowledge, cultural experiences, successful communication

“Successful human communication is not limited to linguistic competence (i.e.); non-linguistic factors such as culture, lifestyle, shared norms, history, and other social circumstances play a role in securing successful communication” (Coupland & Jaworski, 2009; Grice, 2004; Richards & Rodgers, 2014; Wardhaugh, 2006; cited in Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan by David L. Chiesa, et.al., 2009;). Successful communication means to exchange our experiences and practices based on linguistic and non-linguistic factors in the target language which we use in social life. These factors will build a sociolinguistic competence in successful communication. According to Common European Framework of References: Learning, Teaching and Assessment (CEFR, 2001), **sociolinguistic competence** is the ability to use the language in various appropriate social settings, considering the sociolinguistic factors when communicating such as age, gender, social status of the participants and the formality of the setting and become aware of how

different cultures choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes in a social context.

One of the factors that make sociolinguistic competence so hard to acquire is the large amount of variance in cultural rules of speaking; in other words, what is appropriate to say in one culture may be completely inappropriate in another culture, even though the situation in which it is said is the same. The learner is often unaware of these differences, and uses the rules of speaking of his or her native culture when communicating in the foreign language. This process, called *pragmatic transfer*, results in misunderstandings between the speech participants, and can cause serious breakdowns in communication.

As a language educator and a researcher, I would highlight the importance of developing sociolinguistic competence of our learners (who are future English language teachers) and simultaneously language teachers, due to the reason they are key interlocutors who are

anticipated to interact cross-culturally and internationally. Extending the understanding of language use in different social contextual conversations can be considered as paving the way to successful communication cross-culturally and can reduce the possible misunderstandings, culture class or conflicts by deep knowledge of appropriate use of language units according to contextual discourse. The

Linguistic competence- knowledge of grammar (vocabulary, pronunciation) to use and understand the language

Sociolinguistic competence – ability to use the language appropriately in various social settings

Interlocutor- a person who takes part in a dialogue or conversation

Utterance- action of saying/expressing something in spoken language

contextual factors such as the time when the utterance is said, the setting of the speech event (for example, compare the speech in a courtroom to the speech of people eating at Mc Donald's) and the participants involved (looking at such

factors as social status, gender, and age of the participants) all affect the language being said. An utterance may be grammatically correct, but as in the advice giving example, one must know whether or not the utterance is *appropriate* to the given context. Is it appropriate for a student to give advice to a professor, someone of higher social status? Should advice be given to a professor in a classroom setting? These social factors that affect language including cultural factors compose a large part of the non-grammatical aspects of language that a language learner must learn in order to become competent in a language. *Sociolinguistics* is a word used to describe the study of the appropriateness of language in different contexts. In other words, sociolinguistics is the study of how situational factors such as the cultural context and setting of a speech event affect the choice of what should be said.

When language learners learn how to manipulate their utterances to make them appropriate to the situation in which they are taking, it is the outcome that they have achieved *sociolinguistic competence* in the target language. “*Linguistic competence*” is the term used to describe a learner's abilities in the grammatical aspects of language, including grammar, pronunciation and vocabulary.

One example, can be use of the utterance “no problem”

-Thank you for your time and support,

I do appreciate.

-No problem.

For Uzbek-English learners of the context of the utterance “no problem” can be interpreted totally differently, while in the given context, it means the answer to gratitude in a polite way in the United States of America.

We can find such examples that the colleagues who have been to the USA came across in social settings. For instance, the use of the utterance “faculty” which denotes a wide meaning (faculty building including all teachers, students and workers) in Uzbek context which brings to different shared practices in Uzbekistan from the United States. In Uzbekistan people often use directly the utterance “faculty” to denote as a building or a part of an organization, a university faculty. “Our faculty is big” (context meaning is building which has its

administration, teachers, students and workers including secretaries). However, in the United States, people do not share this practice, and if an Uzbek uses this utterance while talking to an American, U.S. citizen may interpret “faculty” as a group of teachers and they use “did you talk to the faculty?”, “did you get feedback from the faculty?” which denotes the meaning for people who teaches in the faculty. It does not mean the building, administration of the faculty or any workers in the faculty except a group of teachers. In our country, the faculty is often interpreted directly as a building of the university.

The utterance “a cup of tea” which is mostly used in British and American cultures to welcoming or offering a cup of tea party for somebody. In Uzbek context, people also use this expression, inviting someone for a cup of tea “bir piyola choy qilib beray, bir piyola choy ichib keting” which denotes the meaning: the guests are not offered not only a cup of tea, but also from first to the third course (dessert) are served in Uzbek culture. Therefore, our future English teachers will be able to interpret these shared practices and experiences in real communication between different cultures.

Different cultures share different values, social rules, norms, values, practices, and ideologies. Even within one culture these practices, social rules, and norms could differ depending on such variables as social class, ethnicity, gender, and age. In addition, ways of greetings, telling proverbs, phrases in daily conversation, music, poems, tales and publications also denote certain shared knowledge by means of the language. For example, there is a difference between shared knowledge in Uzbekistan and the United States with regards to how social and professional status of people is addressed in the educational places. The academic title “professor” is used for a person who has a scientific degree in Uzbekistan; in contrast, people do not share this practice as it is used for an academic position such as Professor Johnson, Professor Regards, in the United States.

The word “ustoz” (teacher) is commonly used for both male and female genders to address the status of teachers instead of calling with their names. There

are also some misconceptions used by English learners in Uzbek context while interpreting the word “teacher” indicating the gender such as miss Gulmira, miss Laylo, however, this word miss is to be used with the surname of the person who is not married yet. In the United States, people share this practice as addressing “sir” or “madam” or simply call his/her name, for example, ‘Tom’.

The utterance “To do one’s best!” is one the famous and the most used expressions used in social settings which denote us the dictionary meaning “qo’lidan kelgancha harakat qilmoq” in Uzbek context. It can be used while giving feedback to one’s work. However there is negative implication of this phrase if it is used in past tense, for example: “he did his best” which means “failed” in a positive way of communication. We cannot find its negative meaning from the dictionary until a native speaker explains.

Non-native speakers of English often make cultural mistakes, wrong interpretations in their use of English as they are influenced by their mother tongue and their own culture. Such mistakes are usually related to culturally inappropriate use of a certain word or phrase and often cause confusion or even offensive situation. For example, many Uzbek/Russian school textbooks teach ‘yes, of course’ as a standard positive response to general questions. This is also reinforced by the similar use of ‘конечно’ in Russian and ‘bo’lmasamchi’ in Uzbek with the function of general emphasis. However, in English such use of ‘of course’ with falling tone in such a context means ‘it goes without saying’; what a stupid question to ask; it is obvious and may sound offensive. More appropriately it is used in such a context as: ‘May I take another biscuit, please?’-Of course, my dear! Take two! (Duet, 2009; p.93).

The examples above show what happens when one has a high linguistic competence, and a low sociolinguistic competence. In the situations, the learner takes the meaning he or she wishes to convey and applies the appropriate grammar rules for speaking that utterance in the target language, but since he or she is lacking a full stock of sociolinguistic rules for speaking in that language, he or she

compensates by applying the sociolinguistic rules of his or her native language instead.

As the consequence of the above mentioned examples, sociolinguistic competence needs to be taught in foreign language teaching classes as it enhances students' communicative competence, their ability to understand shared knowledge and practices, culturally-affect meanings, the meanings that are not tied to rules and dictionaries (form and semantics), but meanings that serve a certain function in a social setting.

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The following points may guide you:

1. What did you learn from the article?
2. What are the factors for building successful communication?
3. What is your perception of sociolinguistic competence of a language learner?
4. Explain why is having 'small C' important in building successful communication?

Task 5

Writing case study

Create the case studies based on the information (shared experiences in intercultural settings) in the article written by Dilafruz Sarimsakova (2020). **Go back to the appendix to see a sample.**

Task 6

Project work

Do a little sociolinguistic research on observing local people how often they use 'Thank you' in daily lives and in what case they say 'thank you'. Write a report on your research findings.

Task 7

Webquest

Go to the link www.prezi.com explore the website's great opportunities. Subscribe free and create your online presentation on your little research that you have done in previous units. Share your product on telegram group channel.

Unit 10

Equal acceptability of varieties of English in different contexts (standardisation forces vs. diversifying forces)

Read the extract of article.

“Excerpted from English as an International Language: Reconstructing EFL teachers’ cultural awareness and perception of teaching culture”

by Masoomeh Estaji Allameh & Maryam Faraji Savarabadi

available at <https://eric.ed.gov>

During the last two decades, the spread of English all around the world either as a second or foreign language has led to the emergence of different varieties of English and because of the interwoven nature of language and culture, this salient growth of English has prompted linguists and anthropologists to investigate the underlying relationship between varieties of English and their related cultures.

It was Malinowski (1923) who first began to include culture in language pedagogy. However, the interrelated nature of language and culture has made it difficult to teach language not considering the cultural setting in which the language is being used. In the literature, the term culture is always referred to one variety of target culture (American or British). However, target culture seems to be losing its importance due to the mobility of English language learners and 83 appearance of novel trends of EIL.

As Sharifian (2014) argues, the traditional approaches in ELT are no longer sufficient to respond to the needs of language learners since their focus is on developing fluency in one or both varieties of English, British or American English, which fails to enable learners to encounter the sociolinguistic reality of the language use in the 21st century. Immigration, continuing education, job opportunities, and commercial purposes are all reasons for learning English today,

making it necessary for all language learners to be competent enough not only at linguistic and sociolinguistic level but also at inter-cultural level. In ELT classrooms in Iran, the native speaker model is still prevalent and learners are mostly exposed to American and British English varieties.

These learners fail in their communication with non-native-English speakers owing to their lack of intercultural knowledge and competence which enables them to survive in intercultural contexts. Hence, EFL teachers in Iran should change their teaching world view in order to meet the learners' needs. The way teachers perceive of teaching culture affects their teaching methods and decisions for classroom practices. Gonen and Saglam (2012) point out that "teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study" (p. 26). Therefore, we are in dire need of research on identifying factors which can change the teachers' beliefs regarding teaching culture through EIL. In particular, more qualitative studies are required on EFL teachers' perceptions of EIL teaching (Mai, 2018a) and learners' beliefs about the impacts of EIL teaching approach after taking a course (Mai, 2018b) to triangulate the results. To respond to the changing sociolinguistic reality of English (Galloway & Rose, 2015) and preserve intercultural relationships at international scale, this study has attempted to examine the extent to which Iranian EFL teachers are aware of inter-cultural norms and new trends of EIL and whether or not they consider this phenomenon essential to be incorporated in ELT classes in Iran.

In the domain of EIL, many studies have been conducted nationally and internationally. To begin with, Young and Walsh (2010) examined the perceptions of EFL teachers regarding the usefulness and appropriateness of varieties of English such as EIL and ELF, compared with native speaker varieties of English. Results of the study showed that teachers would teach regardless of any specific idea of "which English" was the target. In addition, teachers reported a pragmatic view on the varieties of English, with a need to rely on its "standard" form, which does not agree with the reality of Englishes which are in use worldwide.

Matsuda and Freidrich (2011) also examined the key features of EIL classrooms and particular pedagogic notions, and whether or not integrating these features in an appropriate way can lay out a blueprint for EIL curriculum. Some critical components, such as “the selection of the instructional model(s), ensuring exposure to Englishes and their users, facilitating strategic competence, providing appropriate cultural materials, and increasing awareness of the politics of Englishes” (pp. 343-344) were identified for an EIL curriculum. In a recent study, Lee, Lee, and Drajadi (2019) have compared the preservice English teachers in Indonesia and Korea in terms of their perceptions of EIL. Based on the results, Indonesian preservice teachers claimed to have a higher capacity than their Korean counterparts in the use of effective cross-cultural communicative strategies. Likewise, they presented a higher level of ownership over their own English accents. However, Korean preservice teachers were found unwilling to use non-native English accents in ELT listening materials, although they believed in the existence of non-native varieties of English. To delve into the subject more deeply, examining the language users’ attitudes and perceptions of teaching culture through EIL is required since any analysis of EIL would definitely require the analysis of teachers’ perceptions of language, culture, and culture teaching. To achieve the purpose of the study, the following research questions were posed. (1) What are Iranian EFL teachers’ perceptions of teaching culture before receiving explicit instruction considering English as an International Language (EIL)?

Sociolinguistic – connected with how language is used by different groups in society.

Perception-the way in which something is understood or interpreted

Fluency- the ability to speak or write in a foreign language easily and accurately.

(2) How does explicit instruction on EIL change Iranian EFL teachers’ perceptions of teaching culture?

When teachers' responses to interview questions were analyzed, regarding the relationship between language, communication, and culture, all the participants (100%) were of the belief that there is a firm relationship between language, communication, and culture. They unanimously believed that culture is not separable from language. In particular, the vast majority (81.25%) believed that culture is a prerequisite for teaching a language. However, two of them (12.5%) claimed that it depends on the students' level of proficiency and their enthusiasm about learning cultural points. Likewise, one of them believed that it depends on the aim of teaching culture.

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Task 1

Case Study

Read the dialogue between the trainer and the teacher. Discuss the questions below.

While observing an in-service teacher training class, the director of the Innovation Center under the Uzbekistan State University of World Languages, witnessed how a male teacher trainer was talking to a female teacher about an inappropriate behavior. The female was talking on the phone during the class. She believed she remained unnoticed. However, the male trainer saw the teacher and then started communicating with her in the following way:

Trainer: Hello

Teacher: Sorry

Trainer: How are you?

Teacher: Excuse me!

Trainer: I think, you published a book last year on the topic that we are talking today, didn't you?

Teacher: I am sorry, because my child is ill and thus I am worrying, and thus I am trying to know about how he is now.

Questions:

-Think about the problem.

-Why did the teacher not answer any of the trainer's questions during their communication?

Was the trainer satisfied by the teacher's justification about her talking on the phone during the class session?

(Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktria press. 2019. p.42)

Task 2

Case Study

Read the shared experiences of Uzbek Fellow in USA and compare his practices with your culture

I am currently a Faculty Enrichment Program Fellow (FEP) at Michigan State University in USA. Actually, I had worked hard on my language skills in my home country; I understood that my vocabulary is more academic. Here, people speak in a simple and fluent language, and more in dialects. If I sometimes ask or talk about something, they ask me 'what you mean by that'. What I loved here, they say 'sounds great', 'good job' for encouragement. I have explored a lot about American academic life, here, addressing to the teacher is quite informal. Teachers are called by their names. (narrated by Abduvokhid Isakov)

Task 3

Case Study

Read the shared experiences of American fellow and discuss the questions.

I was staying with a host family in Namangan for a few days. They were really nice people but I found a lot of things very strange. First, they followed me round the city and showed me a lot of things which I would have preferred to discover on my own. They really insisted me that I ate with them and offered me a lot of food which I could not eat – it was too much and too heavy! They became even more

attentive when they learned I was a professor, as if it would have made any difference. Every day the father of the family would try to take me to some of their relatives or to invite them over to meet me. I never understood why because every time we talked about the same things: my family life, my work and salary, their families and relatives. I tried to get some time for myself but it was difficult. Then I found all this attention quite embarrassing-they were simply doing too much for me, so in the end I felt I had to pay them more than we had agreed. (excerpted from DUET, British Council 2009)

-Would you behave in the same way as the author?

-How would you feel in his place?

-How would you deal with the problem?

Task 4

Listening Log

Watch the interview with Professor David Crystal and write a listening log based on it.

Interview # 7 “Should English be taught as a 'global' language?” or the interview is available at the following link <https://www.youtube.com/watch?v=tLYk4vKBdUo>

The following points may guide you:

How much do you agree with David Crystal?

What are your opinions different from him?

Task 5

Project work

Do a little research in the faculty. Create a simple rating system (1-5) in order to check the formation of tolerance of students how to behave and communicate in

intercultural settings, collect the data and prepare a five-minute presentation to share your research findings. **Go back to appendix to see a sample.**

Task 6

Webquest

Go to the link www.prezi.com and record your video presentation based on your little research findings of your project work. Share it on telegram group channel.

Discussion:

- What is consistency?
- Why consistency is important in teaching English?
- How far do you agree with the statement “Consistency results in problem-prevention rather than problem-solving”.

Read the article and answer the questions.

What variety to teach: consistency in teaching English

Excerpted from ‘The Relationship between Language & Culture and the Implications for Language Teaching’

by AUBREY NEIL LEVERIDGE, (2008)

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one’s culture and the whole intertwining of these relationships start at one’s birth.

When an infant is born, it is not unlike any other infant born, in fact, quite similar. It is not until the child is exposed to their surroundings that they become individuals in and of their cultural group. This idea, which describes all people as similar at birth, has been around for thousands of years and was discussed by Confucius as recorded in the book by his followers, Analects (Xu, 1997). From birth, the child’s life, opinions, and language are shaped by what it comes in contact with. Brooks (1968) argues that physically and mentally everyone is the same, while the interactions between persons or groups vary widely from place to

place. Patterns which emerge from these group behaviours and interactions will be approved of, or disapproved of. Behaviours which are acceptable will vary from location to location (Brooks, 1968) thus forming the basis of different cultures. It is from these differences that one's view of the world is formed.

Hantrais (1989) puts forth the idea that culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression. Therefore, everyone's views are dependent on the culture which has influenced them, as well as being described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language. This brings us to an interesting point brought up by Emmitt and Pollock (1997), who argue that even though people are brought up under similar behavioural backgrounds or cultural situations but however speak different languages, their world view may be very different. As Sapir-Whorf argues, different thoughts are brought about by the use of different forms of language.

One is limited by the language used to express one's ideas. Different languages will create different limitations, therefore a people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next (Emmitt & Pollock 1997). From this, one can

Cultural boundary– (also cultural border) identifies ethnic or ethnolinguistic cultures.

Behavioural background- perception based on the behavior of the people in a society

Inappropriate circumstances- unacceptable words and phrases with similar meaning in a society.

see that learning a new language involves the learning of a new culture (Allwright & Bailey 1991). Consequently, teachers of a language are also teachers of culture (Byram 1989).

The implications of language being completely entwined in culture, in regards for language teaching and language policy are far reaching. Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. Language policy must be used to create awareness and understandings of cultural differences, and written to incorporate the cultural values of those being taught.

Implications for language teaching. Teachers must instruct their students on the cultural background of language usage. If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language.

Conflict in teaching styles also stem from the relationship between language and culture. During the past decade, I have taught English in Taiwan and have observed a major difficulty in English instruction brought about by teachers and suffered by students. Western English teachers who teach in Taiwan bring along with them any or all of their teaching and learning experiences. To gain employment in Taiwan as an English teacher (legally), one must have received a Bachelor's degree (Information for foreigners), thus, all instructors of English in Taiwan have, to some degree, an experience of learning in a higher educational setting. From this, they bring with them what they imagine to be appropriate teaching methodology. What is not generally understood, even seldom noticed is that while Taiwanese classes are conducted in a Chinese way, that is in a teacher centered learning environment, the native English teacher's instruction is focused on student centered learning (Pennycook 1994). Pennycook (1994) continues by pointing out that student centered learning is unsuitable for Chinese students. The students may not know how to react to this different style of learning. A case in

point, when at the beginning of my teaching career in Taiwan, I found it very easy to teach English, but very difficult to get the students to interact with me while I was teaching. Teaching was very easy because the students were well behaved and very attentive. The difficulties surfaced when trying to get the students to interact with me, their teacher. At the time, I did not realize that in Taiwan, it was culturally unacceptable for students to interact with their teacher. The Taiwanese students were trained to listen to what the teacher said, memorize it, and later regurgitate it during an exam. I was forced to change my method of teaching so that I was recognised as a “friend” rather than a teacher. The classroom setting had to be changed to a much less formal setting to coax out student interaction. As Murray (1982) pointed out, Chinese students will refuse to accept this “informal discussion” style of teaching. However, once the students were comfortable in their surroundings and didn’t associate it to a typical “Chinese” style class, they became uninhibited and freely conversed in English. The language classes taught using this style proved to be most beneficial to the students with an overall increase in the grade point average.

Because language is so closely entwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) describes: “...to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbours, do not share all of our cultural paradigms.”

Language policy—ideas, laws, regulations, reforms intended to achieve the planned language change in the society

Cultural roots- forms of values, assumptions and symbols of a people in a society

Cultural paradigms- understand the relationship between language and patterns of culture

I have found teaching in Taiwan, the Chinese culture is not the one of individualism, as is mine, but focused on the family and its ties. The backwash from teaching using western culturally acceptable methods must be examined before proceeding as they may be inappropriate teaching methods, intentional or not, may cause the student embarrassment, or worse, to the entire students' family. As Spence (1985) argues, success and failure in a Chinese cultural framework influences not just oneself but the whole family or group. Therefore, teachers must remember to respect the culture in which they are located.

Language teachers must realize that their understanding of something is prone to interpretation. The meaning is bound in cultural context. One must not only explain the meaning of the language used, but the cultural context in which it is placed as well. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist. As Porter (1987) argues, misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression.

Language teachers must remember that people from different cultures learn things in different ways. For example, in China memorization is the most pronounced way to study a language which is very unlike western ideologies where the onus is placed on free speech as a tool for utilizing and remembering vocabulary and grammar sequences (Hui 2005). Prodromou (1988) argues that the way we teach reflects our attitudes to society in general and the individual's place in society. When a teacher introduces language teaching materials, such as books or handouts, they must understand that these will be viewed differently by students depending on their cultural views (Maley 1986). For instance, westerners see books as only pages which contain facts that are open to interpretation. This view is very dissimilar to Chinese students who think that books are the personification of all wisdom, knowledge and truth (Maley 1986).

One should not only compare, but contrast the cultural differences in language usage. Visualizing and understanding the differences between the two will enable

the student to correctly judge the appropriate uses and causation of language idiosyncrasies. For instance, I have found, during my teaching in Taiwan, that it is necessary to contrast the different language usages, especially grammatical and idiom use in their cultural contexts for the students to fully understand why certain things in English are said. Most Taiwanese students learning English are first taught to say “Hello. How are you?” and “I am fine. Thank you, and you?” This is believed to be what one must say on the first and every occasion of meeting a westerner. If I asked a student “What’s new?” or “How is everything?” they would still answer “I am fine, thank you and you?” Students often asked me why westerners greet each other using different forms of speech which, when translated to Mandarin, didn’t make sense. This question was very difficult to answer, until I used an example based in Chinese culture to explain it to them. One example of this usage: In Chinese, one popular way to greet a person is to say (...phonetically using pinyin) “chr bao^ le ma?” This, loosely translated to English, would have an outcome similar to “Have you eaten?” or “Are you full?” This greeting was developed in ancient Chinese culture as there was a long history of famine. It was culturally (and possibly morally) significant to ask someone if they had eaten upon meeting. This showed care and consideration for those around you. Even now, people are more affluent but this piece of language remains constant and people still ask on meeting someone, if they have eaten. If someone in a western society was greeted with this, they would think you are crazy or that it is none of your business. The usage of cultural explanations for teaching languages has proved invaluable for my students’ understanding of the target language. It has enabled them to differentiate between appropriate and inappropriate circumstances of which to use English phrases and idioms that they have learnt. Valdes (1986) argues that not only similarities and contrasts in the native and target languages have been useful as teaching tools, but when the teacher understands cultural similarities and contrasts, and applies that knowledge to teaching practices, they too become advantageous learning tools.

Implications for language policy

Creators of second language teaching policies must be sensitive to the local or indigenous languages not to make them seem inferior to the target language. English language teaching has become a phenomenon in Southeast Asia, especially in Taiwan. Most Taiwanese universities require an English placement test as an entry requirement (Information for Foreigners Retrieved May 24, 2007). Foreigners (non-native Taiwanese) which are native English speaking students however, do not need to take a similar Chinese proficiency test, thus forwarding the ideology that the knowledge of English is superior to the Chinese counterpart and that to succeed in a globalized economy; one must be able to speak English (Hu 2005). Such a reality shows that our world has entered the age of globalisation of the English language, in which most observers see a tendency toward homogeneity of values and norms; others see an opportunity to rescue local identities (Stromquist & Monkman 2000, p 7). The implications for language policy makers are that policies must be formed which not only include but celebrate local languages. Policies must not degrade other languages by placing them on a level of lower importance. Policies should incorporate the learner's first language, the usage, and complexities as a means to create better linguistic comprehension as well as cultural understanding.

Policies for language teaching must encompass and include cultural values from the societies from which the languages are derived as well as being taught. In other words, when making policies regarding language teaching, one must consider the cultural ideologies of all and every student, the teacher, as well as the culture in which the target language is being taught. Language teaching policies formed with the cultural characteristics of both teacher and student in mind will not be prone to make assumptions about the appropriateness of students' behaviour based on the policy maker's own cultural values (Englebert 2004) but will increase cultural awareness. The American Council on The Teaching of Foreign Languages has expounded on the importance of combining the teaching of culture into the

language curriculum to enhance understanding and acceptance of differences between people, cultures and ideologies (Standards 1996). One example where as policy makers did not recognize the importance of culture is outlined by Kim (2004), in which the Korean government had consulted American ESL instructional guidelines which stated that for students to become competent in English they must speak English outside of the classroom. The government on reviewing this policy requested that all Korean English language students use English outside of the classrooms to further enhance their language competency. What they failed to consider is that while in America, English is taught as a second language and speaking English was quite acceptable in all locations, that in Korea, English is taught as a foreign language and the vast majority of the Korean population do not converse with each other in English. Korean students speaking English outside of the classroom context were seen as show-offs. In a collectivistic culture, as is Korea, such displays of uniqueness are seen as a vice to be suppressed, not as a virtue (Kim 2004). Thus policy makers must not rely on the cultural views and policies of others, but incorporate the cultural views of the students as well as considering the culture where the teaching is taking place. Language teachers need to be informed about various teaching interaction-based methodologies, manipulate them and develop their own teaching methods compatible with the educational context to foster interaction between students (Kim 2004).

When creating policies, one must consider the cultural meanings of teaching materials used. The materials may have a far broader meaning or encompass far more (or less) than what one has considered. An example of this is when the school I worked for decided that I introduce a discussion topic on holidays with one of my classes. The school did not enlighten me as to the cultural significance of holidays or what the Chinese equivalent of the word entails. This problem, as described by Yule (1996), is that people have pre-existing schemata or knowledge structure in their memory of what constitutes certain ideas; e.g. an apartment, a holiday, what

are breakfast items. The culturally based schemata that the students had for holidays were considerably different than that of my own. Their ideology of a holiday was any day that was special, possibly where one did not have to go to school, a weekend, a birthday, or any other major happening. When I asked the students what their favourite holiday was, I received many replies, all of which were not what I was looking for. I proceeded to tell them that Christmas was a holiday. This however, was a bad example as Christmas is not a holiday in Taiwan. In addition, I did not consider that a Chinese definition of the English word 'holiday' has a very broad meaning, thus the students were correctly answering my question however in their own cultural context.

Finally, as this paper has shown, language and culture are intertwined to such an extent whereas one cannot survive without the other. It is impossible for one to teach language without teaching culture. The implications for language teaching and policy making are therefore vast and far reaching. As a teacher of language, one must be culturally aware, considerate of the students' culture, and inform students of cultural differences thus promoting understanding. Language policy must reflect both the target language culture as well as the students', teacher's, and administrative persons' culture thus avoiding any cultural misinterpretations.

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Questions for discussion:

1. What is culture clash?
2. Have you ever faced culture clash? Or did any English language fellow face culture clash during their stay in your country?
3. Do you agree with the idea that the author should be aware of Taiwanese culture before coming to teach in Taiwan? If yes, does he need consistency in his teaching?

Task 1

Case Study

Read the dialogue between a teacher and student with regard how teachers start the lesson and explain how shared knowledge and practices in university education are materialized in and through language. T=teacher; Ss=students;

In Uzbekistan:

T: Who is absent today?

Ss: Student B is absent, but he has a good excuse for not coming

T: But, he did not take my permission.

Ss: We don't know B said that he/she has asked your permission.

T: No! Be calm! Let's start our lesson.

In the United States:

T: Good morning, everyone. I hope you are doing well. Today we will be addressing three main content areas: X, Y and Z. Before we begin, I would just like to make sure I know who is not here today.

Ss: Student B is absent today.

T: Thanks for letting me know. (Teacher takes notes on a piece of paper.) Would anyone like to take notes for Student B and let him know about the content for the day? Also, please let him know that if he wants the Power Point for the lesson, he will need to contact me after class to my email because the PPT is not on our course Moodle.

Ss: Ok, we do!

T: Great –let's begin.

(Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktria press. 2019. p.49)

Task 2

Read and discuss the questions below.

The everyday utterances in the English-speaking countries connected with concept of time is spoken via the metaphor time is money, you're wasting my time, I've invested a lot of time in her. The concept of work has developed in modern Western culture, where work is typically associated with the time it takes and time is precisely quantified, it has become customary to pay people by the hour, week, or year. While modern Western culture associates time with money, causing the social institutions such as paying people hourly, weekly;

Uzbek culture never experienced such a quantified form of understanding time. Uzbek time is expressed via such metaphorical utterances such as: “*Вақт тоғни эмиран, сув тоғни кемирар*”, “*Вақтинг кетди – бахтинг кетди*”, “*Вақтдан ютдинг – бахтдан ютдинг*”, “*Вақт – қози*”. All these figurative utterances characterize time as being a non-quantifiable category. As such, Uzbek time is associated with someone's happiness that could be lost once he or she loses his or her time; or with philosophical power that could destroy even mountains for the duration of long time. Thus, there is no paying salaries hourly or/and weekly in Uzbekistan. These different metaphorical associations cause differences in social institutions (e.g. paying salary) via language we use. *(Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktria press. 2019. 53)*

-What kind of concepts do you know in which denote the different meanings among Eastern and Western cultures?

(You can reflect on the cases you learned in previous units)

Task 3

Case Study

Read the case study and answer the questions.

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher's class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is... S1 (she): "...passionate feeling toward someone who steals your peace days and nights"; S2 (she): "...addiction. Sacrifice your life for the sake the sake of others"; S3 (she): "...quicksilver"; S4 (she): "...understanding each other all your life"; S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well"; S6 (she): "...mutual understanding, respect, sympathy"; S7 (he): "...the attitude towards somebody who feels appealing"; S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family". After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an activity that you like very much" (Oxford Advanced Learner's Dictionary, 9th edition, 2015). The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

-Think about the situation above.

-Why was there a difference between the dictionary meaning of love and the students' interpretation of love?

-What social factors facilitated the emergence of these differences?

-What do you think was the next activity the teacher did with the class to proceed further?

(Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktria press. 2019. pp.47-48)

Task 4

Read the reflection and discuss the statements below.

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example: A teacher in class asks students to analyze and translate the following utterance: "It's a holiday today; my kid is home from school." Students say that this is a simple sentence, which contains a noun phrase, verb, and secondary parts of speech. Each word in the sentence is given in its primary meaning, thus it is a neutral sentence. Students learnt by heart all the words given in these sentences. The dictionary helped students to translate them easily. GTM says that once you know all these rules (the building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality. We never questioned how this sentence – "It's a holiday today; my kid is home from school" – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem. Instead, Americans tend to use, "It's a holiday today, my kids are home

from school.” “Kid” in its plural form. To use “kid” in a singular form may mean (meaning-in-use) “my kid, whom I do not like or even despise” is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning.

(Excerpted from ‘Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan’ –Tashkent: Baktria press. 2019. p.35)

Think about the following points:

Vegetarians like eating beef. How could this sentence be correct in its form?

Task 5

Reflective log

Write a short reflective log describing the consistency in your developing intercultural competence lessons at university.

Task 6

Webquest

Go to the following websites:

www.mooc.com

www.canvas.com

www.khanacademy.com

www.futurelearn.com

Find the courses offered by top universities worldwide on teaching and learning English as a global language, enroll any of them free and recommend others about the course, which you are taking on the telegram group channel.

Unit 12

Analysis of the role of English as a foreign language in international communication

Read the article ‘Issues in teaching ‘culture’ in Uzbekistan’ published on <https://associates.iatefl.org/>

By Natalia Tsarikova

It is commonly accepted that language and culture are inseparable. Educators agree that it is impossible to teach a foreign language without teaching culture. Teaching culture in Uzbekistan is an inseparable part of teaching a language. So, what is understood by ‘teaching culture’ in Uzbekistan?

There are a lot of definitions of culture. As a matter of fact, educators cannot agree on one single definition. Numerous theorists and practitioners view culture differently. Some view it as civilization, the great achievement of a people as reflected in their history, social institutions, works of art, architecture, music and literature—commonly referred to as ‘big C’ culture. Culture is also viewed as the customs, traditions or practices that people carry out as part of their everyday lives—‘small C’ culture (Halverson 1985 cited in Moran 2001). In Uzbekistan, however, the overwhelming majority of English teachers teach the ‘big C’, i.e. the history of the people who speak the target language, its literature and famous persons; this is important—one cannot learn a foreign language without trying to understand the values of the people of the target language. The given situation in ELT most likely resulted from the Grammar Translation approach that has been used for many years in Uzbekistan, and is still being used by many teachers. ‘A fundamental purpose of learning a language’ according to the principles of the

Grammar Translation method ‘is to be able to read literature written in it. The literary language is felt to be superior to spoken language. Students’ study of the target culture is limited to its literature and fine arts’ (Larsen-Freeman 2000). Thus, in the textbooks on English, there are plenty of examples of ‘big C’: there are texts on the sights of London with the description of all its famous museums, the detailed geographical facts about the British Isles and its industrial and agricultural regions, not to mention the autobiographies and works of famous people. Thus, for students it is not difficult for them to give you some encyclopedic information about Great Britain or the USA but it becomes challenging for them to carry on a regular conversation. Now when there are more and more students going to study abroad and meeting a lot of English-speaking people here in Uzbekistan, they need English mainly to converse with native speakers of English.

There has been a great shift in the learning objectives towards conversational English as opposed to the Soviet period when English was taught and learnt mainly in order to be able to understand the written language. It goes without saying that knowledge of English will help students to gain better professional positions in the future where they will need to use it in negotiations with their foreign counterparts. However, I would like to emphasize that teaching both ‘big C’ and ‘small C’ is critical here in Uzbekistan. Earlier, in the times of the Soviet Union, neglecting the teaching

Big C—knowledge of cultures of countries in which provide information in the textbooks

Small C—perceptions about everyday lives of people in a particular society including values, customs, traditions or shared experiences and practices, behavior, norms, etc.

of ‘small C’ was predetermined by the political situation in the country—it was hardly ever possible that people met native speakers of English or went abroad. Now the situation has changed and students of English and other languages in

Uzbekistan have plenty of opportunities to practice their language skills with native speakers of these languages.

Indeed a lot of students leaving their schools and universities need to communicate in English in real life situations and surprisingly find that often their language expression is full of misunderstanding and misinterpretation. Foreign (English) language study often does not enable its graduates to sustain an effective dialogue with native speakers of English.

One can think that a good knowledge of grammar and vocabulary is all that's needed for a successful dialogue. In fact, one needs to be aware of a lot of things to fully understand the interlocutor, his choice of words and the reasons behind this choice. It is commonly acknowledged that 'Language simultaneously reflects culture, and is influenced and shaped by it'. (Jiang 2001) So, it is important to realize that any choice of words by an interlocutor is predetermined by his/her culture.

This statement is obviously true for both native speakers and for foreign language students who are trying to express their ideas in words. It has been noticed that if a foreign language learner is interculturally competent and is knowledgeable about the culture of the target language he is able to '...communicate effectively and appropriately...' (Lustig and Koester 1999 cited in Moran 2001). But when a

a desire to seclude oneself and have some private time and space is absolutely natural for many Americans, whereas Uzbeks would find it strange learner lacks intercultural competence and knowledge about a foreign culture, he/she automatically transfers his/her own culture and accustomed behaviors onto the foreign language and so acts according to the norms of his/her own native culture. This apparently causes misunderstandings on both sides. Greetings are often a reason for such misunderstandings here in Uzbekistan. A native speaker of English that happened to come to Uzbekistan when greeting a person naturally says 'Hi, how are you?' and expects the answer 'Fine, thanks. How are you?' To the big

surprise of the foreigner, the Uzbek can start talking about his/her own state of things and his/her family, not being aware that this question implies the short answer given above. Moreover, it is quite natural for an Uzbek, in answer to a greeting, to ask an interlocutor about his wife or her husband, his/her family, parents, etc., which can easily shock the foreigner (taken that the interlocutor has not been acquainted with the family of the foreigner). In Uzbek culture it is considered polite when greeting a person to ask about his/her family and, if a person does not inquire about the family of his/her interlocutor, he is thought to be rude.

Many reasons for cultural clashes lie in cultural differences. For example, there are some questions that are considered taboo in some cultures (e.g. American) but rather acceptable in the other ones. Uzbekistan, for instance, is very much a family-oriented society. Families are deeply respected here. That is why the questions like 'Are you married?' and, if you are not, 'Why not?' are quite acceptable. Questions about children and salary are acceptable as well. It is necessary to notice that the notion of privacy is not as vital here as in some other cultures (for example American).

Moreover, there are no such expressions (private space or privacy) in either Uzbek or Russian. Thus, a desire to seclude oneself and have some private time and space is absolutely natural for many Americans, whereas Uzbeks would find it strange. Moreover, an inherent strong feeling of hospitality will make them feel guilty that they could not please their guest. Therefore, being ignorant about such cultural do's and don'ts can result in misunderstanding or sometimes even embarrassment for the speakers.

The ability to socialize and the notion of small talk seem to be an inborn skill of the majority of Americans or British people—naturally with variations between more and less outgoing persons. In Uzbekistan, however, modesty is one of the main virtues. So, it is quite common for Uzbeks to be very quiet at a cocktail party and slow to initiate a conversation. Therefore, to help English language learners

avoid embarrassing situations like this, an English teacher needs to raise students' awareness of these cultural differences.

Another example could be the issue of politeness. It is common knowledge that politeness exists in every culture and can be expressed differently in different cultures. In some cultures it is acceptable to change intonation to sound polite (Russian) but others require the use of modals and polite words (English). For instance, in Russian the sentence 'Give me a pencil.' can sound different and consequently have different meanings depending on the intonation. A rising intonation makes it a polite request whereas a falling intonation makes it a demanding sentence. Moreover, the intonation makes the interlocutor aware of the degree of politeness or rudeness/sharpness of the utterance. In English a lot depends on the modals and polite words that are added to the sentence. (Could you give me the pencil, please? Would you give me a pencil? Give me a pencil, please.) That is why, in some cases, teaching modals becomes teaching culture as well. It is not rare that learners of English in Uzbekistan, when having a conversation with an English speaker, try to sound polite by changing the intonation instead of using modals.

Another important cultural issue is turn taking. Uzbek is a more polychronic than monochronic culture and thus, it is very common that people interrupt each other, make comments and/or ask questions. So, when it comes to a conversation with an English speaking person, who comes from a monochronic society, it can become a very sensitive issue.

Some teachers believe that only free language practice with native speakers or immersion into the cultural environment will help. That may be true but clearly not everyone has such an opportunity and even provided that one has, why not help him/her be more culturally sensitive in order to successfully communicate in a foreign culture. To help students become more effective learners of English the teaching of 'small C' culture '... such as language, verbal and non-verbal, including a variety of forms: body movements, eye contact, time, space, touching

and the use of the social situation' (Hall 1959 cited in Moran 2001) should become an inseparable/essential part of ELT in Uzbekistan.

The article is available at <https://associates.iatefl.org/>

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Task 1

Case Study

Work in pairs and discuss the case.

One day a student who was majoring in English came to his language teacher at the university and explained a strange situation that had happened to him while he was talking to a foreigner who was visiting Uzbekistan from the United States. The foreigner did not speak Uzbek or Russian but only English and he was interested in Uzbekistan's national food. The student explained that he could not accurately and fluently talk about the famous Uzbek national food plov (i.e., what ingredients it contains and how to cook it). The student said that he felt shameful because he did not represent his country well. The student said he lacked vocabulary; he also said he was accompanied by fear that grammatically incorrect sentences were considered unacceptable (as he was taught). He felt embarrassed. After listening to the student, the teacher thought for a while and was not sure about how to support the student in this situation. (*Excerpted from 'Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan' –Tashkent: Baktoria press. 2019.*)

- What is the problem in this situation?

- Why was the conversation unsuccessful?
- What would you suggest the teacher how to support the student?

Task 2

Quiz

1. Which title do many British women use to avoid indicating whether or not they are married?
 - Ms
 - Miss
 - Mrs
2. How should you address people in English speaking countries?
 - Sir/Madam only
 - Mr/Mrs/Miss/Ms and their surname
 - By their first name
3. When meeting with British people for the first time, what should you talk about?
 - Ask if they have any children, and if so, ask to see photos
 - Don't initiate any conversation but let your partner take the lead
 - Make 'small talk' about trivial things such as the weather or your journey to the meeting
4. Which of these is best avoided during an official meeting with the British?
 - Nodding your head occasionally
 - Folding your arms

- Making strong eye contact
5. You bump into a British acquaintance who says ‘we should meet for a coffee soon’. What does this mean?
- They will probably contact you the following day to arrange to meet for a coffee
 - It’s unlikely that they will be in touch to arrange a coffee
 - They will definitely contact you soon to arrange a time and place to meet in the near future
6. Your British colleague asks ‘do you have a second?’ when you are in the middle of something important. How should you respond?
- Understand this as something important and say ‘yes, of course’
 - Tell them that you are busy
 - Ask if you could come back to them later when you have finished what you are working on

(Adapted and retrieved from <https://www.londonschool.com/lsc/british-culture-quiz>)

Go back to appendix to check your answers.

Task 3

Simulation

Respond the simulation in a written form.

Your students at school are not motivated to learn English because they can’t see any chance of using it. How would you respond? Explain your opinion

Task 4

Project work

Students prepare a 8-10 minute presentation individually on the English which is used in Uzbekistan providing evidence from the Internet, media, etc.

Task 5

Reflective Log

Write a piece of reflection (450-500 words) focusing on the following questions:

- What have you learned from the module? What else? (e.g. transferable and intercultural awareness skills)
- What problems have you faced during lessons?
- How well have you worked in pairs, in a team?
- In what ways has your knowledge and awareness of the target culture increased at the end of the course compared to the beginning of the course?
- How have your attitudes and perceptions changed?

Task 6

Webquest

Visit the website <https://europa.eu/europass/en/create-europass-cv>. Create your online CV to apply for future job or trainings. **Go back appendix to see a sample.**

Glossary:

Accent- a distinctive way of pronouncing a language

Allophones– a kind of phoneme changes its sound based on how a word is spelled

Behavioural background- perception based on the behavior of the people in a society

Big C–knowledge of cultures of countries in which provide information in the textbooks

Creolization and pidginization of English- communication between groups speaking different languages, and is not spoken as a first or native language. Also called contact language.

Culture – a particular society or civilization consists of the habits of the people, the way of life, ways of behaving, etc.

Cultural awareness– understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Cultural boundary– (also cultural border) identifies ethnic or ethnolinguistic cultures.

Cultural paradigms- understand the relationship between language and patterns of culture

Cultural roots- forms of values, assumptions and symbols of a people in a society

Deculturalise- to expose or subject to the influence of culture

De-nationalised- no longer owned or controlled by a country **Lingua franca-** a common language serving as a regular means of communication between speakers whose native languages are different.

Dialect – a particular form of a language of a specific region or social group.

Discourse – verbal expression in speech or writing.

Fluency- the ability to speak or write in a foreign language easily and accurately.

Globalisation- growing interactions between different regions and populations around the globe.

Hierarchy-a system in which members of a society are ranked according to relative status or authority.

Hybrid variety of English- the result of mixing two different varieties of English

Inappropriate circumstances- unacceptable words and phrases with similar meaning in a society.

Indigenized – localized, made fit in local culture

Interlocutor- a person who takes part in a dialogue or conversation

Language policy—ideas, laws, regulations, reforms intended to achieve the planned language change in the society

Language variety –a distinctive form of a language including dialect, register, jargon, idiolect, sociolect, etc.

Linguistic competence- knowledge of grammar (vocabulary, pronunciation) to use and understand the language

Local lingo- language or dialect spoken by people in a particular country or region

Noah Webster- American lexicographer known for his American Spelling Book (1783) and American Dictionary of the English Language, 2 vol. (1828; 2nd ed., 1840).

Perception-the way in which something is understood or interpreted

Pragmatic competence- the ability to produce and comprehend utterances (discourse) in socio-cultural contexts in which interaction takes place.

Reconceptualisation- conceptualise (something) in a new way

Small C-perceptions about everyday lives of people in a particular society including values, customs, traditions or shared experiences and practices, behavior, norms, etc.

Social hierarchy- stratified ranking of group members due to their valued dimension

Social ladder- the hierarchical structure of society or of a society

Sociolinguistic – connected with how language is used by different groups in society.

Sociolinguistic competence – ability to use the language appropriately in various social settings

Speech community – groups of people speaking the same language

Standard English- regarded as correct and acceptable by native speakers

Target language—a foreign language that a person intends to learn

Triumph of English – future of English as an international language

Utterance- action of saying/expressing something in spoken language

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Appendix:

Unit 2

Critical review of a professional article

For this webquest, you will have to read and write a critical review of a professional article . Go to the following link <https://www.etprofessional.com> to read an article.

In your review include the following points:

- Title, author, magazine, date of issue or URL and date accessed
- Brief summary of the article
- Critical comments on the article

Unit 8

Critical response to blogs

For this webquest you will have to read a blog article on the www.wordpress.com related to language learning and teaching. Write a direct response to the author of blog article. In your response include the following points:

- Name of the addressee and the addresser and the date of issue
- Points you agree or disagree with the author
- Your own point of view on the article
- Points for the author to consider

Unit 9

Writing a case study

For this task, you have to create a case study based on the facts in the article written by D.Sarimsakova (2020).

Sample:

Students in our faculty address the teachers with the utterance “teacher” which is interpreted directly from Uzbek language (ustoz) in which is commonly used for both male and female teachers avoiding calling with their names. This is because; the utterance ‘teacher’ shows the respect for teachers. However, now I understand that it is not appropriate of addressing teachers through the utterance ‘teacher’ in English as I have been studying the course “developing intercultural competence” at university. We should avoid using the utterance ‘teacher’ to build a successful communication in English as a foreign language.






Unit 10

Project work

For this individual work, you have to create a simple rating (1-5) in order to check the formation of tolerance of students in the faculty how to behave and communicate in intercultural settings, collect the data and prepare a five-minute presentation to share your research findings.

Sample:

To help identify us to identify your intercultural awareness in sociolinguistic settings, please Use four statements below, how do you rate your present knowledge about your tolerance, norms of behaviour. (e.g. if you feel completely prepared, put a circle around 1.

 I feel well prepared how to behave in intercultural settings	1 2 3 4 5
 I have the skills how to communicate with foreigners	1 2 3 4 5
 I am inexperienced about intercultural competence	1 2 3 4 5
 I feel comfortable in intercultural settings	1 2 3 4 5
 I need to develop my intercultural settings	1 2 3 4 5

Unit 12

Quiz


1. Mrs is used by married women and Miss by single women but many women prefer using Ms as it doesn't reveal their marital status.
2. British business culture tends to be egalitarian with less importance placed on status and hierarchy. Therefore it is usual to address everyone by their first names.
3. Mastering the art of 'small talk' will help you with everyday interactions in the UK. Like humour, 'small talk' is used to avoid talking about more serious or personal subjects. Keep your 'small talk' neutral and wait for your partners to open up.
4. Making firm eye contact and nodding your head show the speaker that you are listening and are engaged. However, folding your arms is a sign of lack of interest and boredom.
5. Your British acquaintance may be saying this as a polite way to say 'goodbye' rather than with any real intention of having a coffee with you.
6. This is an example of British indirectness. British people often use a question to frame an instruction.



Webquest


Sample

PERSONAL INFORMATION

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WORK EXPERIENCE

- From 2019 - present PhD student of the Department of Applied English
Namangan State University,
316, Uychi street, Namangan city 160100, Uzbekistan. www.namdu.uz
- PhD research work on the topic “Developing Sociolinguistic Competence of Future English Teachers through Independent Study”
- From 2019-2020 Trainee Researcher of the Department of English Language and Literature
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- Scientific research work on the topic “Developing Sociolinguistic Competence of Future English Teachers through Independent Study”
- From 2013 - 2019 Teacher of the Department of English Language and Literature
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316, Uychi street, Namangan city 160100, Uzbekistan. www.namdu.uz
-Teaching English language for bachelor and master degree students. .

EDUCATION AND TRAINING

2021-to present	PhD, 13.00.02 - Theory and methods of education and training (by fields) Namangan State University , Namangan city, Uzbekistan
2011-2013	Master degree on English Language and Literature Namangan State University , Namangan city, Uzbekistan
2007-2011	Bachelor degree on English languages and Literature Andizhan State University , Andizhan city, Uzbekistan

CERTIFICATIONS

AND DIPLOMAS

- Certificate of Appreciation for being a trainer at the online teacher training course organized by NETRUZ on July 6-15 entitled Formative Assessment Training, 2021
- Certificate of Appreciation to support the conference “IT skills development for girls and women”, Namangan 2020
- Certificate of Appreciation to support workshop on Collaborative Action Research for English Teachers” granted/supported by Democracy Outreach / Alumni Grants of Embassy of the United States of America, Namangan 2020
- Certificate of Award for English teaching Methodology workshops with English Language Program, US Department of State, 2017
- Certificate in Assessment in Language Teaching, Teacher Training. British Council, Uzbekistan State University of World Languages and UzPIC Tashkent. 2017
- Certificate in ESP, Best Practices for Courses and Materials e-teacher training course. University of Oregon, College of Arts and Sciences, American English Institute, USA. 2015

PERSONAL SKILLS

Mother tongue(s) Uzbek

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
English	C1	C1	C1	C1

Replace with name of language certificate. Enter level if known.

Computer skills ▪ good command of Microsoft Office™ tools, Excel, Power Point, Internet browsers.

ADDITIONAL INFORMATION

- Publications Local – more than 30
 Foreign - 20
- Projects “Virtual Workshop on Collaborative Action Research for English Teachers” granted/supported by Democracy Outreach / Alumni Grants of Embassy of the United States of America in Tashkent
- “Exploring Spoken English: Speaking Contest”, 2012. Namangan Youth Center, Namangan, Uzbekistan
- “Essay Contest” 2012. Namangan Youth Center, Namangan, Uzbekistan

Honours and awards

- Laureate of the award “Uzbekistan Belgisi” by Uzbekistan Youth Union 2015

 - Laureate of Fond Forum scholarship for gifted students by Uzbekistan Fund of Art and Culture, 2012

 - Laureate of State scholarship named Navoi by the Ministry of Higher and Secondary Education of the Republic of Uzbekistan, 2010
-

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Ilmiy nashr

D.M.Sarimsakova

Xorijiy tillarni o'qitishda madaniyatlararo muloqotni shakllantirish

O'quv qo'llanma

Muharrir: Muhammad Ali
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Texnik muharrir: Dilmurod Abdullaev

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