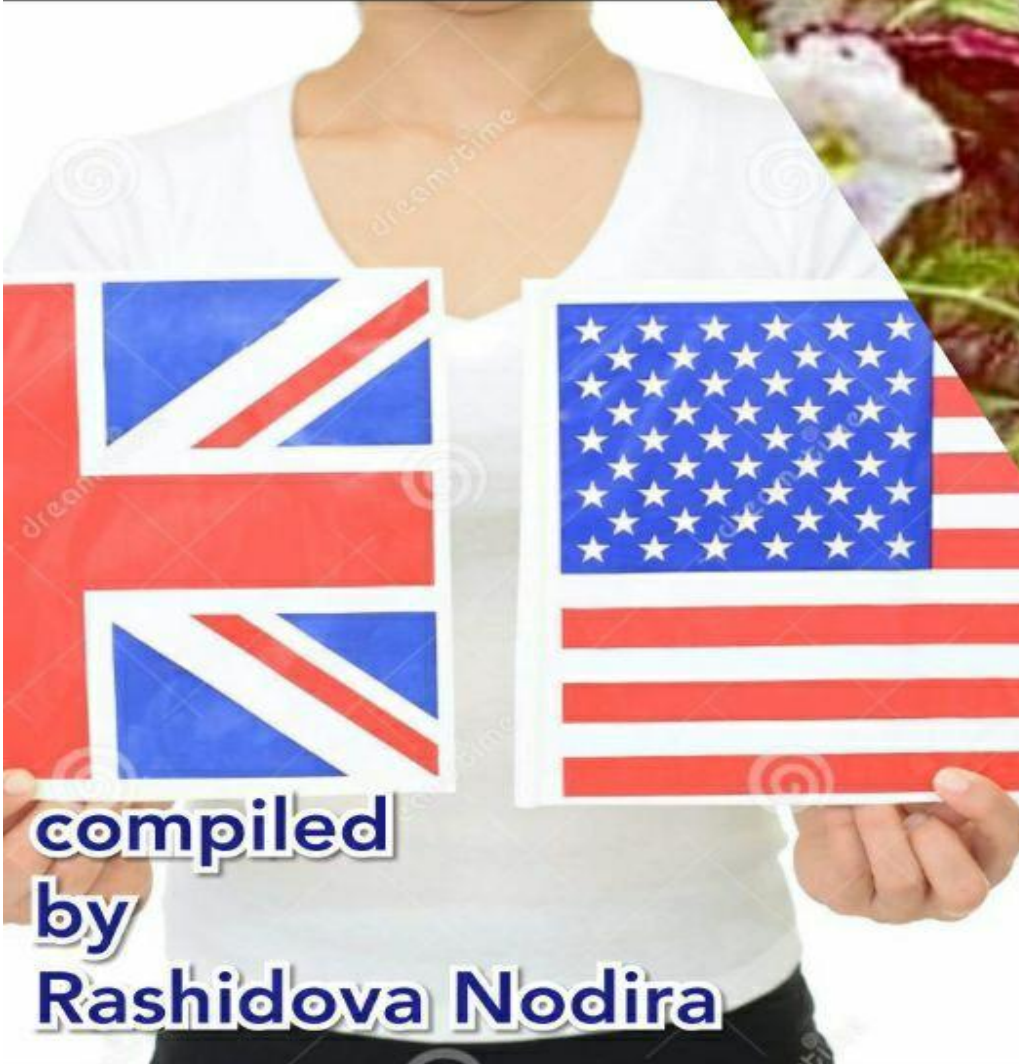
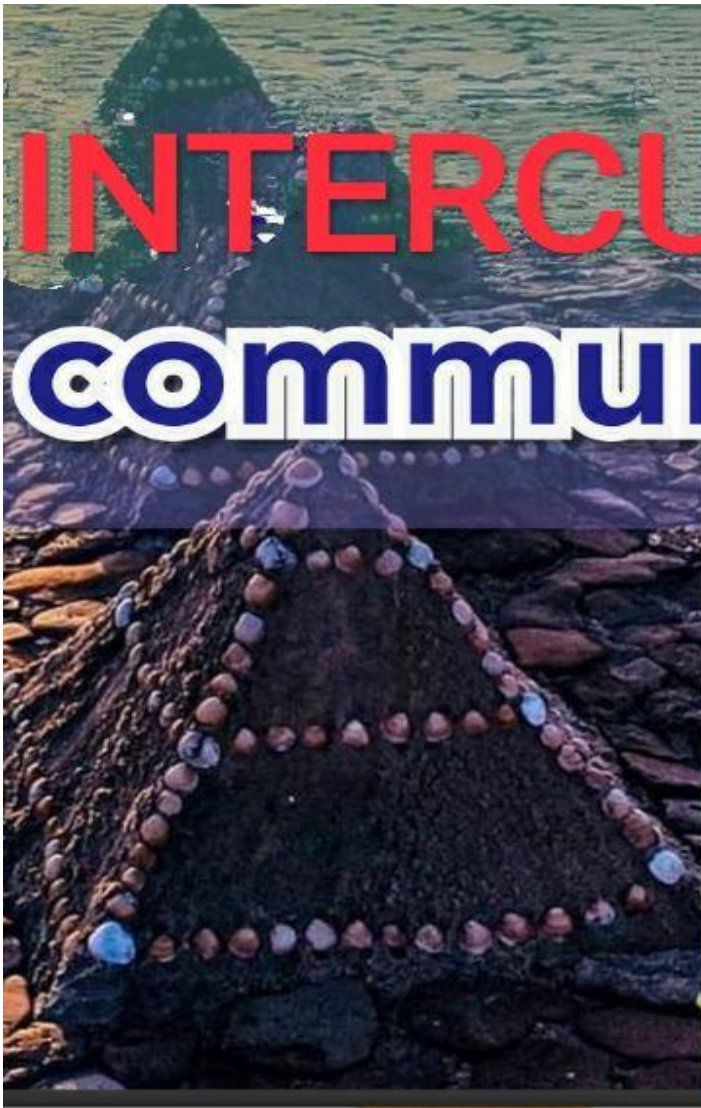


INTERCULTURAL communication



compiled
by
Rashidova Nodira

Tuzuvchi – muallif :

Rashidova Nodira Habibullayevna: Namangan davlat universiteti ingliz filologiyasi fakulteti ingliz tili o'qitish metodikasi kafedrasida o'qituvchisi.

Taqrizchi:

Yuldasheva Dilfuza Qodirovna: Namangan davlat universiteti ingliz filologiyasi fakulteti ingliz tili o'qitish metodikasi kafedrasida katta o'qituvchisi.

Mazkur uslubiy qo'llanma Namangan davlat universiteti ingliz filologiyasi fakulteti ingliz tili o'qitish metodikasi kafedrasining 2020-yil-----dagi -----sonli yig'ilishida muhokama etilib, 2020-yil -----dagi -----sonli ilmiy kengash yig'ilishida tasdiqlandi.

Kirish

Hozirgi kunda til bilishning o'zi kommunikatsiya ishtirokchilari bir-birini tushunishlari uchun yetarli bo'lmaydi. O'zaro munosabatlarning muvaffaqiyatli va samarali bo'lishi uchun nutq ishtirok etgan va ishtirok etmagan muloqotning milliy-madaniy xususiyatlari, ijtimoiy-madaniy me'yorlar, o'z-o'xloq qoidalari, kommunikatsiyadagi ustuvor xususiyatlar hamda xushmuomalalikning milliy tizimi haqida hamda turli xalqlar, tillar va madaniyatlar yaqinlashgan bugungi kunda, xorijiy tillarni o'rganish bilan birga, boshqa madaniyatlarga ham qiziqish ortib bormoqda. Madaniyatlararo, xalqaro muloqot masalalari umume'tiborni tortmoqda. Madaniyatlararo muloqot muammolari bilan shug'ullangan aksariyat xorijlik tadqiqotchilarning ta'kidlashlaricha, chet elliklar bilan muomalada bo'lganda grammatik, leksik va uslubiy xatolar kechiriladi, chunki bu ulardagi til bilimining yetarli emasligi bilan izohlanadi. Biroq muloqot jarayonida ijtimoiy-madaniy me'yorlarning, o'z-o'xloq qoidalarining buzilishi salbiy qabul qilinadi. Chunki bunday me'yorlarning buzilishi muayyan madaniyat vakilining kamsitilishi yoki haqoratlanishiga sabab bo'lishi mumkin. Kommunikativ xatolar madaniy shok holatini yuzaga chiqarib, shaxslararo va millatlararo muloqotning muvaffaqiyatsizlikka uchrashiga, hatto jiddiy to'qnashuv, geosiyosiy oqibatlariga olib kelishi mumkin. Shundan kelib chiqqan holda, globallashtirish, standartlashuv, integratsiyalashuv va madaniyatlarning aralashuvi yuz berayotgan bugungi kunda madaniyatlararo muloqot muammolarini o'rganish, ularni tadqiq etish dolzarb masalalardan biridir. limga ega bo'lish kerak bo'ladi.

NOTIONS OF CULTURE, CROSS-CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

Culture is the systems of knowledge shared by a relatively large group of people. Culture is communication, communication is culture.

Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

CROSS-CULTURAL AWARENESS

Someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

INTERCULTURAL COMPETENCE

Intercultural competence is a range of cognitive, affective, and behavioural skills that lead to effective and appropriate communication with people of other cultures. Effective intercultural communication relates to behaviors that culminate with the accomplishment of the desired goals of the interaction and all parties involved in the situation.[3][4] Appropriate intercultural communication includes behaviors that suit the expectations of a specific culture, the characteristics of the situation, and the level of the relationship between the parties involved in the situation.

It also takes into consideration one's own cultural norms and the best appropriate, comfortable compromise between the different cultural norms.

QUESTIONS:

1. What is cross-cultural awareness ? Give examples?
2. What is the difference between cultural awareness and cultural competence?
3. What do you know about intercultural competence?

VOCABULARY:

1. Preconception
2. Intercultural
3. Behavioural skill

4.Cognitive

5.Affective

6.Cultural awereness

7.Cross-culture

Filling the gaps in the sentences.

1.Cultural awereness is.....

2.Intercultural competence is a range of.....skills that lead to afective and appropriat communication with people of other culture.

:

Language and culture in an EFL classroom

This is a great topic for discussion because although all of us teachers are busy teaching our students English, we cannot forget that teaching a language is as much a cultural exchange as it is anything else.

Sometimes we may be so immersed in getting the task of English done that we miss important opportunities to connect with our learners on cultural levels, levels that can enhance students' learning. This short blog post will discuss the benefits of incorporating students' native language (L1) and culture in the class, and I will give a personal anecdote or two about how doing so helped me in my teaching context.

Before diving into the crux of this post, I would like to differentiate between ESL and EFL, ESL being English that is taught in primarily English-speaking countries, whereas EFL is where English is primarily taught in foreign contexts and as a foreign language. Incorporating L1 language and culture would probably be easier in EFL contexts than in ESL contexts, and this is for one main reason. Students in ESL contexts generally come from many different L1 backgrounds (i.e. Asian,

Middle Eastern, South American countries, etc.), while students in EFL contexts will generally be from the same language and culture. Thus, a teacher in an ESL context would need to have more extensive knowledge of all of his/her students' languages and cultures in order to incorporate them all equitably and meaningfully in class. In EFL contexts, however, teachers are generally teaching students who share one language and one culture. Thus, this post has been written primarily with EFL contexts in mind, though it is possible to be implemented in ESL contexts albeit with slightly more difficulty.

“Languages have strong, inseparable, and complex ties to culture” (Jenkins, 2010) and learning a language essentially opens a window into the culture and customs of a people. Though English teachers all over the world are focused on making sure their students acquire the linguistic skills needed to advance their nations, L1 language and culture also play an important role in the language classroom. In my opinion, incorporating L1 language and culture has two primary benefits; it builds rapport which eases apprehension and breaks down barriers, and it potentially saves precious class time. In my experience, I have found that students really appreciate when their teacher exhibits interest in their customs and cultural practices. For students, it signifies that not only is the teacher concerned with teaching English, but he/she is also considerate of and interested in learning about the host country's way of life. For example, in Saudi Arabia going out on family outings and frequently visiting family members makes up a major part of the fabric of society. Thus, whenever there is an opportunity to try to connect lesson content with the students' lives, I do my best to incorporate things that I know are important to them as well as things that they are very familiar with. In a lesson on cultural perspectives on “time”, for example, I might use family gatherings as an example of determining appropriate protocol in relation to time when Saudi families get together. Linking lesson content to students' lives and culture goes a long way in building rapport as they grow to appreciate you taking an interest in learning about their culture, it breaks down cultural barriers, and it helps students stay motivated to learn.

The other major benefit of incorporating L1 language in the class is that it can become a precious time saver! With abstract concepts like “pin much here in Saudi Arabia, 2) they couldn’t quite understand the allusion to cats and dogs, and 3) they don’t have a similar Arabic expression. After painstakingly trying, I had one of my students translate it in class, I understood and approved the translation, and we were able to carry on class without using up more valuable class time. In that instance, by knowing the language I felt comfortable allowing the student to translate because I could assess the accuracy of the translation and we could carry on with the lesson.

There is of course a delicate balance in incorporating L1 in that we do not want to over rely on it such that learners fail to want to experiment with L2; that would certainly not be desirable. But for the sake of building rapport and maximizing class time, incorporating L1 language and culture has tremendous value.

Questions

1. What is the major benefit of your mother tongue in foreign language classroom?
2. How do learners learn the second language's culture during the lesson?
3. How does another culture and language affect to the learners?
4. Count benefits of second language
5. Can you say your opinions about second language?

Vocabulary

1. Immerse - to put someone or something deep into a liquid so that they are completely covered
2. Enhance - to improve something
3. Equitable - treating all people in a fair and equal way
4. Compassion - a strong feeling of sympathy for someone who is suffering, and a desire to help them

5. Incorporate - to include something as part of a group, system, plan etc

6.



Britain Quiz



or

How much do you know about Britain? Work in groups and answer these questions.

- 1) The sport people watch most in Britain is:
a) cricket b) football c) tennis d) rugby
- 2) What is the traditional Sunday Lunch?
a) fried eggs and bacon b) roast meat c) fish and chips
d) a Cornish pasty
- 3) What is the name of the highest mountain in Britain?
a) Snowdon b) Scafell Pike c) Ben Nevis
- 4) The capital of Northern Ireland is:
a) Cardiff b) Dublin c) Belfast d) Edinburgh
- 5) How many countries are in the U.K?
a) 1 b) 5 c) 4 d) 2
- 6) What is the second largest city in the UK?
a) Birmingham b) Cardiff c) Plymouth d) Brighton
- 7) Which country in Britain has road signs written in two languages:
a) Wales b) England c) Scotland
- 8) 10 Downing Street is the home of:
a) Harry Potter b) Theresa May c) Prince William
d) David Beckham
- 9) Who is the patron saint of England?
a) St David b) St George c) St Patrick d) St Andrew
- 10) Who was born in Stratford-upon-Avon?
a) Charles Dickens b) Princess Diana c) William Shakespeare d) Winston Churchill
- 11) The Queen's granddaughter Zara Philips is a famous Olympic:
a) horse rider b) swimmer c) boxer d) hockey player
- 12) Where are the crown jewels kept?
a) Buckingham Palace b) The Tower of London
c) Westminster Abbey d) Big Ben



etc

7.

way

type

or

Allusion - something said written that mentions a subject, person indirectly

Perspective - a of thinking about something, especially one which is influenced by the of person you are by your experiences

Activity

Language change

Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All natural languages change, and language change affects all areas of language use. Types of language change include sound changes, lexical changes, semantic changes, and syntactic changes.

The branch of linguistics that is expressly concerned with changes in a language (or in languages) over time is historical linguistics (also known as diachronic linguistics).

Examples and Observations

"For centuries people have speculated about the causes of language change. The problem is not one of thinking up possible causes, but of deciding which to take seriously... "Even when we have eliminated the 'lunatic fringe' theories, we are left with an enormous number of possible causes to take into consideration. Part of the problem is that there are several different causative factors at work, not only in language as a whole but also in any one change... "We can begin by dividing proposed causes of change into two broad categories. On the one hand, there are external sociolinguistic factors — that is, social factors outside the language system. On the other hand, there are internal psycholinguistic ones — that is, linguistic and psychological factors which reside in the structure of the language and the minds of the speakers." (Jean Aitchison, *Language Change: Progress or Decay?* 3rd ed. Cambridge University Press, 2001)

- Words on the way out "Amidst and amongst are all rather formal, almost affected, now, and are more usually encountered in high-brow writing, less usually in speech. This suggests that these forms are on the way out. They will probably bite the dust, just as betwixt and erst have done..." (Kate Burridge, *Gift of the Gob: Morsels of English Language History*. HarperCollins Australia, 2011)
- Anthropological Perspective on Language Change "There are many factors influencing the rate at which language changes, including the attitudes of the speakers toward borrowing and change. When most members of a speech community value novelty, for example, their language will change more quickly. When most members of a speech community value stability, then their language will change more slowly. When a particular pronunciation or word or grammatical form or turn of phrase is regarded as more desirable, or marks its users as more important or powerful, then it will be adopted and imitated more rapidly than otherwise... "The important thing to remember about change is that, as long as people are using a language, that language will undergo some change." (Harriet Joseph Ottenheimer, *The Anthropology of Language: An Introduction to Linguistic Anthropology*, 2nd ed. Wadsworth, 2009)
- A Prescriptivist Perspective on Language Change "I see no absolute Necessity why any Language would be perpetually changing." (Jonathan Swift, *Proposal for Correcting, Improving, and Ascertaining the English Tongue*, 1712)

Sporadic and Systematic Changes in Language "Changes in language may be systematic or sporadic. The addition of a vocabulary item to name a new product, for example, is a sporadic change that has little impact on the rest of the lexicon. Even some phonological changes are

sporadic. For instance, many speakers of English pronounce the word catch to rhyme with wretch rather than hatch...

"Systematic changes, as the term suggests, affect an entire system or subsystem of the language... A conditioned systematic change is brought about by context or environment, whether linguistic or extralinguistic. For many speakers of English, the short e vowel (as in bet) has, in some words, been replaced by a short i vowel (as in bit), For these speakers, pin and pen, him and hem are homophones (words pronounced the same). This change is conditioned because it occurs only in the context following m or n; pig and peg, hill and hell, middle and meddle are not pronounced alike for these speakers." (C.M. Millward, A Biography of the English Language, 2nd ed. Harcourt Brace, 1996)

- The Wave Model of Language Change "The distribution of regional language features may be viewed as the result of language change through geographical space over time. A change is initiated at one locale at a given point in time and spreads outward from that point in progressive stages so that earlier changes reach the outlying areas later. This model of language change is referred to as the wave model ... "(Walt Wolfram and Natalie Schilling-Estes, American English: Dialects and Variation. Blackwell, 1998)

Questions:

1. What is the second name "historical linguistic" time?
2. What is the semantic change?
3. How many language change type has in English language?

Find the definitions of the words.

Vocabulary:

Amidst

Betwixt

Wretch

Hatch

Wave model

Filling in the gaps:

1. When most members of value novelty
2. The addition of a vocabulary item to name a new product, for example, is that has little impact on the rest of the lexicon.
3.nge is brought about by context or environment, whether linguistic or extralinguistic.
4. The distribution of regional language features may be viewed as the result of language change through over time.

CULTURE SHOCK

Culture shock is an experience a person may have when one moves to a cultural environment which is different from one's own, it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life. One of the most common causes of culture

shock involves individuals in a foreign environment. Culture shock can be described as consisting of at least one of four distinct phases: honeymoon, negotiation, adjustment, and adaptation.

Common problems include: information overload, language barrier, generation gap, technology gap, skill interdependence, formulation dependency, homesickness (cultural), boredom (job dependency), response ability (cultural skill set). There is no true way to entirely prevent culture shock, as individuals in any society are personally affected by cultural contrasts differently.

Culture shock is the feeling of uncertainty, confusion, or anxiety that people experience when visiting, doing business in, or living in a society that is different from their own. Social norms can vary significantly across countries and regions. Culture shock can arise from an individual's unfamiliarity with local customs, language, and acceptable behavior.

Culture shock can be daunting for those who do business abroad. Many international companies provide training to help acclimatize employees and reduce cultural gaffes, which can affect professional transactions, operations, and relationships.

Culture shock is usually most intense at the beginning of a stay abroad-but in a good way. At first, people are usually thrilled to be in their new environment, and they see it as an adventure. If someone is on a short stay, this initial excitement may define the whole experience. However, if someone has moved to the new locale on a long-term basis, this "honeymoon" phase will eventually end.

Culture shock is a natural state of psychological and physical disorientation that can occur upon encountering a new environment and culture. Loss of social support networks, independence, and the ability to communicate combined with the differences and challenges of entering a new culture are all factors that contribute to feelings of culture shock.

Culture shock occurs at different times and to different extents for different people. Some symptoms of culture shock which cross-cultural training helps international assignees understand include:

- Depression, fatigue, insomnia
- Loss of self-confidence
- Anxiety, confusion, frustration
- Fear and insecurity
- Grief-mourning for old life
- Loneliness and isolation
- Annoyance and over-sensitivity
- Impatience

Take a look at some of our top tips for overcoming culture shock. Good luck with your assignment and let us know how you get on dealing with culture shock.

Questions:

1. What is Culture Shock?
2. How Culture Shock Works?
3. Why Culture Shock is Good for you?

Vocabulary:

1. Culture shock;
2. Honeymoon;
3. Negotiation;
4. Adjustment;
5. Adaptation;
6. Language barrier;
7. Transactions;

8. Customs.

Filling the gaps in the sentences.

1. Culture shock can be ... for those who do...
2. Social norms can vary significantly across ... and ...
3. can be described as consisting of at least one of four distinct phases: ..., ..., ..., and ...

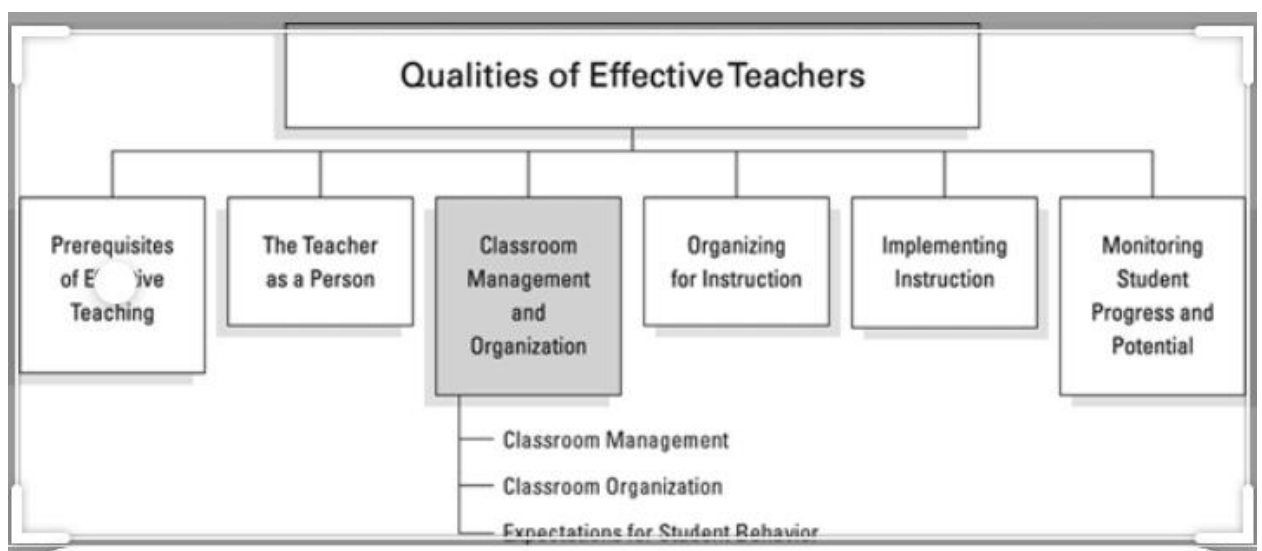
What variety to teach: consistency in teaching English

Consistency- the quality of always being the same, doing things in the same way, having the same standarts. It is used to show approval. e.g .Consistency of performance depends on several factors.



Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional

experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan. All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.



Useful PRACTICES for teaching consistency in teaching English.

Establish a positive classroom environment. Make the classroom a pleasant, friendly place accept individual differences learning activities should be cooperative and supportive. Create a non-threatening learning environment

Organize physical space; eliminate situations that may be dangerous or disruptive.
Establish classroom rules and procedures and consistently reinforce them.
Beginning the lessons by giving clear instructions. State desired quality of work
Have students paraphrase directions Ensure that everyone is paying attention
Ensure that all distractions have been removed Describe expectations, activities
and evaluation procedures Start with a highly motivating activity build lesson upon
prior student knowledge.

Questions

1. Do you know the meaning of the consistency in teaching English?
2. What is the quality of the effective teachers?
3. Why do we need the best planning lesson?

Vocabulary

1. Consistency-
2. Endeavor-
3. Expectation-
4. Non-threatening-
5. Disruptive-
6. Discipline-
7. Implementation-
8. Revamped-

Task

You should create the best lesson by using the qualities of effective teacher
i.e organizing for instruction, teacher as a person, monitoring student, progress and
potential and etc. it should be 45min. and warm-up activity.

Background of English becoming an international language: social and political circumstances.

First language, also known as mother tongue, is generally the language a person learns first. However, one can have two or more native languages thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. Lacking in first language skills often make learning other languages difficult. Often a child learns the basics of his or her first language or languages from his or her family. The term mother tongue, however, should not be interpreted to mean that it is the language of one's mother. For instance, in some paternal societies, the wife moves in with the husband and thus may have a different first language or dialect than the local language of the husband. Yet their children usually only speak their local language.

Answer the questions according to the reading passage.

1. According to the passage, first language skills ----.

- A) take a very long time to develop
- B) play an important role in learning a new language
- C) are not transferable to the second language
- D) can also have negative effects in foreign language acquisition
- E) can aid children only in the beginning stages of learning a second language

2. We understand from the passage that ----.

- A) most bilinguals don't have a dominant language
- B) the acquisition of a first language is the most complex skill anyone ever learns
- C) most children have learning difficulties in acquiring their first language
- D) one's mother tongue might not be the language of the parents

RITA'S TRIP ABROAD

a. Put the words below under the correct headings.

boat • foreigner • hotel • immigration form • immigration officer • passport
plane • round-trip ticket • tent • train • tourist • youth hostel

TRAVEL

			
TRANSPORTATION	ACCOMMODATION	OBJECTS	PEOPLE
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

b. Imagine you are Rita. Complete this postcard to be sent home to your parents in Mexico.

<p>Dear Mom and Dad, I am having a (1) _____ time this summer in America. Washington is a (2) _____ city and I am doing a lot of (3) _____. At first I was worried about my (4) _____, because I didn't know if it was (5) _____ enough. But my aunt and uncle speak very (6) _____ and (7) _____ and they are very (8) _____ I'm visiting. I hope you are both well. Love, Rita</p>	<div data-bbox="1141 801 1289 974" style="border: 1px solid black; width: 80px; height: 70px; margin: 0 auto;"></div> <hr/> <hr/> <hr/>
--	---

happy

English

clearly

good

great

slowly

good

sightseeing

E) it is very rare for bilinguals to have equal competence in both their languages

3. One can infer from the reading that ----.

A) one cannot be a native speaker of more than two languages

B) very few children throughout the world learn to speak two language

D) bilinguals use their two languages for different purposes and functions

E) only a few people learn to speak his or her mother's language like a native

VARIETIES OF ENGLISH

In present-day linguistics the term variety is used to refer to any variant of a language which can be sufficiently delimited from another variant. The grounds for such differentiation may be social, historical, spatial, or a combination of these. The necessity for a neutral term such as variety arose from the loaded use of the term dialect: this was not only used in the neutral sense of a regionally bound form of a language, but also with the implication that the linguistically most interesting varieties of a language are those spoken by the ordinary rural population. This view is understandable given the origin of dialectology in the nineteenth century, that is in the heyday of historical linguistics.

THE NOTION OF “DIALECT”

- 1) **Dialect.** Strictly speaking the term dialect refers to a geographical variant of a language. However, it is used loosely, not only by non-linguists, to talk about any variety of language. For sociolinguistic purposes one must distinguish various sub-types of dialect.
- 2) **Standard, non-standard and substandard.** In a country with a so-called Kultursprache, a language with a long written tradition and a literature, such as the majority of countries of the West, it makes sense to talk of a codified standard. By implicit or explicit comparison with this standard one can then classify other varieties as non-standard or substandard.
- 3) **Vernacular.** This is a term which is only found in English. The nearest equivalent in German is Volkssprache. The term refers to the language spoken naturally by the inhabitants of a country as opposed to a possible classical language which may have a position of dominance in cultural or ecclesiastical spheres.

- 4) Mutual intelligibility of dialects. This consideration presents us with the problem of how to distinguish between language and dialect and the problem of how to decide what a language is. One way of characterizing “language” and “dialect” is to regard languages as a collection of mutually intelligible dialects and a dialect as a recognizable variety within this group.
- 5) Polylectal grammars. Obviously, speakers of different dialects are able to understand each other more or less. This can be seen with speakers of both English and German. The reason is that the linguistic systems involved do not differ fundamentally.

Answer the questions

- 1) Can you clarify what are the varieties of English ?
- 2) How may be the grounds for such differentiation ?
- 3) Count and explain the notion of dialect

Vocabulary.

Delimit – to set or say exactly what the limits of something are

Spatial – relating to the position , size, shape, etc of things

Dimension – a part of a situation or a quality involved in it

Implicit –suggested or understood without being stated directly

Explicit-expressed in a way that is very clear and direct

Intelligible – if speech, writing, or an idea is intelligible, it can be easily understood

Ecclesiastical –relating to the Christian church or its priests

Fill the gaps. Use above text.

- 1) Strictly speaking the term dialect refers to.....

- 2) By implicit or explicit comparison with
- 3).....is a term which is only found in English.
- 4) One way of characterizing “language” and “ dialect” is.....
- 5) Obviously, speakers of different dialects are.....
- 6) The nearest equivalent in German is
- 7) The necessity for a neutral term such as.....

Stereotypes, images and symbols

My professional life relies upon two human truths: the power of symbols and the influence of stereotypes. Brands, particularly logos, are symbols that are designed to activate a stereotype. For example, most people imagine the stereotype of an athlete when they are exposed to the Nike swoosh. In fact, that symbiosis is what gives the Nike brand its cachet and market value.

Yet the connection between symbol and stereotype has a dark side. A few weeks ago, the Supreme Court overruled a federal court decision on the case of *Matal v. Tam*. The lower court’s decision denied trademark protection for disparaging names and symbols. That decision had a ripple effect on major franchises like the Washington Redskins. Had the Court upheld the lower court’s decision, the Redskins would have lost their ability to litigate against companies that wished to copy their logo or use their brand identity without permission.

In a unanimous ruling, The Court rejected the lower court decision on First Amendment grounds. Writing for The Court, Justice Samuel J. Alito stated, “it offends a bedrock First Amendment principle: Speech may not be banned on the ground that it expresses ideas that offend.”

While The Court has settled the matter on legal and constitutional grounds, the case of disparaging symbols and their influence on negative stereotypes remains, as does a pertinent question: should the Redskins rebrand? In certain circles, that question invites a fight.

There have been numerous studies that have corroborated the belief that Native American mascots activate negative stereotypes of Native culture. These studies have failed, however, to demonstrate or quantify the consequences of such activation. But a recent study in *The Journal of Social Psychology* revealed some disturbing new findings. Specifically, the study by Melissa Burkley, Edward Burkley, Angela Andrade and Angela C. Bell found that Native American mascots did more than activate negative stereotypes. These symbols also triggered the application of such stereotypes by people who held stereotypical attitudes.

Let me explain. There's an old maxim in research: correlation does not equal causation. In other words, just because two numbers move up or down together does not mean that one number affects the other. In similar fashion, activation does not equal application. A symbol may cause negative stereotypes to load (or activate) in a person's mind, but that doesn't mean that the person acts upon (or applies) those stereotypical ideas as a result. Thus, seeing a Redskins logo does not necessarily make a person view Native Americans as "savages" or dangerous to society. However, amongst people who hold such a negative attitude toward Native Americans, the Redskins logo may, in fact, encourage them to apply their belief. That is, the logo can be a trigger that reinforces their judgment and influences their behavior.

The study is particularly relevant in a different context: the Confederate flag. Sympathizers have argued that the flag is a symbol of Southern pride, while opponents have argued that it is a beacon of hate. While it is true that many Southerners may feel pride for the flag without holding stereotypical attitudes toward African-Americans, it is also invariably true that the same flag emboldens some confederate apologists to behave in ways that conform to racist attitudes.

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This sketchy dividing line of branding's landscape raises many ethical issues. At what point is a brand responsible for the unintended consequences of its identity system? Pepe the Frog was the stoner icon of a 2008 comic series called Boys Club, by Matt Furie. The symbol became so popular that celebrities such as Katy Perry and Nicki Minaj used it on social media. But in 2015 the alt-right movement appropriated it. Soon after, Pepe has regularly appeared in anti-Semitic propaganda and at rallies of white nationalists. The Anti-Defamation League included Pepe in its database of hate symbols last year, and Furie ceremoniously killed Pepe off earlier this year. But the glassy-eyed frog continues to appear without permission in controversial applications.

Pepe is an extreme example, and it would be hard to argue that the case of Pepe the Frog or the Confederate flag are equivalent to the case of the Washington Redskins. Yet the Redskins case is a growing brand challenge, particularly if the Redskins logo becomes a symbol that validates the beliefs of racist sub-segments. There is also the reality that the logo will increasingly offend segments that have positive attitudes and opinions about Native American culture. And then there is the possible danger of the logo being appropriated—like Pepe or the confederate flag—to stand for something distinctly different from its original meaning: as opposition to authority, justified belligerence, or the purposeful exclusion of selected audiences.

Symbols acquire meaning through their application. Stereotypes gain their meaning through the unpredictable flow of culture. For over a millennia the swastika was a symbol of luck and prosperity. In less than a decade the flow of

culture transformed it into a universal symbol of fear and hatred because of its application. We must never lose sight of the fact that something which seems relatively inert may in fact influence rather potent behavior.

Follow me on Twitter or subscribe to The Findings Report to receive my newsletter about media, culture, consumers and the brand called life. Other Recent Stories. Do introverts have an advantage or a disadvantage in the workplace? How should we design the personality of our future AI colleagues? Bestselling author Matthew Pollard and Justine Cassell provide insight. Many experts believe that our societal attitudes about masculinity must change to achieve gender equality. Guests Michael Ian Black, Gary Barker, and Linda Tuncay Zayer join us for a discussion about how to redefine manhood.

Trust is viewed as an essential business success metric. But numerous studies suggest that our trust in governments, organizations and businesses has been declining.

Questions:

1. What do you think about the stereotype?
2. Tell something about the role of the images?
3. Do you have stereotypical thoughts?

Vocabularies:

1. Corroborate
2. Mascot
3. Correlation
4. Belligerence
5. Millennia
6. Logo

7. Inert

8. Confederate

Filling the gaps in the sentences:

1. There are two human truth: and
2. Stereotypical people held attitudes
3. The connection between and has a dark side.

Globalization and the spread of English

Globalization has influenced the evolution of the English language the most, according to Dr Maria Leedham, in this short piece based on the transcript of a phone interview.

Over the past 100 years it's globalization – accelerated by new technology – that has had the greatest impact on the English language. English is a world language now, the dominant language of science, computing and academia in general. But looking back 100 years, to the start of the first world war, it wasn't so clear that English would be so dominant.

People stayed in the area they grew up in, but we've seen tremendous changes since then in international travel and in the growth of the internet. English has a very large vocabulary and absorbs many words from other languages. That process will carry on through globalization.

My research has looked at Chinese students writing in English, and although some people talk about Chinese becoming the lingua franca, I don't think that's likely to happen for quite some time. I think globalization will result in people becoming more accepting of differences, of using different connotations, different vocabularies and so on.

We don't own English anymore; that's quite important. People can be quite precious about speaking British English as if it's ours.

English is the dominant language in the world, and that means we have to accept that it's going to change, and this change is beyond the control of mother tongue speakers.

Answer the questions.

1. Why it wasn't so clear that English would be so dominant?
2. Which process will carry on English through globalization?
3. Have you ever think about your mother language can impact to the globalization?

Vocabulary.

Globalization– the process by which businesses or other organizations develop international influence or start operating on an international scale.

Evolution– the gradual development of something.

Compute – reckon or calculate (a figure or amount).

Tremendous – very great in amount, scale, or intensity.

lingua franca – a language that is adopted as a common language between speakers whose native languages are different.

Absorbs – take up the attention of (someone); interest greatly

Precious – of great value; not to be wasted or treated carelessly.

Match the phrasal words.

1. short	a) language
2. accelerated	b) changes
3. a world	c) franca
4. tremendous	d) travel
5. in international	e) by new technology
6. lingua	f) piece

Background to English becoming an international language : social and political circumstance.

By the late 18th century, the British Empire had spread English through its colonies and geopolitical dominance. Commerce, science and technology, diplomacy, art, and formal education all contributed to English becoming the first truly global language. English also facilitated worldwide international communication.



English as an International Language (EIL)

- Graddol (1997) argues that economic globalization has encouraged the global spread of English, while the global spread of English has also encouraged globalization.
- Increasingly, as globalization and the new technology continue to bring people from different cultural and linguistic backgrounds closer together, the default form of communication in everyday life for many people is becoming instances of intercultural communication.

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people speak Spanish than English as their first language. Nearly three times as many speak Mandarin Chinese in their family homes. Yet few would dispute that English is the leading world language.

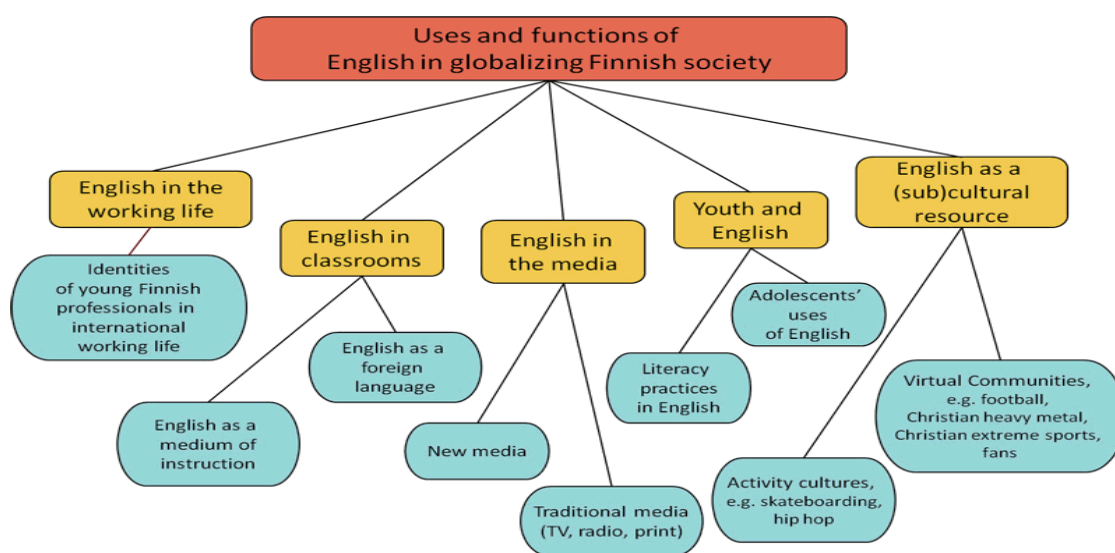
The key factor in this preeminence is in the role of English as a lingua franca or common second language, as this table shows.

English is the most popular second language (L2)

English is the international language of business, commerce, science, medicine, and many other key areas. Even in diplomacy, where French once ruled supreme, English is now dominant in most regions of the world.

According to David Graddol's extensive survey for the British Council, the number of non-native or second language speakers of English now outnumbers those of primary or native speakers. international tourism is growing, but the

proportion of encounters involving a native English speaker is declining (1.9). There were around 763 million international travelers in 2004, but nearly 75% of visits involved visitors from a non-English-speaking country travelling to a non-English-speaking destination. This demonstrates the ... growing role for global English. Increasingly, non native speakers use English as a “practical tool” and also as a “working language” (Crystal 2003: 426), has emerged as a lingua franca used by millions of people to engage in a conversation with each other. (Tünde NAGY, 2016)



Why English?

English “global language because of the power of the people who speak it”

The renowned linguist, David Crystal, suggests that “a language becomes a global language because of the power of the people who speak it.” The ‘power’ of English was initially based on political and military factors, most notably the expansion of

the British Empire. Later the role of English as the language of the scientific, industrial, financial and economic revolutions further increased its influence.

Crystal stresses that the increasing importance of English is not because of the structure of the language itself. English, he points out, is not particularly accessible to speakers of other languages. It has eccentric spelling and pronunciation patterns — cough, for example.

It also has the largest lexicon (number of words) of any European language. The Oxford English Dictionary runs to 23 volumes and 615,000 words. The equivalent German dictionary contains 180,000.

Adaptability

Other linguists feel that Crystal undervalues the special nature of the English language. Robert McCrum argues that English “does a good job” in allowing non-native speakers to adapt to it. In an interview with the Boston Globe McCrum focuses on its ‘democratic’ nature.

A. The French have always been very imperious. Whenever they have a cultural decision to make it’s always top down. With English, it’s always bottom up. I’m saying implicitly that there’s a quality to the English language which is different from German or French or Chinese. That quality is approachability, usefulness, adaptability.

English is a Germanic language in its grammar, syntax and key vocabulary. Though only 30% of English words are Anglo Saxon, they make up around 70% of those used in common conversation. The top ten most commonly used verbs — be, have, do, say, make, go, take, come, see, get — are all survivors from old English.

What makes the English language flexible, however, is that its lexicon (vocabulary) borrows heavily from other languages — particularly Latin, Greek and French. These ‘loanwords’ are either integrated through usage or disappear into obscurity.

Questions.

1. How has English language become an international language?
2. Can you explain its functions?
3. Why is this the most popular second language?

Vocabulary

Geopolitica

Diplomacy

Dominance

Encounter

Imperious

Survivor

Activity

Name: English is in classroom

The teacher has to teach everything in English during the lessons as a foreign language. Students have to show how native speaker greet each other. Other Students have to show how they behave themselves in asking permission. The teacher may divide them into two little groups. The Students are given 2 minutes for preparation and 5 minutes for displaying.

Good day Sir / Madam (very formal)

Respond to a formal greeting with another formal greeting.

Good morning Mr. Smith.

Hello Ms. Anderson. How are you today?

Informal Greetings: Arriving

Hi / Hello

How are you?

How are you doing?

What's up? (very informal)

It's important to note that the question How are you? or What's up? doesn't necessarily need a response. If you do respond, these phrases are generally expected:

How are you? / How are you doing?

Very well, thank you. And you? (formal)

Fine / Great (informal)

What's up?

Not much.

I'm just (watching TV, hanging out, cooking dinner, etc.)

Informal Greetings After a Long Time

If you haven't seen a friend or family member for a long time, use one these informal greetings to mark the occasion.

It's great to see you!

How have you been?

Long time, no see.

How are you doing these days?

Formal Greetings: Departing

Use these greetings when you say goodbye at the end of the day. These greetings are appropriate for work and other formal situations.

Good morning / afternoon / evening.

It was a pleasure seeing you.

Goodbye.

Goodnight. (Note: Use after 8 p.m.)

Informal Greetings: Departing

Use these greetings when saying goodbye in an informal situation.

Nice seeing you!

Goodbye / Bye

See you later

Later (very informal)

Questions

1. Count the types of greetings?
2. What is the difference between formal and informal greetings?
3. Describe your L2's greetings?
4. How can you show your emotions in foreign language through greetings?
5. Do you know another types of greetings?

Vocabulary

1. Formal - made or done officially or publicly
2. Greeting - something you say or do when you meet someone
3. Depart - to leave, especially when you are starting a journey
4. Sir - used when speaking to a man in order to be polite or show respect
5. Madam - used to address a woman in a polite way, especially a customer in a shop
6. Occasion - a time when something happens

7. Depend on - if something depends on something else, it is directly affected or decided by that thing

Friends and Family

Greetings and conversations

Hi, how are you?

Good morning

Good weekend?

Did you do the homework?

Are you coming to the canteen?

What did you do at the weekend?

Where are you going after school?

I'm going into the town centre on the bus. What about you?

Nothing really, it was boring!

I'm fine thanks

Good morning

Yes, I am. See you there in a minute.

Yes, it was great! What did you do?

No, it was too hard. How about you?

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Activity

Nazorat uchun savollar

1. Inson qanday mohiyat?
2. So‘z qanday vosita?
3. “Madaniyatlararo muloqot” fanining maqsadi nimadan iborat?
4. Muhammad va Aleksning tajribalari madaniyatlararo muloqotning qaysi tomonlarini ko‘rsatib beradi?

5. “Madaniyatlararo muloqot” fani qaysi masalalarni tadqiq etadi?
6. “Madaniyatlararo muloqot” tushunchasi nimani ifodalaydi?
7. Madaniyatlar o‘zaro ta’sirining qanday darajalari mavjud?
8. Donor-madaniyat nima?
9. Retsipiyent-madaniyat nima?
10. Madaniyatlar o‘zaro ta’sirining qanday shakllari mavjud?

Mustaqil ish topshiriqlari

1. O‘zingiz qarshilashgan madaniyat farqliliklari haqida esse yozing.
2. “Madaniyatlararo muloqot” fanining masalalari mavzusida taqdimot tayyorlang.

Adabiyotlar

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