ERASMUS+ K2

Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration

(MultiED)

Language, Culture, and Society

Syllabus

2021

Language, Culture, and Society: Course Description	
Master / bachelor	**Bachelor**
Fields of studies	**035 Philology** **014 Secondary Education**
Program Subject Area	**035.041 "Germanic languages and literatures (translation included)", English as a major** **014.021 "Secondary education. Language and Literature" (English and a West-European language)**
Qualifications	**Philologist, teacher of foreign languages, translator**
Attendance format	**Full-time**
Core/ elective	**Professional elective course**
Course prerequisites	**Introduction to Linguistics, English – level B1+**
Course post-requisites	**Culture studies, History of the English Language, English Phonetics, English Lexicology, Stylistics, General Linguistics, Psycholinguistics, Sociolinguistics, Practical Course of English**
Semester	**Year 3, Semester 6**
Credits, hours	**3 ECTS** **90 hours (30 classroom hours, and 60 hours of students' individual work)**
Pass grade	**Passed (A, B, C, D, E) / Failed (F)**
Language of instruction	**English**
Course developers	**ANDRUSHCHENKO Viktoriya**, PhD in Philology, Associate Professor of the Department of English Philology and Translation, Horlivka Institute for Foreign Languages of the State Higher Educational Establishment "Donbas State Pedagogical University" **GARTON Sue**, Dr., Reader in English Language (TESOL), School of Social Sciences and Humanities, Aston University

Course summary

This course introduces students to the major findings of linguistic anthropology which studies relations of language with the origin and evolution of human society, and analyses the role language plays across a variety of natural and cultural settings. The course, taught in English, employs CLIL methodology intended for integrated learning of both content and language. The course has been developed within the international Erasmus+ project "*Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration» (MultiEd)*", No 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP (15.11.2019 – 14.11.2022).

Course objectives

This course aims to provide students with the information about the theories of language origin and evolution, about shared and distinctive properties of world languages, about the interplay between language, human culture, and human society. In the contemporary world, communication is culture-specific, therefore language learners need to be familiar not only with the language *per se* but also with the particulars of discourse patterns. The modern world is both multicultural and global. Globalization requires international languages, which are also discussed within the course. Since this course equips students with the tools necessary for effective communication and interaction in a culturally appropriate manner in different contexts, it is foundational for those who study foreign languages.

Curriculum competences relevant for the course	
GENERIC COMPETENCES (GC)	**SPECIFIC COMPETENCES (SC):** **Education and Linguistics**
GC1. Ability to communicate in a second language **GC2.** Capacity to learn and stay up-to-date with learning **GC3.** Capacity to generate new ideas (creativity) **GC4.** Ability to search for, process and analyze information from a variety of sources **GC5.** Ability to identify, pose and resolve problems **GC6.** Ability to work in a team **GC7.** Ability for abstract thinking, analysis and synthesis **GC8.** Appreciation of and respect for diversity and multiculturality **GC9.** Ability to work autonomously	**SC1.** Awareness of the different contexts in which learning can take place **SC2.** Knowledge of the subject/subjects to be taught **SC3**. Ability to recognize linguistic problems **SC4.** Ability to critically reflect on common misconceptions of language **SC5.** Ability to reflect on the nature of language as a species-specific property **SC6.** Understanding the nature of linguistic theories, hypotheses and explanations **SC7.** Ability to describe the core components of any one theoretical model in a given area of analysis **SC8.** Awareness of the relevance of linguistics for adjacent fields **SC9.** Ability to examine and reflect on the relationship between language and social context

Curriculum learning outcomes and competences: a correlation matrix		
Curriculum learning outcomes (CrLO)	**Curriculum generic competences (GC)**	**Curriculum specific competences (SC)**
CrLO1. To understand the fundamentals of human and societal existence.	GC4, GC5, GC7, GC8	SC2, SC6, SC7, SC9
CrLO2. To recognize linguistic and cultural particulars of interaction in English and other foreign languages as compared with the native tongue, and to be able to employ this knowledge in communicative and teaching practices.	GC4, GC5, GC7, GC8	SC2, SC3, SC4, SC5, SC7, SC9
CrLO3. To be informed about the geography, history and culture of the countries whose languages are studied, and to use this information in teaching these languages.	GC2, GC4, GC5, GC7	SC2, SC3, SC4, SC5, SC6, SC7
CrLO4. To cooperate with colleagues, with representatives of other cultures and religions, and with supporters of different political parties and views.	GC1, GC8	SC1, SC8
CrLO5. To efficiently employ the native and foreign languages (in their oral and written formats) in professional communication with specialists and non-specialists, and to apply these languages for organizing a successful cross-cultural dialogue.	GC1, GC6, GC8	SC1, SC2, SC3, SC8
CrLO6.To be aware of the methods and techniques of professional information processing, such as collecting the data, their arrangement, critical analysis, interpretation, and practical implementation.	GC2, GC3, GC4, GC5, GC7, GC9	SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9
CrLO7. To be skilled in carrying out theoretical and/or applied philological research. To use academic English for presenting the results of this research.	GC2, GC3, GC4, GC5, GC6, GC7, GC9	SC2, SC4, SC5, SC6, SC7, SC8, SC9

Course and curriculum learning outcomes: a correlation matrix	
Course learning outcomes (CsLO) On successful completion of this course students will:	**Curriculum learning outcomes (CLO)**
CsLO1 understand language as a particular semiotic system, its origin, evolution, variability and diversity;	CrLO1, CrLO7
CsLO2 be familiar with concepts of language as both a universal and idioethnic semiotic system integrated with the history, culture and worldview of language speakers;	CrLO1, CrLo3, CrLO5, CrLO7
CsLO3 identify and describe the phenomenon of culture, its structure and types, analyze differences inherent in different culture types;	CrLO1, CrLO2, CrLO3
CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue;	CrLO2, CrLO5,
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;	CrLO3, CrLO4, CrLO5
CsLO6 use English as a language for oral and written communication in multilingual contexts, taking into account linguistic, social, and cultural factors;	CrLO4, CrLO5,
CsLO7 interact successfully within an international multi-cultural community whose ethnic diversity and multiculturalism are held in esteem; be proficient in establishing and maintaining inter-cultural contacts;	CrLO2, CrLo4, CrLO5,
CsLO8 be aware of one's own linguistic and cultural identity in a globalized digital world;	CrLO1, CrLO2, CrLO4, CrLO5,
CsLO9 be able to provide a dialogue between cultures in the process of teaching foreign languages;	CrLO2, CrLO3, CrLO4, CrLO5,
CsLO10 conduct research in the field of linguistic anthropology;	CrLO6, CrLO7
CsLO11 use academic English effectively to present the research findings, with their substantiation and critical evaluation.	CrLO6, CrLO7

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes				
Course learning outcomes (CsLO)	**Know-ledge**	**Skills**	**Commu-nication**	**Responsibility. Autonomy**
On successful completion of this course students will				
CsLO1 understand language as a particular semiotic system, its origin, evolution, variability and diversity;	+			
CsLO2 be familiar with concepts of language as both a universal and idioethnic semiotic system integrated with the history, culture and worldview of language speakers;	+			
CsLO3 identify and describe the phenomenon of culture, its structure and types, analyze differences inherent in different culture types;	+	+		
CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue;	+		+	
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;		+	+	
CsLO6 use English as a language for oral and written communication in multilingual contexts, taking into account linguistic, social, and cultural factors;		+	+	
CsLO7 interact successfully within an international multicultural community whose ethnic diversity and multiculturalism are held in esteem; be proficient in establishing and maintaining inter-cultural contacts;		+	+	
CsLO8 be aware of one's own linguistic and cultural identity in a globalized digital world;	+			+
CsLO9 be able to provide a dialogue between cultures in the process of teaching foreign languages;		+	+	

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes				
Course learning outcomes (CsLO)	**Know-ledge**	**Skills**	**Commu-nication**	**Responsibility. Autonomy**
CsLO10 conduct research in the field of linguistic anthropology;		+		+
CsLO11 use academic English effectively to present the research findings, with their substantiation and critical evaluation.		+	+	+

Course modules

Introduction:
Anthropology and linguistic anthropology

1. Anthropology: definition. Constituents of anthropology: archeology, biological anthropology, cultural anthropology, and linguistic anthropology. Theoretical and applied anthropology. Importance of anthropology.

2. Linguistic anthropology: problems, hypotheses, data, methodologies, and results. Branches of linguistic anthropology. Linguistic anthropology vs. anthropology of language. The rise of linguistic anthropology within the Boasian tradition (F. Boas, E. Sapir, B. Worf, M. Haas). Anthropology of language in the 1960s: ethnography of communication and urban sociolinguistics (Ch. Ferguson, J. Gumperz, D. Hymes et al.). Anthropology of language in the 1990s: context studies and interdisciplinarity (M. Bakhtin, P. Bourdieu, M. Foucault, E. Orch, P. Ricoeur et al.). Recent trends in the anthropology of language: language socialization (E. Orch, B.B. Scheffelin, S.B. Heath et al.), multilingualism, new perspectives in language contact, language change, and language varieties (M. Bakhtin, K. Hill, B. Schieffelin et al), power and control (P. Brown, S. Levinson, M.H. Goodwin, M. Foucault, Ch. Goodwin, G.Y. Hofstede, M.L. Knapp et al.).

3. Course outline: module 1 – LANGUAGE (language evolution, and language variation), module 2 – LANGUAGE AND CULTURE / LINGUISTIC ANTHROPOLOGY (culture, interplay of language and culture), module 3 – LANGUAGE, CULTURE, AND SOCIETY (societal cross-cultural differences in communication, societal globalization and languages).

Lecture sources:

Danesi, M. (2015). Linguistic anthropology. In Wright, J.D. (ed.). *International Encyclopedia in the Social and behavioral Sciences*. Reference work. Science Direct. P. 169-175. URL: https://www.sciencedirect.com/science/article/pii/B9780080970868530608

Duranti, L. (2001). Linguistic anthropology. In Smelser, N. and N.J. Baltes (eds). *International Encyclopedia in the Social and behavioral Sciences*. Reference work. Science Direct. P. 8899-8906. URL: https://www.sciencedirect.com/science/article/pii/B0080430767030400

Enfield, N.J., Kockelman, P. and Sidnell, J. (2014). Introduction. Directions in the anthropology of language. In Enfield, N.J., Kockelman, P. and Sidnell, J. (eds). *The Cambridge Handbook of Linguistic Anthropology*. Cambridge: Cambridge University Press. P. 2-24.

Salzman, Z., Stanlaw, J.M., & Adachi, N. (2012). *Language, culture, and society. An introduction to linguistic anthropology*. 5th ed. Boulder, CO: Westview Press. Chapter 1: Introducing linguistic anthropology. P. 2-16.

Hours		Lectures	Workshops	Individual work	Total
		2	-	-	2

Module 1. LANGUAGE

1.1. Language Evolution

Learning Objectives
Content:
➢ To introduce students to the mainstream hypotheses of anthropogenesis and language origins.
➢ To characterize language as the human-specific biological capacity different from the animals' systems of communication.
➢ To expose students to the highlights in the history of writing.
Language:
➢ To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of language evolution.

Learning outcomes
CsLO1 understand language as a particular semiotic system, its origin, and evolution;
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;
CsLO10 conduct research in the field of linguistic anthropology;
CsLO11 use academic English effectively to present the research findings, with their substantiation and critical evaluation.

Hours	Workshops	Individual work	Total
	4	8	12
Content: theory	1. Language origins. 1.1. Early theories of language origins (myths of language origins, sound imitation, interjection, and social agreement theories of language origins). 1.2. Contemporary vision of language origins (glottogenesis and protoliguogenesis, milestones in human evolution, human language vs. animal communication, communicative systems of early hominids, age of language, monogenesis vs. polygenesis, nature and nurture in human language acquisition). 2. The origins of writing. 2.1. Semiotics of communication.		

	2.2. History of writing. Types of writing (pictograms, logograms, phonograms, syllabary, alphabetical writing). 2.3. Writing and its media (writing and printing, writing and digitalization).
Content arrangement	Cognitive map
English	<u>Key terms</u>: human evolution, language origins, systems of communication, human language distinctions, monogenesis and polygenesis, nature and nurture of language biology, writing and its types, writing and its media. <u>Phrasal sets with the nuclei</u>: language – speech, hypothesis – theory. <u>Grammar</u>: Construction "Modal Verb (must / could / might) + Perfect infinitive" that expresses the deduction about something that has happened (the modal verbs differentiate between the degrees of our assurance).
Study questions and communicative activities	<u>Define the terms</u>: glottogenesis and protolinguagenesis, monogenesis and polygenesis, pictogram, logogram, phonogram, syllabary, alphabetic writing. <u>Describe the phenomena</u>: milestones of human evolution, human language vs. animal communication, communicative systems of early hominids, age of language, nature and nurture in human language acquisition. <u>Compare and assess the theories / hypotheses</u>: (a) sound imitation, interjection, and social agreement theories of language origins (b) monogenesis and polygenesis hypotheses of language origins, (c) hypotheses of cognitive grounds for language acquisition.
Assessment	Participation in the general discussion and communicative activities. An argumentative essay. A volunteer presentation (an individual or twin-team project).
Recommended reading	1. Ahearn, L.M. (2017). Living language. An introduction to linguistic anthropology. 2nd ed. Oxford: Wiley Blackwell (Chapter 1.2. Gestures, sign languages and multimodality, pp. 33-51). 2. Clayton, E. (2019). Where did writing begin? *British Library.* URL: https://www.bl.uk/history-of-writing/articles/where-did-writing-begin 3. Nölle, J., Hartmann, S. and Tinits, P. (2020). Language evolution research in the year 2020. A survey of new directions. *Language Dynamics and Change* (The Netherlands) 10, pp. 3-26. URL: https://brill.com/view/journals/ldc/10/1/article-p3_2.xml?language=en 4. Rostman, F., Rubel, P. & Weisgraw, M. (2009). The tapestry of culture. An introduction to cultural anthropology. 9th ed. Lanham et al.: AltaMiraPress. (Chapter 1. Anthropological perspectives. Human evolution and culture, pp. 10-12). 5. Salzman, Z., Stanlaw, J.M., & Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, CO: Westview Press. (Chapter 6. The development and evolution of language, pp. 87-18) 6. Schmandt-Desserat, D. & Erard, M. (2007). Origins and forms of writing. In Baserman, Ch. (ed.). Handbook of research on writing. London & New York: Routledge, pp. 7-22.

Recommended video	1. "Where did language come from? (The origins of language)" URL: https://www.youtube.com/watch?v=wcP_C5AHB6E
	2. History of human evolution. URL: https://www.youtube.com/watch?v=V5cZgRU15GA
	3. Dan Everet. How language began. URL: https://www.youtube.com/watch?v=qFxg5vkaPgk
	4. Michael Tomasello - The evolution of language. URL: https://www.youtube.com/watch?v=fGntpMSpJ0k
	5. Human language and animal communication systems. URL: https://www.youtube.com/watch?v=Onp5caCVV6w
	6. Do animals have language?G – Michael Bishop. URL: https://www.youtube.com/watch?v=_1FY5kL_zXU
	7. Origins of written languages. URL: https://www.khanacademy.org/computing/computer-science/informationtheory/info-theory/v/language-of-coins-2-8-proto-writing
	8. History of the alphabet. URL: https://www.khanacademy.org/computing/computer-science/informationtheory/info-theory/v/history-of-the-alphabet-language-of-coins-3-9

1.2. Language Variation

Learning Objectives
Content:
➤ To represent the system of intra-language diversity (regiolects, sociolects, aetalects, ethnolects, and idiolects), with the contiguous concepts of standard variety and pandialectal competence.
➤ To characterize inter-language diversity (historical and geographical distribution of languages) featured in the genealogical classification.
➤ To discuss the major types of language contact.
Language:
➤ To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of language variation.

Learning outcomes
CsLO1 understand language as a particular semiotic system, its origin, and evolution;
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;
CsLO10 conduct research in the field of linguistic anthropology;
CsLO11 use academic English effectively to present the research findings, with their substantiation and critical evaluation.

Hours	Lectures	Workshops	Individual work	Total
	2	2	8	12

Content: theory	1. Language variation. Standard variety. Pan-dialectal competence. Types of lects: idiolects, dialects (including national variants of English (American English, Australian English, Canadian English, Indian English, Philippine English, Ugandan English, Chinese English), sociolects, aetalects, ethnolects. 2. Linguistic diversity and genealogical classification of languages. 3. Language contact: adstratum, substratum, superstratum influence, pidgins and creoles.
Content arrangement	Cognitive map
English	Key terms: language variation, variants of English, lects, idiolects, dialects, sociolects, aetalects, ethnolects, classification of languages, language contact, adstratum, substratum, superstratum influence, pidgin, creoles. Phrasal sets with the nuclei: lect, (language) family, diversity, contact. Grammar: Verbs: Present Simple Active / Passive.
Study questions and communicative activities	Define the terms: idiolect, dialect, sociolect, aetalect, ethnolect, adstratum, substratum, superstratum influence, pidgin, creoles. Describe the phenomena: pan-dialectal competence, linguistic diversity, language contact. Compare variants of English: American English, Australian English, Canadian English, Indian English, Philippine English, Chinese English.
Assessment	Participation in the general discussion and communicative activities. A case study presentation. Online test on the content highlights and acquisition of English.
Recommended reading	1. Culpeper, J., Kerswill, P., Wodak, R., McEnery, T., Katamba, F. (2018). English Language: Description, Variation, and Context. Second edition. 2. Nikolenko, A.G. (2007). English Lexicology – theory and practice. Vinnytsya: Nova Khnyga. pp. 316-418. 3. Salzmann Z., Stanlaw J, Adachi N. (2012). Language, Culture and Society. An Introduction to Linguistic Anthropology. Westview Press. (Chapter 9. Languages in Variation and Languages in Contact. pp.169-184). 4. Migge B. (2003). Creole Formation as Language Contact: The Case of the Suriname Creoles. 5. Noonan M. Genetic Classification and Language Contact. URL: https://core.ac.uk/download/pdf/33413319.pdf 6. Miestamo M. Linguistic Diversity and Complexity. URL: https://www.mv.helsinki.fi/home/matmies/publications/03_Miestamo_2017_2.pdf 7. Introduction: The Field of Contact Linguistics. URL: http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_Chapter/0631212507/Winford-001.pdf

Recommended video	1. Learn British accents and dialects – Cockney, RP, Northern, and more! URL: https://www.youtube.com/watch?v=nDdRHWHzwR4
	2. Why are there so many English accents and dialects? URL: https://www.speakenglishcenter.com/english-why-are-there-so-many-english-accents-and-dialects-with-video/?lang=en

Module 2. LANGUAGE AND CULTURE

2.1. Culture

Learning Objectives
Content:
➢ To provide the definition of culture and demonstrate different aspects of specifying this definition.
➢ To consider the structural constituents of culture.
➢ To introduce students to cultural dimensions theory (E. Hall, G. Hofstede).
Language:
➢ To provide students with the terminology, set phrases, and grammar applicable in discussing various issues concerned with culture.

Learning outcomes
CsLO3 identify and describe the phenomenon of culture, its structure and types, analyze differences inherent in different culture types;
CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue;
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;
CsLO7 interact successfully within an international multicultural community whose ethnic diversity and multiculturalism are held in esteem; be proficient in establishing and maintaining inter-cultural contacts;
CsLO8 be aware of one's own linguistic and cultural identity in a globalized digital world

Hours	Lectures	Workshops	Individual work	Total
	2	2	8	12

Content: theory	1. The phenomenon of culture. Key statements concerning culture (difference, diversity, tolerance, influence). Structure of culture. Visible and hidden elements of culture. 2. 'Big" and 'little' cultures, their correlation. 3. Values as elements of culture, their role, degree of universality of value. 4. Types of cultures: E. Hall's theory – high / low contextuality; G. Hofstede's theory: individualism / collectivism, uncertainty avoidance, masculinity / femininity, long / short-term orientation.
Content arrangement	Cognitive map

English	Key terms: culture, values, beliefs, norms, traditions, customs, individualism, collectivism, masculinity, femininity.
	Phrasal sets: low-power distance, high-power distance, high-competitive culture, low-competitive culture, high-contextual culture, low-contextual culture, uncertainty avoidance.
	Grammar: Compound Adjectives, Infinitive, Infinitive Constructions.
Study questions and communicative activities	Define the terms: culture, surface and deep culture, 'Big' culture, 'little' culture, culture values, dominant values, degree of universality.
	Describe the phenomena: culture, culture types, value determination, culture dimension
	Compare the types of cultures: according to E. Hall's and G. Hofstede's theories of cultural dimension.
Assessment	Participation in the general discussion and communicative activities.
	A volunteer presentation (an individual or twin-team project).
	A case study presentation.
Recommended reading	1. Allard-Kropp, M. (2020). Languages and Worldview. UMSL: Open Educational Resources Collection.
	2. Byram, M. (2017). *Intercultural Communicative Language Teaching and TCSOL*. Foreign Language Teaching and Research Press.
	3. Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture 2*(1). https://doi.org/10.9707/2307-0919.1014
	4. Constantin, E. C., Cohen-Vidaa, M.-I., Popescu A. V. (2015). Developing Cultural Awareness. Social and Behavioral Sciences. Published by Elsevier Ltd. https://www.sciencedirect.com/science/article/pii/S187704281502488X
	5. Samovar L. A., Porter R. E., & McDaniel E. R. (2010). Communication between cultures. 7th ed. Wadsworth: Cengage Learning. Chapter 1. Communication and culture: the challenge of the future. Chapter 2. The deep structure of culture: roots of reality. p.p. 1-96 Chapter 5. Shaping interpretations of reality: cultural values p.p. 184-220)
	6. Hofstede's Cultural Dimensions Theories https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/
	7. Value Dimensions of Culture https://saylordotorg.github.io/text_leading-with-cultural-intelligence/s04-11-value-dimensions-of-culture.html
Recommended Video	1. Hofstede's Cultural Dimension. URL: https://www.youtube.com/watch?v=3Aadf3XvSXo
	2. Julien S. Bourrelle | TEDxTrondheim How Culture Drives Behaviours URL: https://www.youtube.com/watch?v=l-Yy6poJ2zs
	3. Julien S. Bourrelle TEDxArendal Learn a new culture URL: www.ted.com/talks/julien_s_bourrelle_learn_a_new_culture
	4. Hayley Yeates TED Westpac It's (past) time to appreciate cultural diversity URL: https://www.ted.com/talks/hayley_yeates_it_s_past_time_to_appreciate_cultural_diversity#t-496520

2.2. Interplay of language and culture

Learning objectives
Content:
- To introduce students to the theory of linguistic relativity (the impact of language on world-view).
- To consider the converse idioethnic cultural impact on the systems of languages, and speech communication.
- To expose students to the basics of the theory of universals (ideational / communicative and implicational), and introduce the notions of cultural and linguistic imperialism, as opposed to cultural and linguistic diversity.

Language:
- To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of interplay between language and culture.

Learning outcomes
CsLO2 be familiar with concepts of language as both a universal and idioethnic semiotic system integrated with the history, culture and worldview of language speakers;
CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue;
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices;
CsLO6 use English as a language for oral and written communication in multilingual contexts, taking into account linguistic, social, and cultural factors;
CsLO7 interact successfully within an international multi-cultural community whose ethnic diversity and multiculturalism are held in esteem; be proficient in establishing and maintaining inter-cultural contacts;
CsLO8 be aware of one's own linguistic and cultural identity in a globalized digital world;
CsLO9 be able to provide a dialogue between cultures in the process of teaching foreign languages

Hours	Lectures	Workshops	Individual work	Total
	2	2	8	12
Content: theory	1. Theory of linguistic relativity (Sapir-Whorf hypothesis), evidence of linguistic relativity. 2. Cultural impact on language. 2.1. Culture-specific words, categories of cultural words (P. Newman's classification: ecology, material culture (food, clothes, houses, towns, transport), social culture, social organization, customs, ideas, gestures and habits); cultural key-words, culture-specific texts: idioms and folklore. 2.2. Various forms of socialization and acculturation: etiquette, expressions of politeness. 3. Cognitive foundations of linguistic universals, types of universals: semantic primes and communicative universals. 4. Cultural and linguistic imperialism. Cultural and linguistic diversity.			
Content arrangement	Cognitive map			

English	Key terms: linguistic determinism, linguistic relativity, linguistic universals, culture-specific words (P. Newman's classification), cultural key-words, maxims of conversation, semantic prime, cultural diversity, linguistic diversity.
	Phrasal sets with the nucleus: category (semantic/ language specific / universal)
	Grammar: Concrete and Abstract Nouns, Comparative Structures.
Study questions and communicative activities	Define the terms: semantic primes, semantic categories, structural equivalence, language specific categories, ethnocentrism, universal categories, incommensurability of cultures, translatability argument; structures of expectations, contextualization cues, situated inference, co-operative principle,
	Describe the phenomena: culture-specific words, culture-specific grammar, cultural scripts; positive politeness strategies, negative politeness strategies, social accelerating strategies, social braking strategies, cultural imperialism, linguistic imperialism.
	Compare the theories: strong and weak versions of Sapir-Whorf hypothesis, linguistic relativity and universalism.
Assessment	Participation in the general discussion and communicative activities.
	A volunteer presentation (an individual or twin-team project).
	Online test on the content highlights and acquisition of English.
Recommended reading	1. Dirven, R., Verspoor, M. (2004). Cognitive Exploration of Language and Linguistics. Amsterdam/Philadelphia : John Benjamins Publishing Company. pp. 127-178.
	2. Dixon, R. M. W. (2014). Basics of a language. In N. J. Enfield, Paul Kockelman & Jack Sidnell (eds.), The Cambridge handbook of linguistic anthropology, 29–47. Cambridge: Cambridge University Press.
	3. Deumart, A. (2013). Language, Culture, and Society. Ed. by Keith Allan. The Oxford Handbook of the History of Linguistics.
	4. Enfield, N.J. (2014). Natural causes of language: Frames, biases, and cultural transmission (Conceptual Foundations of Language Science 1). Berlin: Language Science Press.
	5. Jourdan, C., Tuite, K. (2006). Language, Culture, and Society : Key Topics in Linguistic Anthropology. (Studies in the Social and Cultural Foundations of Language). Cambridge: Cambridge University Press.
	6. Kramsh, Claire (1988). Language and Culture. Oxford: Oxford University Press. pp. 11-14, 25-35,
	7. Salzman, Z., Stanlaw, J.M., & Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, CO: Westview Press. pp. 185-204, 225-256.
	8. Phillipson, R. (1992). Linguistic Imperialism. Oxford : Oxford University Press.
Recommended Video	1. Boroditsky, L. How language shapes the way we think. URL: https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think
	2. Wade D. Dreams from endangered cultures. URL: https://www.ted.com/talks/wade_davis_dreams_from_endangered_cultures

	3. Socialization, acculturation, enculturation, cultural diffusion. URL: https://www.youtube.com/watch?v=K-RvJQxqVQc
	4. Chen K. Could your language affect your ability to save money? URL: https://www.ted.com/talks/keith_chen_could_your_language_affect_your_ability_to_save_money

Module 3. LANGUAGE, CULTURE, AND SOCIETY

3.1. Cross-cultural societal differences in communication

Learning objectives

Content:
➢ To specify the notions of communication, verbal, paralinguistic, and non-verbal communication.
➢ To highlight the major particulars of culture-specific communication and cross-cultural differences in discourse.
➢ To pose the problem of national stereotypes and prejudices.
➢ To summarize the roles played by language barriers and power distance in cross-cultural communication

Language:
➢ To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of cross-cultural societal differences in communication.

Learning outcomes

CsLO3 identify and describe the phenomenon of culture, its structure and types, analyzing differences inherent in different culture types;

CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue;

CsLO6 use English as a language for oral and written communication in multilingual contexts, taking into account linguistic, social, and cultural factors;

CsLO7 interact successfully within an international multi-cultural community whose ethnic diversity and multiculturalism are held in esteem; being proficient in establishing and maintaining inter-cultural contacts;

CsLO9 be able to provide a dialogue between cultures in the process of teaching foreign languages.

Hours	Lectures	Workshops	Individual work	Total
	2	2	8	12

Content: theory	1. Communication and its channels, components of communication 1.1. Verbal communication 1.2. Non-verbal communication (paralinguistics, and extra-linguistics: kinesics, proxemics). 2. Culture-specific communication and cross-cultural differences in discourse. Culture-specific communication and linguistic rituals. 3. The problem of national stereotypes and prejudices.
Content arrangement	Cognitive map
English	<u>Key terms</u>: verbal / non-verbal communication, paralinguistics, extra-linguistics, kinesics, proxemics, linguistic rituals, national stereotypes and prejudices. <u>Phrasal sets with the nuclei</u>: communication, stereotype, verbal, non-verbal. <u>Grammar</u>: Impersonal Sentence, Passive Voice.
Study questions and communicative activities	<u>Define the terms</u>: paralinguistics, extra-linguistics, kinesics, proxemics, linguistic rituals, national stereotypes, prejudice. <u>Describe the phenomena</u>: verbal / non-verbal communication, culture-specific communication. <u>Compare and define</u> the representative of lingo-culture by signs of non-verbal communication.
Assessment	Participation in the general discussion and communicative activities. A case study presentation.
Recommended reading	1. Salzmann, Z., Stanlaw, J, Adachi, N. (2012). Language, Culture and Society. An Introduction to Linguistic Anthropology. Westview Press. (Chapter 5. Nonverbal Communication. pp. 73-86). 2. Thomas, A., Kinas, E.-U., Schroll-Machl, S. (2010) Handbook of Intercultural Communication and Cooperation. URL: https://library.oapen.org/bitstream/id/b4cc2a3d-3fa5-4529-a2d0-424d0c46f6ae/1000245.pdf 3. Kita, S. (2009) Cross-cultural variation of speech-accompanying gesture: a review. Language and Cognitive Processes, Volume 24 (Number 2). pp. 145-167. URL: http://wrap.warwick.ac.uk/66214/2/WRAP_Kita_culture_and_gestue_LCP_v13-distr%20%281%29.pdf 4. Hall J.A., Horgan T.G., Murphy N.A. (2019) Nonverbal Communication. Annual Review of Psychology. pp. 271-294. 5. Knapp, M. L., Hall, J. A., Horgan T. G. (2014). Non-verbal Communication in Human Interaction.Wadsworth, Cengage Learning. 6. Gwiazda-Rzepecka, B. Cross-cultural communication. URL: https://www.awl.edu.pl/images/en/Strategic_Partnership/Cross_Cultural_Communication_E-book.pdf 7. Kottak, C. (1998). Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 2nd Edition. New York: McGraw Hill.

	8. Canfield, A. (2002). Body, Identity and Interaction: Interpreting Nonverbal Communication. URL: https://files.eric.ed.gov/fulltext/ED473237.pdf 9. Murata, K. A Cross-cultural approach to the Analysis of Conversation and its Implications for Language Pedagogy. URL: https://discovery.ucl.ac.uk/id/eprint/10006568/1/DX187263_1.pdf 10. Potential Problems in Cross-cultural Communications: Stereotypes, Prejudices, and Racism. URL: https://www.amsterdamuas.com/binaries/content/assets/subsites/international-business-school-ibs/chapter-4-stereotypes-prejudices-racism.pdf?1446654473610
Recommended Video	1. Lost in Translation: How to Communicate Across Cultures. URL: https://www.youtube.com/watch?v=QjEDxlzZnIo 2. Communicating Across Cultures: Humor and Body Language. URL: https://www.youtube.com/watch?v=qxlYLjui1oM

3.2 Societal Globalization and Languages

Learning objectives
Content:
➢ To introduce students to the following notions: speech communities of language users, domains of language usage and languages of cross-cultural communication.
➢ To make students aware of social and situational factors of language choice in multilingual speech communities.
➢ To develop students' understanding of globalization as the trigger of multilingualism, and the role of English as a global lingua franca.
Language:
➢ To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of globalization and global languages.

Learning outcomes
CsLO1 understand language as a particular semiotic system, its origin, evolution, variability and diversity
CsLO4 compare language- and culture-specific communication in a foreign language with communication in the native tongue
CsLO5 adapt and apply the acquired knowledge to communicative and teaching practices
CsLO6 use English as a language for oral and written communication in multilingual contexts, taking into account linguistic, social, and cultural factors
CsLO7 interact successfully within an international multi-cultural community whose ethnic diversity and multiculturalism are held in esteem; be proficient in establishing and maintaining inter-cultural contacts
CsLO9 be able to provide a dialogue between cultures in the process of teaching foreign languages

Hours	Lectures	Workshops	Individual work	Total
	2	2	8	12

Content: theory	1. Social communities of language users. 2. Languages and the domains of their usage in multilingual speech communities. 2.1. Languages of cross-cultural communication (international languages, lingua francas (conlangs), languages of scientific discourse, world religions and social media). English as a lingua franca. 2.2. Code-switching, code-mixing and diglossia. Social and situational factors of language choice. 3. Globalization and multilingualism (global languages, English as a global language, the future of Global English) vs localization and regional identity.
Content arrangement	Cognitive map
English	Key terms: speech community, language policy, domain of usage, mode of speaking, discourse, code, code-switching, code-mixing, diglossia, multilingualism, international language, lingua franca, conlangs, globalisation, global languages, identity. Phrasal sets with the nuclei: language, code, community, discourse, globalization, identity. Grammar: Conditionals, Modal Verbs of assumption/supposition, Future Tenses for predictions.
Study questions and communicative activities	Define the terms: speech community, language policy, domain of usage, code-switching, code-mixing, diglossia, multilingualism, international language, lingua franca, conlag, language policy, diglossia, globalisation, global language, Globish. Apply the knowledge of social and situational language variation to a famous literary plot and customize it for several contexts using the diversity of natural languages and conlags. Role-play the situations with further discussion of language choice. Outline the perspectives of English as a global language. Work in groups. Brainstorm and discuss your ideas with other groups. Analyse and discuss the outcomes and efficiency of language policies in the world. Work in teams. Study the language policy of any country (preferably - multilingual), prepare a table of its milestones, main features, consequences. Discuss and make a conclusion about its pros, cons and efficiency. Share the results with other teams. Together decide on the most efficient policies. Assess the theory: "one nation–one language" ideology.
Assessment	Participation in the general discussion and communicative activities. A volunteer presentation (an individual or twin-team project). Online test on the content highlights and acquisition of English.
Recommended reading	1. Crystal, D. (2012). English as a global language. Cambridge: Cambridge University Press. 2. Culpeper, J., Kerswill, P., Wodak, R., McEnery, T., Katamba, F. (2018). English Language: Description, Variation, and Context. Second edition. London: Palgrave. (Chapter 21. World Englishes and English as a Lingua Franca, pp. 513-540).

	3. Holmes, J. (2013). An Introduction to Sociolinguistics. Fourth edition. London, New York: Routledge. (Section I. Multilingual Speech Communities, pp. 17-128). 4. Jenkins, J. (2015) Global Englishes : a resource book for students. Third Edition. Routledge. 5. Salzman, Z., Stanlaw, J. M., & Adachi, N. (2012). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, Co: Westview Press. (Chapter 14. Linguistic Anthropology in a Globalized World, pp. 291-326). 6. Weber, J.-J., Horner, K. (2012). Introducing Multilingualism: A social approach. London, New York: Routledge. (Chapter 4. Language variation and the spread of global languages, pp. 39-52. Chapter 8. The interplay between individual and societal multilingualism, pp. 96-104). 7. Yule, G. The Study of Language (2017). 6th ed. Cambridge: Cambridge University Press, 368 p.
Recommended video	1. The Effect of New Technologies on English. URL : https://www.youtube.com/watch?v=qVqcoB798Is 2. The Future of Language. URL : https://www.youtube.com/watch?v=_vDL1L8YJ6s 3. English as a Global language. URL : https://www.youtube.com/watch?v=FPnJRTjyXz8 4. Why Global Success Depends On Separating Language and Culture. URL: https://www.youtube.com/watch?v=B8VoxpR08Vg 5. Code-switching. URL : https://www.youtube.com/watch?v=7Na4UvRIhu4&list=PLpw_A6Onkjc7-8l9Uoy4s745mwiZwmREM&index=9 6. Embracing Multilingualism and Eradicating Linguistic Bias. URL : https://www.ted.com/talks/karen_leung_embracing_multilingualism_and_eradicating_linguistic_bias

Conclusion: Students conference and assessment				
	Lectures	**Workshops**	**Individual work**	**Total**
Hours	-	4	12	16
Assessment	Comprehensive online test. Presentation at the students' conference or a final report on the individual/ team project.			
Total	**14**	**16**	**60**	**90**

Competences – Learning Objectives – Teaching/Learning Methods – Assessment Methods Correlation	
Module 1. LANGUAGE	
Module 1.1 Language Evolution	
Competences	**GC1.** Ability to communicate in a second language **GC4.** Ability to search for, process and analyze information from a variety of sources **GC6.** Ability to work in a team **GC7.** Ability for abstract thinking, analysis and synthesis. **GC9.** Ability to work autonomously **SC3**. Ability to recognize linguistic problems **SC4.** Ability to critically reflect on common misconceptions of language **SC5.** Ability to reflect on the nature of language as a species-specific property **SC6.** Understanding the nature of linguistic theories, hypotheses and explanations. **SC7.** Ability to describe the core components of any one theoretical model in a given area of analysis **SC8.** Awareness of the relevance of linguistics for adjacent fields **SC9.** Ability to examine and reflect on the relationship between language and social context
Learning Objectives	*Content:* To introduce students to the mainstream hypotheses of anthropogenesis and language origins. To characterize language as the human-specific biological capacity different from the animals' systems of communication. To expose students to the highlights in the history of writing. *Language:* To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of language evolution.
Teaching/Learning Methods	Presentation, essay, Socratic (heuristic) questioning, challenge-handling tasks, receptive-productive activities, productive activities, discussion, team work, communicative activities, debates.
Assessment Methods	Participation in the general discussion and communicative activities. An argumentative essay. A volunteer presentation (an individual or twin-team project).
Module 1.2 Language Variation	
Competences	**GC1.** Ability to communicate in a second language **GC4.** Ability to search for, process and analyze information from a variety of sources **GC6.** Ability to work in a team **GC7.** Ability for abstract thinking, analysis and synthesis **GC8.** Appreciation of and respect for diversity and multiculturality **GC9.** Ability to work autonomously **SC2.** Knowledge of the subject/subjects to be taught

	SC4. Ability to critically reflect on common misconceptions of language **SC7.** Ability to describe the core components of any one theoretical model in a given area of analysis **SC9.** Ability to examine and reflect on the relationship between language and social context
Learning Objectives	*Content:* To represent the system of intra-language diversity (regiolects, sociolects, aetalects, ethnolects, and idiolects), with the contiguous concepts of standard variety and pandialectal competence. To characterize inter-language diversity (historical and geographical distribution of languages) featured in the genealogical classification. To discuss the major types of language contact. *Language:* To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of language variation.
Teaching/Learning Methods	Presentation, essay, Socratic (heuristic) questioning, challenge-handling tasks, receptive-productive activities, productive activities, discussion, team work, communicative activities, debates, case study.
Assessment Methods	Participation in the general discussion and communicative activities. A case study presentation. Online test on the content highlights and acquisition of English.

Module 2. LANGUAGE AND CULTURE
Module 2.1 Culture

Competences	**GC1.** Ability to communicate in a second language **GC3.** Capacity to generate new ideas (creativity) **GC4.** Ability to search for, process and analyze information from a variety of sources **GC6.** Ability to work in a team **GC7.** Ability for abstract thinking, analysis and synthesis **GC8.** Appreciation of and respect for diversity and multiculturality **SC2.** Knowledge of the subject/subjects to be taught **SC3**. Ability to recognize linguistic problems **SC5.** Ability to reflect on the nature of language as a species-specific property **SC7.** Ability to describe the core components of any one theoretical model in a given area of analysis **SC9.** Ability to examine and reflect on the relationship between language and social context
Learning Objectives	*Content:* To provide the definition of culture, and demonstrate different aspects of specifying this definition. To consider the structural constituents of culture. To introduce students to cultural dimensions theory (E. Hall, G.Hofstede).

	Language: To provide students with the terminology, set phrases, and grammar applicable in discussing various issues concerned with culture.
Teaching/Learning Methods	Socratic (heuristic) questioning, challenge-handling tasks, interactive lecture, brainstorming, discussion, team work, communication activities, small-group work, projects, presentations, case study.
Assessment Methods	Participation in the general discussion and communicative activities. A volunteer presentation (an individual or twin-team project). A case study presentation.

Module 2.2 Interplay of language and culture	
Competences	**GC1.** Ability to communicate in a second language **GC2.** Capacity to learn and stay up-to-date with learning **GC3.** Capacity to generate new ideas (creativity) **GC4.** Ability to search for, process and analyze information from a variety of sources **GC5.** Ability to identify, pose and resolve problems **GC6.** Ability to work in a team **GC7.** Ability for abstract thinking, analysis and synthesis **GC8.** Appreciation of and respect for diversity and multiculturality **GC9.** Ability to work autonomously **SC2.** Knowledge of the subject/subjects to be taught **SC3**. Ability to recognize linguistic problems **SC4.** Ability to critically reflect on common misconceptions of language **SC6.** Understanding the nature of linguistic theories, hypotheses and explanations **SC7.** Ability to describe the core components of any one theoretical model in a given area of analysis **SC8.** Awareness of the relevance of linguistics for adjacent fields **SC9.** Ability to examine and reflect on the relationship between language and social context
Learning Objectives	*Content:* To introduce students to the theory of linguistic relativity (the impact of language on world-view). To consider the converse idioethnic cultural impact on the systems of languages, and speech communication. To expose students to the basics of the theory of universals (ideational / communicative and implicational), and introduce the notions of cultural and linguistic imperialism, as opposed to cultural and linguistic diversity. *Language:* To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of interplay between language and culture.
Teaching/Learning Methods	Presentation, Socratic (heuristic) questioning, challenge-handling tasks, receptive-productive activities, productive activities, discussion, team work, communicative activities, debates.
Assessment Methods	Participation in the general discussion and communicative activities. A volunteer presentation (an individual or twin-team project). Online test on the content highlights and acquisition of English.

Module 3 LANGUAGE, CULTURE, AND SOCIETY	
Module 3.1 Societal cross-cultural differences in communication	
Competences	**GC1.** Ability to communicate in a second language **GC2.** Capacity to learn and stay up-to-date with learning **GC4.** Ability to search for, process and analyze information from a variety of sources **GC6.** Ability to work in a team **GC8.** Appreciation of and respect for diversity and multiculturality **GC9.** Ability to work autonomously **SC1.** Awareness of the different contexts in which learning can take place **SC2.** Knowledge of the subject/subjects to be taught **SC3.** Ability to recognize linguistic problems **SC8.** Awareness of the relevance of linguistics for adjacent fields **SC9.** Ability to examine and reflect on the relationship between language and social context
Learning Objectives	*Content:* To specify the notions of communication, verbal, paralinguistic, and non-verbal communication. To highlight the major particulars of culture-specific communication and cross-cultural differences in discourse. To pose the problem of national stereotypes and prejudices. To summarize the roles played by language barriers and power distance in cross-cultural communication *Language:* To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of cross-cultural societal differences in communication.
Teaching/Learning Methods	Presentation, Socratic (heuristic) questioning, challenge-handling tasks, receptive-productive activities, productive activities, discussion, team work, communicative activities, debates, case study.
Assessment Methods	Participation in the general discussion and communicative activities. A case study presentation.
Module 3.2 Societal Globalization and Languages	
Competences	**GC1.** Ability to communicate in a second language **GC2.** Capacity to learn and stay up-to-date with learning **GC4.** Ability to search for, process and analyze information from a variety of sources **GC5.** Ability to identify, pose and resolve problems **GC6.** Ability to work in a team **GC8.** Appreciation of and respect for diversity and multiculturality **GC9.** Ability to work autonomously **SC1.** Awareness of the different contexts in which learning can take place **SC2.** Knowledge of the subject/subjects to be taught **SC3.** Ability to recognize linguistic problems **SC8.** Awareness of the relevance of linguistics for adjacent fields **SC9.** Ability to examine and reflect on the relationship between language and social context

Learning Objectives	*Content:* To introduce students to communities of language users, domains of language usage and languages of cross-cultural communication. To make students aware of social and situational factors of language choice in multilingual speech communities. To develop students' understanding of globalization as the trigger of multilingualism, and the role of English as a global lingua franca. *Language:* To provide students with the terminology, set phrases, and grammar applicable in discussing various issues of globalization and global languages.
Teaching/Learning Methods	Presentation, Socratic (heuristic) questioning, challenge-handling tasks, receptive-productive activities, productive activities, communicative activities, discussion, brainstorming, team work, round-table discussion, role-play.
Assessment Methods	Participation in the general discussion and communicative activities. A volunteer presentation (an individual or twin-team project). Online test on the content highlights and acquisition of English.

Course Assessment			
#	Work, activity, task	Maximum points	Description
Teacher based assessment			
1.1	Classroom work	30 (6x5)	Participation in general discussion and communicative activities
1.2	Students' individual work	10	Argumentative essay
1.3	Students' individual work	10	Individual/ team project
1.4	Online tests	15 (3x5)	Online tests on the content highlights and acquisition of English at the end of each module
Peer based assessment			
2	Students' individual work	15 (3x5)	Case study analysis
Final assessment			
3.1	Final assessment	10	Comprehensive online test.
3.2	Final assessment	10	Presentation at the students' conference or a final report on the individual/ team project.
	Overall	100	

Assessment criteria

points	description	
	content	**language**
5	The essay fully addresses the topic, the arguments are strong, clear and persuasive, the structure is logical.	Correct grammar, vocabulary, spelling, and punctuation are used ensuring the successful delivery of the ideas.
4	The essay addresses the topic, the arguments are mainly strong, clear and persuasive, the structure is logical with some insignificant drawbacks.	Grammar, vocabulary, spelling, and punctuation are strong despite several mistakes that do not interfere with the comprehensibility of the text.
3	The essay addresses some aspects of the topic, the arguments are not very clear and/or they are weak, the structure suffers some logical problems.	Grammar, vocabulary, spelling, and punctuation are strong enough to convey the main ideas, however the mistakes interfere with the comprehensibility of the text.
2	The essay diverges from the topic significantly, thus the arguments are mainly irrelevant, the structure lacks logic.	Grammar, vocabulary, spelling, and punctuation are weak, mistakes seriously interfere with the comprehensibility of the text.
1	The essay does not address the topic.	Significant problems with grammar, vocabulary, spelling, and punctuation that significantly impede the comprehensibility of the text.

*Table header: **Essay** (max 10 points; points for content and language are summed up)*

(for developing these criteria the following materials were used: Christopher S Bova. University level rubric. URL: https://www.researchgate.net/post/How_to_automatically_evaluate_a_student_essay_answer_using_a_marking_scheme)

points	description	
	content	**language**
5	The presentation fully addresses the topic, it includes relevant and detailed information with the deep interpretation, the structure is clear and logical.	Correct grammar, vocabulary, spelling, and pronunciation are used ensuring the successful delivery of the message.
4	The presentation addresses the topic, it includes mainly relevant and quite detailed information with adequate interpretation, the structure is mainly clear and logical.	Grammar, vocabulary, spelling, and pronunciation are strong despite several mistakes that do not interfere with the comprehensibility of the presentation.
3	The presentation addresses some aspects of the topic, it includes some relevant information, interpretation is attempted, the structure suffers some logical problems.	Grammar, vocabulary, spelling, and pronunciation are strong enough to convey the main message, however the mistakes interfere with the comprehensibility of the presentation.
2	The presentation diverges from the topic significantly, thus the information is mainly irrelevant, the structure lacks logic.	Grammar, vocabulary, spelling, and pronunciation are weak, mistakes seriously interfere with the comprehensibility of the presentation.
1	The presentation does not address the topic.	Significant problems with grammar, vocabulary, spelling, and pronunciation significantly impede the comprehensibility of the presentation.

Individual or team presentation (*max 10 points; points for content and language are summed up*)

Participation in general discussion and communicative activities	
points	**description**
5	Relevant comments and engaged interaction with the teacher and the peers with correct grammar, vocabulary, spelling, and pronunciation that ensure the successful delivery of the message.
4	Quite relevant comment(s) and active interaction with the teacher and the peers with strong enough grammar, vocabulary, spelling, and pronunciation that ensure the delivery of the message.
3	Partly relevant comment and quite active interaction with the teacher and the peers with quite strong grammar, vocabulary, spelling, and pronunciation that provide somewhat impeded delivery of the message.
2	Almost irrelevant comment and poor interaction with the teacher and the peers with weak grammar, vocabulary, spelling, and pronunciation.
1	Irrelevant comment.

Online test (20 questions) *(max 5 points)*	
points	**description**
5	20-18 answers are correct
4	17-15 answers are correct
3	14-12 answers are correct
2	11-9 and less answers are correct
1	8 and less answers are correct

Comprehensive online test (40 questions) *(max 10 points)*	
points	description
10	40-39 answers are correct
9	38-37 answers are correct
8	36-35 answers are correct
7	34-33 answers are correct
6	32-31 answers are correct
5	30-29 answers are correct
4	28-27 answers are correct
3	26-25 answers are correct
2	24-23 answers are correct
1	22 and less answers are correct

Case study analysis *(max 5 points)*
Criteria to be developed by the students

Assessment scale		
Mark on the scale of the higher education institution	Value	Passed/ failed
90 – 100	A	passed
80 – 89	B	

70 – 79	C	
60 – 69	D	
50 – 59	E	
0-49	F	failed

Equipment and tools for the course
Internet, smart board and the manuals developed within the MultiEd project

Books and resources recommended for the course
Recommended reading
Ahearn, L.M. (2017). Living language. An introduction to linguistic anthropology. 2nd ed. Oxford : Wiley Blackwell. Allard-Kropp, M. (2020). Languages and Worldview. UMSL : Open Educational Resources Collection. Crystal, D. (2012). English as a global language. Cambridge: Cambridge University Press. Culpeper, J., Kerswill, P., Wodak, R., McEnery, T., Katamba, F. (2018). English Language : Description, Variation, and Context. 2nd ed. London : Palgrave. Dirven, R., Verspoor, M. (2004). Cognitive Exploration of Language and Linguistics. Amsterdam/ Philadelphia : John Benjamins Publishing Company. Hall, E. (1966). The Hidden Dimension. Holmes, J. (2013). An Introduction to Sociolinguistics. 4th ed. London, New York : Routledge. Jenkins, J. (2015) Global Englishes : a resource book for students. Third Edition. Routledge. Kramsh, C. (1988). Language and Culture. Oxford University Press. Newmark, P. (1988). A Textbook of Translation. London : Prentice Hall International. Nikolenko, A. G. (2007). English Lexicology – theory and practice. Vinnytsya : Nova Khnyga. Phillipson, R. (1992). Linguistic Imperialism. Oxford : Oxford University Press. Rostman, F., Rubel, P. & Weisgraw, M. (2009). The tapestry of culture. An introduction to cultural anthropology. 9th ed. Lanham et al. : AltaMira Press. Salzman, Z., Stanlaw, J.M., & Adachi, N. (2017). Language, culture, and society. An introduction to linguistic anthropology. 5th ed. Boulder, CO : Westview Press. Schmandt-Desserat, D. & Erard, M. (2007). Origins and forms of writing. In Baserman, Ch. (ed.). Handbook of research on writing. London & New York : Routledge. Weber, J.-J., Horner, K. (2012). Introducing Multilingualism : A social approach. London, New York : Routledge.
Suggestions for further reading
BHVN, Lakshmi (2019). Idioms and Culture: Exploring the Inter-Influence between English and Other Languages. *Humanities&SocialSciencesReviews*. Volume 7. № 6. pp. 131–138. URL:https://doi.org/10.18510/hssr.2019.7627 Edwards, V. (2004). Multilingualism in the English-speaking World: Pedigree of Nations. Blackwell Publishing. Holm, J. (2004). Pidgins and Creoles. Volume I: Theory and Structure. Cambridge: Cambridge University Press.

Horobin, S. (2016). How English Became English : A Short History of a Global Language. Oxford University Press.

Knapp, M. L., Hall, J. A., Horgan T. G. (2014). Non-verbal Communication in Human Interaction.Wadsworth, Cengage Learning.

Kottak, C. (1998). Mirror for Humanity: A Concise Introduction to Cultural Anthropology. 2nd ed. New York : McGraw Hill.

McCrum, R. (2006). So, what's this Globish revolution? The Guardian. Sun, 3 Dec. URL : https://www.theguardian.com/theobserver/2006/dec/03/features.review37

Migge, B. (2003). Creole Formation as Language Contact: The Case of the Suriname Creoles.

Nerrière, J.-P., Hon, D. (2009). Globish The World Over. International Globish Institute.

Ostler, N. (2010). The Last Lingua Franca: English Until the Return of Babel. New York : Walker&Company.

Rogers, E. M., Steinfatt, T. M. (1998). Intercultural communication. Illinois : Waveland Press, Inc.

Romaine, S. (2000). Language in Society. An Introduction to Sociolinguistics. 2nd ed. Oxford University Press.

Samovar, L. A., Porter, R. E., McDaniel E. R. (2010). Communication between cultures. 7th ed. Wadsworth : Cengage Learning.

Wardhaugh, R. (2015). An Introduction to Sociolinguistics. 7th ed. Blackwell Publishing.

Williams, R. (1985). Keywords: a Vocabulary of Culture and Society. Oxford University Press.

Internet resources

Boers, F. Comprehending and Remembering Figurative Idioms. *European Journal of English Studies.* Volume 8. № 3. pp. 375–388. URL: https://doi.org/10.1080/1382557042000277449

Burns, A. (2013). Is English a form of linguistic imperialism? URL: https://www.britishcouncil.org/voices-magazine/english-form-linguistic-imperialism

Canfield, A. (2002). Body, Identity and Interaction: Interpreting Nonverbal Communication. URL: https://files.eric.ed.gov/fulltext/ED473237.pdf

D. Crystal's official website. URL : https://www.davidcrystal.com/GBR/David-Crystal

Flanagin, J. (2015, May 15). The Best Idioms Around the World, Ranked. URL : https://qz.com/402739/the-best-idioms-from-around-the-world-ranked/

Varieties of English. *Britannica.* URL: https://www.britannica.com/topic/English-language/Varieties-of-English

Introduction: The Field of Contact Linguistics. http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_Chapter/0631212507/Winford-001.pdf

Miestamo, M. Linguistic Diversity and Complexity. URL : https://www.mv.helsinki.fi/home/matmies/publications/03_Miestamo_2017_2.pdf

Most Spoken Languages in the World. URL : https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world

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Course quality monitoring
1. Syllabus feedback from internal and external peer-reviewers.
2.Feedback from students who attend the course.
3.Students' performance in the course.