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There will always be nations

(In The World of Linguo-Cultural
Studies & Cross-Cultural Communication)



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ»

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There will always be nations

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Studies & Cross-Cultural Communication)**

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Учебное пособие содержит обширный аутентичный практический текстовой и аудиальный материал по актуальным проблемам межкультурной коммуникации, практикуму по культуре речевого общения и сравнительной лингвокультурологии и направлено на формирование профессиональной дискурсивной иноязычной компетенции.

Предназначено для студентов среднего (среднепродвинутого) уровня, обучающихся в вузах с расширенной сеткой преподавания английского языка, а также для студентов 2-4 курса лингвистического университета неязыковой направленности «Музеология и охрана объектов культурного наследия».

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Contents

Book 1

Introduction to linguo-cultural studies

Module 1 Culture Issues

- **(1) More alike than different**
- **(2) Cultural literacy. Tips for travelers**
- **(3) Greetings & saying goodbyes**
- **(4) Giving gifts**
- **(5) Etiquette. Table manners**
- **(6) Living abroad. Emigration problem**
- **(7) Culture shock 1. How to overcome 4 stages
Culture shock 2. Politeness issues**

Module 2 There'll always be nations

- **(1) Introduction to English National Character
Has Britain lost their identity?
Vocabulary. Countries**
- **(2) National stereotypes: appearance & character
Russian national character**
- **(3) National Heroes: Superheroes
Russia's Symbols
Russia will get their own superhero**
- **(4) It's the Simpsons – the most powerful
American family!**
- **(5) British school stereotypes
(6) The best night of their life. High School Prom
School-leaving parties in Russia**

Module 3 National Holidays:

- **(1) National Holidays in Great Britain**
- **(2) National Holidays in the USA
Halloween
St Valentine's day**
- **(3) National Holidays in Russia**

Module 1 Introduction

1. a) Introduction to linguo-cultural studies & cross-cultural communication



"We didn't all come over on the same ship, but we're all in the same boat."

- Bernard Baruch, American financier and statesman

b) Go to YouTube & watch the video called "Jay Walker on the world's English mania" & discuss the ideas why people study English in class

Jay Walker explains why two billion people around the world are trying to learn English. He shares photos and spine-tingling audio of Chinese students rehearsing English -- "the world's second language" -- by the thousands.

http://www.ted.com/talks/jay_walker_on_the_world_s_english_mania.html

NOTE: *Jay Scott Walker is an American inventor, entrepreneur and chairman of Walker Digital, a privately held research and development lab focused on using digital networks to create new business systems. Walker is also curator of TEDMED since 2011

2. A) Warming-up. Discuss:

- Have you ever arrived in a country without any idea of how you should behave there? How would you prepare before an important business trip to a country you've never visited before?
- Are other cultures like yours? Why not? What makes us different?
- Can you predict what linguo-cultural studies is about? Presuppose what ideas & issues are essential for the subject?
- Why is it called this way?

B) Below is the introductory text to the subject you are going to study. Get acquainted with it. Read the text & find out the answers to the questions above.

What are Cross-Cultural Communication & linguo-cultural studies?



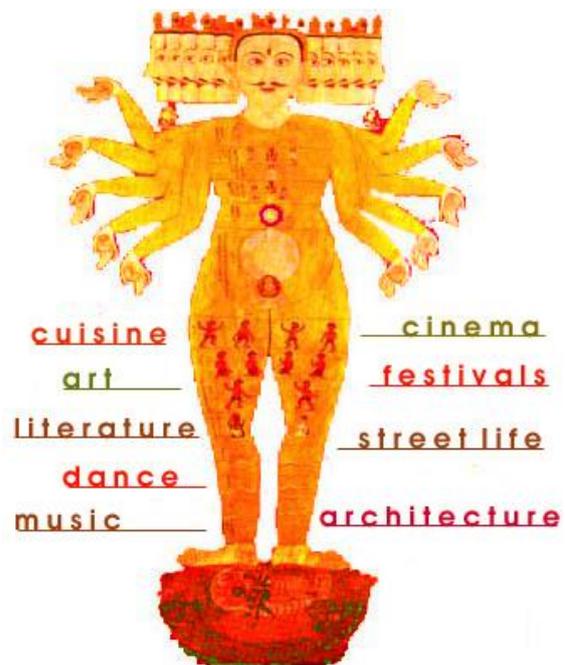
At the beginning of the 21st century, cross-cultural communication is becoming more and more important. However, the knowledge of the foreign language alone is not enough to effectively communicate with representatives of other cultures. As we know, one of the most significant functions of the language is the cumulative function, which means that the language is a link connecting generations; it is the storage and a means of transmitting the extra-linguistic collective experience, as the language not only reflects the contemporary culture, but preserves all its previous stages.

Linguo-cultural studies, as follows from the name, is a subject that, on the one hand, includes learning the language, and, on the other hand, gives certain knowledge about the country of the studied language. The main **objective** of linguo-cultural studies is to provide communicative competence for cross-cultural communication. The main **task** of the subject is to study those units of the language and extra-linguistic phenomena which most vividly reflect the national peculiarities of the foreign culture through the studies of a country. That is, our main task is to obtain **background knowledge** necessary for successful cross-cultural communication. Here belong:

- historical and cultural background, which includes not only knowledge of history, but also knowledge of culture of the language community in the process of its historical development;
- socio-cultural background – peculiarities of communication within the society, social behaviour, social values, conversation formulae, non-verbal communication;
- ethno-cultural background, which includes information about the way of life, traditions, holidays, etc;
- semiotic background, which contains information on symbols, connotations, realia and other language units bearing specific national colouring.

The phrase cross-cultural communication describes the ability to successfully form, foster, and improve relationships with members of a culture different from one's own. It is based on knowledge of many factors, such as the other culture's values, perceptions, manners, social structure, and decision-making practices, and an understanding of how members of the group communicate--verbally, non-verbally, in person, in writing, and in various business

Like speaking a foreign language or riding a bicycle, cross-cultural communication involves a skill component that may best be learned and mastered through instruction and practice: simply reading about it is not enough.



<http://lingua-source.com/2011/08/15/lingua-cultural-studies>

C) Talking point. Know before you go!

Discuss:

- Is there any difference among Cross-Cultural Communication, Linguo-cultural studies & Country-specific studies?
- Do you know much about the culture of your nation? What do you appreciate in your own culture? Can you explain some peculiarities of your own country to foreigners?
- What do people from all over the world think of your nation? What is the stereotype?
- Have you ever felt confused by the behavior of someone from another culture?
- What are the topics to discuss associated with 'culture' & ways to understand it?
- If you could change one thing about your culture, what would it be?

D) Speculate on the following & then put your ideas in writing:

- *Why are cross-cultural issues essential nowadays? Why is it so crucially important not only speak foreign languages but also to be knowledgeable about cultural issues?*

3. A) Discuss:

- **What do you think are the basic terms of cross-cultural communication or - studies & why? Try to give your understanding of them?**

B) Consult the monolingual dictionaries about the terms below. Write out the definitions. Select the ones that seem best to you. Explain your choice:

language	communication	culture
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C) Read paragraphs 3-5 from Introductory Part "Burning issues of Intercultural communication" "Актуальные проблемы межкультурной коммуникации" in the textbook by S. Ter-Minasova (p.18-36). Jot down the main issues & deliver the ideas to the class.



Paragraph 3

- What example of culture conflicts were you amused by?
- How did the Romans & Russians call foreigners & why?
- What is the origin of the words: *foreign* & *иностранный*?
- Why couldn't Italians make their adopted child go to bed & fall asleep?

- Why didn't the advertisement 'Malboro' work in Latin America?
- Why did students from Thailand stop attending the classes of a Russian teacher?
- What incident occurred with Russian students in the USA? What was the culture conflict like? What educational ideas doesn't work in Russia?
- What did a German business lady say about doing business in Russia? (2 aphorisms)

Paragraph 4

- How have the motifs of studying a foreign language changed nowadays? & why?
- What are the components of the term "culture"?
- What is the 'national world picture'?
- How do the subjects (Cross Cultural Communication \ Country studies\ Linguo-cultural studies) correlate with one another?

Paragraph 5

- What is the main role of comparing two cultures when studying a foreign language?

Module 1 Part 1

CULTURE ISSUES

1. a) The text below is taken from the textbook edited in 1980. It compares the relationships between the USA & the Soviet Union. Read it without dictionary & do the vocabulary exercises below the text.

More Alike Than Different

Taken from "Even more true stories. An intermediate reader" by Sandra Heyer.



b) Vocabulary.

1. Read the following sentences. Then complete the statements. Circle the letter of the correct answer.

1. Everyone listened *attentively* as the woman spoke. a. carefully b. nervously.
 2. "Don't make a circle with your thumb and first finger" the woman said. 'That's an *obscene* gesture in the Soviet Union.' The *audience* of 300 Americans *chuckled*.

- An obscene gesture is a) not polite b) polite
- An audience – a) listens or watches. b) sings, dances, or speaks
- To chuckle is to a) sing loudly. B) laugh quietly.

3. "It's all right to *admire* something," the woman said, "but don't be too *enthusiastic*. Don't say, 'I really like your tablecloth.' Your Soviet friend will offer you the tablecloth and will be *offended* if you don't take it."

- If you *admire* something, you a) don't like it b) like it.
- If you are *enthusiastic*, you are a) interested and excited b) bored & tired.

- People who *are offended* are a) a little angry because their feelings are hurt b) a little nervous because they don't know what to do.
- 4. The Soviets knew that Americans were *fond* of pets. a) don't like pets. b) like pets.
- 5. A Soviet woman *gasp*ed when she saw an American pour rice directly from a box into a pan of boiling water. "You didn't wash the rice?" she asked.
People gasp when they are a) tired b) surprised.
- 6. The Soviets knew that Americans liked to eat fast food in restaurants, but they were *disappointed* to see that Americans ate fast meals at home, too. People who are disappointed are a) not happy b) happy.
- 7. An 11-year-old girl wrote, "I learned to *adapt* to a new culture. And I learned that people all over the world are more *alike* than they are different."
 - People who adapt a) don't change b) change.
 - "Alike" means a) the same b) strange.

2. a) Read the sentences. Then write the correct word on the line.

enthusiastic alike disappointed

1. Last year I went to a beach hotel for my vacation. I thought I would have a wonderful time, but I had a terrible time. It rained every day, and the people at the hotel weren't friendly. I was
2. My friend loves classical music. I had two tickets for a classical music concert, so I asked her if she wanted to go with me. "Yes!" she answered. "That concert will be great!" She was..... about the concert.
3. I have a sister who is one year older than I am. My sister is a good student, and I am, too. My sister likes to sew, and I do, too. My sister has a cat, and I do, too. My friends tell me, "You and your sister are so much"

b) Now make your own examples for the new words:

offended disappointed fond of adapt gasp alike
 attentively chuckle obscene admire audience enthusiastic

First, form small groups. One student in each group is the "teacher." The "teacher" will write each word on a separate small piece of paper, fold the papers, and give one to each person in the group. The "teacher" will take a word, too. Hold your paper so that no one can see your word. Make up a little story for your word like the ones above. (Be careful not to say your word.) Your classmates will listen to your story and try to guess which word you have. Then listen to your classmates' stories and try to guess which words they have.

C) Talking topic: Know before you go!

Discuss the ideas in the text.

1. Read the text again & discuss the ways that make us different from each other.

- What facts were you surprised by?

2. Circle the letter of the best answer.

1. "More Alike Than Different" is about

- a. the language, customs, and food in the Soviet Union.
- b. U.S.-Soviet exchange of people that was organized by The Friendship Force.
- c. communicating through sign language and dictionaries.

2. The Friendship Force is

- a. an international organization that promotes world peace.
- b. an organization that prepares Americans for visiting the Soviet Union.
- c. an international organization of children who visit other countries.

3. The Friendship Force believes that

- a. people who live in the Soviet Union do not have comfortable lives.
- b. people who are friends will not
- c. fight wars.
- d. people who do not speak English will experience culture shock in the United States.

4. To help people become friends. The Friendship Force

- a. sends language teachers all over the world.
- b. mails letters all over the world.
- c. organizes exchanges of people.

5. The Americans prepared for their visit by

- a. experiencing culture shock.
- b. writing essays.
- c. learning about Soviet life.

6. The Soviets who visited the United States were shocked to see

- a. Americans eating rice.
- b. pets in people's homes.
- c. fast-food restaurants.

7. Although their languages and cultures were different, the Soviets and the Americans

- a. ate the same food.
- b. became friends.
- c. had the same everyday lives.