

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ІМЕНІ ІВАНА ФРАНКА**

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**Teaching Language and Culture
Карта формування лінгвосоціокультурної компетентності
майбутніх вчителів англійської мови
(методичні рекомендації до курсу
«Навчання мови і культури»)
другий (магістерський) рівень вищої освіти**

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Калініна Л. В. *Teaching Language and Culture: Карта формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови (методичні рекомендації до курсу «Навчання мови і культури») (Освітній рівень «Магістр»).* – Житомир: Вид-во ЖДУ ім. І. Франка, 2021. – 49 с.

Методичні рекомендації «Навчання мови і культури» містять карту поетапного формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови і призначені для студентів другого (магістерського) рівня освіти ННІ іноземної філології або мовних факультетів. Карта охоплює теми всіх розділів курсу «Навчання мови і культури» у вигляді 3-х блоків (Linguacognitive Competence development, Intercultural Professional Competence development, Teachers' Intercultural Personality development), кожен з яких пропонує глосарій термінів, опорну інформацію, завдання для самостійного опрацювання та список рекомендованої літератури.

Методичні рекомендації призначені для використання при самопідготовці студентів очного та заочного навчання до практичних занять та заліків з курсу «Навчання мови і культури».

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Dear Learners of Language and Culture!

You are suggested recommendations on the course “Teaching Language and Culture” in the form of a map for your linguasociocultural competence development.

The map presents one module for 30 contact hours and 60 hours for your own independent work. You’ll find 3 blocks of your linguasociocultural on-line and off-line development: block of linguacognitive competence development, block of intercultural professional competence development, block of teachers’ intercultural personality development.

In order to make your independent work easier, each block has the same structure:

- 1. Glossary to know and use;**
- 2. Fundamentals to navigate your independent linguasociocultural development;**
- 3. List of recommended literature to familiarize yourself with;**
- 4. Tasks to develop your skills of autonomous learning language and culture:**
 - **Independent linguasociocultural searching tasks;**
 - **Independent methodological culture-oriented tasks;**
 - **Tasks for microteaching (Try your hand at microteaching);**
 - **Independent creative tasks.**

First and foremost familiarize yourselves with the aims, learning outcomes and assessment specifications of the course to know what to begin and finish with.

We hope your independent work with the recommendations given will be the most useful and pleasurable.

Good Luck Attends You!

I. Aims

To enable students to:

- to explore specialized dimensions in teaching language and culture, identify main learning and teaching issues, select and exploit relevant strategies;
- to recognize the necessity and value of intercultural development as a basic component of professional development.

Learning outcomes:

As a result of learning this course you should demonstrate the ability to:

- differentiate the notions of culture, cultural awareness, intercultural competence, linguasociocultural competence and realize their role in learning and teaching foreign languages;
- be aware of learners' different intercultural attitudes to prejudices and stereotypes;
- to identify the important distinction between big C and little c cultures;
- to interpret manifestations of culture in language (e.g. idioms, non-equivalent and background lexis) to learners of different age groups and language levels; the difference between English and American variants of the English language;
- to explain the learners the notions of culture clashes, cultural shock, cultural blunders and offer compensatory communicative strategies;
- to familiarize learners with culture-specific verbal and non-verbal communicative behaviour patterns in relation to different communicative situations;
- to compare differences and similarities of Ukrainian and foreign cultures, to demonstrate understanding and tolerant attitude to cultural differences;

- to analyse the learners’ course books recommended by the Ministry of Education and Science in Ukraine in relation to their effectiveness of developing linguasociocultural competence of learners;
- to plan, try out and make use of methods and techniques for developing intercultural competence of learners of different age groups, learner types or learning styles;
- to evaluate, select and adapt materials and Internet resources for addressing intercultural issues;
- to design and conduct classroom activities for developing cultural awareness for learners of different age groups, proficiency levels and abilities, including children with SEN;
- to exploit advantages and meet the challenges of autonomous culture and language studies, including ICT, culture information search, culture comparisons etc.;
- to be able to plan individual professional development in teaching language and culture;
- to develop linguasociocultural competence on the basis of blended learning models and on-line techniques.

II Assessment Specifications

Assessment of the course consists of one module and one assignment with several items.

Assignment 1

Individually, create a portfolio containing the following items:

Portfolio items	Weighing
1. Lesson plans with accompanying rationale for developing sociocultural competence	40%

2. Activities based on ICT that carries cultural content, with reflection on the experience of trying them out in class	20%
3. A set of sociocultural searching tasks for learners of different age groups	20%
4. A bank of sociocultural games	20%
Total	100%

Item 1

Design two lesson plans for your school experience context using such models: teaching sociocultural reading; teaching intercultural communication (verbal and non-verbal communicative behaviour patterns). Make sure your lesson plans meet the following requirements:

- correlation between the objectives, the activities and the learning outcomes;
- the communicative and integrated character of a lesson;
- differentiation of strategies to be used in accordance with intercultural communicative skills' stages formation and stages of development of sociocultural reading skills.

Account for your choice of the sequence of activities, teaching aids and materials, methods and techniques, modes of interaction used to meet the objectives of the lesson and achieve the outcomes.

Assessment criteria	Weighing
1. Evidence of the communicative and integrated character of the lessons and the correlation between the objectives, the activities and the learning outcomes	20%
2. Evidence of differentiation of strategies to be used in accordance with intercultural communicative skills' and sociocultural reading skills' stages formation	10%
3. Evidence of the ability to justify your choice	10%
Total	40%

Item 2

Procedure:

- Choose a visual (visual, verbal, visual-verbal) with strong representation of culture.
- Design and conduct a 5-7-minute classroom activity for developing learners' cultural awareness.
- Reflect on your experience of trying the activity out in class in writing (maximum 150 words).

Assessment criteria	Weighing
1. Evidence of a relevant choice of a visual and activity for developing cultural awareness	10%
2. Evidence of the ability to reflect on the classroom experience	5%
3. Relevance to the age peculiarities of learners	5%
Total	20%

Item 3

Procedure:

- Choose the following types of sociocultural games for students of different age groups: guessing games, board games, moving games and DIY games.
- Develop an activity for primary / intermediate or upper intermediate learners using one of the sociocultural games.
- Try the activity out with a specific group of learners and justify its use in writing (maximum 150 words).

Assessment criteria	Weighing
1. Relevance of the game to the target audience and sociocultural skills to be developed	10%
2. Justification of the activity used	10%
Total	20%

III MAP OF FUTURE ENGLISH TEACHERS LINGUASOCIOCULTURAL COMPETENCE DEVELOPMENT

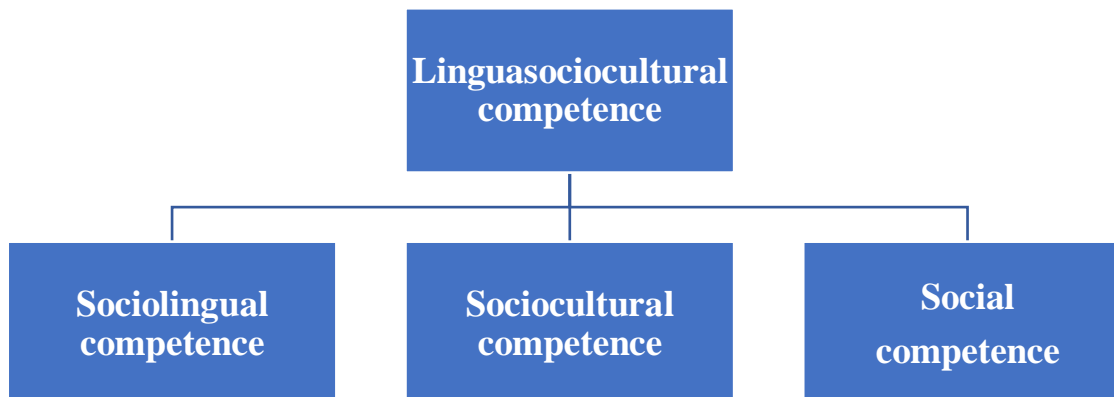
3.1 Block of Linguacognitive Competence Development

Glossary to Know and Use

<ul style="list-style-type: none">• Culture• Communicative competence• Intercultural competence• Linguasociocultural competence• Big C and little C culture• Stereotype• Prejudice	<ul style="list-style-type: none">• Cultural shock• Cultural blunder• Non-equivalent lexis• Background lexis• Verbal and non-verbal communicative behaviour patterns
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Fundamentals to Navigate your Independent Linguasociocultural Competence Development

1. Linguasociocultural competence, as the ability and readiness of a person for intercultural communication, consists of a number of competences, which have their own aims.



**Picture 1. Structure of linguasociocultural competence according to professor
S. Nikolaeva**

2. In order to master every component of linguasociocultural competence, you should acquire certain language knowledge, country study and background knowledge, intercultural habits and skills.

As a future English teacher, you should be able to interpret all cultural manifestations in a target language like non-equivalent and background lexis, idioms, proverbs and sayings in the English classroom in comparison with your mother tongue.

For example: The London Eye is a unique 135-metre-high observation wheel next to the Thames in London. You can't see it anywhere else (it is non-equivalent lexis).

3. To realize social component of linguasociocultural competence you should be well-aware of the universal theory of politeness, **verbal communicative behaviour patterns** (for example how to greet different categories of people, how to express your regret in different situations etc.) and **non-verbal communicative behaviour patterns** (like facial expressions, gestures, distance, body language).
4. It's important to teach learners to identify **stereotypes** and **prejudices** in different cultures (for example, British people always have porridge for breakfast – stereotype or prejudice?). It'll enable your learners to be tolerant to cultural differences and to respect cultures of other people.
5. In terms of culture, scientists distinguish Big C culture and little c culture. Analysis of these two notions will bring your learners to thorough study of language and culture and better understanding of Ukrainian culture and culture of the English speaking countries.
6. Schoolchildren should realize that without linguasociocultural knowledge, habits and skills they may feel uncomfortable or even experience “cultural shock” as a result of making “cultural blunders” while travelling or studying abroad. In view

of this, the task of an English teacher is to explain the learners possible cultural clashes in the lessons and offer compensatory communicative strategies.

A List of Recommended Literature to Familiarize Yourself with

1. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. та ін./ за загальн. ред. С. Ю. Ніколаєвої. – К. : Ленвіт, 2013. – 590 с. (с. 418-432)
2. Селіванова О. І., Байкова О. М. Опановуючи англійську мову і культуру (Велика Британія, Сполучені Штати Америки): навчальний посібник. – Київ: Ленвіт, 2008. – 126 с.
3. Тарнопольський О. Б., Скляренко Н. К. Стандарти комунікативної поведінки у США [Text] : посіб. для студ. ст. курсів, які вивч. англ. мову як спеціальність / уклад. О. Б. Тарнопольський, Н. К. Скляренко. - К. : Видавничий центр КДЛУ, 2000. - 176 с.
4. Bonvillain N. Language, Culture, and Communication. The meaning of messages. Upper Saddle River. New Jersey: Prentice Hall, 1997. 374 p.
5. Connoly C. Sociocultural awareness in ELT [On-line]. URL: <https://www.teachingenglish.org.uk/article/sociocultural-awareness-elt> (Accessed 28 Nov. 20119).
6. Fox K. (2004) Watching the English. London: Hodder & Stoughton Ltd.

On Your Own

Develop your Skills of Autonomous Learning Language and Culture

I. Independent Linguasociocultural Searching Tasks

1. Work with reference literature, dictionaries or the Internet sources available and:

• **Come up with the *definitions* of:**

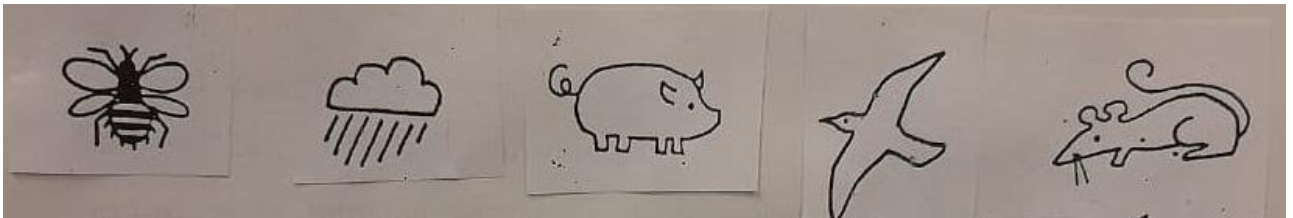
- Communicative competence;
- Linguasociocultural competence;
- Sociocultural competence;
- Big C and little c cultures;
- Stereotype;
- Prejudice;
- Cultural shock;
- Cultural blunder;
- Non-equivalent lexis;
- Background lexis;
- Idioms;
- Verbal and non-verbal communicative behaviour patterns.

• ***Find the examples of non-equivalent and background lexis and think of the way they may be presented to your learners (3-5 each).***

• **Find cultural explanations for the underlined idioms:**

- If I were you, I wouldn't trust him. He is wolf in sheep's clothing.
- Paul broke our neighbour's window with his football. Now he's got to face the music.
- Alice jazzed up her costume with a red scarf.
- I know why she didn't say anything. I can read her like a book.
- Oh, dear! It was my secret! You spilled the beans again and spoiled everything.

- **Come up with Ukrainian equivalents for the following proverbs:**
 - Don't bring coal to Newcastle.
 - Too many cooks spoil the broth.
 - It's not a gay coat that makes a gentleman.
 - Let sleeping dogs lie.
 - Curiosity killed a cat.
- **Look at the pictures and label them with suitable idioms (proverbs):**



II. Independent Culture-Oriented Task

1. Look at the list of cultural items and place each of them in one of the two categories – Big C culture or little c culture. Explain your choice.

- Trafalgar Square
- Cookies
- Big Apple
- A fortnight
- He is a kiwi
- Ausie
- West End
- Sherlock Holmes

Big C culture	Little c culture

2. Match an idiom to its explanation:

<ul style="list-style-type: none"> • Cat got your tongue? • To have a bee in one's bonnet • To be a cave man • To keep a stiff lip • Ask not for whom the bell tolls, it tolls for thee 	<p>A. Your friend thinks much of what she eats, never tries experiments in food and keeps saying about healthy food all the time.</p> <p>B. John is a reserved man. He always tries to seem calm, when he is really upset and worried.</p> <p>C. Your friend is too shy and embarrassed. You want to tease him. What will you say?</p> <p>D. You never know what will come next with your colleague. He always acts in a rude, rough manner.</p> <p>E. You got into a mess and need smb's help badly. But your friends don't want to get involved. What will you tell them?</p>
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3. Read the statements and fill in the chart. Explain your choice.

Statements	Stereotype	Prejudice
1. The girls are more intelligent than the boys.		V
2. English people are very reserved.		
3. Ukrainians are heavy eaters.		
4. Americans are considered to be competitive.		
5. Look! Sam had put on weight again. She definitely eats a lot of cakes and sweets.		

4. Read the conversation between an American and an Englishman. Come up with the English equivalents for the American variants as in the example.

Example:

American: I bought nice pants yesterday.

Englishman: Pants? We call them trousers.

American: Can you tell me where the nearest drugstore is?

Englishman: You mean _____? It's far and you'd better go by car. Where is your car?

American: At a parking lot.

Englishman: A place where we park cars is a _____ with us.

American: Should I turn to the left before the stop lights?

Englishman: No, after the _____.

American: Is it near the subway?

Englishman: Exactly, near the _____.

American: We use different words for the same notions. See? We are blowing our horn.

Englishman: Haha, we are blowing _____.

5. Compare non-verbal communicative behaviour patterns in the US/UK and Ukraine.

Example:

The US/UK	Ukraine
1. When people meet, they start talking about the weather.	<i>It's not a must with Ukrainians. We may start talking about health or how a person is getting on. It depends.</i>
2. Standing in a queue people observe a distance.	
3. When people are invited to smb's house, they often take a bottle of wine.	
4. When communicating with each other people observe eye-contact.	
5. During the "farewell" stage of a conversation people are wishing each other to have a good day and express hope for future meetings.	

III. Try Your Hand at Microteaching

1. Spot a cultural blunder. How will you deal with them in the English classroom?

- A man was invited to dinner in America where he was treated to pasta. He said: “Oh, no, thank you. I never eat macaroni. I don’t like them.”
- A Ukrainian girl was in the US on exchange programme and lived in an American family. On Thanksgiving Day her host mum baked an apple pie. At a dinner table the girl said: “Your pie is good, Mrs. Sandford, but my mum bakes better pies. She doesn’t put cinnamon in them.”
- In the museum of Fine Arts in Kyiv an American elderly lady got lost. She was in despair, because she couldn’t find her groupmates. A boy decided to help her and coming up to the lady said: “What do you want?” She was embarrassed and said: “Oh, nothing.”

IV. Independent Creative Tasks

- 1. Study the core curriculum of the English language (the 5-7 forms). Choose a communicative situation on any topic and come up with possible intercultural skills and attributable verbal communicative behaviour patterns. Follow the example:**

Communicative situation	Intercultural skills to be developed	Verbal communicative behaviour patterns
You have got a letter from your English pen friend and want to share the news with your peers	Sharing the news Responding to news	I’m really pleased to tell you... I’ve got good news to share... You know what? I’ve got a bit of great news for you... ... Wow! That sounds exciting! How fantastic! Glad to hear the news!

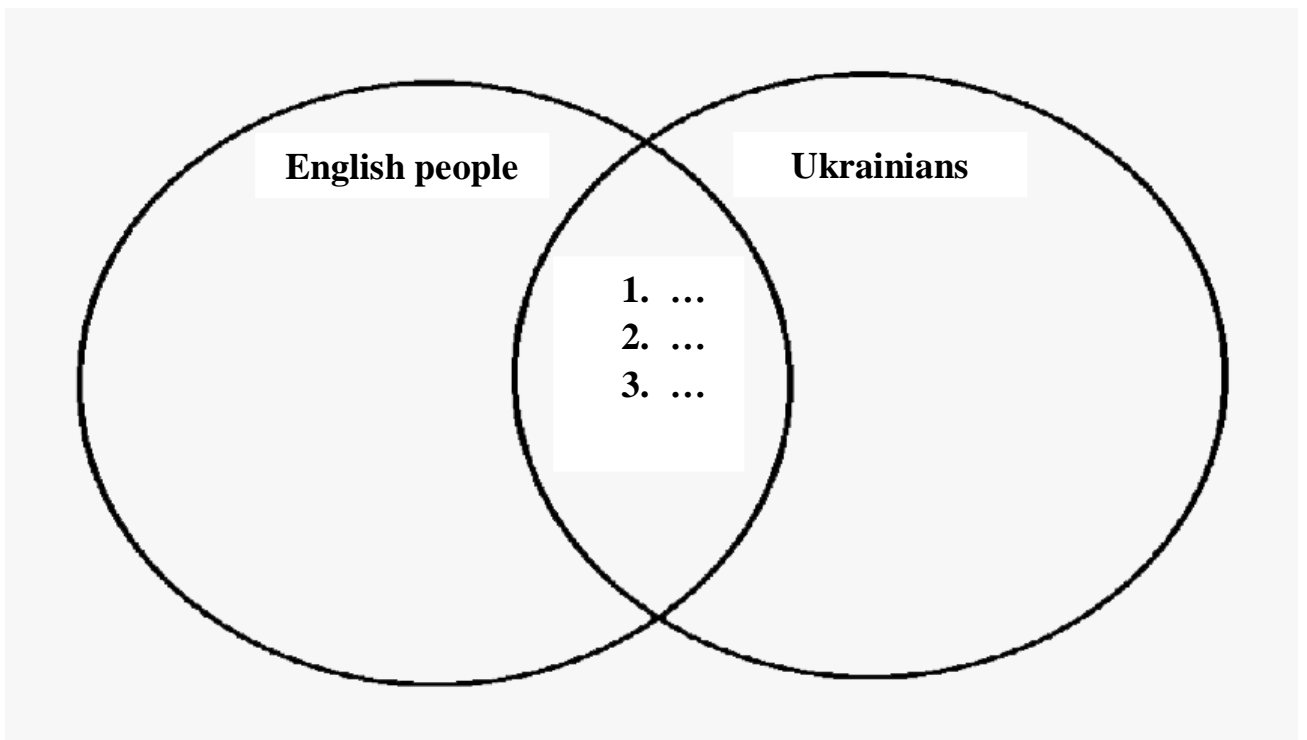
		Etc.
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2. Read the text “The Free Scots” in the English textbook for grade 7 by L. Kalinina and I. Samoylyukevych, p. 107, single out cultural manifestations in it and be ready to interpret them for your learners.
3. Your English friends are going to visit Ukraine. It is their 1st visit and they ask you to give them some useful tips on their visit. Do it in the form of Memo.

When in Ukraine...

- Try to be polite.
 - etc.
4. Use Venn Diagram technique to compare English / American and Ukrainian people. Find differences and similarities in them.

Venn Diagram



3.2 Block of Intercultural Professional Competence Development

Glossary to Know and Use

<ul style="list-style-type: none">• Core curriculum• Teaching aids• Teaching materials• Authentic materials• Guessing games• DIY games	<ul style="list-style-type: none">• Sociocultural role-play• Linguasociocultural visuality• Cross-cultural reading• Anticipation• Prediction
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Fundamentals to Navigate your Independent Intercultural Professional Competence Development

1. Aims and learning outcomes of secondary school learners' linguasociocultural development are presented in a new Foreign Language Core Curriculum and the State Standard of foreign languages. The aims of linguasociocultural competence development for each level of English (from A1 to B2) are based on the requirements of Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).
2. Nowadays it is up to an English teacher to select teaching aids and teaching materials with sociocultural presentation for each age group.

While selecting materials a teacher should bear in mind:

- age characteristics of his / her learners;
- their level of proficiency in English;

- the needs of all learners of the class, as well as their individual interests and abilities, especially of SEN children;
 - authenticity of teaching materials;
 - feasibility of teaching aids and materials for the learners of a particular age group and level of their proficiency in English;
 - relevance of the materials to teaching purposes;
 - correct adaptation of authentic materials in accordance with the level of learners' proficiency in English.
3. While dealing with intermediate and senior learners, it is important to develop their independent linguasociocultural skills. One of the effective techniques is linguasociocultural searching tasks with different prompts: verbal visuality, verbal visual visuality and visual auditory visuality. Linguasociocultural game-like searching tasks, searching cognitive tasks and searching creative tasks are well used in the English classroom.
 4. Linguasociocultural projects in individual, group, team and the whole class modes proved their effectiveness. Their choice depends on learners' cultural interests and the aim of the definite lesson. But finally, a project should end in a creative product. For example: creation of Cookery Book "English Cuisine", designing a calendar of great events of Ukraine and English speaking countries, or a flier inviting for any significant event like "Festival on the waves of American and Ukrainian folk music" etc.
 5. It's an open secret, that learners have different learning styles and learner types. In order to avoid sociocultural blunders and to make linguasociocultural competence development pleasurable, a teacher should use techniques relevant to every learning style and learner type, including SEN students.

For this purpose, visuality with strong representation of foreign culture is advisable. For example, postcards, brochures, placards, cartoons, set of pictures (visual), songs,

interviews of native speakers, video programmes, films (audio), miming, scavenger hunts (kinaesthetic). A teacher should know how to use any kind of visuality in any English classroom effectively.

- Usage of linguasociocultural games in the English lesson at any level (primary, intermediate, senior) promotes interesting and memorable learning of cultural items. According to the aim and topic of the lesson a teacher may use one of the following linguasociocultural games:

Guessing games (cultural quiz, riddles, crosswords, etc.);

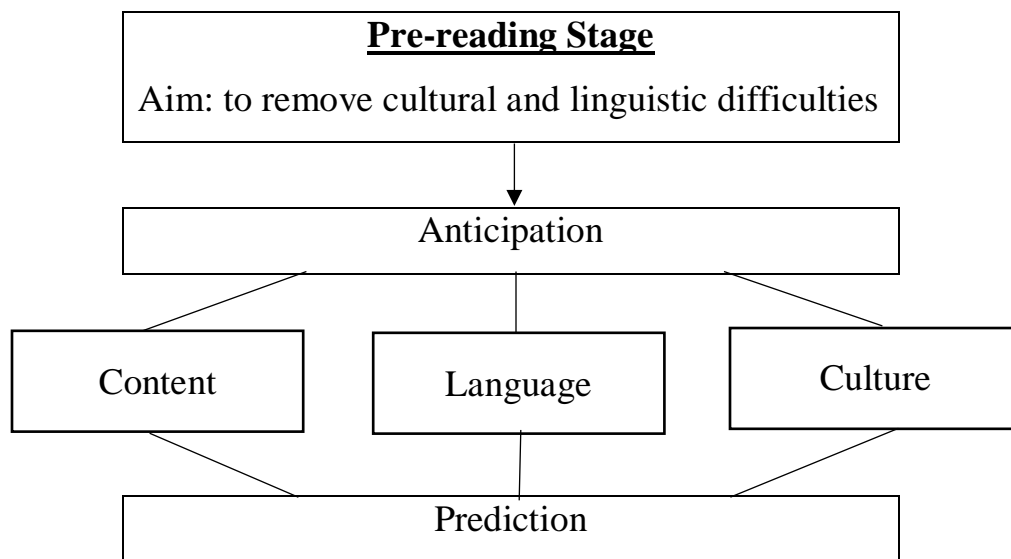
Board games (culture loto, domino, etc.);

Moving games (searching for culture symbols, scavenger hunts, etc.)

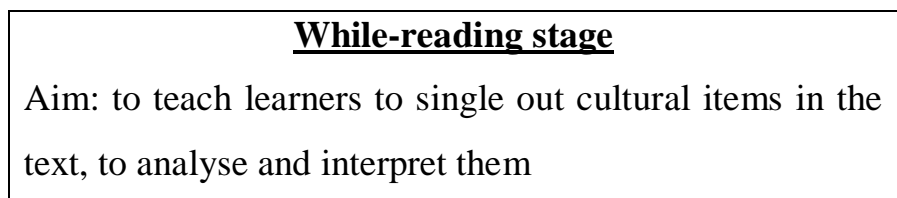
DIY games (designing linguasociocultural cards, riddles, board games, etc.)

- Crosscultural reading is an integral part of linguasociocultural competence development. It presupposes the use of such methodology:

I STAGE



II STAGE



III STAGE

Post-reading stage

Aim: to develop learners' intercultural communicative skills on the basis of the text

A List of Recommended Literature to Familiarize Yourself with

1. Калініна Л. В., Мартін А., Самойлюкевич І. В. Life is Never a Bowl of Cherries; A Crosscultural Reader : Навчальний посібник з англ. мови для учнів ст. класів шкіл з поглибленим вивченням англ. мови та проф. навч. / Лариса Вадимівна Калініна, Інна Володимирівна Самойлюкевич, Анна Мартін.– Харків : Світ дитинства, 2004.– 224 с.
2. Калініна Л. В., Самойлюкевич І. В. Across Cultures: Great Britain – Ukraine. Student Book. Лінгвокраїнознавчих комплекс для учнів старших класів з поглибленим вивченням англ. мови та профільного навчання / Л. В. Калініна, І. В. Самойлюкевич. - К. : Наш час, 2007. - 160 с.
3. Калініна Л. В., Самойлюкевич І. В. Across Cultures: The USA – Ukraine. Student Book. Лінгвокраїнознавчих комплекс для учнів старших класів з поглибленим вивченням англ. мови та профільного навчання / Л. В. Калініна, І. В. Самойлюкевич. - К. : Наш час, 2008. - 184 с.
4. Навчальний посібник з англійської мови та культури “Word on the street”: у 2-ч ч./Л. В. Калініна, І. В. Самойлюкевич. – К.: О. Т. Ростунов, 2012. – 126 с.
5. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. та ін./ за загальн. ред. С. Ю. Ніколаєвої. – К. : Ленвіт, 2013. – 590 с.

6. Barry Tomalin, Susan Stempleski. Culture Awareness. – Oxford University Press, 2001. – 160 p.
7. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. – Cambridge University Press, 2003. – 260 p.
8. Sharman Elizabeth. Across Cultures. – London: Longman, Pearson Education Limited, 2005. — 159 p.

On Your Own

Develop your Skills of Autonomous Learning Language and Culture

I. Independent Linguasociocultural Searching Tasks

- 1. Work with “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” to describe the suggested levels of proficiency in English from A1 to B2.**
- 2. Study the New State Standard and Core Curriculum for foreign languages and present aims and learning outcomes of linguasociocultural development for every type of school – elementary, basic and senior.**
- 3. Work with reference literature, dictionaries and the Internet sources available and come up with the definitions of:**
 - Teaching aids
 - Teaching materials
 - Authentic materials
 - Guessing games
 - DIY games
 - Crosscultural reading
 - Anticipation
 - Prediction
- 4. Find verbal teaching materials with linguasociocultural presentation (one for each type of school) and adapt them to the level of learners’ proficiency in English (A1, A2, B1+, B2).**

II. Independent Methodological Culture-Oriented Tasks

- 1. Read the instructions of linguasociocultural searching tasks, single out the prompt and the type of task as in the example.**

Example:

Searching tasks' instructions	Prompts	Type of tasks
1. Listen to the Jazz Chant and guess the animals in Britain. What do these animals say in Ukraine?	<i>Audio</i>	<i>Game-like searching task</i>
2. Read the story with missing sociocultural items. Guess what they are and if they exist in Ukraine.		
3. Do the culture quiz.		
4. Look at the picture and guess what holiday the American kids are celebrating in it. Say when and how you celebrate this holiday in Ukraine.		
5. Read the poem and find out in what country this way of travelling is popular. Say if it is popular in your country.		
6. Read the information and do some individual research about the linguasociocultural phenomena mentioned in it: Oxford, Norman Conquest, William the Conqueror.		
7. Look at the picture below, read the speech bubbles and roleplay the conversation between the characters.		

2. Match the tasks below with a type of anticipation and prediction:

1. Pair up with your friend and make a list of characteristics attributable to a real Englishman. 2. Look at the pictures and say which of them represent British national dishes.	A. Prediction by verbal prompts. B. Content anticipation C. Prediction by the title D. Culture anticipation
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<p>3. Read words and phrases suggested and say what the text for reading may be about.</p> <p>4. Look at the photos and say which of the young men looks typically American and why do you think so.</p> <p>5. You are going to read the text under the title “Escape from the Jungle”. What do you think it’ll be about?</p>	<p>E. Language anticipation</p>
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3. Read the tasks for developing crosscultural reading and fill in the chart with the activities below according to the stages of teaching crosscultural reading.

<p>Stages of Teaching Crosscultural Reading</p>		
<p>Pre-reading</p>	<p>While-reading</p>	<p>Post-reading</p>
<p>There are some episodes from your childhood which stay in your memory for good. Say which of them you still remember and why.</p>		

- 1) People may feel nostalgic about old things dear to them. Think of 5-8 words that can be used to characterize their emotional condition.
- 2) Jot down the cultural facts you’d like to clear up.
- 3) Look at the pictures suggested below and link them to the particular cultural event in the story.
- 4) Using the additional information you have access to, find out more about the historical period described in the story. Give other examples of American life at those times.
- 5) In every nation, there are periods which the people have to withstand. Discuss the hardest events in the history of America and Ukraine. Say what helped people to survive.

- 6) Christmas is one of the bank holidays in Britain. Pair up with your friend and discuss Christmas traditions of British people.
 - 7) The story opens with a very laconic sentence: “Christmas is for children”. Develop this idea with your personal experience and the events you may read about in the story.
 - 8) From the text write out the sentences, which describe Christmas celebrations similar to Ukrainian.
 - 9) Your group is organizing a Christmas party and you are asked to write an announcement which will attract a lot of students. Group up with your friends and do the task.
 - 10) The English proverb goes “A good beginning makes a good ending”. Group up with your friends to compare education in the USA and Ukraine.
- 4. In the English classroom (intermediate level) a teacher plans to use a linguasociocultural game on the topic “London”. Give a teacher a piece of advice: what type of game she/he can use and what linguasociocultural skill may be developed with the help of this game.**
 - 5. A novice teacher has problems with organizing project work due to a large number of students in class. What will be your recommendations?**

III. Try Your Hand at Microteaching

- 1. In the 9th grade a teacher put headlines of five newspaper articles on the board. Suggest 3-5 activities you will use to develop learners’ cognitive linguasociocultural skills.**

**OLD CURIOSITY SHOP
IS ALWAYS NEW**

**Christmas Eve in
Trafalgar Square**

Unfading Beauty of
Kensington Gardens

New Theatre Season
Opens in Stratford-
upon-Avon

2. Look at the photos and come up with 3-5 activities in the intermediate English classroom for the development of linguasociocultural independent searching skills.



3. Read the text “Tips for International Visitors” in the English textbook for grade 10 by L. Kalinina and I. Samoylyukevych p. 173-175 and plan parts of three lessons for each stage for developing learners’ crosscultural reading skills.

4. Spot a teacher’s mistake and suggest your solutions:

a) *In the young learners’ classroom, a teacher plans to develop linguasociocultural competence on the basis of the pictures. The teacher showed such pictures and gave the tasks.*



1) Answer the questions:

- What do you see in the pictures?
- Do you like presents? Snowflakes?
- Is this Christmas card beautiful?

2) Describe a present, a snowman, a postcard.

3) Draw your present, snowflake.

b) A teacher plans to develop learners' crosscultural reading skills. He used such tasks:

- Read the text about Calamity Jane and try to understand it.
- Now say why Calamity Jane is named “the heroine of the plains” in America.

Learners couldn't say and were greatly surprised to know that Calamity Jane was an American heroine. Undoubtedly, they didn't understand the text.

IV. Independent Creative Tasks

1. Make a bank of linguasociocultural games of all types (guessing games, board games, DIY games, moving games, etc.). Choose one from each type (not less than 5) and write down the instructions for a teacher how to use it and with what aim.
2. Coming back from their trip, people bring different brochures. Take one and organize linguasociocultural competence development on its basis.
3. Watch Episode 2 “Snowdon” from the TV programme “Word on the Street”, made by British Council. Single out sociocultural problems raised in the episode and come up with your ideas of dealing with them.
4. Linguasociocultural projects should always end in creative products. Suggest possible tasks for such projects in different modes of work.
5. Create a set of sociocultural searching tasks for learners of different age groups (not less than 8).

3.3 Block of Teachers' Intercultural Personality Development

A. An English Teacher as a Transmitter of Cultures and Learners'

Communicative Partner

Glossary to Know and Use

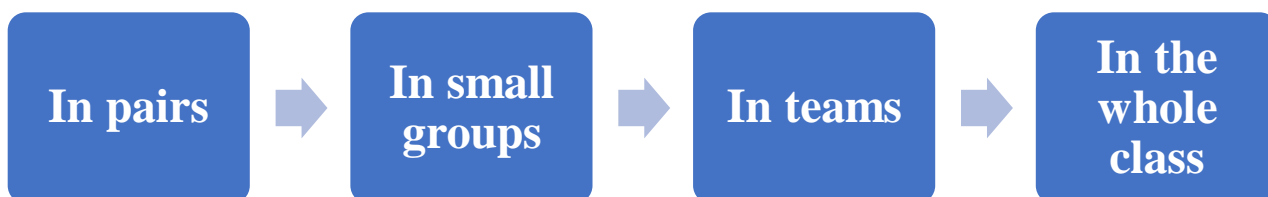
<ul style="list-style-type: none">• Role-plays• Debates• Discussions• Disputes• Interactive approach	<ul style="list-style-type: none">• A transmitter of cultures• Cultural awareness• Dialogue of cultures• Modes of interaction
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Fundamentals to Navigate your Independent Intercultural Personality Development as a Transmitter of Cultures and Learners' Communicative Partner

1. New Professional Standard for a secondary school English teacher focuses on the ability of all foreign language teachers to develop intercultural communicative competence in the classroom, to teach learners a foreign language for their spiritual, cultural self-expression, to develop their readiness for taking part in the dialogue of cultures. In order to realize these professional functions, an English teacher should be a transmitter of English speaking countries' cultures and learners' communicative partner, preparing them for intercultural communication in the dialogue of cultures.
2. In any type of school, an English lesson should have a communicative character which presupposes practising verbal and non-verbal communicative behaviour patterns attributable to native speakers. For this it is necessary:

- to work out communicative situations within every topic and to supply them with typical verbal communicative behaviour patterns;
- to select activities which will enable learners to use communicative behaviour patterns in real contexts;
- to base teaching English on the interactive approach using different modes of interaction.

3. Teaching intercultural interaction, such sequence should be observed:



4. Pair mode will be effective if a teacher makes good use not only of fixed pairs, but random choice pairs as well. The change of communicative partners will allow the learners to get used to different personal characteristics of communicators: manner of speaking, choice of communicative patterns, fluency and accuracy of speech, etc.
5. Intercultural role-plays may be organized in all modes of interaction in accordance with number of roles, but it is important to begin with pair mode, gradually adding the number of participants in role-plays.
6. 3Ds – debates, discussions, disputes – are extremely effective in teaching intercultural communication, because they have different functions and are aimed at developing different intercultural skills.
7. Organizing above-mentioned activities, a teacher should bear in mind the necessity of:
- providing learners with communicative items, appropriate for the realization of different communicative speech functions – dis/agreement, expressing dis/approval, dis/likes, doubts, regret, etc.

- giving students special communicative patterns used during intercultural communication by native speakers, namely how to open discussion / dispute, how to take the initiative, how to take the floor, to make concluding remarks, etc.
- introducing learners possible roles while discussing (for example, a time keeper, a manager, a speaker) with certain phrases attributable to each role.

A List of Recommended Literature to Familiarize Yourself with

1. Калінін В. О. Формування соціокультурної компетенції учнів загальноосвітніх навчальних закладів: шляхи розв'язання проблем учителем // Іноземні мови в навчальних закладах. – 2004 – №1. – с. 130-135
2. Селіванова О. І., Байкова О. М., Ровицька А. Р. Опановуючи англійську мову і культуру. Навчальний посібник у 2-х частинах. – К.: Ленвіт, 2009. – 135 с.
3. Harmer J. The Practice of English Language Teaching (with DVD) / J. Harmer. – Essex: Pearson Longman, 2007. – 448 p.
4. Lustig M. W., Koester J. Intercultural Competence: Interpersonal Communication Across Cultures. – Longman, 1999. – 401 p.

On Your Own

Develop your Skills of Autonomous Learning Language and Culture

I. Independent Linguasociocultural Searching Tasks

- 1. Work with a New Professional Standard for a secondary school English teacher to describe functions of a new generation teacher.**
- 2. Work with reference literature, dictionaries and the Internet sources available and come up with the definitions of:**
 - Role-plays
 - Debates
 - Discussions
 - Disputes
 - Interactive approach
 - A transmitter of cultures
 - Cultural awareness
 - Dialogue of cultures
 - Modes of interaction

II. Independent Methodological Culture-Oriented Tasks

- 1. Work out 5 sociocultural situations for role-plays in pair mode. Formulate communicative tasks for each role-partner as in the example given.**

Example: Topic “Travelling”.

Sociocultural situation

You are an English teacher who brought his / her learners for a ten-day visit to Britain. It is their first visit and you want your learners to see as much as possible, so you came to the Central London Travel Agency.

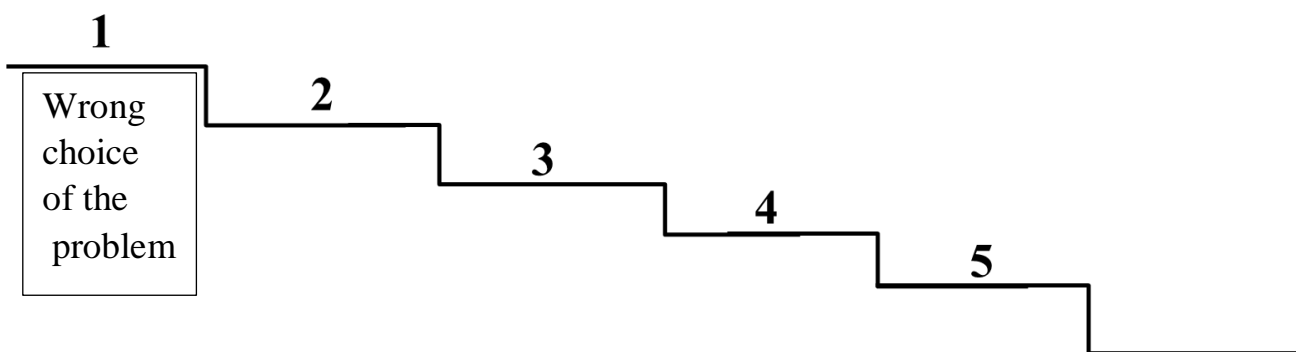
Role 1. An English teacher

You want to clarify some points about the possibility of having a guided tour around England, its length, price, etc. So, you talk to a travel agency manager.

Role 2. A travel agency manager

It is the first time you are welcoming a group of students from Ukraine. Express your delight and willingness to help. Suggest a couple of routes around England and speak about their pluses.

- 2. Formulate five problem-solving linguasocioculturally-oriented tasks which will stimulate intercultural discussions.**
- 3. In the intermediate English classroom, a teacher informed his learners that they would have a sociocultural dispute over differences and similarities of English speaking countries. The learners were not enthusiastic about the activity and the bulk of the students were not involved in a dispute. Think and decide, why such a situation took place in the English classroom. Put your ideas in order of importance using ranking technique and explain your decisions.**



- 4. You have a new student in your class who said that his experience of interacting with people from other countries is minimal and that he feels unsure during intercultural communication. But he is eager to learn. What will you begin your teaching with? Why?**

- 5. Development of communicative skills presupposes the usage of problem-solving tasks. Suggest five such tasks with a strong manifestation of culture. For example: While travelling in Japan you got lost and your group had left the city. You don't speak Japanese, but you have to be in time at the University. What is the way out?**

III. Try Your Hand at Microteaching

- 1. Work out a part of a lesson for introducing and practising verbal and non-verbal communicative behaviour patterns attributable to intercultural communication.**
- 2. Design an algorithm of conducting sociocultural debates in an upper Intermediate English classroom and present it to your fellow students.**
- 3. A novice English teacher is planning a lesson in the 10th grade on the topic "This is the USA". What advice in terms of developing learners' intercultural speaking skills will you give to the teacher? Comment on your ideas.**
- 4. In the English lesson after a great deal of practice the learners still use verbal communicative behaviour patterns in the wrong contexts. The teacher is at a loss. Help the teacher. What would you do if you were in his/her shoes?**
- 5. In the low Intermediate English classroom, the learners mispronounce London's places of interest, forget to put articles before the names of the museums, but put them with the names of streets and squares. What's the reason? What should the teacher do?**

IV. Independent Creative Tasks

- 1. Look at the photos and come up with the tasks for possible sociocultural role-plays.**



- 2. Make up a metaphor about an English teacher as a transmitter of cultures and interpret it in the class. For example: *Such a teacher is a sage with a big sack full of magic discoveries.***
- 3. Read the beginning of the first line and the last line from the well-known R. Kipling’s poem “If” and restore its middle part about an English teacher who opens up the cultures of the world for his/her learners.**

If _____

...then the world would be a better place.

- 4. Read the quotes about culture and come up with three tasks for developing learner’s intercultural communicative skills. Comment on the mode of interaction you’ve chosen.**

“Culture is akin to being the observer through the one-way mirror; everything we see is from our own perspective. It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.”

Eleanor W. Lynch

“The way people present themselves (tone of voice, topics, attitudes) to others is influenced by the beliefs and customs of the culture in which they were reared.”

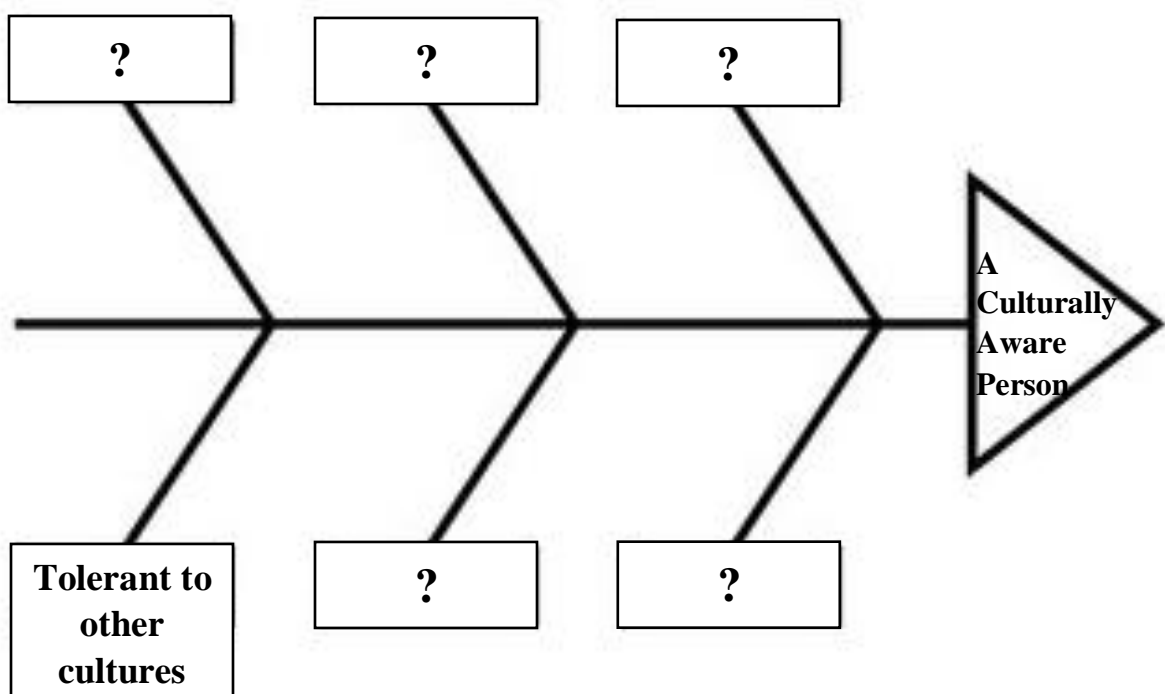
Gomes, 1983

“The beauties of nature come in all colours. The strengths of humankind come in many forms. Every being is wonderfully unique. All of us contribute in different ways. When we learn to honour the difference and appreciate the mix, we find harmony.”

Author unknown

5. Using a critical thinking technique “Fish Bone” give possible tasks for developing learners’ critical thinking in a linguasociocultural aspect.

Example:



B. An English Teacher as a Digital Literate Personality Ready for Continuous Professional Development (CPD)

Glossary to Know and Use

<ul style="list-style-type: none">• Digital literacy• Word-cloud technique• QR-codes• Blended learning• Web-quest	<ul style="list-style-type: none">• Self-development• CPD• On-line teaching• Flipped classroom
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Fundamentals to Navigate your Independent Intercultural Personality Development as a Digital Literate Personality Ready for Continuous Professional Development (CPD)

1. New Professional Standard for secondary school English teachers singled out digital literacy and the ability for CPD as important general competences for a teacher.
2. For an English teacher using ICT in linguasociocultural development is a must because students of a new generation are digital natives and feel comfortable while working with all gadgets.
3. The idea of using word-clouds may be effective for different teaching purposes: in class and outside the classroom, during off-line and online teaching, under a teacher's guidance and independently. For example: *A teacher may make a word-cloud introducing definite cultural items, learners may design a word-cloud of characteristic traits of typical English or Ukrainian people etc.*
4. QR-codes may contain cultural realias, parts of proverbs or quotations, prompts for students' independent searching etc. the learners can perform different tasks,

decoding the information of the QR-codes. This ICT stimulates students for independent work and interaction in different modes.

5. In order to intensify learners' autonomous learning of language and culture, all kinds of blended learning may be used, for example, rotation models. It's up to a teacher to decide what stations she/he will organize in teaching. For example, a station for group interaction, a station for pair mode interaction, a station for independent online content interaction, a station for guided practice in the class etc. You should bear in mind that blended learning presupposes the use of two approaches of teaching off-line and online together.
6. Another model of blended learning, that proved its effectiveness in teaching language and culture, is "Flipped classroom" which starts with learners' independent acquisition of some cultural aspects of the English language either on the video programme or online course specially designed by a teacher. The course or the video programme consists of language or cultural items, which learners must firstly understand, analyse and evaluate by themselves and then apply this material in suggested cultural contexts in the form of verbal, visual, or auditory prompts. After such independent language and culture acquisition learners proceed to off-line learning of the given material under the teacher's guidance.
7. In the framework of quarantine due to the epidemic of coronavirus, online teaching techniques based on different apps have become extremely popular. Digital literate teachers successfully teach language and culture with the help of different web-quests.
8. Since online teaching language and culture is new for many English teachers, it has become one of the most important branches of their CPD – Continuous Professional Development. A novice teacher should be able to plan his/her self-

improvement, upgrading personal intercultural knowledge and skills, to update methods and techniques of teaching.

A List of Recommended Literature to Familiarize Yourself with

1. Калініна Л. В. Використання технологій змішаного навчання у процесі викладання іноземних мов у середній школі: навч.-метод. посібник / Л. В. Калініна, О. Д. Безверха, О. А. Кузьменко, Д. С. Антонюк. – Житомир: Арт Майстер, 2016. – 127 с.
2. Dudeney G. (2016) Digital Literacy Primer [online]. URL: <https://www.teachingenglish.org.uk/article/gavin-dudeney-digital-literacy-primer>. (Accessed 28 Nov. 2019)
3. Richards Jack C., Farrell Thomas S.C. Professional Development for Language Teachers: Strategies for Teacher Learning. Cambridge University Press, 2005. — 212 p.
4. What is a WebQuest? // WEBQUESTDIRECT – [Electronic resource]. URL: http://www.webquestdirect.com.au/whatis_awq_types.asp.

On Your Own

Develop your Skills of Autonomous Learning Language and Culture

I. Independent Linguasociocultural Searching Tasks

- 1. Work with a New Professional Standard for a secondary school English teacher to describe the requirements for teachers' digital literacy and CPD.**
- 2. Work with reference literature, dictionaries and the Internet sources available to come up with the definitions of:**
 - Digital literacy
 - Word-cloud technique
 - QR-codes
 - Blended learning
 - Web-quest
 - CPD
 - On-line teaching
 - Flipped classroom

II. Independent Methodological Culture-Oriented Tasks

- 1. Work out your algorithm for developing learners' intercultural awareness on the basis of Station Rotation model in the intermediate learners' classroom.**
- 2. Design a video programme or an online course for senior learners on the topic "Britain at Large" using "Flipped classroom" model.**
- 3. Analyse three English textbooks for intermediate learners recommended by the Ministry of Education of Ukraine and fill in the chart.**

The author of the textbooks	The number of ICT techniques	The number of ICT techniques for teaching	Examples of techniques
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2. Use one of the sites below and design your own word-cloud for developing learners’ linguasociocultural competence on the topic “The World around you”. Suggest your techniques.

- <https://www.wordle.net>
- <http://www.tagxedo.com/>
- <https://worditout.com/word-cloud/create>

3. Take your cellphones and decode the words in the QR-codes suggested. As a future teacher think and decide how you’ll use this technique in your English classroom. Come up with 2-3 techniques.



4. Work out a linguasociocultural technique on designing your own QR-codes.

5. In the senior English classroom, a teacher suggested the learners working with their smartphones. Come up with 2-3 possible techniques an English teacher might use studying the topic “A visit to London”.

IV. Independent Creative Tasks

- 1. In the English textbook for Grade 10 the authors of the textbook have the rubric “Culture Comparison” after every unit. Come up with comparative creative tasks on the topic “Art for Heart’s Sake”.**
- 2. Look at the logos below and say how they may characterize a digital literate English teacher, his/her readiness for CPD.**



3. Suggest 2-3 creative linguasociocultural tasks for online teaching in the Intermediate English learners' classroom.

РЕЦЕНЗІЯ

на методичні рекомендації
«Teaching Language and Culture: Карта формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови (методичні рекомендації до курсу «Навчання мови і культури») (Освітній рівень «Магістр»)

Методичні рекомендації, що рецензуються, повністю відповідають програмі з цього курсу і відповідають всім вимогам, що висуваються до подібних наукових робіт.

Методичні рекомендації побудовані у вигляді карти формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови, що є новою формою роботи зі студентами.

Методичні рекомендації добре структуровані, тому що завдяки новому формату автору вдалося дотриматися послідовності формування професійно-значущих міжкультурних вмінь студентів магістрантів.

Методичні рекомендації призначені для самостійної роботи студентів з цього курсу і містять цікаву рубрикацію, направлену на формування вмінь автономного вивчення предмету: Glossary to know and use, Fundamentals to navigate your independent linguasociocultural development, Independent linguasociocultural searching tasks, Independent methodological culture-oriented tasks etc.

Оскільки методичні рекомендації мають на меті формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови, тому в них запропоновані завдання, які стимулюють студентів до пошуку самостійних рішень в різних педагогічних контекстах, плануванню завдань соціокультурного характеру для учнів різних вікових груп, розробки креативних завдань тощо.

Вважаю, що ці методичні рекомендації мають інноваційний характер, будуть ефективними для формування лінгвосоціокультурної компетентності майбутніх вчителів та можуть бути рекомендованими до друку.

*Кандидат філологічних наук, доцент
кафедри іноземних мов*

Поліського національного університету _____ **Л. Ф. Соловйова**

РЕЦЕНЗІЯ

на методичні рекомендації
«Teaching Language and Culture: Карта формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови (методичні рекомендації до курсу «Навчання мови і культури») другий (магістерський) рівень вищої освіти

Представлені методичні рекомендації призначені для студентів другого (магістерського) рівня освіти ННІ іноземної філології або мовних факультетів з метою формування в них лінгвосоціокультурної компетентності під час вивчення предмету «Teaching Language and Culture».

Методичні рекомендації мають новий формат у вигляді карти, яка складається з трьох блоків, кожен з яких спрямований на формування певних професійно-значущих міжкультурних вмінь (Linguacognitive Competence development, Intercultural Professional Competence development, Teachers' Intercultural Personality development).

Методичні рекомендації, що рецензуються, охоплюють теми всіх розділів курсу «Навчання мови і культури» і містять цікаві інноваційні технології самостійного формування лінгвосоціокультурної компетентності майбутніх вчителів.

На допомогу студентам запропоновані глосарії лінгвістичних і методичних термінів по кожній темі, опорна інформація і списки рекомендованої літератури.

Позитивним є також те, що методичні рекомендації починаються з опису цілей курсу, очікуваних результатів по закінченню роботи з ним і критеріїв оцінювання досягнень студентів по 100-бальній системі.

Усе сказане дозволяє вважати цей посібник інноваційним, методично грамотним і можливим для публікації.

*Кандидат педагогічних наук, доцент
кафедри англійської мови з методикою
викладання в дошкільній та початковій освіті
Житомирського державного
університету імені Івана Франка*

О. Є. Кравець

РЕЦЕНЗІЯ

на методичні рекомендації

«Teaching Language and Culture: Карта формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови (методичні рекомендації до курсу «Навчання мови і культури») другий (магістерський) рівень вищої освіти

Методичні рекомендації, що рецензуються, призначені для самопідготовки студентів очної та заочної форм навчання ННІ іноземної філології другого (магістерського) рівня освіти до практичних занять з курсу «Навчання мови і культури».

Рекомендації представлені у вигляді карти формування лінгвосоціокультурної компетентності майбутніх вчителів, яка має цікаву структуру, що направлена на поетапне формування міжкультурних професійних умінь майбутніх вчителів.

Звертає на себе увагу той факт, що рекомендації починаються з характеристики цілей і очікуваних результатів курсу, а також опису критеріїв оцінювання здобутків студентів по завданням курсу, що робить самостійну роботу студентів цілеспрямованою та зрозумілою.

Запропоновані автором блоки формування лінгвосоціокультурної компетентності майбутніх вчителів охоплюють всі теми цього курсу й не викликають сумніву.

Ефективними, на наш погляд, є наявність в методичних рекомендаціях лінгвометодичного глосарія для кожної теми, опорної інформації і списку рекомендованої літератури.

Не менш цікавими є представлені пошукові завдання для самостійної роботи студентів з одномовними словниками, аудіо-, відео- та Інтернет-джерелами для поповнення бракуючих лінгвосоціокультурних знань, навичок та вмінь.

Методичні культурно-орієнтовані завдання, завдання для планування та мікровикладання спонукають студентів до демонстрації власної креативності та творчості.

Вважаю, що представлені методичні рекомендації цілком відповідають вимогам, які ставляться до робіт такого рівня, та можуть бути рекомендованими до друку.

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КЗ «Житомирський ОППО» ЖОР

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Навчальне видання. Калініна Лариса Вадимівна. Методичні рекомендації «Teaching Language and Culture: Карта формування лінгвосоціокультурної компетентності майбутніх вчителів англійської мови (методичні рекомендації до курсу «Навчання мови і культури») другий (магістерський) рівень вищої освіти

Методичні рекомендації.