

**Federal State Autonomous Educational Institution of Higher Education "Moscow
Institute of Physics and Technology
(National Research University)"**

APPROVED
Vice Rector for Academic Affairs

A.A. Voronov

Work program of the course (training module)

course: English Language. Intercultural Communication/Английский язык. Межкультурная коммуникация

major: Applied Mathematics and Informatics

specialization: Advanced Methods of Modern Combinatorics/Продвинутые методы современной комбинаторики
Phystech School of Applied Mathematics and Informatics
Foreign Languages Department

term: 1

qualification: Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Authors of the program:

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The program was discussed at the Foreign Languages Department 28.02.2025

Annotation

The working program of the discipline "English Language. Intercultural Communication" is intended for students improving their intercultural communication skills in English. The duration of mastering the discipline is 1 year, 4 classroom hours per week. The program of the discipline reflects the main features of international and intercultural communication in the modern world; is aimed at creating a holistic understanding of the main problems, types and forms of intercultural activity; the formation of knowledge of the specifics and patterns of intercultural interaction; tolerant consciousness; practical skills of oral and written speech communication, correlating with the areas of activity of the future graduate; skills of conducting intercultural dialogue to solve communicative and social problems with representatives of other cultures in various areas of cultural, everyday, academic and professional activity.

1. Study objective

Purpose of the course

Formation of cultural and linguistic competence as a basis for a respectful intercultural attitude towards spiritual, national, and other values of other countries and nations; development of graduate students' cultural sensitivity, the ability to correctly interpret specific manifestations of communicative behavior in different situations; intercultural contacts, practical skills and abilities in communicating with representatives of other cultures, the ability to correctly interpret specific manifestations of communicative behavior and tolerant attitude to them; mastering intercultural interaction up to the necessary and sufficient level to solve communicative and social problems in different cultural, everyday, academic and professional tasks, in communication with representatives of other cultures.

Tasks of the course

To form the learner's ability to solve communicative tasks by language means in various situations of intercultural communication, to interact on the interpersonal and professional level in a foreign language, considering the peculiarities of the culture of the language being studied, as well as the ability to overcome intercultural differences in situations of everyday, social and professional communication; to develop the ability to reflect on one's own and other cultures, which initially prepares one to have a respectful attitude to cultural manifestations of the target language; to expand the knowledge on the corresponding culture for deep understanding of diachronic and synchronic relations between one's own and the culture of the target language; to acquire new insights into the conditions of socialization and enculturation in one's own and other cultures, social stratification, and sociocultural forms of interaction in shared cultures.

To achieve the goals and objectives of mastering the discipline, students must master a foreign language professional communicative competence, including:

Ethnographic competence: the ability to understand the country of the studied language, its history and culture, everyday life, prominent representatives, traditions and manners; the ability to compare the history, culture, customs of their own and other cultures, understanding of cultural specificity and the ability to explain the causes and origins of a particular cultural characteristic.

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence: the ability to understand and achieve coherence of individual statements in meaningful communicative models.

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Subject-professional competence: the ability to operate with knowledge in real world communication with representatives of the studied culture, showing empathy as the ability to understand the norms, values and motives of behavior of representatives of another culture.

Communicative competence: the ability to establish and maintain contacts with representatives of different age, social and other groups of both their own and other cultures, the ability to be a mediator between their own and other cultures.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage a project through all stages of its life cycle	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Able to organise and lead a team, developing a team strategy to achieve a goal	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional field, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance

3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- interrelation, mutual influence and interaction of language and culture;
- the role of language as an organic part of culture in human life, behavior and communication with speakers of other languages and other cultures, national individuality and identity of peoples;
- the concept of a cultural and anthropological view of a person, his/her way of life, ideas, attitudes, customs, system of values, perception of the world - his/her own and others';
- the influence of culture through language on human behavior, worldview and life in general;
- the history of emergence, development stages and teaching methods of intercultural communication;
- the meaning of the concept of "culture", its role in the communication process, as well as the relationship with such concepts as "socialization", "inculturation", "acculturation", "assimilation", "behavior", "language", "identity", "global citizenship";
- the impact of various social transformations on cultural identity changes;
- the specifics of how other cultures are perceived, the causes of prejudice and stereotypes in intercultural encounters;
- mechanisms of forming intercultural tolerance and dialogue of cultures;
- types, kinds, forms, models, structural components of intercultural communication;
- the norms and styles of intercultural communication;
- features of mentality and national customs of different cultures, cultural standards of ethnic, political and economic plans;
- linguistic worldview of native speakers of foreign languages, their distinctive features of outlook and understanding of the world;
- ethical and moral norms of behavior in a culturally different environment;
- language standards of oral communication culture, ethical and moral norms of behavior adopted in the country of the studied language; stereotypes and ways to overcome them; norms of etiquette in the country of the studied language;
- methods of systematic and critical analysis; methods of developing an action strategy for identifying and solving a conflict situation;
- stages of the project life cycle; stages of project development and implementation; methods of project development and management;
- team building techniques; methods of effective team management; basic leadership theories and leadership styles;
- rules and patterns of personal and business oral and written communication; modern communication technologies in Russian and foreign languages; existing professional communities for professional interaction;
- regularities and peculiarities of social and historical development of different cultures; peculiarities of intercultural society diversity; rules and methods of effective intercultural interaction;
- methods of self-assessment, self-control and self-development

be able to:

- apply the techniques of studying cultural systems and intercultural situations;
- perceive, analyze, interpret and compare cultural facts;
- determine the role of basic cultural concepts in intercultural communication;
- find adequate solutions in various intercultural communicative situations;
- analyze the peculiarities of intercultural communication in a team;
- reflect on the reference system of one's own culture;
- recognize and correctly interpret nonverbal signals in the process of intercultural communication;
- compose a communicative portrait of a representative of another linguistic culture;
- discover the meanings of concepts and actions in an intercultural situation;
- analyze coincidences and differences in communicative behavior from the perspective of the cultures in contact;
- adequately implement one's communicative intentions when communicating with representatives of other linguistic cultures;
- switch when encountering another culture based not only on linguistic, but also on non-linguistic norms of behavior;
- identify the causes of communicative problems and apply ways to overcome them;
- take the position of a partner in intercultural communication and identify possible conflicts as conditioned by the values and norms of one's culture;
- successfully overcome barriers and conflicts in communication and achieve mutual understanding;
- reveal the relationship and mutual influence of language and culture;
- be tolerant of other cultures and languages;
- analyze the main stages and regularities of the historical development of society to form their civic position;
- respect and preserve the historical heritage and cultural traditions;
- use models of social situations, typical scenarios of interaction of participants of intercultural communication;
- guide the principles of cultural relativism and ethical norms, which imply rejection of ethnocentrism and respect for the diversity of foreign language culture and value orientations of foreign-language societies;
- overcome the influence of stereotypes and carry out intercultural dialogue in general and professional lines of communication;
- model possible communicative situations between representatives of different cultures and societies;
- apply methods of systematic approach and critical analysis of problem situations; develop action strategies, make concrete decisions to implement them;
- develop a project taking into account the analysis of alternative options for its implementation, determine the target stages, the main directions of work; explain the goals and formulate tasks related to the preparation and implementation of the project; manage the project at all stages of its life cycle;
- develop a plan of collective and organizational communications in preparation and implementation of the project; formulate tasks for team members to achieve the set goal; develop a team strategy); apply effective styles of team leadership to achieve the set goal;
- apply communicative technologies, methods and ways of business communication in practice for academic and professional interaction;
- determine theoretical and practical significance of cultural and linguistic factors in the interaction of different philosophical and academic traditions;
- understand and tolerate intercultural diversity of society; analyze and take into account the diversity of cultures in the process of intercultural interaction;
- solve the problems of personal and professional development, determine and implement the priorities of improvement of own activity; apply the methods of self-assessment and self-control.

master:

- norms of etiquette and behavior when communicating with representatives of other cultures;
- principles of tolerance in resolving intercultural conflicts;
- methods of communicative research, the ability to apply the acquired knowledge in research activities, oral and written communication;
- communicative strategies and tactics characteristic of other cultures;
- skills for proper intercultural communication, independent analysis of intercultural conflicts in the process of communication with representatives of other cultures and ways to resolve them;
- the ability to correctly interpret specific manifestations of verbal and nonverbal communicative behavior across cultures;
- oral and written communication skills in Russian and foreign languages to solve interpersonal and intercultural communication issues;
- skills of operating with a focus on ethical and moral norms of behavior accepted in a foreign cultural society;
- the necessary interactive and contextual knowledge, allowing to overcome the influence of stereotypes and adapt to changing conditions in contact with representatives of different cultures
- methodology of systematic and critical analysis of problematic situations; methods of setting a goal, determining the ways to achieve it, developing action strategies
- methods of project development and management; methods of resource and project efficiency evaluation;
- the ability to analyze, design and organize interpersonal, collaborative and organizational communication in a team to achieve an objective; methods of organization and management of the team;
- methods of interpersonal business communication in Russian and foreign languages, with the use of professional language forms, tools, and modern communication technologies;
- methods and skills of effective intercultural interaction;
- technologies and skills for managing one's own cognitive activity and improving it on the basis of self-assessment, self-control and principles of lifelong learning.

4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions

4.1. The sections of the course (training module) and the complexity of the types of training sessions

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Topic 1. Culture and language		20		10
2	Topic 2. Typology of cultures		20		10
3	Topic 3. The essence and types of intercultural communication		20		10
4	Topic 4. Intercultural scientific communication		20		10
5	Topic 5. International academic mobility		20		10
6	Topic 6. Intercultural communication in business		20		10
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

4.2. Content of the course (training module), structured by topics (sections)

Semester: 1 (Fall)

1. Topic 1. Culture and language

The fundamental principles of intercultural communication and dialogue of cultures. Cultural worldview: an understanding of the values, norms, and morals of one's own culture and those of others. Types of relations between cultures. Linguistic system. The communicative function of language. Various forms of language communication. Human speech as a means of transmitting and receiving the bulk of vital information. The correlation between human speech and the language system as a whole. The meaning of language in peoples' cultures. Language as a unique means of storing and passing information, as well as controlling human behavior. The relationship between language, culture and communication. Language culture, language personality communication, identity, stereotypes of consciousness, world pictures, etc.

Communicative tasks: to carry out communication in oral and written forms: explaining the values and ethical norms of one's own culture and those of other cultures; discussing the characteristics and types of relationships between cultures; discussing the importance of taking into account the differences in the means of communication and the communication styles of other cultures; expressing hypotheses and one's own perspective on the interaction between language and culture.

2. Topic 2. Typology of cultures

The fundamental principles of intercultural communication and dialogue of cultures. Cultural worldview: an understanding of the values, norms, and morals of one's own culture and those of others. Types of relations between cultures. Parametric model of culture by G. Hofstede. Theory of cultural standards by A. Thomas. Differentiation of cultures by R. Lewis and F. Trompenaars. Perceptual stereotypes, prejudices and their functions, importance for intercultural communication. Tolerance in intercultural communication.

Communicative tasks: to carry out communication in oral and written forms: explaining the differences in various types of cultures; discussing the specifics of cultural standards, models, concepts; describing the values, norms, and morals of one's own culture and those of other peoples; analyzing coincidences and differences in communicative behavior from the perspective of contacting cultures; taking the partner's position in intercultural communication and identifying possible conflicts as conditioned by values and norms of his/her culture; discussing possible problems in communication with the representative of another culture and ways to resolve them in case analysis.

3. Topic 3. The essence and types of intercultural communication

Existing cultural differences between different people. Overcoming intercultural differences as the main goal of interpersonal communication. Cognitive, social and communication styles of intercultural communication. Verbal and nonverbal communication. Forms and methods of verbal and nonverbal communication. Paraverbal communication. National and cultural characteristics of verbal and nonverbal communicative behavior in different cultures.

Communicative tasks: to carry out communication in oral and written forms: describing events, concepts (space, time, personality, life, etc.) in terms of one's own and other cultures; discussing means of verbal and nonverbal intercultural communication; finding similarities and differences in ways of intercultural communication, typical for foreign and one's own cultures; modeling features of communicative behavior of representatives of one's own and other cultures in a role play.

Semester: 2 (Spring)

4. Topic 4. Intercultural scientific communication

Forms of academic and intercultural communication: oral, written, formal, informal. Academic communication: intercultural aspect. Intercultural academic communication and the problems of translation. Academic text as a subject-sign model in a monocultural and intercultural environment. Difficulties and contradictions that occur in the perception and understanding of foreign-language texts.

Communicative tasks: to carry out communication in oral and written forms: describing similarities and differences in foreign-language and native-language academic communication; using cultural standards in situations of oral and written intercultural academic communication; transforming academic texts (from oral to written, from formal to colloquial, etc.); translating academic texts with regard to cultural context and genre/style affiliation.

5. Topic 5. International academic mobility

Academic mobility as a means of intercultural communication. The importance of intercultural communication for academic mobility. Features of social and academic adaptation in the context of academic mobility. Intercultural communication and communicative competence in the process of academic mobility.

Communicative tasks: to carry out communication in oral and written forms: discussing the benefits of international academic mobility; giving examples of academic mobility in foreign-language and native-language cultures; solving issues related to cultural adaptation in an international academic environment; participating in a role play on typical situations of international academic mobility.

6. Topic 6. Intercultural communication in business

Etiquette and business communication features in different countries. General principles of business etiquette. National principles of business negotiations. Comparing the etiquette of business negotiations. European and Asian communication styles. General features of business etiquette in Asian countries. The influence of different cultural factors on business development of companies planning to enter foreign markets. Communication strategies for achieving mutual understanding in international business. Working with Chinese partners. Knowledge of cultural characteristics as a competitive advantage. Participating in international projects and programs. Working in an international team.

Communicative tasks: to carry out communication in oral and written forms: describing corporate cultures, norms of business etiquette and behavior accepted in the native and foreign countries; solving common problem situations in intercultural business communications; using effective interpersonal communication strategies in intercultural business communications; writing a business e-mail to a foreign partner taking into account his/her cultural affiliation; negotiating with representatives of another linguistic culture.

5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)

A classroom for conducting classes provided for by the program of the discipline (module), equipped with equipment and technical teaching aids: tables and chairs for students and the teacher; interactive whiteboard (screen); multimedia projector; sound-reproducing equipment; a computer for the teacher, as well as laptops for students (if necessary) with the ability to connect to the Internet and provide access to the electronic information and educational environment of MIPT.

6. List of the main and additional literature, that is necessary for the course (training module) mastering

Main literature

1. Английский язык для академических целей / Т. А. Барановская, А. В. Захарова, Т. Б. Пospelova, Ю. А. Суворова. – Москва: Юрайт, 2022.
2. Английский язык для естественно-научных направлений / Л. В. Полубиченко, Е. Э. Кожарская, Н. Л. Моргун, Л. Н. Шевырдяева. – Москва: Юрайт, 2022.
3. Английский язык для естественно-научных специальностей (A2–B1) / О. А. Егорова, Е. Э. Кожарская. – Москва: Юрайт, 2022.
4. Английский язык для публичных выступлений (B1-B2) / Л. С. Чикилева. – Москва: Юрайт, 2022.
5. How to write a research article / E. Bazanova, S. Suchkova. – Moscow: Nauka, 2020.

Additional literature

1. Иностранный язык в сфере профессиональной коммуникации : комплексные учебные задания, учебное пособие / И. В. Беляева, Е. Ю. Нестеренко, Т. И. Сорогина. — Москва, Флинта, 2017.— URL: <https://e.lanbook.com/book/92749> (дата обращения: 04.02.2021). - Полный текст (Режим доступа : из сети МФТИ / Удаленный доступ)

Рекомендуемые литературные источники для самостоятельного изучения

1. Diamond-Bayir, S. (2014). Unlock 2. Listening and Speaking Skills. Student's Book. Cambridge University Press.
2. O'Neill, R. (2014). Unlock 2. Reading and Writing Skills. Student's Book. Cambridge University Press.
3. Susan C. Schneider, Jean-Louis Barsoux (2002). Managing Across Cultures by (3rd ed.). London: Pearson Financial Times Prentice Hall.
4. Crane, A., Matt En, D. Business Ethics. Oxford university press. New York, 2010.
5. Dignen, B. (2011). Communicating across cultures. Cambridge University Press.
6. English, Laura M., Lynn, S. (1995). Business across cultures. Effective communication strategies. Longman.
7. Wallwork, A. (2014). Meetings, Negotiations, and Socializing. A Guide to Professional English. Springer.
8. Khan, M.A., Ebner, N. (2019). The Palgrave Handbook of Cross-Cultural Business Negotiation. Palgrave Macmillan.
9. Davies, R., Ikeno, O. (2002). The Japanese mind : understanding contemporary culture. Tuttle publishing.
10. Mingbin, Z. (2016). Balance: the art of Chinese business. Guangzhou - Reading: Guangdong Economy Publishing House & Paths International Ltd.
11. Bucknall, K.B. (1999). Chinese Business Etiquette And Culture. Boson Books.
12. Hong, Z., Wei, Y. (2006). Experiencing Chinese: business communication in China. London: Higher Education Press.
13. Pellatt, V. (2013). Translating Chinese Culture: The process of Chinese-English translation. Routledge.
14. Kam, L. (2008), The Cambridge Companion to Modern Chinese Culture. Cambridge University Press.
15. David, K (2014). Translating Cultures: An Introduction for Translators, Interpreters and Mediators. Second Edition. Routledge.
16. Chan, S.-W. (2019). The Routledge Encyclopedia of Traditional Chinese Culture. Routledge.
17. Shuming, L. (2005). Fundamentals of Chinese Culture. Amsterdam University Press.
18. Cotton D., Falvey D., Kent S. (2012) Market Leader Elementary. Coursebook, 3 ed., Pearson Education.
19. Cotton D., Falvey D., Kent S. (2012) Market Leader Pre-intermediate. Coursebook, 3 ed., Pearson Education.

7. List of web resources that are necessary for the course (training module) mastering

1. lms.mipt.ru – виртуальная обучающая среда LMS МФТИ для обеспечения образовательного процесса с применением электронного обучения (далее – ЭО) и дистанционных образовательных технологий (далее – ДОТ).
2. <http://uefap.com/reading/readfram.htm> – дополнительные тексты для чтения
3. <http://uefap.com/writing/writfram.htm> – задания по развитию навыков письменной речи
4. https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/intermediate_paraphrase_exercises.html - упражнения по письменному реферированию на более высоком уровне
5. <http://ted.com> – сайт с видео-отрывками, которые магистранты смотрят в качестве домашнего задания
6. Grammarly – бесплатный онлайн-сервис на основе искусственного интеллекта для помощи в написании текстов на английском языке (<https://www.grammarly.com/>)
7. Reverso - веб-сайт, специализирующийся на автоматизированном переводе и помощи в изучении языка. Сайт предлагает онлайн-словари, перевод в контексте, проверку орфографии, поиск синонимов и средства грамматического спряжения (<https://context.reverso.net>)
8. Linguee — онлайн-словарь и система контекстуального поиска переводов, позволяющая найти, как слова и фразы переводились людьми в существующих билингвистических текстах (<https://www.linguee.ru/>)

9. Ludwig.guru - лингвистическая поисковая система, которая проверяет грамматику, синтаксис, стилистику и последовательность предложений на английском языке (<https://ludwig.guru/>)
10. Quizlet - сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.) (<https://quizlet.com/ru>)
11. Glossary maker – сервис для создания списка лексических единиц по уровню сложности, включая определения, синонимы, антонимы, производные слова и др. <https://www.wordsmyth.net/>

8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)

Multimedia technologies are used in practical classes: multimedia presentations, work on the interactive whiteboard, use of Internet information resources.

Independent work of students is carried out using a virtual learning environment based on LMS Moodle (<http://moodle.phystech.edu>), through which students are given access to various sources of multimedia information, organized communication of all participants of the educational process, interactive control and self-control of tasks, testing.

9. Guidelines for students to master the course

The student, mastering the discipline (module) "English Language. Combinatorics" must master the intercultural communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), sociocultural competence (the ability to take into account in communication speech and non-speech behavior adopted in the country of the studied language), sociolinguistic competence (ability to use and transform language forms in accordance with the situation of foreign language communication), sociocultural competence (ability to take into account in communication the speech and non-speech behavior adopted in the country of the studied language), social competence (ability to interact with communication partners, possession of appropriate strategies), discursive competence (ability to understand and achieve coherence of individual statements in meaningful communicative patterns), strategic competence (ability to understand and achieve coherence of individual statements in meaningful communicative patterns), discursive competence (the ability to understand and achieve coherence of individual utterances in meaningful communicative patterns), strategic competence (the ability to use the most effective strategies in solving communicative tasks), subject matter competence (knowledge of subject matter information when organizing one's own utterance or understanding the utterances of others), pragmatic competence (the ability to communicate and the ability to implement any utterance taking into account the conditions under which the act of speaking (listening, writing, writing, etc.) is carried out.

The mastering of the discipline takes place in practical classes and in the independent work of the student. In practical classes the main attention is paid to the formation of skills of receptive and productive types of speech activity, which are realized both in the classroom and on the platform of virtual learning environment "Moodle" in the conditions of self-control, peer control and peer assessment by students, as well as remote control by the teacher.

Practical classes are conducted based on a communicative approach using active/interactive forms of work:

- work in small groups;
- discussion and debate;
- educational games (role-playing, problematic role-playing, business, etc.);
- heuristic conversation on the content of the text read or listened to, the video material watched;
- discussion of issues and exchange of opinions;
- practicing skimming of texts, checking understanding of the content and meaning of the text watched;
- viewing and discussing video material;
- presentations based on modern multimedia tools.

Successful mastery of the discipline (module) program as a whole and the effectiveness of each practical lesson directly depend on the regular independent work of the student. Assignments for independent work must be completed by the student in full and exactly within the specified time frame.

Independent work includes:

- repetition and consolidation of the material covered;
- completion of lexical and grammatical exercises aimed at developing language skills;
- reading and checking understanding of texts;
- listening to audio recordings and watching video materials, completing assignments for them;
- completion of creative written assignments aimed at developing speech skills;
- home reading, note-taking, translation into Russian;
- preparation of monologues and dialogic statements on the topic under study. If questions or difficulties arise related to mastering the content of a discipline (module), the student can contact the teacher using MIPT information and communication resources (corporate mail, chat and other components of the telecommunications environment).

Assessment funds for course (training module)

major: Applied Mathematics and Informatics
specialization: Advanced Methods of Modern Combinatorics/Продвинутые методы современной комбинаторики
Phystech School of Applied Mathematics and Informatics
Foreign Languages Department
term: 1
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Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

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1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage a project through all stages of its life cycle	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Able to organise and lead a team, developing a team strategy to achieve a goal	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional field, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

2. Competency assessment indicators

As a result of studying the course the student should:

know:

- interrelation, mutual influence and interaction of language and culture;
- the role of language as an organic part of culture in human life, behavior and communication with speakers of other languages and other cultures, national individuality and identity of peoples;
- the concept of a cultural and anthropological view of a person, his/her way of life, ideas, attitudes, customs, system of values, perception of the world - his/her own and others';
- the influence of culture through language on human behavior, worldview and life in general;
- the history of emergence, development stages and teaching methods of intercultural communication;
- the meaning of the concept of "culture", its role in the communication process, as well as the relationship with such concepts as "socialization", "inculturation", "acculturation", "assimilation", "behavior", "language", "identity", "global citizenship";
- the impact of various social transformations on cultural identity changes;
- the specifics of how other cultures are perceived, the causes of prejudice and stereotypes in intercultural encounters;
- mechanisms of forming intercultural tolerance and dialogue of cultures;
- types, kinds, forms, models, structural components of intercultural communication;
- the norms and styles of intercultural communication;
- features of mentality and national customs of different cultures, cultural standards of ethnic, political and economic plans;
- linguistic worldview of native speakers of foreign languages, their distinctive features of outlook and understanding of the world;
- ethical and moral norms of behavior in a culturally different environment;
- language standards of oral communication culture, ethical and moral norms of behavior adopted in the country of the studied language; stereotypes and ways to overcome them; norms of etiquette in the country of the studied language;
- methods of systematic and critical analysis; methods of developing an action strategy for identifying and solving a conflict situation;
- stages of the project life cycle; stages of project development and implementation; methods of project development and management;
- team building techniques; methods of effective team management; basic leadership theories and leadership styles;
- rules and patterns of personal and business oral and written communication; modern communication technologies in Russian and foreign languages; existing professional communities for professional interaction;
- regularities and peculiarities of social and historical development of different cultures; peculiarities of intercultural society diversity; rules and methods of effective intercultural interaction;
- methods of self-assessment, self-control and self-development

be able to:

- apply the techniques of studying cultural systems and intercultural situations;
- perceive, analyze, interpret and compare cultural facts;
- determine the role of basic cultural concepts in intercultural communication;
- find adequate solutions in various intercultural communicative situations;
- analyze the peculiarities of intercultural communication in a team;
- reflect on the reference system of one's own culture;
- recognize and correctly interpret nonverbal signals in the process of intercultural communication;
- compose a communicative portrait of a representative of another linguistic culture;
- discover the meanings of concepts and actions in an intercultural situation;
- analyze coincidences and differences in communicative behavior from the perspective of the cultures in contact;
- adequately implement one's communicative intentions when communicating with representatives of other linguistic cultures;
- switch when encountering another culture based not only on linguistic, but also on non-linguistic norms of behavior;
- identify the causes of communicative problems and apply ways to overcome them;
- take the position of a partner in intercultural communication and identify possible conflicts as conditioned by the values and norms of one's culture;
- successfully overcome barriers and conflicts in communication and achieve mutual understanding;
- reveal the relationship and mutual influence of language and culture;
- be tolerant of other cultures and languages;
- analyze the main stages and regularities of the historical development of society to form their civic position;
- respect and preserve the historical heritage and cultural traditions;
- use models of social situations, typical scenarios of interaction of participants of intercultural communication;
- guide the principles of cultural relativism and ethical norms, which imply rejection of ethnocentrism and respect for the diversity of foreign language culture and value orientations of foreign-language societies;
- overcome the influence of stereotypes and carry out intercultural dialogue in general and professional lines of communication;
- model possible communicative situations between representatives of different cultures and societies;
- apply methods of systematic approach and critical analysis of problem situations; develop action strategies, make concrete decisions to implement them;
- develop a project taking into account the analysis of alternative options for its implementation, determine the target stages, the main directions of work; explain the goals and formulate tasks related to the preparation and implementation of the project; manage the project at all stages of its life cycle;
- develop a plan of collective and organizational communications in preparation and implementation of the project; formulate tasks for team members to achieve the set goal; develop a team strategy); apply effective styles of team leadership to achieve the set goal;
- apply communicative technologies, methods and ways of business communication in practice for academic and professional interaction;
- determine theoretical and practical significance of cultural and linguistic factors in the interaction of different philosophical and academic traditions;
- understand and tolerate intercultural diversity of society; analyze and take into account the diversity of cultures in the process of intercultural interaction;
- solve the problems of personal and professional development, determine and implement the priorities of improvement of own activity; apply the methods of self-assessment and self-control.

master:

- norms of etiquette and behavior when communicating with representatives of other cultures;
- principles of tolerance in resolving intercultural conflicts;
- methods of communicative research, the ability to apply the acquired knowledge in research activities, oral and written communication;
- communicative strategies and tactics characteristic of other cultures;
- skills for proper intercultural communication, independent analysis of intercultural conflicts in the process of communication with representatives of other cultures and ways to resolve them;
- the ability to correctly interpret specific manifestations of verbal and nonverbal communicative behavior across cultures;
- oral and written communication skills in Russian and foreign languages to solve interpersonal and intercultural communication issues;
- skills of operating with a focus on ethical and moral norms of behavior accepted in a foreign cultural society;
- the necessary interactive and contextual knowledge, allowing to overcome the influence of stereotypes and adapt to changing conditions in contact with representatives of different cultures
- methodology of systematic and critical analysis of problematic situations; methods of setting a goal, determining the ways to achieve it, developing action strategies
- methods of project development and management; methods of resource and project efficiency evaluation;
- the ability to analyze, design and organize interpersonal, collaborative and organizational communication in a team to achieve an objective; methods of organization and management of the team;
- methods of interpersonal business communication in Russian and foreign languages, with the use of professional language forms, tools, and modern communication technologies;
- methods and skills of effective intercultural interaction;
- technologies and skills for managing one's own cognitive activity and improving it on the basis of self-assessment, self-control and principles of lifelong learning.

3. List of typical control tasks used to evaluate knowledge and skills

3. List of typical questions, tasks, topics for preparation for in-progress assessment in regards to modules

The list of typical control tasks is provided in the attached file.

Methodological recommendations defining the procedure for assessing knowledge, skills and proficiency and (or) experience of current monitoring of academic performance in the discipline

The assessment of knowledge, skills and proficiency, characterizing the stages of formation of competencies in the discipline of a foreign language, is comprehensive and is carried out in the form of current and midterm monitoring of students' academic performance, carried out using the MIPT point-rating system (BRS). The assessment of the success of mastering a discipline (module) is expressed in a 100-point scale of the MIPT BRS, as the total points that the student scores based on the results of current monitoring of academic performance and midterm assessment in the semester (final rating).

Current monitoring of academic performance is carried out during the semester in order to monitor the acquisition of knowledge, skills and level of proficiency in a foreign language by students to solve communicative problems in the socio-cultural, academic and professional-business spheres of activity, timely identification of difficulties in mastering the discipline (module) and their elimination, as well as providing timely individual advisory assistance to students.

The indicator of current monitoring of academic performance is the completion of all types of academic work provided for by the working program of the discipline (module), including the student's classroom work, attendance of practical (seminar) classes and academic activity in foreign language classes.

The types, forms, assessment criteria, frequency and procedure for conducting current monitoring of students' academic performance (hereinafter referred to as control points) are determined independently in accordance with the set tasks and the specifics of the implemented working program of the discipline (module).

Monitoring current academic performance includes checking knowledge, skills and abilities:

- in classes (surveys, interactive conversations, reports, presentations, role-playing games, completing control tasks on various types of speech activity and tests to check lexical and grammatical skills);
- based on the results of individual independent work (preparation of oral reports, completion of online training tests and assignments for monitoring and self-monitoring of listening, reading, writing and lexical and grammatical skills in the MIPT LMS.
- during individual consultations with students who have academic debts.

To organize current monitoring of academic achievements within an academic discipline (module), checkpoints are determined that are optimally located in the time interval for studying the discipline (module) (Learning Outcomes Monitoring Plan) and are communicated to students: for the first year in the second week of the academic semester, in other cases - in the first lesson of the semester, and are also posted on the educational platform in the MIPT LMS.

No more than 7 calendar days are allocated for checking written work as part of the current monitoring of academic performance in the semester. The teacher leading the discipline (module) is obliged to promptly inform students about the results of passing each checkpoint, about academic achievements at different stages of mastering the discipline (module) and make timely results of assessment activities (including for written assignments) in the electronic journal so that students can see grades on the MIPT LMS platform in a timely manner.

If a student falls behind the schedule of current assessment activities (failure to complete all control points provided for by the program and failure to submit individual assignments, etc.) for the discipline (module) being studied, this results in the formation of a current debt.

The grade for current work in the semester is determined in total at the end of the semester based on the intermediate rating points received by the student in the semester, taking into account their overall workload, and is set as a weighted average grade.

The points that make up the current rating are recorded by the teaching staff in the MIPT LMS electronic journal. When calculating rating points in the MIPT LMS, the rounding rule to an integer is applied.

Academic Honesty and Plagiarism

Plagiarism: Plagiarism is the theft of someone else's ideas and work. It is the incorporation of facts, ideas, or specific language which are not common knowledge, are taken from another source, and are not properly cited. In submitting any work, whether on paper or electronically, you agree to abide by the MIPT's regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your courses. You also agree, in submitting the work, that MIPT may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

Using ChatGPT and other Generative AI tools: In this course, generative AI is permitted in specific contexts and with acknowledgment. The Department of Foreign Languages supports responsible experimentation with generative AI tools, such as OpenAI's ChatGPT and/or others, but there are important considerations to keep in mind when using these tools, including information security and data privacy, compliance, copyright, and academic integrity. You must give credit to AI tools whenever they are used, even if it is simply to create ideas rather than usable text or illustrations. When using AI tools on assignments, you should add an appendix showing

- a) the entire exchange, highlighting the most relevant sections;
- b) a description of precisely which AI tools were used (e.g. ChatGPT or other);
- c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, illustrations of key concepts, etc.);
- d) an account of why AI tools were used (e.g. to save time, to overcome writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, etc.).

Research, Fabrication and Falsification: Students are expected to be honest and accurate in all work submitted, whether it involves scientific research or writing articles in journalism courses, or any other course. Fabrication is the intentional act of making up data, results, or quotes, and includes falsely citing sources or citing sources never utilized. Falsification is the manipulation of research including the distortion or omission of important data or results. Like plagiarism, fabrication and falsification are serious violations of academic integrity that are subject to review by the Administrative Board for disciplinary action.

Course Policies and Expectations

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with an extra score as long as you frequently come to class and actively contribute to the class discussions.

Attendance

Your consistent attendance is essential. If you are absent without medical excuse more than once, your total course grade will be lowered. On your first unexcused absence, you will receive a letter from your course instructor warning you of your situation. Three late arrivals in class of more than 15 minutes will count as an absence. If you must miss a class, please let your course instructor know in advance, and know that your assigned work is still due on time. Please get in touch with a classmate to learn what was covered.

4. Evaluation criteria

4. List of typical questions, tasks, topics used for in-progress assessment

A list of typical (approximate) questions and tasks is in the attached file.

Evaluation criteria

Assessment of the success of students in mastering the material on the subject (knowledge, skills, proficiency) characterizing the stages of formation of competencies is carried out in the form of current and intermediate control, carried out using the point-rating system (PRS) of MIPT and is expressed in a 100-point scale (Score/Points):

Excellent:

The grade "excellent (10)" is given to a student who received 96-100 points in the point-rating system of assessment.

The grade "excellent (9)" is given to a student who received 91-95 points in the point-rating system of assessment.

The grade "excellent (8)" is given to a student who received 86-90 points in the point-rating system of assessment.

Good:

The grade "good (7)" is given to a student who received 81-85 points in the point-rating system.

The grade "good (6)" is given to a student who received 76-80 points in the point-rating system.

The grade "good (5)" is given to a student who received 71-75 points in the point-rating system.

Satisfactory:

The grade "satisfactory (4)" is given to a student who received 66-70 points in the point-rating system.

The grade "satisfactory (3)" is given to a student who received 60-65 points in the point-rating system.

Unsatisfactory:

The grade "unsatisfactory (2)" is given to a student who received 48-59 points in the point-rating system.

The grade "unsatisfactory (1)" is given to a student who received 0-47 points in the point-rating system.

The criteria for assessing knowledge, skills and abilities and (or) work experience are presented in the attached file.

5. Methodological materials defining the procedures for the assessment of knowledge, skills, abilities and/or experience

Midterm assessment upon completion of the course is conducted in the 9st semester (fall) in the form of a credit and in the 10nd semester (spring) in the form of a differentiated credit. Each of them consists of 2 parts: oral and written.

Interim assessment in the form of a test is carried out during the test week. Each part of the test (oral and written) is allocated 10 points in the rating.

Out of 10 points for the oral part of the test:

0-5 points are formed based on the results of students' participation in all types of oral speech activities during classes and are entered into the LMS MIPT electronic journal automatically as a total score at the end of the fall semester;

The student receives 0-5 points during the test week during the midterm assessment.

The written part of the midterm assessment in the form of credit z is completed through independent testing ISTOK, conducted by DIYA in the last academic week of the semester and assessed from 0 (zero) to 10 points (clause 2.2 of the Regulation on testing in the Department of Foreign Languages, in the current version).

Interim assessment in the form of an exam is carried out during the examination week and includes an oral and written part.

Each part (oral and written) is worth 5 points.

All students are admitted to the oral part of the differentiated test, regardless of the number of points received for the written part.

The final rating for the semester when mastering a discipline is a maximum of 100 points and is formed as a sum of points consisting of the following components:

Fall semester (credit):

The current rating (points based on the results of current monitoring of academic performance in the semester) is a maximum of 80 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current control milestones (checkpoints);
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 20 points, including:

- 10 points for the oral part;
- 10 points for the written part.

Spring semester (differentiated credit).

Current rating (points based on the results of the current monitoring of academic performance in the semester) - maximum 90 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current monitoring milestones (checkpoints);
- 10 points - independent testing;
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 10 points, including:

- 5 points - for the oral part;

- 5 points - for the written part.

During the academic semester, the current rating for the discipline must be at least 60% of the maximum current rating.

All types of academic work must be completed exactly within the timeframes stipulated by the curriculum.

Integrated Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	<p>The answer</p> <ul style="list-style-type: none"> addresses the task completely contains appropriate and sufficient information from the text (written/audio/v video) and its analysis shows an excellent understanding of the task purpose and the target audience is logically and consistently organised 	<p>The student</p> <ul style="list-style-type: none"> demonstrates comprehensive knowledge of the norms of the specific task type uses an appropriate format and register throughout communicates ideas in an effective and convincing way constantly holds the target listeners' attention (monologue) or effectively interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> demonstrates clear and natural pronunciation uses intonation to convey the message effectively demonstrates accurate use of sentence and word stress shows no evident hesitations 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates good control of varied grammatical structures and vocabulary adequate to the required level contains minor errors which do not affect comprehension
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> mainly addresses the task includes some of the content from the text (written/audio/v video) relevant to the task shows difficulties in understanding of the task purpose and the target audience has some errors in logical organisation and consistency though they do 	<p>The student</p> <ul style="list-style-type: none"> demonstrates sufficient knowledge of the norms of the specific task type uses mainly appropriate format and register communicates ideas in a relatively effective and convincing way mainly holds the target listeners' attention or interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> demonstrates pronunciation which is mostly clear and natural uses intonation which is sometimes effective to convey the message uses sentence stress and word stress generally accurately maintains overall flow of speech despite 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level contains errors in vocabulary and grammar structures which do not hinder comprehension

		not seriously interfere with communication of the message		some hesitations	
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> partially addresses the task provides insufficient content from the text (written/audio/video) relevant to the task shows a lack of understanding of the task purpose and audience is not logically organised and inconsistent 	<p>The student</p> <ul style="list-style-type: none"> demonstrates insufficient knowledge of the norms of the specific task type produces text with an inconsistent or inappropriate format and register fails to communicate ideas in an effective and convincing way fails to keep the target listeners' attention or communicate with a partner 	<p>The student</p> <ul style="list-style-type: none"> demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates minimal control over vocabulary and grammatical structures adequate to the required level uses language which is difficult to understand, due to errors in vocabulary and grammatical structures
0	Speaker makes no attempt to respond or response is unrelated to the task				

Integrated Writing

	General description	Content	Communicative achievement	Organisation	Language use
5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	<p>The answer</p> <ul style="list-style-type: none"> addresses the task completely contains appropriate and sufficient information from the text (written/audio/video) and its analysis shows an excellent understanding of the task purpose and the target audience presents a clear progression of 	<p>The student</p> <ul style="list-style-type: none"> demonstrates comprehensive knowledge of the norms of the specific task type uses an appropriate format and register throughout communicates ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> is coherent (logically and consistently organised, easy to understand) uses a wide range of cohesive devices meets word count requirements 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates good control of varied grammatical structures and vocabulary adequate to the required level minor errors do not affect comprehension demonstrates the accurate use of punctuation marks, spelling and capitalisation rules

		ideas with appropriate detail			
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> mainly addresses the task includes some of the content from the text (written/audio/video) relevant to the task shows difficulties in understanding of the task purpose and the target audience demonstrates limited development of ideas 	<p>The student</p> <ul style="list-style-type: none"> demonstrates sufficient knowledge of the norms of the specific task type uses mainly appropriate format and register communicates ideas in a relatively effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited coherence uses some cohesive devices meets the word count requirements 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level contains errors in vocabulary and grammar structures which do not hinder comprehension contains errors in punctuation, spelling and capitalisation
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> partially addresses the task provides insufficient content from the text (written/audio/video) relevant to the task shows lack of understanding of the task purpose and audience shows minimal development of ideas 	<p>The student</p> <ul style="list-style-type: none"> demonstrates insufficient knowledge of the norms of the specific task types produces text with an inconsistent or inappropriate format and register fails to communicate ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> lacks coherence uses cohesive devices either insufficiently or inappropriately is either above or below the required word count 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates minimal control over vocabulary and grammatical structures adequate to the required level uses language which is difficult to understand, due to errors in vocabulary and grammatical structures demonstrates inaccurate use of punctuation, spelling and capitalisation
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

Independent Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	<p>The response fulfills the demands of the task with minor lapses of completeness.</p> <p>A response at this level is characterised by all of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – addresses the task completely – shows an excellent understanding of the task purpose and the target audience – is logically and consistently organised 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates comprehensive knowledge of the norms of the specific task type – uses an appropriate format and register throughout – communicates ideas in an effective and convincing way – constantly holds the target listeners' attention (monologue) or effectively interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates clear and natural pronunciation –uses intonation to convey the message effectively –demonstrates accurate use of sentence and word stress –shows no evident hesitations –purposefully applies a range of digital tools (if required) –demonstrates a strong ability to to design effective and appealing visuals (if required) 	<p>The answer</p> <ul style="list-style-type: none"> –demonstrates good control of varied grammatical structures and vocabulary adequate to the required level –contains minor errors which do not affect comprehension
4	Contains the features of 5 and 3				
3	<p>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – mainly addresses the task – shows difficulties in understanding of the task purpose and the target audience – has some errors in logical organisation and consistency though they do not seriously interfere with communication of the message 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates sufficient knowledge of the norms of the specific task type –uses mainly appropriate format and register –communicates ideas in a relatively effective and convincing way –mainly holds the target 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates pronunciation which is mostly clear and natural –uses intonation which is sometimes effective to convey the message –uses sentence stress and word stress generally accurately maintains overall flow of speech 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level – contains errors in vocabulary and grammar structures which do not hinder comprehension

			listeners' attention or interacts with a partner	despite some hesitations –purposefully applies an average number of digital tools (if required) –demonstrates an average ability to design effective and appealing visuals (if required)	
2	Contains the features of 3 and 1				
1	<p>The response is very limited in content or coherence or is only minimally connected to the task.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – partially addresses the task – shows a lack of understanding of the task purpose and audience – is not logically organised and inconsistent 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates insufficient knowledge of the norms of the specific task type – produces text with an inconsistent or inappropriate format and register – fails to communicate ideas in an effective and convincing way – fails to keep the target listeners' attention or communicate with a partner 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding –fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener –fails to apply digital tools (if required) –fails to design effective and appealing visuals (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates minimal control over vocabulary and grammatical structures adequate to the required level – uses language which is difficult to understand, due to errors in vocabulary and grammatical structures
0	Speaker makes no attempt to respond or response is unrelated to the task				

Independent Writing

	General description	Content	Communicative achievement	Organisation	Language use
5	<p>The response fulfills the demands of the task with minor lapses of completeness.</p> <p>A response at this level is characterised by all of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – addresses the task completely – shows an excellent understanding of the task purpose and the target audience – presents a clear progression of ideas with appropriate detail – accurately labels the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates comprehensive knowledge of the norms of the specific task type – uses an appropriate format and register throughout – communicates ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – is coherent (logically and consistently organised, easy to understand) – uses a wide range of cohesive devices – meets word count requirements – fully complies with APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates good control of varied grammatical structures and vocabulary adequate to the required level – minor errors do not affect comprehension – demonstrates the accurate use of punctuation marks, spelling and capitalisation rules
4	Contains the features of 5 and 3				
3	<p>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – mainly addresses the task – shows difficulties in understanding of the task purpose and the target audience – demonstrates limited development of ideas – adequately labels the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates sufficient knowledge of the norms of the specific task type – uses mainly appropriate format and register – communicates ideas in a relatively effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited coherence – uses some cohesive devices – meets the word count requirements – generally follows APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level – contains errors in vocabulary and grammar structures which do not hinder comprehension – contains errors in punctuation, spelling and capitalisation
2	Contains the features of 3 and 1				

1	<p>The response is very limited in content or coherence or is only minimally connected to the task.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – partially addresses the task – shows lack of understanding of the task purpose and audience – shows minimal development of ideas – fails to label the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates insufficient knowledge of the norms of the specific task types – produces text with an inconsistent or inappropriate format and register – fails to communicate ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – lacks coherence – uses cohesive devices either insufficiently or inappropriately – is either above or below the required word count – fails to adhere to APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates minimal control over vocabulary and grammatical structures adequate to the required level – uses language which is difficult to understand, due to errors in vocabulary and grammatical structures – demonstrates inaccurate use of punctuation, spelling and capitalisation
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

3. List of typical questions, tasks, topics for preparation for in-progress assessment in regards to modules

Topic 1. Culture and language

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment about the cultural function of linguistic phenomena, followed by a conversation on the content; discussion in the form of hypotheses about what is happening in what is read or seen; interpretation of linguistic phenomena from the point of view of native and foreign language culture.

Independent work on determining the cultural load of language units, working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.

Listening task - Example

Look at these concepts. Check out their meaning. In pairs, describe the importance of language using these concepts.

Ethnic group	Identity	Aboriginal	Spiritualties	Ceremony
Rights	Kinship	Ancestor	Sense of belonging	

Watch the video about the importance of language and make notes on the key points. Compare your notes with a partner. Have you identified the same key points?

Topic 2. Typology of cultures

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment about approaches and models to the description of cultures, followed by a conversation on the content; discussion in the form of hypotheses about what is happening in what is read or seen; interpretation of linguistic phenomena from the point of view of native and foreign language culture; modeling a communicative situation with a representative of another culture, discussing various issues.

Independent work on determining the cultural load of language units, working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, preparing a comparative report on one's own and a foreign-language culture.

Reading task - Example

In their book "Riding the Waves of culture", Fons Trompenaars and Charles Hampden-Turner investigate differences in the way people speak and listen across national cultures.

A. Read the descriptions of three different communication styles based on their work.

B. Which style is closest to the style in your culture? Which do you think is most effective?

A Speakers give their opinions briefly with just a little information - this is seen as more modest and less dominant. There is lots of silence to allow people time to thinking and reflect. People are not direct when giving an opinion because harmony in the group is seen as important. People may not disagree strongly. Not so much time is taken to clarify what was said. Professionals are expected to understand the first time.

B People can give opinions in a very emotional or creative way. They may move around many subjects and talk so much that the only way to stop them is to interrupt them, and this is acceptable. People speak as others are speaking. If you don't interrupt, you never get a chance to

speak. Little time is allowed for clarification. It is more important to give an opinion than to check you have understood the other person's opinion.

C In discussions people speak for a long time when giving an opinion, and can be powerful and direct. It is seen as professional to be analytical, to give all the facts and to have a strong opinion. Interruption is seen as impolite. You wait until it is your turn to speak – you know when that is because the other person just stops talking. It is possible to start your turn with a strong and direct disagreement with the other person.

Topic 3. The essence and types of intercultural communication

Classroom work: discussing and exchanging opinions on issues of interest (recognizing and identifying stereotypes and evaluating them); checking for understanding of what has been heard/viewed, making hypotheses, and making a story about events that precede or follow them; Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, creative individual/group assignment: compilation of associations of concepts and events in terms of their own and foreign cultures, in the format of a presentation; an analysis of intercultural communication case studies.

Reading task - Example

Across cultures people build relationships in different ways. Read the text and answer the questions.

1. What is the style of polite small talk for a coconut?
2. What is the style of polite small talk for a peach?
3. How can peaches and coconuts negatively judge each other?
4. The article ends, 'Perhaps we should become "peanuts"'. What does this mean?

Are you a peach or a coconut? Check with others in your group to see if they agree with your assessment of yourself.

Peach and coconut – the art of managing a small talk

The coconut culture. People from a coconut culture are more reserved and only offer a thin layer of their private space. Therefore, they may appear serious and a bit distant during initial social conversations - this is the 'hard shell' you experience when you first meet coconuts. It can mean that not much personal information is shared in the beginning; this is perceived as being polite. For peaches, it is difficult to get to know a coconut fast.

The peach culture. Peaches, on the other hand, are seen as relatively more sociable. They like 'large talk' with people they don't know. They like to share personal space with others and even talk about private aspects easily. Peaches are more likely to smile a lot and be enthusiastic towards others. This is politeness. Of course, they still keep a small area, the peach 'stone', private from others.

Solving the peach-coconut challenge. When peaches and coconuts meet, misunderstanding is common. Peaches can see coconuts as cold and difficult to get to know, because they don't engage much in social conversation. On the other hand, coconuts can see peaches as too friendly, superficial and even impolite because they ask too many personal questions. The peach and coconut metaphor highlights important cultural differences and tells us that what we think is polite may be seen as impolite by others. The answer? To be effective across cultures we should firstly not misinterpret signals we receive from others. Understanding the meaning of signals gives both sides the freedom to stay as we are. We also could become more flexible and adapt our style to people from different cultures – to be more "peachy" with the peach and more like a coconut with coconuts, so that the other side feels comfortable. Perhaps we should become 'peanuts'!

Speaking task - Example

Discuss one of two case studies of intercultural misunderstanding. Group A, turn to Case A. Group B, turn to Case B. Consider the following questions:

1. What do you think is happening in each case?
2. Which cultural, personality and business factors could be important?
3. How are the people involved seeing things?
4. Are they thinking flexibly or inflexibly?
5. Decide on the recommended course of action to move each case forward in the best way possible.

6. Present your case and recommendations to the other group.

Case A

Joerg travels regularly from Bonn in Germany to Zurich in Switzerland for meetings related to a project which will transfer 50 jobs from Switzerland to Germany. He usually arranges meetings directly with his Swiss contact person, Luis Blattner, but is always surprised when he regularly finds himself in front of four Swiss colleagues rather than just Luis. He sees this as inefficiency in the Swiss business. It seems that the Swiss need four people to do the job which Joerg can do alone. There is also the problem that the Swiss ask a lot of questions during the meeting, which makes it difficult for Joerg to get to the decision in the time scheduled. He tries to stop people asking too many questions, but is unsuccessful. Joerg begins to suspect that this is a form of tactics from his Swiss colleagues to slow down the process of the project and save the jobs for Switzerland.

In the end Joerg decides to write an email to Luis to suggest the meetings would be more focused if just he and Luis met, and the other persons are not necessary.

Case B

Marie is horrified following a contract negotiation in Shanghai. She arrives home following a meeting at which there was, for her, very explicit verbal agreement that her company would build a state-of-the-art set of laboratories for the University in Shanghai. Marie even sent an email while waiting in the airport to her main Chinese counterpart thanking him for supporting the successful contract negotiation. To her shock and anger, when Marie gets into the office the next day, she finds an email from her Chinese counterpart which disagrees that any agreement was reached, and that Marie will be informed in the next three weeks of the decision of the University. The email also states that some discussions summarized by Marie never happened.

Marie decides to call her Chinese counterpart the moment the office opens in Shanghai to clarify the matter.

Topic 4. Intercultural scientific communication

Classroom work: heuristic conversation with statements of hypotheses about the specifics of intercultural academic communication; discussion of the text on the standards of domestic and foreign-language academic culture; testing the understanding of similarities and differences in both foreign and domestic academic cultures; transformations of various types and styles of academic texts (from oral to written speech, from official to conversational style, etc).

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic; a creative assignment on communicative translation of an academic text.

Writing task - Example

Work in pairs. Read a formal email to a Korean professor from his American colleague. What types of cultures each of them belongs to: high-context or low-context? Did the sender

observe the cultural norms of email writing? What could be the recipient's reaction? Rewrite the email to make it more culturally adequate.

Hey Chung,

How are you doing? I wanted to touch base with you about the meeting we had last week. You mentioned you are interested in co-authors. I wanted to know if I could join you on this project? Let me know the latest news.

Talk to you soon,

Luke

Compare your answer with the sample.

Dear Mr. Shin,

How are you? How is the weather in Seoul these days? It is getting very cold here in Atlanta. We even had our first snowfall yesterday.

I would like to discuss with you about the meeting we had last week. It was a very good meeting, and we were able to go over many important points. I remember that you mentioned your research director, Mr. Kim, may be interested in inviting co-authors to your project and I would like to know if you had a chance to talk to him about it? Would you mind letting me know the latest news? I would really appreciate it.

Best regards,

Luke Grant

Topic5. International academic mobility

Classroom work: an oral questioning, discussing questions on the topic of the unit; checking the content of the read text on the history and significance of international academic mobility with a discussion of examples from both domestic and foreign cultures; watching a video on the cultural integration of international students with a discussion of related issues; modeling situations of international academic mobility.

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.

Listening task - Example

Listen to the interview with international students talking about their biggest challenges.

Make a list of these challenges. In pairs rank them from the most critical (5) to the least critical (1). Get ready to share your opinion in a group. Brainstorm the ways these problems can be solved.

Topic 6. Intercultural communication in business

Classroom work: checking the comprehension of the read text (watched or listened to video fragment) about norms of behavior in European and Asian corporate cultures with the subsequent conversation on the matter; case analysis of international communication in business; role-playing in the format of business negotiations with foreign partners.

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic; writing a culturally appropriate email to a business partner.

Speaking task - Example

In pairs, describe the culture of your own organization using the prompts. Think about these concepts.

Leadership Quality	Decision-making Customers	Information Cooperation	Communication	Relationships	Time
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Say which parts of the culture you like, and which you would like to change and why. Then think of other organizations which you know and describe the main differences between their cultures and that of your own organization. Which of these differences do you think could be a problem if the different organizations did business together? Why?

Methodological materials defining the procedure for in-progress assessment of knowledge, skills and possessions and (or) experience.

The semester in-progress work is assessed as a weighted average of three point-rating evaluations during the semester.

The maximum grade in each of them is 100 points, including 10% for class attendance and completing tests and training tasks in class and independently on the platform of the virtual learning environment “Moodle”. The parameters of the point-rating system used to assess students’ academic performance in the Department of Foreign Languages are described in the guidelines “Current and end-term control of students’ academic performance in the Department of Foreign Languages”.

In-progress control of academic performance is conducted during the semester in order to monitor students’ knowledge, skills and language proficiency for solving communication tasks in socio-cultural, academic and professional and business spheres of activity, timely identification of difficulties in mastering the course (training module) and their elimination, as well as providing timely individual advisory assistance to students.

In-progress assessment includes evaluating knowledge and skills through:

- classroom activities (questioning, interactive talks, reports, presentations, role-play, fulfilling tasks on different types of speech activities and tests to assess vocabulary and grammar skills);
- activities based on the results of individual work (preparing oral reports, fulfilling online tests and tasks for assessment and self-assessment of listening, reading, writing, and vocabulary and grammar skills using “Moodle”);
- individual tutorial sessions with under-achievers.

4. List of typical questions, tasks, topics used for in-progress assessment

End-of-term assessment in the course "English. Intercultural communication" is held at the end of each semester.

1 semester (A1-A2) – pass/fail test: written work (test), case analysis.

Examples of tasks for the oral and written part of the test.

Oral part - a comparative presentation of cultures.

Present a contrastive analysis of differences between your own and other cultures (e.g. Western, Latin American, African American, Indosphere, Sinosphere, Islamic, Arab, etc.)

Cover the following points:

- Personality (sense of self and society)
- Language and communication (conversational style, concepts)
- Time and space
- Values
- Food habits
- Religion and religious faiths that is beliefs
- Customs of marriages and religions and special social customs
- Other

Written part - a test

1. Match the conversational styles with their descriptions.

Indirect style	Both, sender and speaker, are involved in a specific context. The speaker does not express his intention in an explicit way but he/she expects from his/her interlocutor to understand the meaning of the message within its context direct "no" is avoided. Senders do so in order to keep up group harmony and group conformity.
Direct style	The receiver does not have to take a complex context into consideration, when decoding the message. What must be said, will be said. To say 'no' is normally not seen as impolite or offending, but it is even expected due to the value orientation of honesty and openness.
Elaborate style	Speakers use rich, expressive language with a large number of adjectives describing a noun, exaggerations, idiomatic expressions, proverbs and metaphors.
Exacting style	The speaker just uses those words, which describe exactly the speakers' intention. Neither more nor less information is required to communicate a message. No additional words or paraphrases are required.
Succinct style	The speaker uses understatements, pauses and silences.
Instrumental	The speaker and listener are clearly differentiated. The speaker transmits an information, idea or opinion while the listener is the receiver of the message. The speaker tries to persuade his or her listener with arguments in the step-by-step process. Even if the listener is not ready to accept his counterpart's

	opinion and maybe contradicts, the speaker will go on talking in order to achieve a change in the listener's attitude.
Affective	The roles of speaker and listener are integrated and interdependent. The speaker is not only expected to transmit his or her message, but at the same time to be considerate about other's feelings. The speaker is supposed to be aware of the listener's reactions, to interpret them and finally to adjust himself or herself to his or her listener. The listener is expected to pay attention not only to what is said but also to how something is said. Both sides are supposed to use their intuition.
Personal	The sender sees every individual as equal, preferring a first-name basis and direct address. Using titles, honorifics etc. is avoided. Differences of age, status and sex are no reasons to use different language styles.
Contextual	The speaker uses honorific language heavily based on a hierarchical social order and rather role-centered which stresses formality and asymmetrical power relationships.

2. Read the information about culture-specific language concepts. Fill in the blanks with a suitable word from the box.

ma	haragei	nunchi	face	understatement
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1. The Japanese language is traditionally one that treasures _____, or empty spaces.
2. The negative side of _____ is that it is often used in business as a means of communication in which people hide their real motives to gain power and advantage.
3. If one or more speakers do not read the other's minds correctly, _____ fails and consequences may include the feeling of shame.
4. The traditional way of giving _____ to others is recognizing and complimenting others publicly.
5. _____ is about expressing oneself in such a way that one's words say less than what one wants to say.

- 3. a) Listen to the foreign-accented professionals and determine their origin.**
b) Choose the best summary of the key ideas presented by the speakers.

2 semester (A2-B1) – graded test: written work (business letter), creative group task (negotiation).

Examples of tasks for the oral and written part of the test.

Written part - a business letter

Read the following email from your friend Camillo Mazzotá. Write to Elio as suggested by Camillo to postpone the management circle meeting using the ideas in this unit to make sure your email is clear and received positively by Elio.

Hi Bob,

We are having a lot of problems in Milan implementing a new customer service database. As a result, I'd like to cancel my participation in the European management circle meeting next week in Lisbon. I know that you are having similar problems in the UK so I was wondering if you could send an email to Elio suggesting that we postpone for two weeks. He can be very sensitive to late changes of plans because he is very structured, so as you know him quite well it's probably better you write to him, to manage the situation.

Many thanks in advance.

Camillo

Oral part – negotiations

Prepare for a negotiation. Plan in your A and B groups what you will say to get what you want.

Then, in A/B pairs, role play the negotiation. Remember to use some of the techniques you have learned.

After you have finished, review the negotiation:

Opening: was there a clear introduction to the negotiation?

Discussion: how effective were the influencing strategies?

Conclusion: how successful was the negotiation for both parties?

Criteria for evaluating end-of-term assessment tasks in regards to modules

End-of-term assessment (pass/fail exam / grading test) is conducted in oral and written forms at the end of each semester in order to identify whether the graduate's level of competencies formed in the course (training module) corresponds to the requirements of the MIPT educational standard in the field of training within the scope of the work program. The grade for the pass/fail exam / grading test is 20% of the total grade for the semester.

Written work during the end-of-term assessment has the form of a test. The grade is set by adding up the points received by students for all tasks and calculating the ratio of the points scored to the maximum possible number of points for written work.

The oral part of the pass/fail exam / grading test is examined by a teacher who does not conduct classes in this group. The grade is based on the evaluation criteria of a monologue/dialogical statement. The final grade for the oral and written part equally includes assessment of the skills in all types of speech activity: listening, reading, speaking, writing.

End-of-term assessment upon completion of the course (training module) is conducted at the end of each semester (semester 1– in the form of a pass/fail exam, semester 2– a grading test) and consists of 2 parts: oral form (reading / speaking / listening / translation) and written form: written work, testing to determine the level of the language competence (English language) maturity, for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of students.