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DESIGN OF THE BLENDED LEARNING SYLLABUSES

5A-120102 -Linguistics (The English Language).

DISSERTATION

for academic Master's degree

The work has been discussed
and recommended for defense
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Актуальность работы данного исследования обусловлена 1) требованиями, предъявляемыми к специалистам ИЯ для языковых вузов для расширения межкультурной коммуникации; 2) необходимостью внедрения компьютерных технологий для повышения качества профессиональной компетенции в области ИКТ; 3) необходимостью разработки программ нового типа для оптимизации и интенсификации обучения и усиления самостоятельной работы студентов.

Цели и задачи исследования: изучение различных моделей смешанного обучения, теоретическое обоснование и создание программы смешанного обучения межкультурной коммуникации для развития и совершенствования межкультурной компетенции и исследовательских навыков.

Объект и предмет исследования: процесс и условия смешанного обучения межкультурной коммуникации студентов лингвистического вуза.

Методы исследования: социально - педагогический, сравнительный, педагогический эксперимент, статистический.

Степень новизны исследования: 1) анализ особенностей и моделей смешанного обучения; 2) обоснование принципов организации смешанного обучения; 3) разработка программы и модуля обучения межкультурной коммуникации.

Практическая значимость исследования: материалы исследования могут быть использованы в практике обучения межкультурной коммуникации, а также при написании научных работ.

Структура диссертации: Диссертационное исследование состоит из введения, трех глав, заключения и списка использованной литературы.

Основные результаты исследования: 1) обобщены теоретические основы смешанного обучения; 2) установлены способы и условия смешанного обучения межкультурной коммуникации; 3) отобран материал и разработан курс по межкультурной коммуникации; 4) разработаны критерии оценки смешанного обучения.

Общие выводы и рекомендации: предлагаемый модуль смешанного обучения позволит эффективно развить у студентов межкультурную компетенцию и исследовательские навыки; разработанный материал и средства оценки могут быть использованы как в бакалавриате, так и в магистратуре языкового вуза.

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Topicality of the research: 1) requirements of training skilled EL specialists at the linguistic universities for promotion of intercultural communication; 2) demand of implementation of computer technologies for improving quality of professional competence in ICT; 3) necessity of development of new syllabus for optimization and intensification of learning and raising self-study competence of students.

Goal and tasks of the research: to study different models of blended learning, theoretical based justification, design a syllabus for the course “Intercultural communication” for development of intercultural competence and research skills.

Object and subject of the research: process and conditions of teaching intercultural communication via blended learning to students of linguistic universities.

Methods of the research: socio-pedagogical, comparative, pedagogical experiment, statistic.

The degree of novelty of the research: 1) analyzing features and models of blended learning; 2) main principles of organizing blended learning; 3) designing syllabus and teaching module for “Intercultural communication”.

Practical value and degree of embed: the material of the research can be used in the practice of teaching intercultural communication, as well as in writing research works.

The results obtained: 1) summarizing of theoretical bases of blended learning; 2) construction of model and identification of conditions of blended learning for intercultural communication teaching; 3) selection of materials and designed the module for intercultural communication teaching; 4) creation of evaluation criteria.

The structure of the dissertation: consists of introduction, three chapters, conclusion, list of used literature and appendix.

General summary and recommendations: in foreign experience of FL specialists training the different models of blended learning are used which give opportunity to incorporate learning process with vocational practice, integrate theory and practice and raise the students’ independent learning; the suggested module of blended learning develops successfully students’ intercultural communication competence and research skills; selected materials and grading means may be used both in BA and MA departments of the linguistic universities.

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INTRODUCTION

During the years of independence in the Republic of Uzbekistan a plethora of long-term works have been carried out in order to modify the state educational system in terms of reconstructing the higher educational system, establish a new national model of training skilled personnel, democratize and modernize pedagogical procedures and develop pedagogical technologies in the current tertiary education.

At the first stage, two significant laws, namely “On Education” and “National program for personnel training” were adopted so as to establish stable foundation for the generation of a continuous education of the modern type. The State Educational Standards of the Republic of Uzbekistan are being advanced and consolidated, identifying and specifying new prerequisites for the quality of training and qualification of graduates. Nowadays, the preparation of current generation of the State Educational Standards is mainly focusing on developing the integration of education with science and production meeting the prerequisites of employer organizations.

Taking into account the experience which was gained during the independence years as well as advancements on the labour market and social-economic affairs, the following areas are marked as important ones for further development of education system in Uzbekistan:

- widespread introduction of new information technologies and modern pedagogical methodologies;
- creation of a national computerized educational network to cover HEIs connected to the Internet;
- development of updated teaching materials and provision thereof to the academic lyceums, professional colleges and HEIs;

- upgrading of skills of university teaching staff, especially in the field of engineering ;
- improvement of forms and methods of prospecting the labour market, analysis of demand for specific specialties of higher education;
- introduction of a quality assurance system.

According to the tertiary phase of National program of training personnel (1997), it is required to know one or several foreign languages from all the specialists working in the higher educational system. Consequently, teachers of the English language are regarded as the major subjects of educational reforms aimed at increasing and advancing the foreign languages teaching.

Today's educational standards, programs and textbooks on foreign languages, particularly English do not quite meet the modern requirements, especially the use of advanced information and media-technologies. Education is still practiced on traditional ways. In all levels of educational system, organization and continuous learning of foreign languages, professional training of teachers and providing pedagogical process with modern educational methodological materials are necessary. That's why for the purpose of further development of learning foreign languages, improving the level and quality of highly trained professional teachers and for secondary schools, professional college and academic lyceums, and higher educational institutions, another new Decree the President of the Republic of Uzbekistan I. Karimov (PD - № 1971) on May 23, 2013 "On Measures to Improve the Activity of Uzbekistan State University of World Languages" (A set of laws of the Republic of Uzbekistan, 2013., No 22., Article 279) On May 8, 2013 Cabinet of Ministers issued Resolution "On approving state educational standard on foreign languages of continuous educational system" of № 124 (A set of laws of the Republic of Uzbekistan, 2013., No 20., Article 251). Later, Cabinet of Ministers issued another Resolution (№ 143) on May 23, 2013 "On measures to accelerate equipping classes of

foreign languages of educational institutions in the Republic with modern information-communication equipment, technical means of teaching and tools in 2013-2016” (A set of laws of the Republic of Uzbekistan, 2013., No 22., Article 283 , No 34., Article 153).

On December, 2012, the President of the Republic of Uzbekistan enacted Decree “On further enhancement of measures on foreign language learning system” (The Decree of the President of the Republic of Uzbekistan “On further enhancement of measures on foreign language learning system” December 11th, 2012. No 240 (5660)).

According to the Decree, it is pointed out that learning foreign languages, especially English, should be commenced to be taught in the forms of games and verbal communication in the first year classes of secondary school, and starting from the second year alphabet, reading and grammar should be taught step by step. In addition to this, a number of special subjects, such as technical and international specialties are required to be taught using foreign languages in higher educational institutions. Students and teachers are to be provided with textbooks and teaching materials in foreign languages. The implementation of official acts served as a tool to define the knowledge, experience, levels of students in terms of receptive and productive skills.

As President of the Republic of Uzbekistan stated, “Today we will not stop satisfied with those significant works we achieved in such a short time on our way to goals. We need to learn to precisely foresee problems that will last for a long time”.

Currently, the central tendency on computerizing education is providing a great chance for the development of pedagogical programs on English language subject. From this perspective, the methodological preparation of English language teachers has become a prior task of the State Educational Standards. Beside the knowledge on the subject, teachers should have abilities to apply information technologies, new

innovative approaches and methods into the educational atmosphere so that they can achieve noticeable results.

In addition to this, today's generation can easily be regarded tech-savvy students possessing a wide range of resources and information. From young people's perspectives, the language learning gives them better jobs and simultaneously demands competence in areas such as thinking skills, computer use and the ability to cooperate with others.

Thus, the educational system of Uzbekistan is on the right target to implement current innovative trends to ameliorate and consolidate foreign language learning and teaching in the country.

The **topicality** of the investigation is expressed on the profound interest in learning different academic courses via blended learning which are widely used in the foreign methodology.

Problem development status. The main issues related to the chosen topic have been studied in a lot of seminal works. In particular,

- 1) Digital literacy and tools in the aspect of teaching FL dealt with by J.P. Gee & R.Hayes (2011); P. Gilster (1997); D.Healey, E.Smith, P.Hubbard, S.Ioannou-Georgiou, G.Kessler, P.Ware (2011); B. R.Jones-Kavalier, S.L. Flannigan (2006); T.Kelly, M.Minges (2012) and others.
- 2) Input and second language acquisition problems were investigated by S.Krashen (1982), M. H. Long (1985). T. Pica (1994).
- 3) C.A. Chapelle (1998), Sharma, P and Barrett, B (2007) describe the features of blended learning. Staker & Horn (2012) suggested the taxonomy on the models of blended learning is identified based on a multitude of programs in the K-12 sector.
- 4) The matters of evaluating and designing syllabuses were dealt with by Hutchinson & Waters (1987); Littlejohn & Windeatt (1989); Silver & Bourke (1998) and others.

The **object** of research is the process of teaching the English language as specialty.

The **subject** of the research is features and existed models of blended learning and syllabus design.

The **goal** of the research is to grounding of multimedia tools and different models of blended learning and design a syllabus on the course “Intercultural communication” for development of intercultural competence and research skills of the MA 1-st year students.

In order to achieve the principle goal of the investigation we should fulfill the following objectives:

- ✓ To deal with the modern trends in teaching FL as specialty;
- ✓ To study cognitive styles of adult students;
- ✓ To define features and models of blended learning.
- ✓ To design blended learning syllabus.

Hypothesis: teaching intercultural competence and research skills can be efficient if we use blended learning and design the module “Intercultural communication” in blended learning format.

Methodological basis of the research is 1) the directive documents on the Higher professional education; 2) the main conceptions related to ICT technologies (Gee & R.Hayes; P. Gilster; B. R.Jones-Kavalier & S.L. Flannigan; T.Kelly & M.Minges; C.A Chapelle) and intercultural competence (Bennet, Byram, Makhkamova and others).

Methods of the research:

1) Socio-pedagogical: critical analysis of the scientific literature, theoretical generalization, description of the teachers’ experience.

2) Comparative: comparative description and analysis of the errors sources and instructions for error correction.

3) Projecting and modeling: construction of the module in the blended learning format.

4) Pedagogical experiment: observation, lessons' analysis, questionnaire and experimental teaching.

5) Statistic: qualitative and quantitative data processing.

Scientific novelty: 1) the blended learning features and models have been summarized; 2) the syllabus of the course ‘Intercultural communication’ has been selected; 3) the effective blended learning module ‘Intercultural communication’ has been designed and uploaded into Moodle platform.

The theoretical and practical value of the work is concluded in the fact, that the conceptions and models of blended learning have been grounded and we had selected teaching material and designed blended learning module which can be used in practice of teaching intercultural communication as well in the scientific works writing.

Publications:

1. Amirkulov A. E-literacy in the aspect of the foreign language teaching and learning.// *Замонавий тилшунослик, адабиётшунослик, таржимашунослик ва хорижий тиллар укитишнинг муаммолари: IV- Илмий-amaliy konferensiya.*- Tashkent: UzDJTU, 2015. - Pp.332-333.

2. Amirkulov A. The ways of applying blended learning in the foreign languages classrooms.// *Замонавий тилшунослик, адабиётшунослик, таржимашунослик ва хорижий тиллар укитишнинг муаммолари: V- Илмий amaliy konferensiya.*- Tashkent: UzDJTU, 2016. - Pp.48-49.

The structure of the dissertation paper consists of introduction, three chapters, conclusion, list of used literature and appendix.

In the **introduction** we ground the topicality of the research, define the subject, formulate our aim, objectives, working hypothesis, and reveal scientific novelty, theoretical and practical value of the research, choose the methods of the research.

The first chapter introduces current innovative trends in FLT in Uzbekistan and in abroad methodology of FLT, cognitive aspect of foreign languages teaching and learning and the last part of the chapter discuss the role of E-competence in foreign language teaching and learning.

The second chapter aims to show theoretical background, features and models of the blended learning. We presented the virtual environment in FLT and current e-tools to use for FLT instructions. We analyses all models of the blended learning with illustrative examples and revealed the most effective.

The third chapter is devoted to the blended learning module design. We grounded here principles of the blended learning syllabus design and presented the worked out blended learning syllabus “Intercultural communication” for the second high education level (MA). We described the procedure of organization experiment and its results interpretation.

In the conclusion we gave inferences, summaries of the result of the conducted research.

The list of used literature presents the names of the authors whose theoretical works and books were used for writing this research work. Appendix embraces the module “Intercultural communication”.

CHAPTER 1. THE THEORETICAL BASIS OF THE BLENDED LEARNING PROGRAMS IN FOREIGN LANGUAGE TEACHING

1.1. Innovative trends in FLT

Nowadays we can say that innovative era has come; there is a rapid change in the field of language education. Innovative ways of language learning are replacing traditional education. The target of language learning and teaching is not based on grammar, memorization and learning from rote, but rather utilizing language and knowledge of culture, along with current innovative trends, as a tool to interact and bond people around the world.

In the recent years, learners acquired the language with the help of language labs when modern foreign language programs commenced advancing as a new discipline in secondary schools and universities. Students learnt the language by following a prescribed audio program, and obtained auditory exposure to the language. It was an essential innovation in the mid twentieth century. However, in today's era of digital, building audio language labs is not beneficial since there are significant changes in the innovative trends. Student portfolios, digital and multimedia projects are obtaining popularity in foreign language teaching providing a superior opportunity to develop students' oral and listening competencies.

Student portfolios are collaborative efforts between a student and a teacher that provide clear demonstrations of a student's progress and achievements. Students are guided by their teachers to develop their own portfolios over time. Student portfolios contain demonstrations of their knowledge and authentic use. The beauty of the student portfolio is that the student owns it, not the teacher (Eaton, 2010).

Student-centered approaches being implemented into teaching has proved the need for learner autonomy and cooperative learning. Hence, the trend towards learner-centered approaches and student participation in the advancement of consequences

will continue. Speech contests, debates, poetry readings and storytelling have also become trendy and proved the value of language learning through stories and speech.

Competence-based language teaching (CBLT) is another innovative trend in which students must show their potentials to utilize the language to accomplish a real-world task. Competency-based education traced back to the Behaviorist tradition which was popular in the United States during the 1950s by Benjamin Bloom, and it was used, particularly in vocational training programs. Later, the approach spread to Europe and Australia in order to measure professional skills. The trend was popular with a variety of names such as performance-based learning, criterion-referenced learning, and capabilities-driven instruction.

According to Docking (1994), CBLT:

“...is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks”.

In CBLT, students use the language in authentic situations as if they are coming across outside the classroom. Despite the fact that students have to practice so as to become competent, competencies are not activities for practice. They are not completed for giving students a grade or done to permit a student to become superior at the task. Competencies are forms of practical applications of language in context.

In CBLT, student-centered classes are frequent and more attention is paid to what students can do. Students must show that they possess an ability to complete specific tasks that tend to be faced in the real-world using the target language. The skills needed to complete the tasks to obtain competency in the language:

- the ability to read and understand telephone numbers;
- the ability to identify oneself when answering or calling;
- the ability to ask to speak to someone;
- the ability to respond to a request to hold the line;
- the ability to give a message or respond to an offer to take a message;
- the ability to express opinions politely following the target language conventional cultural norms;
- the ability to use past tenses; and
- the ability to provide relevant information.

The CBLT classroom, students receive data giving feedback on their individual progress towards mastering the competency.

Teachers possess a variety of roles in CBLT classroom, varying from an information giver to a facilitator. Making a plan becomes a focal part of the teaching procedure. To begin with, competencies are identified and subdivided into relevant skills. Modules are set permitting students to utilize them to learn and practice those skills. Moreover, teachers are required to separate large amounts of time for making activities pertinent to the particular skills which are important to carry out the competency prerequisites. Last but not least, adequate time must be allocated by teachers to assess students and give specific, objective and personalized feedback.

The role of the students also varies in some degrees. In CBLT classroom, the students do not rely on the teacher, but they become autonomous learners. Their role embraces integration, production and extension of the knowledge. While working on each competency, the students master it and carry on progressing to another.

Students may be resistant to this approach in the beginning, especially if they do not see any real need for learning the language. Successful classroom interaction depends on student participation. Students need to find ways to motivate themselves and find ways to apply information to their own lives and to integrate it into the

classroom. Students must be willing to challenge, to question, and to initiate in the CBLT classroom (Marcellino, 2005).

The following Table 1 summarizes the differences between assessments and grades in traditional and competency-based classes.

Table 1: Traditional versus Competence-Based Grading Style

Traditional Classrooms	Competency-Based Classrooms
One grade is given per assignment. As assignment may be a quiz, a test, homework, project or anything the student must complete.	One grade is given for each specific competency. Students may be assessed throughout the process but these formative assessments will not typically be considered in the final evaluation.
Assessments are based on a percentage system. Criteria for success may be unclear.	Standards are criterion or proficiency-based. Specific criteria and standards are made available to students ahead of time.
Traditional grades may rely on a mix of assessment, achievement, effort and behavior to determine the final grade and may include late penalties and extra credit.	Grades measure only achievement. Information about effort and behavior may be reported but it is not part of the competency assessment. There are no penalties or extra credit given.
Everything goes in the grade book regardless of purpose. Every assessment score is included in determining the final grade no matter when it was collected during the module. The final grade determines whether the student advances to the next level.	Students advance only upon mastery of the competency.

Thus, successful accomplishment of the authentic tasks is a priority of the competence-based approach. At the pre-stage of the course, every student is assessed to identify the level of proficiency. Students then commence to learn the material at their own pace, obtaining objective feedback from their teachers. Students will be aware of the level of their work, where they are and what they are obliged to pursue to fulfill the standards of the competency. Although opponents of this approach claim

that it is unattainable to recognize every single competency for particular situations, supporters argue that if the students are catered with appropriate tasks and beneficial feedback, they tend to be able to practice and utilize the language in all the practical settings in a short term.

Alternative innovative trend which the globe accepting as a standard tool to measure the level of proficiency in FL is the Common European Framework of Reference (CEFR). It is a document of the Council of Europe which is intended to establish standardization of objectives, content and levels of expertise for any process of teaching and learning language.

According Queensland Certificate of Education (QCE), the fundamental objective of any language learning is the development of linguistic and communicative competence, which consists of multiple skills:

- the pragmatic competence, which is the ability to act linguistically effectively than the communication context;
- sociolinguistic competence, which is the ability to recognize and respect the social conventions of language use;
- linguistic competence, that is the ability to choose what language more appropriate to achieve their communicative acts.

As regards rating scales, the European document distinguishes the linguistic and communicative competence in six common reference levels: the level of said contact A1, the level of survival (A2), the threshold level (B1), the level progress (B2), the level of effectiveness (C1) and the level of mastery (C2). The descriptors of rating scales are pragmatic, that define what a learner must be able to do with language, understand not as a closed system and the abstract, but as a practical tool and dynamic face to actions in the context of communicative interaction.

Based on this approach, the socio-cultural and communicative environment of reference of the learner becomes initial point of the teaching plan, the model of which

must be consistent with the identification of needs. All those working in the field of language learning are required to base its work on the needs, motivations and characteristics of the recipients, in order to define concrete targets and develop realistic and consequently programs and appropriate materials to achieve those objectives.

The trends open the doors of achievement for both teachers and students in obtaining sociolinguistic and communicative competencies.

1.2. Cognitive aspect of foreign languages teaching and learning

It is apparent that every student learns in a personal way that is different from others. The differences in learning were found in learning styles, or through the unique features that each student possesses when they engage in the study, in the performance of tasks or in solving cognitive problems. The concept of learning style is now a very disputable topic because it runs contrary methodologies that highlight more aspects of the students' personality such as social interactions, emotional skills and attitudes. Other criticisms of the concept stem from considerations about the inaccurate theoretical substrate and the lack of effectiveness in teaching.

The importance of learning styles is that it serves as a system of teaching that allows multiplying the results achieved rather than a simple sum of the results of every teacher and every learner. It requires thorough knowledge of the students who attend classes, particularly learning styles. This is not to assess the merits or attributes but to understand in what way the students that we face, "work": what are the preferred sensory pathways (auditory, visual, kinesthetic, visual-auditory, auditory-kinesthetic, all three together), what are the prevailing modes of information processing (analytical-sequential, synthetic-global, by inference, by induction, by divergent or convergent), which are the languages most efficient

(verbal, body-gestural , body-verbal, graphic, reading and writing etc.). A host of students appear passive, showing a low level of participation. They have the sense of exclusion or inadequacy than teachers, classmates or even disciplines. Knowing their own cognitive processes and learning styles can help students understand that their sense of helplessness is not due to incapacity or personal difficulties but methods which are not fully responsive to their styles.

Meta-cognition is also an efficacious tool for the enhancement of excellence, their knowledge and skills, their professional life in future. Benefits of teaching are based on the styles of learning possessing two advantages: on the one hand allows students to understand how significantly they learn (meta-cognition), making them safer, more motivated and more active; the other side is an incentive for teachers to customize the educational action so as to be of interest to all students, according to their preferential styles. Alternative effective solutions to difficulties encountered in implementing the daily teaching action can be found in the systematic methodology of the teaching. A majority of teachers believe that the customization of teaching requires a serious commitment that cannot always be done. It should be noted, however, where the difficulties of the didactic seem to be insurmountable, personalized instruction allows to implement a teaching more effective, less expensive and far more rewarding for both teachers and pupils. What is certain is that an individual teacher cannot and should not face this type of teaching in isolation.

The personalized didactic refers to a specific programming for each student and a consequent individualized teaching. This reference does not always correspond to the truth, but be exact only in cases of children with functional diagnosis, specific learning disabilities or with a serious social, economic, linguistic or cultural disadvantage. For "normal" pupils, however, the customization of teaching is achieved through actions and the diagnostic evaluation (the so-called

entry test) which is made at the beginning of each school year. If pupils know their learning styles, it provides a chance for teachers to understand how they learn (meta-cognition), make them safer, more motivated, more active and participatory. It offers the opportunity to enhance learning in school and personal study at home. For teachers to know the learning styles of the students is a stimulus to the customization of the didactic so as to be of interest to all students, according to their preferred styles. Every student is different from the others in terms of their cognitive skills, knowledge, strategies, motivation and learning styles, but it does not mean that one is better than another.

Learning styles indicate the strategy or strategies mainly used in learning, and they define how the students and we all learn. Cognitive aspect of the learning style is an individual subjective matter which refers to the "black box", the mind learns, without putting emphasis on socio-relational aspects. It is not related to different levels of intelligence and abilities, but how we use that intelligence and ability.

Hence, learning requires from students to know and adopt their style, to have experience with different styles, to recognize the characteristics of the task and the material that is most appropriate to use one style over another.

In a broader sense, learning style refers to how people interpret, distinguish, and process knowledge and context. It is defined as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (Keefe, 1979). It is commonly known that people learn and process information in different ways. Some people prefer to learn by listening or reading, others prefer to work with other people in the group, or solve their problems by themselves representing preferences and methods of different learning styles. It is also important to underline the fact that when a person identifies one preferred learning style, the person will be motivated to adopt the best attitude to learn.

Three major sensory receivers, namely visual, auditory and kinesthetic assist to determine the prominent learning style. “It is based on modalities – channels by which human expression can take place and is composed of a combination of perception and memory” (Constantinidou and Baker, 2002). These three modalities enable learners to receive and learn new information or experiences.

According to modality theorists, teachers should deliver information utilizing all three styles which provides learners with the chance to become involved no matter whether they are visual, auditory or kinesthetic learners.

Learning style: Visual

The favorite is the visual sensory channel. Students learn better with visual images, visual diagrams, videos, drawings and tables, it tends to display images representing the topics covered. The visual memory is more pronounced than verbal. The process of information is proceeding by mental images to accomplish a task by following visual instructions.

These types of learners possess two sub-channels, namely linguistic and spatial. The learners possess the former sub-channel are keen on learning via written language. They can easily remember what they have written down without reading it at least once. The latter sub-channel learners find written language difficult to comprehend and prefer doing charts, demonstrations, videos and alternative visual materials. To combine this learning style into the learning atmosphere it would be better to:

- utilize graphs, charts, illustrations or other visual aids;
- comprise outlines, concept maps, agendas, handouts, etc. for reading and taking notes;
- comprise much content in handouts to reread after the learning session;
- leave white space in handouts for note-taking;

- provide questions to help them stay awake in lectures;
- highlight key points to signal when to take notes;
- add textual information with examples if it is possible;
- let them draw pictures in the borders.

Learning style: kinesthetic

It is a cognitive style characterized by movement, from being active. Many details come from muscles, tendons, joints, tactile sensations, thermal and dolor touch, and movements. As visual style, kinesthetic also has two sub-channels: kinesthetic (movement) and tactile (touch). Both during the reception of stimuli and storage, the kinesthetic are active, they need to move, and in communication they tend to gesticulate a lot. In the lectures they take note just for moving their hands. In reading they first scan the material quickly to obtain the gist of it and then they read it for getting detailed information. To combine this learning style into the learning atmosphere it would be better to:

- implement activities that get the learners up and moving;
- play music during activities whenever it is suitable;
- utilize colored markers to highlight key points on white boards;
- provide frequent stretch breaks;
- give toys such as balls which allow them something to do with their hands;
- give high lighters, colored pens and/or pencils;
- give directions to learners through a visualization of complicated tasks.

Learning style: auditory

Auditory learners prefer talking to themselves (moving their lips and reading out loud). They find reading and writing tasks more complicated. They are excellent at interacting with colleagues or tape recorders. To combine this learning style into the learning atmosphere it would be better to:

- commence new material with a short description of what is coming. Give a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned” (Constantinidou and Baker, 2002);
- utilize the Socratic method of lecturing by giving questions learners and then fill in the gaps with your own responses;
- combine auditory activities, such as brainstorming, buzz groups, or jeopardy;
- allow the learners verbalize the questions;
- set an inner dialogue between yourself and the learners.

Sometimes people utilize more than one learning style, or they should change the way according to the situation in which the material is located. In Finland, it was noted that many students prefer certain styles and are disinclined to embrace the new, which may be adapted to particular situations because of fear, lack of motivation, or reluctance to work hard.

Nowadays, trends in changing and improving the learning style are critical. In Italy, the traditional organization of education aims to promote listening and writing activities, favoring only students with visual and auditory learning skills. Kinesthetic learners whose necessity of movement is always penalized, with negative consequences in the learning phase do not take benefits from doing these types of activities. Thus, it is significant to introduce some activities directed to all kinds of learners (visual, auditory and kinesthetic) in different ways.

In all European countries, the approach to learning styles is widely used in the field of knowledge of a foreign language, while in other areas it is almost unknown or has only recently been taken into consideration. Moreover, Scotland has used many learning styles, but the style is one of Visual, Aural, Read/write, and Kinesthetic sensory (VARK) methods is more familiar. However, the learning styles are mostly

used in the services of the students and are not part of a curriculum based on learning cycle. Some educators find them useful, but there are studies – as those published by *'Times Educational Supplement'* (TES) - the leading British publication about primary education, secondary and further.

It is assumed that the learning styles of the models are relatively stable, and that consist of appropriate strategies and educational approaches. Learning styles are widely identified in different areas and ways. The researchers found that the most important factor that influences learning is represented by the knowledge and perception that the student possesses (Ausubel 1968; Hakkarainen, Lonka & Lipponen 2004). Some researchers have found that the motivation and the process of information are fundamental. The learning outcome is better when the student plays an active role (Biggs 1991; Entwistle 1988; Lindblom-Ylänne et al. 2001).

Learning is a complicated phenomenon which intervene related factors. The teacher cannot influence the personal factors of the student. The role of the teacher is to create a suitable and friendly environment which is applicable to different styles of the students. (Lindblom-Ylänne et al. 2001; Lonka 1997).

As educators, we have to consider and recognize how to reach all students' levels and know how to present information in a variety of ways. Students can be helped effectively, both in and outside the classroom, if the teacher and students are aware of their learning styles before groped to teach or learn new skills.

As a student, it is important to be aware of their learning preferences in order to adapt the various techniques even when the information and the instructions do not coincide with the preferential style.

1.3. The role of E-competence in foreign language teaching and learning

Implementation of electronic tools into teaching and training context is one of the pivotal trends of modernization of Higher Education system in Uzbekistan. E-technologies open new perspectives for the foreign language teachers because they

can expand the classroom context, setting up international partnerships and virtual language communities, provided access to authentic, up –to-date materials in different models – texts, multimedia, streaming TV, podcasts and more exposure to native speakers through online systems etc. But what is important is that we have to pay more attention to how technologies are embedded into teaching process to make it truly effective.

The awareness of multiple e-means and resources that exist within CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning) itself cannot insure that a teacher or a learner can successfully apply them. For this, one must know how to connect the e-means to the goals set before the teaching and learning a foreign language.

The incorporation of technology into teaching pedagogy as outlined above means that students will also develop *e-literacy skills* at the same time as acquiring English language. It can be argued that ‘teaching our students language in its traditional media is no longer enough’ and ‘increasingly, in everyday and professional life, people need the skills of electronic literacy.’(Healey, 2011.p.9). That’s why; we will make attempt to answer the question, “What does being e-literacy in computer and digital means entail?”

There are many definitions of e-literacy, and what is interesting is the way the definitions have evolved to reflect the way the technology has changed. One definition of it is given by Glister (1997) that is an ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Whereas a more recent definition expands it as person’s ability to perform tasks effectively in a virtual environment, i.e. it includes the ability to read and interpret media, to produce data and images through multimedia manipulation, and to evaluate and apply new knowledge gained from virtual environments (Jones-Kavalier, Flannigan, 2006.p.2).

As we see, e-literacy included a wide set of knowledge and skills. That's why, we support the idea that to be literate requires a more 'multimodal' (i.e. combining words, images, and sounds) approach because 'multimodality is more pervasive, diverse, and important today than ever before' (Gee, Hayes, 2011:5). Without doubt, e-literacy is more important nowadays that more and more of our learners can operate with computers and digital devices in the classroom. It is necessary to point out that, MALL is one of the more interesting emerging types of technology enhanced learning, because the mobile phone 'has evolved from a simple voice device to a multimedia communications tool capable of downloading and uploading text, data, audio and video – from text messages to social network updates to breaking news, the latest hit song, or the latest viral video' and that it can also 'be used as a wallet, a compass, or a television, as well as an alarm clock, calculator, address book, newspaper, and camera. '(Kelly, Minges, 2012:11).

It should be emphasized that it is important for teachers and learners to obtain e – literacy within special course which should:

- be based on international and national framework and standards of e – competence structure and the new State Educational Standard of Higher Education introduced recently;
- be available to English language specialists rather than ICT specialists otherwise the training would be too generic, too technical, and would not take into account FLT specializations;
- be practically oriented;
- help teachers creating their own social networking system or virtual teaching environment (blogs, podcasts, bookmaking service, etc.);

- provide professional interaction and support to teachers who have taken their course, to help them continually improve the skills acquired, and learn new ones, as lifelong learning.

The introduction of multimedia technology in educational systems has changed the way of the work of many operators helping to improve and make more consistent results. More precisely, those who teach have a central role in improving the educational system for the possibility of setting up curricula in which the use of multimedia technology has a vital role. Currently, more and more teachers know and are approaching the knowledge of these technologies since it is necessary that the knowledge of technological support and pedagogy is integrated in a single unit.

The pedagogical knowledge also demands the knowledge of how to work with computers and network systems, to be able to select and gauge the activities and programs leading to teaching computer-aided efficaciously. Furthermore, technological knowledge requires knowing not only the usage of the software but also having basic knowledge of hardware and networks.

Many believe that the computer makes learning easier and allows the execution of more complex activities whose effectiveness in terms of learning depends on a complex interaction between the properties of the instrument and cognitive abilities of the student. The fact that the learning with a computer technology requires the knowledge of the complexity of the cognitive processes creates the need for a pedagogical support targeted to the knowledge of the fundamental mechanisms that regulate learning by means of the computer. Hence, the use of technology media must be studied in the context of the pedagogical practice since programming and educational activities subsidized by technological resources require psychological and pedagogical considerations.

The impact of technology is pervasive in many areas of communication along with language education. A host of schools have their websites and many publishers

have developed websites in support and integration of textbooks. There are also some companies that provide language courses via the Internet creating their own purposes, goals and objectives.

The use of technology in teaching is influenced by three factors, namely the technology knowledge and skill in its use, the pedagogical approach of the teachers and the competence of students. The first two factors have a strong influence on the work and results, so it is vital to aim for a higher level of preparation for training teachers on duty and preparing them adequately for future. The third factor requires awareness of the situation of departure for establishing the objectives whenever appropriate.

Since even foreign language teachers should know not only the technology but also how to use it to teach it is essential to investigate the current state of theoretical research and its methodological perspectives which applied to practice.

Applied linguistics provides various approaches to the relationship between theory and practice (Krashen, 1982). Sometimes theoretical studies coexist with the practice of teaching and have little intellectual return. Simultaneously, researchers and teachers work together toward common goals in the classroom and in the environment of education. The approach is the most significant one in which theory and practice is integrated. The researchers experimented in the class by significant theoretical materials pick up the results and develop them. They collaborate with teachers investigating the use and impact of new materials and strategies, using the search engine in student learning. In this case we speak about the principle of complementarities, which is supported by the interactionist approach.

Computer-aided learning materials that are being experienced in the classroom to improve research are particularly of software and assist to create positive conditions for learning.

The initial point for the acquisition of a foreign language is the language input since learning requires significant amount of comprehensible input in order to be effective (Long, 1985). The development of language skills is influenced by what makes comprehensible input and it provides materials that encourage students to notice and understand the important aspects.

Understanding may take place at the semantic level, before syntactic, lexical items through blocks and interpretation of linguistic signals. Understanding helps to develop the language that will be required to produce in a foreign language and it is seen not only as a result but also a contribution to the acquisition since it pushes the student to utilize the syntax system and stimulates further input from the other person helping the speaker to make new hypotheses. This process is called "negotiation of meaning" (Pica 1994).

Theoretical assumptions mentioned are a clear need to be extended to create an opportunity to provide substantial amount of material which highly stimulates language production. In this context, the computer plays a key role both in presentation and in the exercise and reworking the content needed to learn a foreign language.

Because language learning assisted by computer is as effective as possible it is necessary to provide material that takes into account the input that can provide students, the output that allows the production, the interaction that allows to perform and work (Pica et al 1989).

In particular it is necessary that (Chapelle 1998):

- linguistic features of input are made salient and highlighted;
- students are guided to the understanding of the semantic and syntactic linguistic input modified according to strategies such as repetition, simplification and the reduction of speed;

- respecting the need to stimulate a production suited to the skills and targeted to real communication;
- there is the ability to detect and correct errors in production that can be analyzed by computer and / or provide material for linguistic reflection;
- students can interact in the target language through the mouse or the hypertext links by changing their acquisition by the "negotiation of meaning";
- tasks can be performed in the target language both individually and in group establishing and consolidating interaction competency.

The ability to use computers connected to the Internet opens up broad prospects in general, and the teaching of foreign languages in particular, making computer access more sophisticated allowing easy access to networking both for teachers and pupils.

Currently, the resources are more accessible and the network allows you to read on any topic that you are interested in any language and can be applied to web pages where it is possible to improve reading and listening skills. Moreover, you can use e-mail for learning and language teaching guiding students to find "pen-pals" (or rather key-pals). The network also allows you to post student work and activities for oral communication.

The network connection provides you with search engines to research or find guided information pertinent to civilization and culture of that target language, make a formative and summative online evaluation, search software targeted to particular activities as well as online community where students leaning the target language can meet each other or be linked by videoconference.

The material from the internet can be inserted into the foreign language program with three different approaches, that is lessons established by the teacher through lessons, lessons facilitated by the teacher and lessons determined by the student. Web pages can be used for students who are beginners, intermediate and advanced by

adapting the difficulty of the tasks based on the required levels and following the principles of selection and gradation.

Apart from the potentials of using network in teaching, the most simple and accessible prerequisite for teachers not only to become experts on technology but also to select reliable authentic material. For each level of competence the teacher can search the web pages related to the activities, propose and present them to the class accompanied by worksheets by asking:

- pre reading and prediction of information to deduce from the title, from a drawing an argument;
- skimming -scanning the selected text, and increase or modify the information from the pre-reading;
- looking for the meaning through context to deduce the meaning of unknown words from the context where they are found;
- carefully reading and checking whether there are sufficient tools to understand.

They are applying what they have read to stimulate creativity and the highest levels of thought implementing the concepts to a new situation.

The ideal situation would be to have many computers and many connections but especially at the present time there are situations when it is still possible to achieve the same result.

In this case the teacher may:

- download material from the Internet and make copies for the class by printing the page directly from the Internet or transfer it on a transparency (the danger is that the material is too large, or there is no copyright);
- save pages as a text and then open the document using a word processor;
- save the page as an HTML document and show these documents on your computer monitor or on a television screen.

Sometimes one computer may be too small to show the whole class material and there may be different solutions like a wide screen, an LCD projector, a display adapter to the computer monitor or TV. If teachers work with multiple computers but without the connection, they can save pages to disk first and then bring them to the class to work in an offline mode. This procedure can also be useful if the computer lab is equipped. Consequently, web pages are easier to access, the asset is controlled by the teacher and students cannot get lost in forbidden areas. Pages can also be downloaded first and then put on the network server in the lab.

Thus, utilization of technology and media in educational system accelerates electronic literacy of both teachers and learners which will be increasingly adequate in their professional life. Integration of technological knowledge with pedagogy boosts the effectiveness of the foreign language teaching learning environment.

Summary of the first chapter

In this chapter, we have done an overview of the current innovative trends in the educational system of Uzbekistan. After the enactment of the laws on the development and further improvement of teaching and learning foreign language in the country, new tendencies are appeared in the educational system of Uzbekistan. They include student-centered approach which aims learner autonomy as a priority of the teaching and learning environment; competence-based language teaching which uses the language to complete the authentic and real world tasks efficaciously; and Common European Framework of Reference which is on the target to set standard objectives and content for the teaching and learning language procedure. All the trends above are aimed at enhancing and consolidating pragmatic, sociolinguistic and linguistic competencies and providing communicative and interactive environment in FLT classroom.

It should be noted that in any kind of teaching and learning atmosphere, the students' learning styles should be taken into consideration while preparing and selecting the goal and objectives, content and materials of the course. It is very significant to be aware of the ways how our students learn the materials in order to adapt different strategies and techniques to the material which is not appropriate to the preferred style, and to achieve what is intended to be achieved.

Moreover, the implementation of electronic tools into teaching and training environment increases and consolidates e-literacy in the aspect of foreign language teaching learning. New technologies which are being implemented into FLT are seen as a means of developing e-literacy skills and at the same time learning English language.

Currently, becoming e-literate is a momentous task of both teachers and learners and it is required from teachers to become English language specialists and at the same time ICT specialists. What is more, the social networking is to be established to set up virtual connections between teachers and learners which consolidate online interaction using the Internet service.

Thus, implementation of multimedia improves educational system producing consistent results. The technology is applied in the context of pedagogical practice and it integrates pedagogical knowledge with technological knowledge. What is more important and captivating about technology in the educational system is that the introduction of new trend "*Blended learning*" in FLT provides both virtual and face-to-face environment in foreign language teaching learning. It is a combination of online and face-to-face instruction and is considered to be relatively new method which is explained broadly in the subsequent chapter of the current paper.

CHAPTER 2. THE FEATURES AND MODELS OF BLENDED LEARNING

2.1. Virtual Environment in Foreign Language Teaching

As we revealed in the previous chapter ICT opens the doors of implausible, unique chances and favorable environment for education, specifically in the field of foreign language teaching and learning. Language training within ICT provides students and teachers with incomparable opportunities and tools that are not available in traditional language training methods. Thus, education with ICT is becoming more popular and prevalent imparting a real scope to make trends in the way learning as well as teaching and creating virtual environment in foreign language teaching.

The term "Web 2.0" was born during a brainstorming session held in 2004 at O'Reilly Radar Team, one of the largest American observations dedicated to the analysis and development of new technologies. The meeting was intended to organize a conference to discuss the growing importance of the Web in daily life. On that occasion, this famous term "Web 2.0" was coined by Tim O'Reilly, the leader of the T Reilly Radar Team. He defined the term by stating that:

"Web 2.0 is a set of economic, social, and technology trends that collectively form the basis for the next generation of the Internet, distinctive medium characterized by user participation, openness, and network effects"(O'Reilly, 2005).

Virtual communities invented along with blogs bring users together based on their ideas and interests, giving rise to the phenomenon of social networking. The rapid spread of mobile digital devices (PDAs, smartphones, etc.) has allowed the development of applications for publication of music, photos and videos and the opportunity to download and freely exchange. These new features of the network have meant that the content of the web become more free and easy to manage, putting everyone to permit publishing their own contents. Simultaneously, this led to the so-called user-generated content (content created by users). Currently, all the giants of

the network, such as Google, Microsoft and Yahoo, have their main projects to invest their funds in the development of new user-centered applications.

Today the network has the merit of putting users at the center, allowing them to express and share their opinions. The ability to create and share content on the network provides a set of tools that allow users to utilize the web as if it is a normal application. Empirically, on the web 2.0 users can find free services that were previously offered only by packages which could be installed on individual computers. The content created can be published instantly, classified and then indexed in the search engines so that the information is directly available to the whole community.

Web 2.0 has a crucial role in learning. The use of blogs, wikis and participatory technologies which has enabled a quantum leap in training allows to the creation of open and flexible learning environments, breaking down the boundaries of space and time and contributing to the spread of knowledge. The student is at the center of the educational process and becomes an active participant. Thus, each individual can contribute to the construction of the content and can share it interactively with others.

The current up-to-date web and means of interaction may have noticeable impacts on learning and training methodologies, models and tools of conventional teaching. The use of digital technologies in learning aims at building a merger between knowledge and social component and facilitating the transition from information society to knowledge society. Consequently, students, themselves, can select the educational path, and create the content to share. The communication flow breaks down the learning object and then reassembles through a collective elaboration made possible by new technologies participatory (Ludovisi, 2008). In this sense, collaborative learning plays an important role allowing the growth of the individual on the basis of shared goals by a team where students learn together and individual learning becomes the result of a collective process.

The new learning techniques which are built around the Web 2.0 tools such as blogs, wikis, podcasts and all other devices allow users to interact via the Internet. Learning must be learner-centered or student-centered. The ultimate goal is not just to change the appearance of the old platforms, such as customizing the old LMS. The goal is to take control of the learning process using the tools that the technologies provide, as well as create knowledge through the mash-up of multiple applications accessible on the web. The use of blogs or wikis in the classroom, for example, not only allows open dialogues between all students but puts the students in communication outside the classroom.

The objectives of this platform are mainly two: to distribute educational material in a digital format and allow communication between the participants, ensuring their access to and participation in discussions on the topics of the available courses. However, from social points of view, the education of these systems has shown some limitations. For instance, the majority of these platforms, for example, tend to create closed containers which sometimes are not accessible for all students (Lamandini, 2009).

More precisely, when students have completed a course, they lose access to space and they are no longer online. As a result, they lose contact with colleagues and the ability to have access to what had worked and shared. This experience is so often considered as a parenthesis of the learning process. These environments do not put the student at the center of the learning process, but the teacher.

In such an environment a situation can be a bit ‘paradoxical’: students are invited to be creative, participatory and collaborative at the same time the platform restricts movements. The learning context created by these environments may therefore be similar to that of traditional school of behaviorism.

Today, there is a need to make a change, moving from proprietary systems to open source ones. The main need seems to be to personalize learning. Many

universities are abandoning the use of commercial platforms and they have intended to switch to open source systems such as Moodle (Modular Object-Oriented Dynamic Learning Environment) which represents the evolution of the old systems VLE. It is an open source platform for e-learning, designed to help teachers create and manage online courses with ample opportunity for interaction between student and teacher. Moodle is now used by many European universities for the management of e-learning, such as the University of Rome La Sapienza, the University of Florence, the University of Padua and others.

Moodle has emerged in recent years mainly because of its ease of use and completeness of features it offers to teachers, tutors and students. Moreover, it has an ability to integrate this tool with other applications. This example has allowed recently in the integration of Moodle with Google Apps Education (<http://www.google.com/a/help/intl/it/edu/index.html>). Google Apps is highly prevalent in European universities: the pioneers in embracing this technology have been to the University of Ferrara, which has activated the service in 2007, the European Design Institute and University in Bologna.

Moodle possesses possibilities to organize courses and online classes and use tools such as forums, quizzes, blogs, and wiki pages. Students and teachers, who had until now been limited to work remotely to exchange documents and to conduct research, may have been provided with a virtual environment of teaching / learning interactive. Moodle has thus created a platform to support learning very close to the Personal Learning Environment (PLE).

These environments have the same goal of VLE, that help students monitor and organize their own learning. The researcher Scott Wilson was among the first to speak of these new systems: in 2005 it proposed a model and called Future Virtual Learning Environment which consists of a set of services and network applications, from blogs to photos, from bookmark to social networks, all interchangeable with other users. In

particular, it allows the user total control over the content (Fini, 2009). Operating space assigned to each student can be customized at will, for example, with photos, videos and texts that are connected to the personal information of the profile.

Old interactive learning environment had a highly structured system, time-limited objectives predetermined by the program of study and led the user to a passive attitude. However, in the environments of the latest generation, the framework should be defined directly by the student, the objectives should include the personal use, and the user should be encouraged to be actively involved.

The implementation of ICT environment in educational process has brought changes in didactics. It is known that it is linked with methods of communication as well as existence which vary from physical world from various perspectives. In the 90s of the last century, virtual reality was used firstly in didactics. Technologies were advanced without including the user outright. “The user was putting on a helmet with an inner screen, on which a three-dimensional image was displayed” (S.Czepielewski, 2011). The development of ICT led to the exploitation of 3D technologies in didactics. “On the basis technology users create a new identity and in fact realize all forms of human activity. Due to the characteristic features, virtual worlds – unlike traditional e-learning – are not meant to support the process of teaching. The point is to move the whole didactic process to the cyberspace” (S.Czepielewski, 2011). Consequently, virtual world changes into human world.

Multicultural, international as well as multilingual character of virtual learning environment, along with a means of communications, makes it more efficacious for language learning. It provides a place for those users who have an intention to develop and consolidate their language skills. In any time they have an opportunity to commence learning in virtual world. It is an open service where anyone can convey their opinions and views. Moreover, they can comprise their own materials and links.

Generally, what are the benefits of using V-Lang platform and how does it assist to teaching and learning environment? There are a plethora of benefits of utilizing virtual language program. To begin with, it provides a very efficacious mode of learning a foreign language by simulating real life environments. Students can enjoy doing role model activities. Moreover, students can talk and listen with the help of a full audio communication system. Last but not least, if the platform is used with nearly advanced students who can use the language easily to communicate, the platform performs actively and beneficially.

However, several obstacles can be faced during the platform operation. More precisely, the platform is absolutely dependent on technology and without it there is no sense operating the platform. While communicating students are not able to hear each other and they need other software create this communication. What is more, it is a very complicated task for teachers to cope with technical problems and at the same time to focus their attention on the contents of the lesson. Sometimes students are also lack of computer skills. Non-verbal communication is not exception to this either. Finally, it is difficult to control the students on tasks, specifically when they are young learners.

Virtual teaching has its own merits and demerits. On the positive side, it offers distance learning in which students can learn the material staying at home. They interact with a multitude of language educational applications and they obtain more intriguing learning experience. Furthermore, it is not boring since a variety of items are blended into the lesson. For organizing lessons, note card and chat can be very practical. The most interesting feature of V-Lang is that both students and teachers use all media to the success of the lesson.

On the downside, students get less feedback by teachers and they spend too much time for the completion of the lesson on the platform. Simultaneously, teachers

feel stressful while they are dealing with the technical difficulties and teaching process as it is mentioned above.

Overall, currently the virtual environment is seen as a powerful tool enchanting the curiosity and attentions of educational institutions. It explores a variety of possibilities which are mainly focused on language learning. It stimulates and engages all the users to learning process.

2.2. Models of the Blended Learning

The use of technological and digital tools overcomes barriers of space and time existing in traditional learning and teaching as well as provides an opportunity to connect teachers, students and content. There are widespread talks about distance learning, online learning, e-learning and blended learning. Noteworthy one is the potential of e-learning to complement face training which blended learning provides both for teachers and learners. Blended learning is an integrated mode which is present both in the face-to-face and in distance learning and perhaps the most efficient way to integrate the teaching and learning school without replacing it.

Occasionally, it is mandatory to have a platform and learning environment where learners can meet each other and teachers either synchronously or asynchronously and utilize available content to facilitate the learning process. The tendency to reproduce the characteristics of the classroom may be more or less accentuated, depending on the course and purpose of the platform.

According to some research it is found out that the term "blended learning" can be referred to four different concepts:

1. Union or set of Web technologies (virtual classrooms, self-learning, collaborative learning, streaming video, audio and text) for educational purposes.

2. Union of pedagogical approaches (constructivism, behaviorism, and cognitive psychology) to produce the optimal teaching with or without the use of dedicated technologies.

3. Chance to use of any form of educational technology (videotapes, CD-ROMs, Web teaching, movies) in courses taught by a teacher.

4. Union or set of educational technology and activities to create a curriculum-integrated working.

It is apparent from the definitions that the concept of blended learning possesses a variety of meanings for different educators, but all of them concern the blended learning as integrated mode which incorporates the face-to-face and on-line learning.

At the same time the rapid development of online learning in the K-12 sector is becoming more prevalent on campuses via blended learning. Undoubtedly, it can be claimed that today blended learning has become an inseparable facet of education. In 2011 a preliminary definition of blended learning was provided by Innosight Institute. A year later the definition was revised.

“Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home” (Staker & Horn, 2012).

The first part of the definition – online delivery content and instruction with some element of student control over time, place, path, and/or pace – characterizes online learning as education in which content and instruction are to be transferred via the Internet. The terms virtual learning, cyberlearning and e-learning can frequently be utilized instead of online learning.

The second part of the definition interprets that “the learning must be supervised and take place away from home” (Staker & Horn, 2012). That is students are not engaged to full-time online learning, instead they should be associated with someone in a brick-and-mortar location who purveys the supervision.

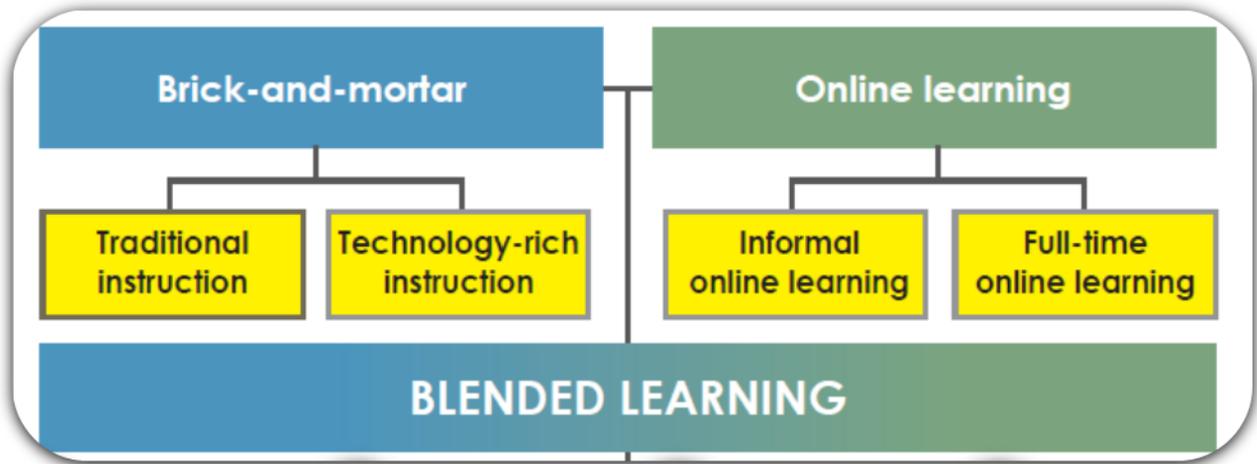
One conventional characteristic of blended learning is that although the entire course takes place partially via online learning and partially through other modes, the different modes are usually interconnected with each other. That is to say, the content of the materials they learn online notifies as to what they learn face-to-face, or vice versa. This is one fundamental feature of blended learning which scientists assume that it should also be embraced in the definition of blended learning.

In the initial part of the definition it is stated that blended learning entails “some element of student control of time, place, path, and/or pace”. According to Staker & Horn (2012), these dimensions can be depicted as following

- Time: Learning is no longer restricted to the school day or the school year.
- Place: Learning is no longer restricted to the walls of the classroom.
- Path: Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn in a method that is customized to their needs.
- Pace: Learning is no longer restricted to the pace of an entire classroom of students.

To understand the core of the blended learning, it is very significant to enumerate other education practices and state about their relations to the blended learning.

Figure 1. Blended learning in relation to other education practices



The first two practices namely – traditional instruction and technology-rich instruction which belong to brick-and-mortar setting are not forms of blended learning, but they can be combined with online learning in order to create blended learning atmosphere.

Traditional instruction is regarded as a structured education program in which a teacher is in the centre of the classroom. The education is mostly based on face-to-face teacher-centered instruction. In the classroom students are categorized and matched according to their ages and abilities. Teaching and learning take place with the help of textbooks, lectures and individual written assignments. The program possesses a fixed curriculum.

Technological-rich instruction is also regarded as a structured education program which partakes the same characteristics as traditional instruction has. However, it possesses digital tools such as electronic whiteboards, digital textbooks, online lesson plans and easy and broad access to Internet. Unlike blended learning, the Internet in technological-rich instruction the content and instruction are not

transferred. Moreover, students are still deficient in control of time, place, path, and/or pace.

Thus, students are given an opportunity to rotate between online learning and traditional instruction, or it enables students to participate in a technology –rich classroom for a particular number of subjects and at the same time they may take online courses for their remaining subjects.

The rest two education practices such as informal online learning and full-time online learning are quite different from blended learning. Similar to blended learning, Internet is utilized to deliver content and materials in these practices. Moreover, it enables students to have some element of control of time, place, path, and/or pace. However, they still lack of the scope of blended learning.

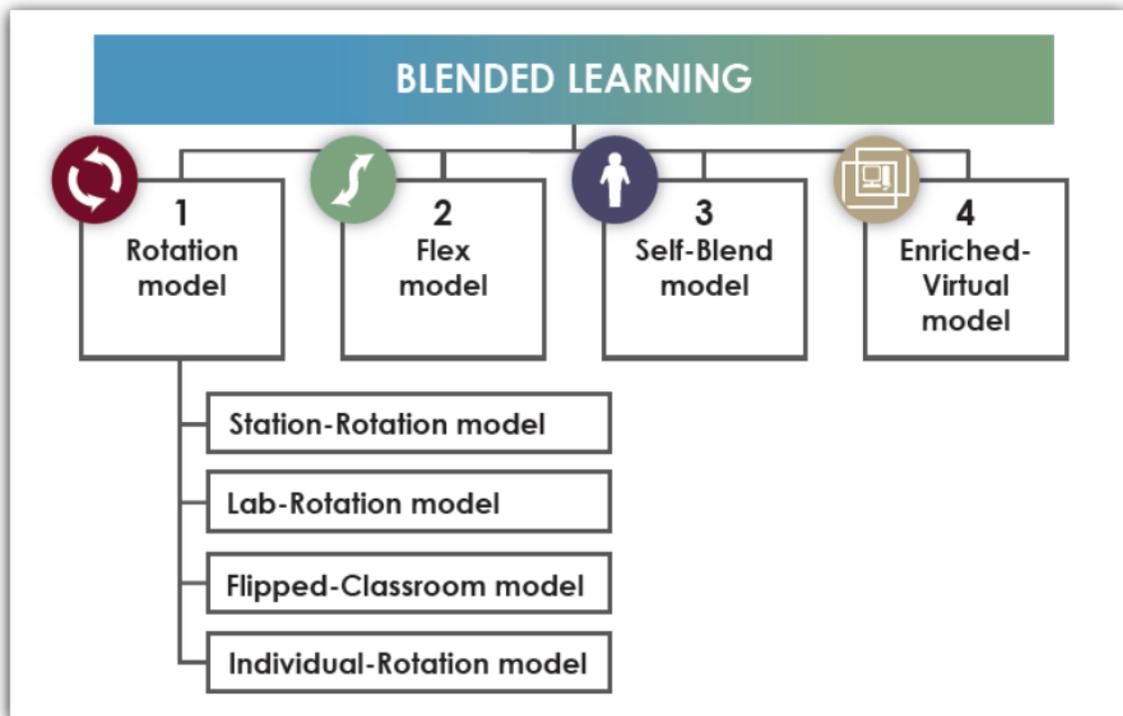
More precisely, informal online learning enables students to utilize technology for the purpose of learning outside the classroom. It allows students to play any educational video games, watch lectures on a variety of topics on their own outside the classroom. Full-time online learning is rather distinctive from informal online learning due to the fact that it is a structured education program where content and materials are transferred through Internet like in blended learning, but it restricts students to take part in supervised brick-and-mortar settings away from home. The only formal program which combines online learning with a supervised brick-and-mortar location is a blended learning which is being developed to create an efficacious learning atmosphere for students.

Up to now different models of blended learning have been used and are still being used in educational sectors. The taxonomy on the models of blended learning is identified based on a multitude of programs in the K-12 sector. The preliminary taxonomy has embraced six models and called “six-model taxonomy”. The second and latest one possesses four models and called “new four-model taxonomy”. The

reason for the adaptation is that the Face-to-Face Driver and Online Tab in six-model taxonomy have been duplicated other models in the taxonomy.

Let's explain four-model taxonomy on the base of classifications (K-12 Blended Learning) suggested by Staker & Horn (2012). It is demonstrated in the Figure 2.

Figure 2. Blended-learning models

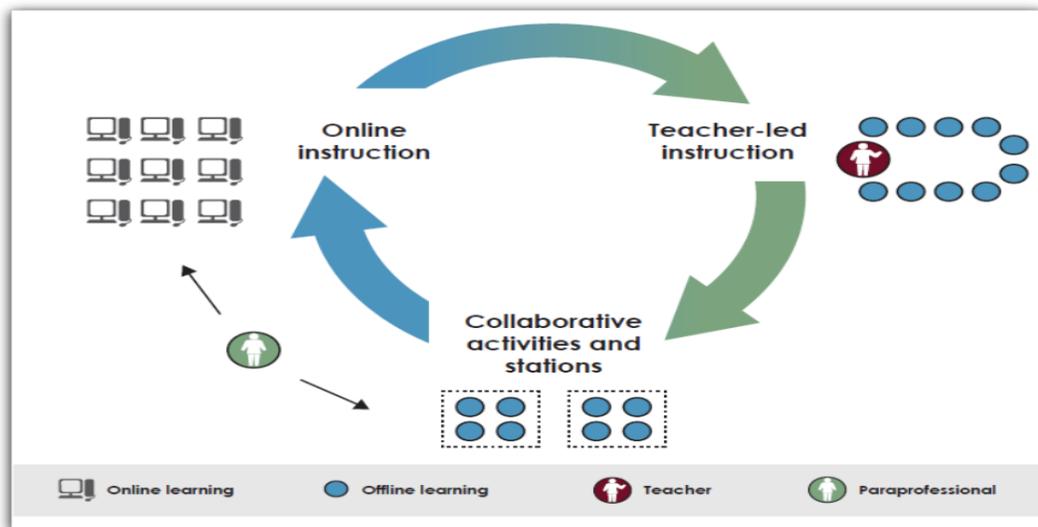


It is necessary to describe the grounded by Staker & Horn's models and their types by providing examples in order to have a big picture of models of blended learning in our mind.

1. Rotation model is a program, in which within a given course and subject, students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. The rest modalities embrace activities such as group projects, small-group or whole-group instructions, individual assignments and so on. The rotation model includes four sub models.

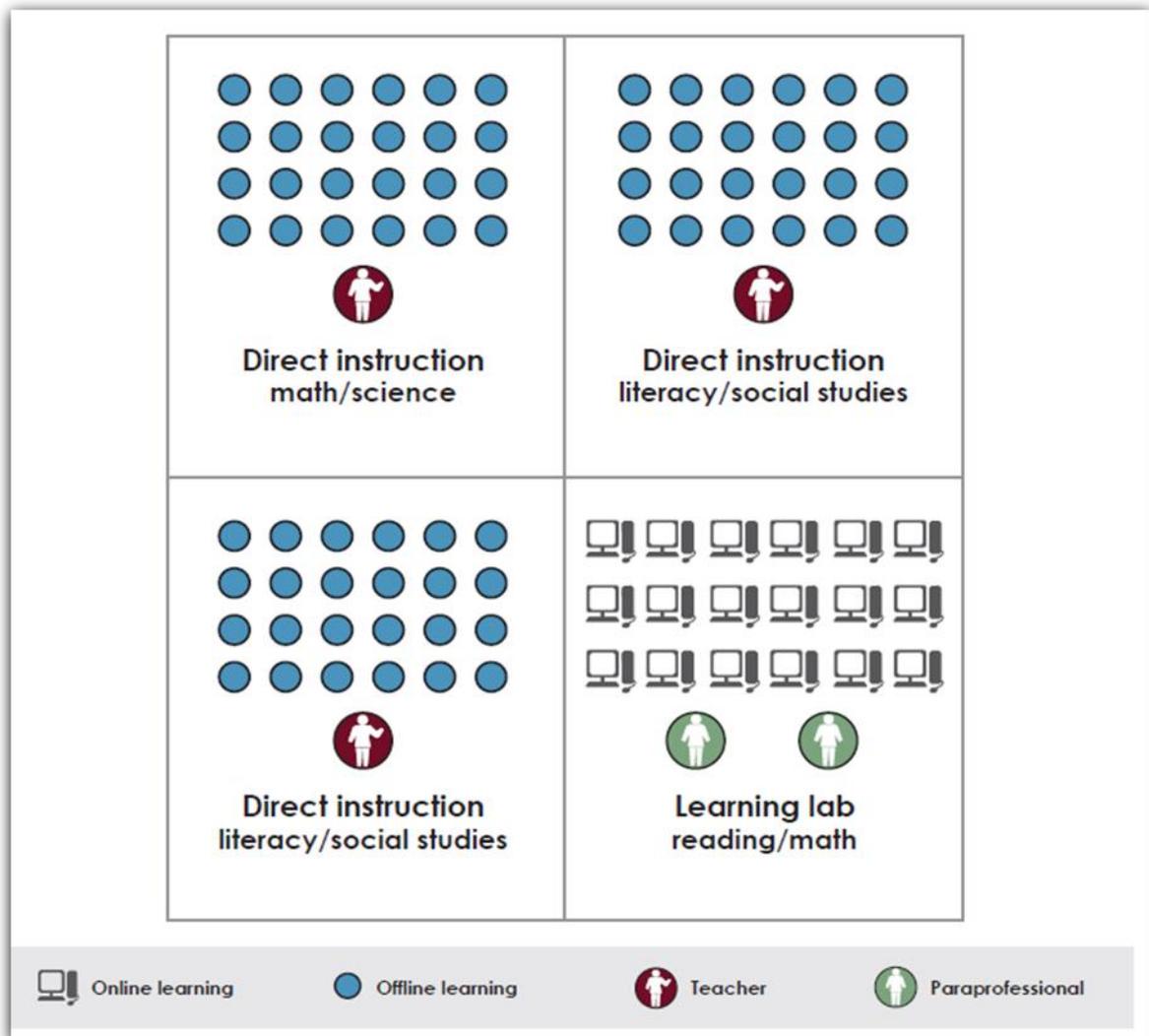
- Station Rotation** – a rotation-model implementation in which within a given course or subject on a fixed schedule at the teacher’s discretion among classroom-based learning modalities. This type of rotation has only one station for online learning. The rest stations are devoted to other modalities such as small-group or the whole-group instructions, individual tutoring, group projects and pencil-and-paper assignments. Significantly, the students should rotate all the stations.

Figure 3. Station-Rotation model



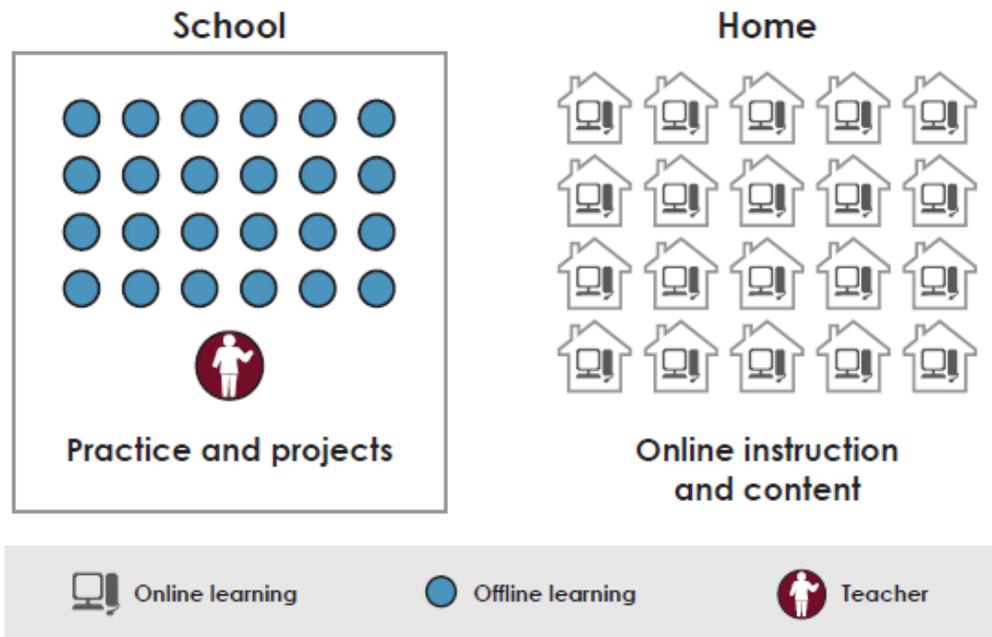
- Lab Rotation** – a rotation-model implementation in which within a given course or subject, students rotate on a fixed schedule or at the teacher’s discretion among locations on the brick-and-mortar campus. This type of rotation model possesses one space for a learning lab for online learning. The Lab Rotation varies from the Station Rotation due to the fact that in the Lab Rotation students are able to rotate amongst locations on the campus whereas in the Station Rotation the whole stations take place in one classroom.

Figure 4. Lab Rotation model



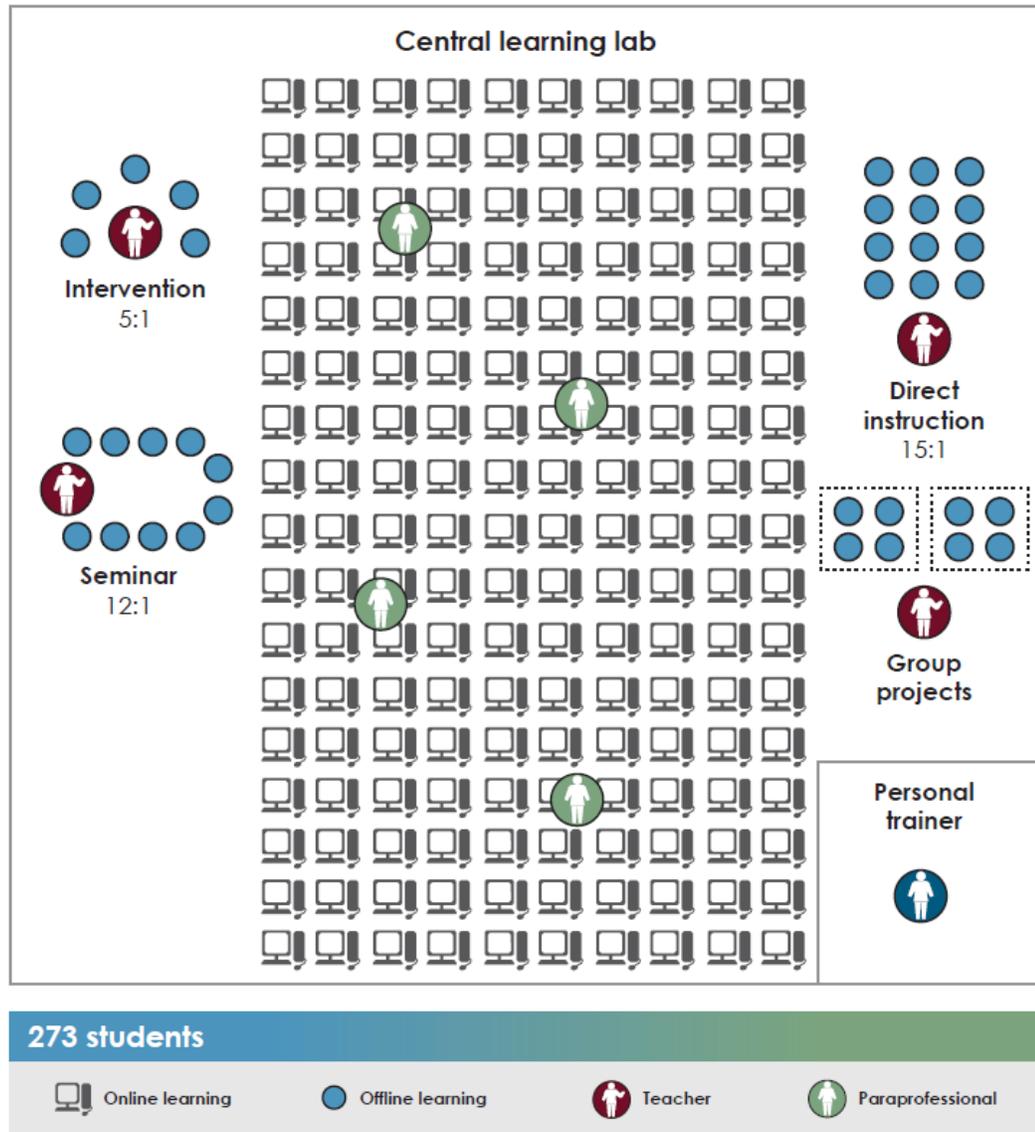
- Flipped Classroom** – a rotation-model implementation in which within a given course or subject, students rotate on a fixed schedule between face-to-face teacher-guided practice on campus during a standard school day and online delivery of content and instruction of the same subject from a remote location after school. According to the Flipped Classroom model, students have some elements of control over time, place, path, and/or pace since the present model provides students with a chance to select the location where they can receive content and instructions online.

Figure 5. Flipped Classroom model



- **Individual Rotation** – a rotation model implementation in which within a given course or subject, students rotate on an individually customized, fixed schedule among learning modalities. Similar to other Rotation models, in this model one modality should be online learning. Personal student schedules are set by instructors. Unlike other Rotation models, there is no need for students to rotate each modality one by one.

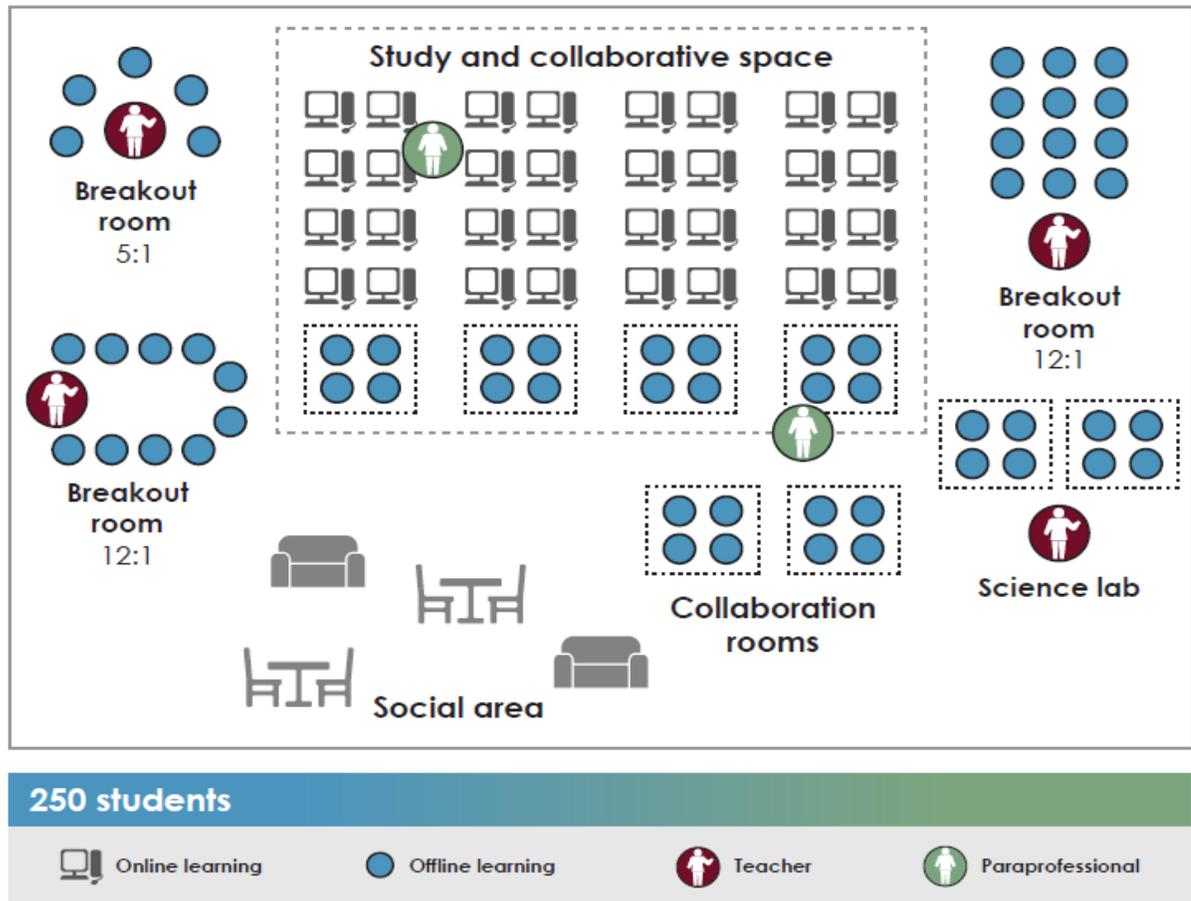
Figure 6. Individual Rotation model



2. Flex Model – the second model of blended learning in which content and instructions are transferred through the Internet and students have an individually customized, fluid schedule during the completion of the course or subject. Moreover, this type of blended learning embraces a teacher-of-record which purveys face-to-face support if students need for the activities such as group projects, small or full group instructions. Some activities demand ample face-to-face support, whilst others require

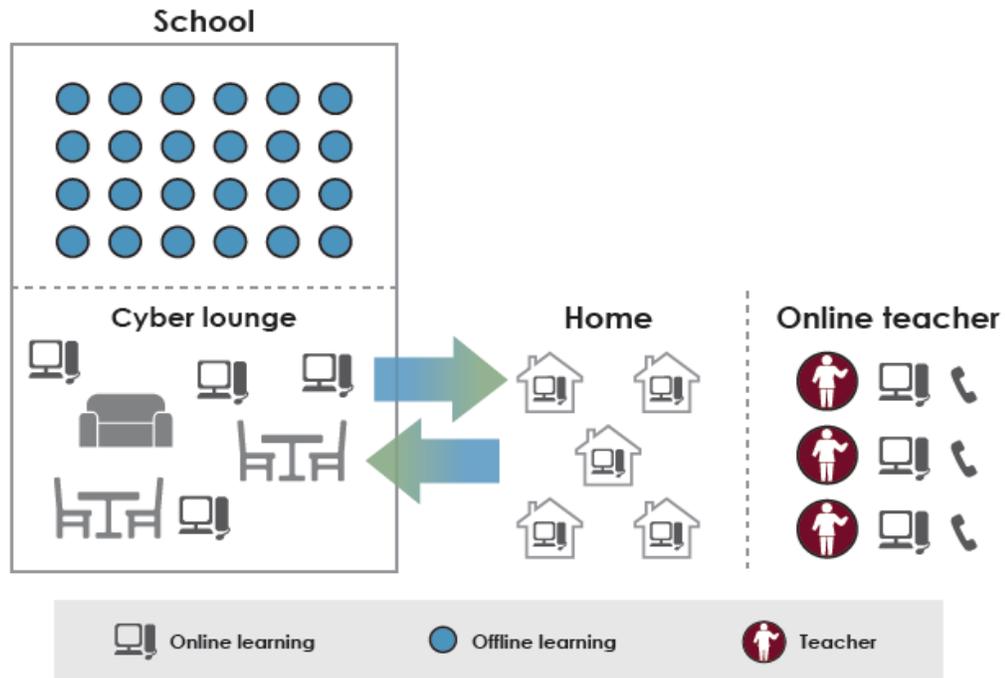
minimal support. What is more, some flex models possess face-to-face certified teachers who conduct a daily online learning.

Figure 7. Flex model



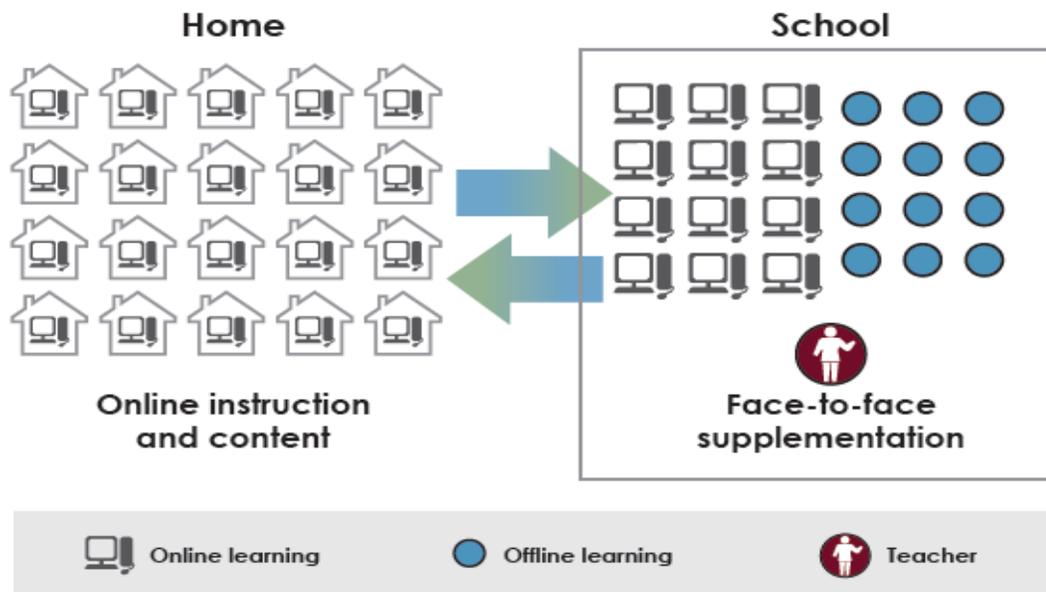
3. Self-Blend model – the third type in which students select one or two online courses in order to obtain additional knowledge on their conventional courses. It provided a teacher-of-record as well, that is an online teacher. This model is rather different from other models. This is because it is not regarded as an entire school experience. Students may self-blend some online courses individually and take their other courses with at the campus with face-to-face instructors.

Figure 8. Self-Blend model



4. Enriched-Virtual model – the last type of blended learning which is regarded as an entire-school experience in which within each course or subjects, students are to allocate time for a brick-and-mortar campus and online learning. First, the model was full-time online learning and later it was developed to blended programs. It is different from the Flipped Classroom because students' attendance on campus is occasional during the weekday. It is also different from Self-Blend model because it provides a whole-school experience.

Figure 9. Enriched-Virtual model



The above mentioned models of blended learning are being developed rapidly. A number of educational sectors starting from schools to universities are piloting the different models of blended learning to discover and analyze how the implementation of these contemporary programs is effective and productive in educational field.

Because a foreign language learning assisted by web tools it is necessary to provide material that takes into account the input that can provide students, the output that allows the production, the interaction that allows to perform and work (Pica et al 1989).

In particular it is necessary that (Chapelle, 1998):

- students are guided to the understanding of the teaching material;
- respecting the need to stimulate a production suited to the skills and targeted to real communication;
- there is the ability to detect and correct errors in production that can be analyzed by computer and / or provide material for reflection;

- students can interact in the target language through the mouse or the hypertext links by changing their acquisition by the "negotiation of meaning";
- tasks can be performed in the target language both individually and in group establishing and consolidating interaction competency.

The blended learning or on-line elements can be implemented via various ways. For example:

1. Bring online test. One of the important instructor strategies before course study is organization of entry testing to reveal students' language level. The instructor can design tests with multiple choices and automates the scores of assignment and to simplify tracking and analyzing the results.

2. Implement a community-oriented practice. Students need interaction for mastering language skills, so an accessible discussion forum can be utilized after teaching process will be created. This forum allows students to maintain contact with fellow students by asking questions, exchanging opinions and sending suggestions.

3. Provide the reference materials. Input and some activities can stick to the electronic resources for reading and comprehension. These links enable students to deepen certain topics reducing their dependence on paper-based materials which are destined to become outdated.

4. Study the course proposes following up activities for fixing and practical applying material as well as assessment which can be carried out online. In this way, students who need support can rely on providing instructor's assistance, suggestions for self-study or simple encouragement. The teacher should write clear instructions for students and interact with them via e-mail, forum and Skype and organize self-evaluation a peer-evaluation activities.

From review of the blended learning features and ways of its applications, it can be obvious that it is effective way for mastering language skills because it serves as a key factor to exchange information, experiences and materials among students

and student and teacher. Furthermore, both students and teachers can possess access to teaching and learning materials and know the aims of the learning process, the regulatory requirements as well as the results of their activities. Although the platform which bonds teachers and students it is needed face-to-face classrooms where the teacher explains some material, discuss challenges and achievements of teaching and learning.

Summary of the second chapter

In this chapter we have discussed the role of ICT technologies for FLT. The term of Web 2.0 and different kind of virtual tools and their role on FLT. The term “Blended Learning” and it is all models and their features.

The implementation of ICT environment in educational process has brought changes in didactics. It is known that it is linked with methods of communication as well as existence which vary from physical world form various perspectives.

Today the network has the merit of putting users at the center, allowing them to express and share their opinions. The ability to create and share content on the network provides a set of tools that allow users to utilize the web as if it is a normal application. Empirically, on the web 2.0 users can find free services that were previously offered only by packages which could be installed on individual computers. The content created can be published instantly, classified and then indexed in the search engines so that the information is directly available to the whole community.

The use of blogs, wikis and participatory technologies which has enabled a quantum leap in training allows to the creation of open and flexible learning environments, breaking down the boundaries of space and time and contributing to the spread of knowledge. The student is at the center of the educational process and becomes an active participant. Thus, each individual can contribute to the construction of the content and can share it interactively with others.

Today, there is a need to make a change, moving from proprietary systems to open source ones. The main need seems to be to personalize learning. Many universities are abandoning the use of commercial platforms and they have intended to switch to open source systems such as Moodle (Modular Object-Oriented Dynamic Learning Environment) which represents the evolution of the old systems VLE. It is an open source platform for e-learning, designed to help teachers create and manage online courses with ample opportunity for interaction between student and teacher. Moodle is now used by many European universities for the management of e-learning.

Currently the virtual environment is seen as a powerful tool enchanting the curiosity and attentions of educational institutions. It explores a variety of possibilities which are mainly focused on language learning. It stimulates and engages all the users to learning process.

According to some research it is found out that the term "blended learning" can be referred to four different concepts:

- ❖ Union or set of Web technologies (virtual classrooms, self-learning, collaborative learning, streaming video, audio and text) for educational purposes.
- ❖ Union of pedagogical approaches (constructivism, behaviorism, and cognitive psychology) to produce the optimal teaching with or without the use of dedicated technologies.
- ❖ Chance to use of any form of educational technology (videotapes, CD-ROMs, Web teaching, movies) in courses taught by a teacher.
- ❖ Union or set of educational technology and activities to create a curriculum-integrated working.

It is apparent from the definitions that the concept of blended learning possesses a variety of meanings for different educators, but all of them concern the

blended learning as integrated mode which incorporates the face-to-face and on-line learning.

Thus, students are given an opportunity to rotate between online learning and traditional instruction, or it enables students to participate in a technology –rich classroom for a particular number of subjects and at the same time they may take online courses for their remaining subjects.

It is described models (Rotation model, Flex Model, Self-Blend model, Enriched-Virtual model) and their subtypes by providing examples in order to have a big picture of models of blended learning in our mind.

Students and teachers can possess access to teaching and learning materials and know the aims of the learning process, the regulatory requirements as well as the results of their activities. Although the platform which bonds teachers and students it is needed face-to-face classrooms where the teacher explains some material, discuss challenges and achievements of teaching and learning.

CHAPTER 3. BLENDED LEARNING SYLLABUS DESIGN

3.1. Principles of the Blended learning syllabus design

One of the objectives of our research is blended learning syllabus design. That's why we should understand what do we mean by the syllabus within this paper.

Etymologically syllabus means a 'label or 'table of contents'. The American Heritage Dictionary defines syllabus as an outline of a course of study. Syllabus represents the expression of educational ideas in practice. Syllabus can also be seen as a "summary of the contents to which the learners will be exposed". (<http://www.elweekly.com/elt-newsletter/2011/02/82-research-article-types-of-syllabuses-in-language-teaching-%E2%80%93-eslefl-context-by-shabnum-iftikhar/>).

Syllabus design is based essentially on a decision about the "units" of classroom activity, and the "sequence" in which they are to be performed. At the same time a course is "an integral series of teaching-learning experience. Whose ultimate aims is to lead the learners to a particular state of knowledge" (Hutchinson & Walter, 1987).

As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in syllabus or module design are based on beliefs that the writers have about what subject matter is and how it should be taught.

There are many possible sources of materials for "Intercultural communication" course. There is a lot of material in available on the Internet. You can search for

materials when you have free time, and store them for your future classes. Many teachers go abroad during vacations these days, and they can collect materials in English-speaking countries. TV and radio are good sources. They provide a variety of materials. The information is current and the language is natural, but the content has to be chosen carefully. Newspapers, magazines, advertisements, and other types of printed material are very useful. Teachers can take photos, make video tapes or record audio tapes. If they make plans before they go overseas, they may be able to make good video or audio programs. Even in our home country, you can browse the world wide web and search for useful materials for classes. There are lots of sources of materials and photos on www.

As we revealed in the previous chapters blended learning is efficient form of teaching different theoretical courses/modules. In the light of the latest educational reforms we design blended learning syllabus “Intercultural communication” for the second high education level (MA). The main academic focus area of a Blended MA program is creation and implementation of professionally-oriented module for improving the quality of the foreign language teachers. We suggest that materials that are appropriate for this course should be based on instructional philosophy, approach, method and technique which suit to the students’ needs. For syllabus designing we focus on concepts based upon Universal Instructional Design (Silver, Bourke, & Strehorn,1998).

To begin, we try to design a syllabus/course outline that is not only readable, but something that will be utilized more than once per semester. This document, aside from basic course information, emphasizes my expectation that all students must accept responsibility for their own learning as well as my flexibility in teaching style. This document is not set in stone as we attempt to include students own suggestions to how they best learn. This is invaluable and a key approach to full inclusion. For the syllabus designing we should take into consideration the matters related to

assessment. The questions given below give opportunity to realize them within blended learning.

Posted due dates? Due dates for assignments should be clear as should the proper procedure and penalties for turning an assignment in late.

Criteria for assignments? We find that information regarding what the objectives of assignments are as well as how the assignments will be graded is helpful to me when grading and to the students when completing the assignments.

Time frames? We try to supply students with time frames for not long-term projects and studying. These time frames normally take the shape of a graphic representation of when we suggest they begin an assignment or begin to study for a test as well as my expectations for where they should be throughout the semester/term.

Extended time? Certain students will require extra time on final assessment assignments. We try to work these issues out ahead of time with students to ensure that assignments will be completed in the additional time allotted to our specifications.

Homework protocol? Students should be aware of how the work they complete outside of class will be evaluated or utilized. We also try to provide students with information regarding how to access assistance with home assignments (e.g., study groups) and what the penalties are for not completing homework assignments.

Alternate testing formats provided? We try to consider alternatives for all students that allow them to present the information they have learned in a manner consistent with their learning style.

Assignment choices/Extra credit? Assignments choices allow students to be creative and to find ways of expressing their knowledge in a manner consistent with their learning style. We try to allow students different ways to present the information they have learned.

It was mentioned that Blended learning combines traditional face-to-face classroom methods with more modern computer-mediated activities that create a more integrated approach for both instructors and learners where technology-based materials play a supporting role to face-to-face instruction.

The specificity of this module is that it 1) envelops successful professionally-oriented course; 2) integrates theory and practice; 3) integrates different modern approaches such as Learner-centered learning, Research-based learning, Task-based approach.

The main principles of this module design are following:

- Flexibility to the subject matters and needs
- Adequacy of methods, techniques, strategies and teaching aids
- Succession of teaching material
- Variety of activities
- The time required by certain activities

The modules will be designed in the formats of synchronous and asynchronous interactive activities. The synchronous activities allow students to interact with the group and tutor through chat and instant messaging. Asynchronous way presupposes sharing and answering messages on e-mail and discussion board.

It is necessary to present here the syllabus (designed by G.Makhkamova, A.Amirkulov and M.Isamuhamedova) to illustrate objectives and content of teaching.

Syllabus “Intercultural communication”

Course description

As many scholars in foreign language education and applied linguistics have noted, culture is one of the most widely-used and least agreed-upon concepts in our field. This course is intended to embrace that complexity but also lead toward some clarity in the principles that can guide our pedagogical decisions and practices in

regard to teaching intercultural competence. The course begins by considering the theoretical underpinnings of culture and intercultural communication. Following that, we will explore frameworks for teaching intercultural competence, and finally we will focus on the implications of these issues for teaching intercultural competence. The tasks for this course, which parallel the components of the intercultural competence framework (per Byram & Zarate, 1997), include reflective tasks, observation tasks, activity design tasks, and an investigative task in which you will use ethnographic interviews to engage with the themes of this course as they relate to specific individuals and contexts.

Course objectives

This course has the following primary objectives:

1. To promote reflection on your own concepts of culture and your cultural background and identity as a foundation for the process of organizing intercultural communication.
2. To guide you in engaging with the complexities of culture as a concept and its relationship to identity, otherness, intercultural experience of communication.
3. To increase your awareness of culture and intercultural communication in the classroom.
4. To develop your ability to investigate culture and intercultural experience through observation and interviews with informants, to analyze your findings in light of current theory, and to apply your findings to intercultural communication.

Content of the module:

Unit 1. Psychological aspect of intercultural communication.

Lesson 1. Culture and language.

Lesson 2. Types of attribution.

Lesson 3. Culture shock.

Unit 2. Types of the cultures

Lesson 1. Monochromic and polychromic cultures.

Lesson 2. High-context and low-context cultures

Lesson 3. Collectivism-individualism.

Structurally each of the lesson includes:

1. Objectives and outcomes of the lesson.
2. Spark.
3. Input.
4. Follow-up activities.
5. Assessment.
6. Key reading.
7. Glossary.

Proportion: Face-to face (60%) and on-line-teaching (40 %).

3.2. Experimental teaching

To prove efficacy of the blended learning module we conduct experiment with the English language teachers and MA 1-st year students at UzSWLU during scientific-pedagogical practice.

The goal of experiment is to develop intercultural competence and research skills in the course of “Language teaching methodology”.

Objectives of experiment are:

- to identify present needs of teachers in improvement of intercultural competence and research skills of students;
- to design syllabus of the module “Intercultural communication” for developing students’ intercultural and research skills;
- to approbate the created material in the practice of teaching at MA department.

There were three stages in experiment conducting.

First stage – data collection:

- review of necessary scientific literature;
- analysis of the blended learning models and syllabus from the position of teaching intercultural communication;
- need analysis through questionnaire.

Second stage – experimental teaching:

- preparation of teaching material and tools;
- approbation of the module for teaching intercultural communication.

Third stage – qualitatively and quantitatively analysis of the result of experimental teaching:

- creation of tests and conducting cutting;
- statistic data processing;
- interpretation of the results of experimental teaching.

During experiment we conducted students need analysis through questionnaire which includes ten questions related to teaching intercultural communication.

The result of analysis of questionnaire showed that MA students want 1) to obtain intercultural knowledge and skills, and 2) to learn the following topics: stereotypes, types of cultures.

It's time to show one of the lessons for illustration and which was approbated during scientific-pedagogical practice.

Module “Intercultural communication”

Unit 2. Types of culture

Lesson 1. Monochromic and polychromic cultures

The objectives and outcomes: This lesson is devoted to matters of managing time and intercultural dimension in the frame of monochromic and polychromic cultures types. By the end of this lesson, you will be able to identify how different cultures manage their time and analyze the cultural patterns according the given parameters.

I. Direct teaching

Spark

1. Reflect to the questions.

Is it necessary to know your own culture and yourself to be a good intercultural communicator?

What should you know to understand the partner's behaviour?

Why does culture has dynamic character?

2. Discuss in the small group the given statement:

Learning about cultural diversity provides students with knowledge and skills for more effective communication in intercultural situations.

Input

1. Read the text and reflect to the questions:

Who suggested the values dimension theory?

What cultures are differentiated in accordance with time orientation?

Kluckhohn (1961) offers different types of values dimensions, then this conception was developed by Hofstede as Cultural Dimensions Theory. According to this theory, the cultures are distinguished in accordance with long vs. short term orientation. In our world, we have cultures that are either past-oriented, present-oriented, or future-oriented. Cultures place emphasis on events that have happened or will happen during period that they view as important. In other words, a society's "*time horizon*," or the importance attached to the future versus the past and present. In long-term oriented societies, people value actions and attitudes that affect the future: persistence/perseverance, thrift, and shame. In short-term oriented societies, people value actions and attitudes that are affected by the past or the present: normative statements, immediate stability, protecting one's own face, respect for tradition, and reciprocation of greetings, favors, and gifts.

Therefore, 1) long-term: values oriented towards the future, like saving and persistence –

2) short-term: values oriented towards the past and present, like respect for tradition and fulfilling social obligations.

2. Watch the video “Managing time in different cultures”

<https://www.youtube.com/watch?v=vYt7qPDnEyw> then fill in the following table with main differences between the US (Western) people and Asian people concerning perception of time:

USA (Western)	Asia

Watch the video again and discuss the following questions:

- 1) Why for the US (Western) people time is so important?
- 2) Why for Asian people time is not so important?
- 3) What are the essence of the monochronic and polychronic cultures?

- 4) According to the author “ It is important when we are working in a multinational context to be flexible and to be observant “ do you agree or disagree with him? Why?

II. Independent teaching (on-line format)

Follow-up activities

1. Read information about attitude to time taken from “Cultural Patterns of the Maasai by Lisa Skow and Larry A. Samovar// In the book: Intercultural Communication. A Reader. New York, 2003. p.95-96). Reflect to the questions and write an essay (100 words) about Uzbek people’s attitude to the time.

The meaning cultures attach to time also reveals something of their view toward life and other people. The Maasai are unique in their treatment of time. Unlike Westerner, for the Maasai there is always enough time: Their life is not governed by the clock, they are never in a hurry. This causal attitude produces a people who are self-possessed, calm, and most of all, patient. Children are taught very early that there is never a need to rush. The vital chore of tending the family cattle requires that children stay alert and attentive to the herd’s needs and safety, but such a chore also requires eight to ten hours of patient solitude.

This endless display of patience by the Maasai people is in direct contrast to time-conscious Americans. For example, public transportation in Kenya is not run on a firm schedule; buses and ‘matatus’ (covered pick-up trucks) leave for their destinations when they are full. As do most Kenyans, the Maasai understand this. Inquires from Americans as to when a vehicle, will be departing are often answered with “just now”. It, however, can mean anywhere from five minutes to an hour.

Even through the present is fully enjoyed, the Maasai culture is very past-oriented. This strong tie to the past stems from the view that wisdom is found not in the present or the future, but rather in the past. The future is governed by the knowledge of the elderly, not by the discoveries of the young. The insignificance of the future is apparent in how the Maasai perceive death. There is nothing after death unless one is a “laiboni” (wise man).

Questions;

Why is Maasai not in a hurry?

How attitude to the time influence the character of people?

Why is it considered that Maasai culture is past-oriented?

What is their attitude to the death?

2. Analyze the British, American, Russian and Uzbek cultures and compile a corpus of linguistic, behavioral or discourse cultural patterns which illustrate their past, present and future orientation.

3. Watch the video “ Reverse culture shock in USA”

(https://www.youtube.com/watch?v=izMYmP_NDbc) then contrast her home country (Germany), the US and your country by listing the main shocking habits related to the time management in the following table:

Germany	USA	Uzbekistan

--	--	--

4. Discuss the following questions in the forum:

Have you ever been to abroad? What kind of reverse cultural shock have you experienced?

Final assessment

Write 5 instructions for analysis cultures in the long vs. short term orientation.

Key reading:

1. Samovar L.A., Porter R.E. (2003). Intercultural Communication. A Reader. New York.
2. <https://www.youtube.com/watch?v=vYt7qPDnEyw2>.
3. https://www.youtube.com/watch?v=izMYmP_NDbc
4. <http://study.com/academy/lesson/the-effect-of-culture-socialization-culture-shock-on-education.html>

Glossary:

Cultural pattern is collective term to describe a cluster of interrelated cultural orientations.

Cultural patterns, are made up of interrelated cultural behaviours which are influenced by values that are shared by a cultural group.

Diversity is the state of being different or of unlikeness. In the context of society, diversity means differences in various factors that interact to define the society of a particular culture

Value dimension is a set of interrelated values that exist along a continuum of relative importance

During experiment we assessed 2 input assignments and 4 follow-up activities as well as final assessment (5 instructions for analysis cultures in the long vs. short term orientation).

In the table you can see the scores for each assignment (max) scores and grades in the percent correlations taken by students.

Activities	Max. scores	Max. scores – 18 students)	Factual scores in percent
Input - 1	1	18	87 %
Input - 2	1	18	71%
Follow-up activity -1	2	36	69%
Follow-up activity -1	2	36	77%
Follow-up activity -1	2	36	83%
Follow-up activity -1	2	36	50%
Final assessment	3	54	75%
Average	13	234	73%

The indicators showed that the blended learning module is effective and relevant to the students' needs and abilities. Students did all assignments (for comprehension, for analysis and discovery) that give evidence that they acquired intercultural competence and research skills.

Thus, blended learning format is modern trend of teaching not only theoretical but also practical lessons where we can integrate theory and practice and use learner-centered approach.

Summary of the third chapter

In this chapter, blended learning syllabus design is presented and further methodical recommendations have been referred. In the first section of this chapter the principles of the blended learning syllabus design and possible ways of creating syllabuses for academic modules have been discussed. A background knowledge on the term syllabus has been grounded. The most important requirement and rules of conducting blended lessons have been given. The role of teachers and students for choosing materials has been recommended. It was mentioned that Blended learning combines traditional face-to-face classroom methods with more modern computer-mediated activities that create a more integrated approach for both instructors and learners where technology-based materials play a supporting role to face-to-face instruction.

The specificity of this module is that it 1) envelops successful professionally-oriented course; 2) integrates theory and practice; 3) integrates different modern approaches such as Learner-centered learning, Research-based learning, Task-based approach.

Design of the syllabus and module was based on the following principles:

- Flexibility to the subject matters and needs

- Adequacy of methods, techniques, strategies and teaching aids
- Succession of teaching material
- Variety of activities
- The time required by certain activities

The modules will be designed in the formats of synchronous and asynchronous interactive activities. The synchronous activities allow students to interact with the group and tutor through chat and instant messaging. Asynchronous way presupposes sharing and answering messages on e-mail and discussion board.

In the second section while we conducted an experimental teaching on the module “Intercultural communication” for the second high education level (MA) students of the UzSWLU. The syllabus “Intercultural communication”, its objectives and goals have been presented. The lessons consist of two parts: the first part is direct teaching and the second one is independent teaching (online format) apart from those sections there is final assessment. At the end of the lesson key reading and glossary were listed.

During the experiment we assessed 2 input assignments and 4 follow-up activities as well as final assessment.

The results of the experimental teaching proved that the blended learning module is effective and relevant to the students’ needs and abilities. Totally 18 students participated in the experimental teaching and they fulfilled all assignments (for comprehension, for analysis and discovery) that gives evidence that they acquired intercultural competence and research skills.

CONCLUSION

This research is directed to summarizing the conceptions and experience for implementation multimedia tools different models of blended learning. During analysis multimedia technologies the importance of designing blended learning syllabus and module has been revealed. For this purpose the following matters were deal with: 1) reasoning cognitive abilities of adult students for using multimedia technologies; 2) dealing with innovative trends in linguodidactics and E-competence as one the made a call for the FL specialists; 3) summarizing conceptions, features and existent models of blended learning created by foreign educators and used in the practice of training FL specialists; 4) defining the main regulations and principles for blended learning syllabus design; 5) working out the program “Intercultural communication” and its approbation in the practice of teaching in MA department.

In the framework these matters we came to inferences that:

1. E-technologies open new perspectives for the foreign language teachers because they can expand the classroom context, setting up international partnerships and virtual language communities, provided access to authentic, up –to-date materials in different models – texts, multimedia, streaming TV, podcasts and more exposure to native speakers through online systems. It changed the role of teachers and learners since teachers are not any more information gives but advisors while the learners are more independent in learning.
2. Being e-literate is very important for FLT teachers since new e- tools as internet, mobile phones and their applications required having a good knowledge of such tools. It is important for teachers and learners to obtain e – literacy within special course.
3. As tools for blended learning can be taken web 2.0 and Moodle platform, because they give a plethora of chance both for teachers and students. Moreover, it has an ability to integrate this tool with other applications.

The study done on feature and models of Blended learning gives vast information on the term "Blended Learning" and its models. As we know this concept is a new one so that different scientists have given different point of view.

4. Each model of blended learning has its personal features and may be utilized for a certain course. Choice of the course of "Intercultural communication" are stipulated by the following factors: 1) requirements to training skilled EL specialists at linguistic universities for promotion of intercultural communication; 2) demand of implementation of computer technologies for improving quality of professional competence in ICT; 3) necessity of development of new syllabus for optimization and intensification of learning and increasing self-study competence of students.

5. The goal of the blended course designing are 1) to promote reflection on students' own concepts of culture and their cultural background and identity as a foundation for the process of organizing intercultural communication; 2) to guide students in engaging with the complexities of culture as a concept and its relationship to identity, otherness, intercultural experience of communication; 3) to increase their awareness of culture and intercultural communication in the classroom; 4) to develop their ability to investigate culture and intercultural experience through observation and interviews with informants, to analyze your findings in light of current theory, and to apply your findings to intercultural communication.

6. The syllabus and module based on the following principles: 1) flexibility to the subject matters and needs; 2) adequacy of methods, techniques, strategies and teaching aids; 3) succession of teaching material; 4) variety of activities; 5) the time required by certain activities.

The suggested module was approved. The overall results of the experiment have proved that teaching both a theoretical and practical module in blended learning format is very effective and interesting both for teachers and learners. It must be

mentioned that teaching and learning via blended learning has the following advantages:

- creates a collaborative link between the students and the teacher. Electronic tools such as online discussion, instant messaging, blogs, etc. give to the students the possibility of connecting with each other in or out of the classroom;
- it increases as well students' attitudes towards learning since they have the possibility of accessing the course materials anytime, anywhere;
- it is a good way of communication between lecturers and part-time/full-time students. It gives many communication tools such as news announcements, e-mail, instant messaging, online discussions, online grading tool, dropboxes, etc.;
- the use of online testing and assessments with reporting features is a better way of evaluating the students work.

General summary and recommendations:

- in foreign experience of FL specialists training the different models of blended learning are implemented which give opportunity to incorporate learning process with vocational practice, integrate theory and practice and raise the students' independent learning;
- the suggested module of blended learning develops successfully students' intercultural communication competence and research skills;
- selected materials and grading means may be used both in BA and MA departments of the linguistic universities;
- it is necessary to implement the module into practice of teaching intercultural communication.

Perspectives of further research in this field are seen in comparative analysis of instructions for teaching blended learning models between theoretical and practical courses.

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APPENDIX

MODULE “INTERCULTURAL COMMUNICATION Instructions for student

Dear student,

In spite of knowing the English language you need to obtain intercultural knowledge and skills for productive organization of intercultural communication.

This module is directed to enlarge and deepen your knowledge about intercultural communication and reflection of culture in the language, behaviour and communicative style.

The module is designed in the form of blended learning which combines traditional face-to-face (direct teaching) classroom methods with more modern computer-mediated activities (independent learning). The blended learning creates an integrated approach to both instructors and learners in which technology-based materials play a supporting role to face-to-face instruction.

MODULE’S STUDY MONITORING

1. MODULE HOURS AND STRUCTURE

This course is intended for 30 hours (classroom work –20 and independent study – 10). Structurally the module consists of 2 units and each unit includes 3 lessons (subthemes). In turn, each lesson is organized in the strict stage sequence:

1. Spark
2. Input
3. Follow-up activities

There are short instructions for acquiring teaching materials in each lesson and assessment. You should read all instructions and do all activities given in these stages, so you can’t move further and get scores.

The content of module integrates the theory and practice that assists to solve your problems related to intercultural communication with or without the help of an instructor. The content of lessons is not comprehensive review of all aspect of intercultural communication, but it covers the vast majority of teaching aspects which have more applied character and will be beneficial for development of intercultural competence and research skills.

All the information necessary for you is given in resource block and glossary file of the Moodle platform..

2. WEEKLY ACTIVITIES

A module contains the materials and tasks for a week. Each module will become available to you every time. Weekly assignments will be submitted on Saturday by e-mail (see my e-mail at the top of the module).

This program is aimed your consistent participation according to my regular instructions and feedback. Please try to complete assignments on time in accordance with the week plan. You will receive my feedback for each assignment.

You are responsible for handing in all assignments on time. I have the right to reject acceptance of any assignment which passed the deadline. When an extended due date is granted, a percentage (e.g., 20%) from that assignment score may be deducted. Your assignments must be original and fulfilled independently.

3. GENERAL REQUIREMENTS FOR INDEPENDENT WORK

a. **Content and quality of the written works:** All assignments are expected to be well graded on *depth of coverage* (comprehensive/ thorough treatment of the topic reflecting a clear understanding of the subject), *presentation* (clear, concise, readable prose), and commentary (strength of evidence and attention to counter arguments, examples, inferences where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. No professional writing assistant can provide you with help on content. You are encouraged to ask your peers to review your writing before submitting it to me. This is a good practice for reviewing received material, for promoting peer discussion, and for receiving peer comments on the content of your work. I will not check that you are doing this, but it will show and make a substantial difference in the quality of your work.

b. **Document Format:** The primary format for writing papers and documenting sources in our field is APA. By default, use Times New Roman size 12 font and 1-inch margins all around. Double-spacing is optional for me. In the top left corner of the first page, always include a heading that contains your full name, the course and group number, and the date. Also, indicate the assignment in the heading or in the title.

4. GRADING

The criteria and parameters of grading

Grading	In %	Criteria
High	86%-100% (A)	The student meets all requirements for this course and demonstrates his/ her learning to an exceptional degree and exceeds all expectations in the course.
Good	71%-85% (B)	The student meets all requirements for this course and demonstrated his or her learning very well.
Satisfactory	56%-70% (C)	The student doesn't fulfill all requirements for this course. Learning is demonstrated adequately and satisfactory.

Content of the module:

Unit 1. Psychological aspect of intercultural communication.

Lesson 1. Culture and language.

Lesson 2. Types of attribution.

Lesson 3. Culture shock.

Unit 2. Types of the cultures

Lesson 1. Monochromic and polychromic cultures.

Lesson 2. High-context and low-context cultures

Lesson 3. Collectivism-individualism.

Module “Intercultural communication”

Unit 1. Psychological aspect of intercultural communication.

Lesson 1. Culture and language.

Objectives and outcomes: The lesson familiarizes with the definitions of culture and language, intercultural communication essence. By the end of the lesson you will understand the interrelations between culture and language; identify key conceptions and cultural mistakes in the intercultural communication.

I. Direct teaching

Spark

1. Reflect to the question:

How can we define the concept of “culture”?

What forms of culture do you know?

Can you give examples of spiritual and material forms of culture?

What behaviours reflect our culture, and how they learned and shared?

2. Discuss in the group the essential features of culture.

Wang et al., (2000:1-3) identify the essential features of culture. They are:

- Culture is the human made part of the environment.
- Culture reflects widely shared assumptions about life.
- Culture is so fundamental that most people do not and cannot discuss or analyze it.
- Culture becomes evident when someone encounters someone from another country who deviates from their own cultural norms.
- Culture is transmitted from generation to generation
- Even in new situations, people can make a judgement about what is expected in their own culture.
- Cultural values endure and change takes place over a number of generations.
- Violations of cultural norms have an emotional impact
- It is relatively easy (although not necessarily helpful) to make generalizations about cultural differences.

Input

1. We should understand these key features and interrelations between language, culture and behaviour presented below because these knowledge are useful to when we consider communication between cultures.

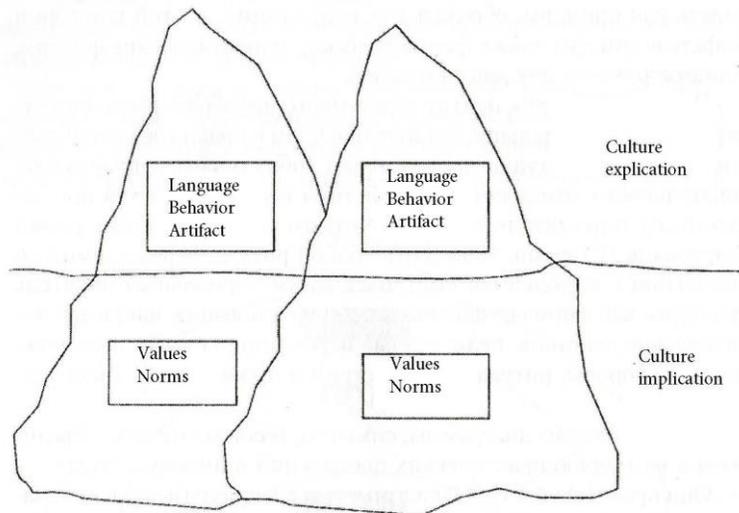
A. Read the statements and fill in the chart with your examples of representation of values and mentality in the language and behaviour to prove these statements.

* Language can be seen as a way to describe and represent human experience and understanding of the world, and members of a language community share systems of beliefs and assumptions which underlie their constructions of the world. These constructions, views of objective phenomena, belief, and histories are communicated through language, thus establishing a connection between language and the culture of community. (Sapir, 1920). concluded that language systems, discourse, and lexis reflect ways of looking at the world and its various realities. (Whorf,1956).

- * Behaviour articulates culture and determines how language is used to express meaning., Geerts (1973)
- * Uses of language and its analysis are inseparable from society, specific sociological situations, the interlocutors' social backgrounds and identities, and social meanings that are “encoded linguistically” (Gumperz, Hymes, 1972:18).
- * Culture is a pattern of learned, group-related perceptions – including both verbal and nonverbal language, attitudes, values, belief systems, disbelief systems and behaviours that is accepted and expected by an identity group (Singer, 1998:5)

Language	Behaviour

B. To understand the relationships between culture and language we should use the Iceberg method-analogy. Think about elements of culture and make distinctions between visible and invisible elements. Reflect to the questions given below.



What are some important traditions that unique to our country?
 What ideals and values bind our culture together?
 What symbols are prevalent in our culture?

2. Read two texts (A,B) and reflect to the questions:
 What are cultural mistakes are described in the text?
 What do we mean by intercultural communication?

Is it necessary to acquire intercultural knowledge and skills for organization successful intercultural communication?

A. While modern technology has made it easier for us to communicate with people anywhere in the world, such interactions can be difficult if we do not know how to deal with people and cultures different from our own. Here are examples of some of the obvious mistakes politicians and businesses have made when it comes to dealing with other languages cultures:

- In Germany, a Berliner is a jelly donut. In his speech at the Berlin Wall, President Kennedy, when he said “Heute, ich bin ein Berliner” actually said “Today, I am a jelly donut” when he really meant “Today, I am Berliner (a native of West Berlin)
- In China, KFC’s “finger-licking good” was translated as “eat your fingers off”.
- Chevrolet attempted unsuccessfully to market its Nova compact car in Latin American countries. In Spanish, *no va* means “does not go” or “it doesn’t run”.
- In Australia, President Bush flashed a backhanded peace sign in motorcades. Many in Australia interpret that gesture as obscene.

(Source: Jandt, 2001, *Intercultural Communication: An Introduction*)

B. These language and cultural mistakes can clearly be avoided if we increase our knowledge and understanding of other people and their cultures. The study of intercultural communication addresses this need by examining the communication and interactions between people of different cultures or subcultures. Fundamental to intercultural communication is the belief that it is through culture that people learn to communicate. A Chinese, an Egyptian, or an Australian, for example, learns to communicate like other Chinese, Egyptians, or Australians. Their behavior conveys meaning because it is learned and shared. In other words, it is cultural. Thus, the ways in which people communicate, their language patterns, style, and nonverbal behaviors are all culturally determined (Klopf & Park, 1982).

Samovar & Porter (1997) point out that as cultures differ from one another, the communication practices and behaviours of people will inevitably vary as a result of their different perceptions of the world. Intercultural communication, more precisely then, is defined as the study of communication between people whose “cultural perceptions and symbol systems are distinct enough” to alter their communication (Samovar and Porter, 1997: 70). In their model of intercultural communication, Samovar and Porter (1997) illustrate the process of how the meaning of a message changes when it is encoded by a person in one culture and decoded by a person in another culture in the context of his or her own cultural background. In some cases, the message may be interpreted to carry a different meaning than was intended.

(Intercultural communication 1. Materials Of The University of Melbourne, 2010).

II. Independent learning (on-line format)

Follow-up activities:

1. Read information about intercultural blunders taken from the source: Jandt, 2001, *Intercultural Communication: An Introduction*. Find your own 10 examples.

- Coca-Cola wanted Chinese characters for a phonetic equivalent of Coca-Cola, so it chose *Ke Kou Ke La*, which translates as ‘bite the wax tadpole’ or ‘female horse stuffed with wax’ depending on the dialect.

- In Taiwan, the translation of the Pepsi slogan ‘Come alive with the Pepsi generation’ was translated as ‘Pepsi will bring your ancestors back from the dead.’
- In a Bucharest hotel lobby: ‘The lift is being fixed for the next day. During that time we regret that you will be unbearable.’
- On a menu of a Swiss restaurant: ‘Our wines leave you nothing to hope for.’
- At a Hong Kong dentists: ‘Teeth extracted by the latest Methodists’
- In a Greek tailors: ‘Order your summer suit. Because is big rush we will execute customers in strict rotation.’
- In a Copenhagen airline office: ‘We take you bags and send them in all directions.’
- In an Acapulco hotel: ‘The manager has personally passed all the water served here.’

2. Find the material proved effects of body language, eye contact.

3. Watch the video (<https://www.youtube.com/watch?v=YMyofREc5Jk>)

of Pellegrino Riccardi’s (cross-cultural expert) speech which was given at a local TEDx event, produced independently of the TED Conferences. Having watched the video, brainstorm on the question:

What do you think of personal and professional experience about how very different cultures can successfully coexist next to each other?

Please note that your answer will be presented in a written form of video review.

Assignment for mid-term assessment:

Project work: “Researches into manifestation of culture in FLT”. 2 pages in the written form.

Key reading:

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Glossary:

Culture - is a group of people who share a background because of their common language, knowledge, beliefs, views, values, and behaviours. Culture often results in hidden patterns of communication, viewpoints, and expressions that people in that specific culture share. These hidden patterns have an effect on the way people behave, perceive the world, and interact with others.

Cultural blunder - is a stupid or careless mistake. Related to cultural knowledge

Forms of culture - material, spiritual, interactional

Intercultural communication - communication with representatives of different culture using lingua franca

Module “Intercultural communication”

Unit 1. Psychological aspect of intercultural communication.

Lesson 2. Types of attribution

Objectives and outcomes: The lesson gives an overview of attribution conceptions and its influence on interpretation during intercultural communication. By the end of the lesson you will understand the terms related to world perception and will be able to identify types of attribution, analyse influence of attribution on behaviour.

I. Direct teaching

Spark

1. Reflect to the questions.

What have you found out from the information described interrelations between language, culture and behaviour?

What does influence our perception of the world?

What do you understand by psychological aspect of intercultural communication?

Is it related to belief, values, mentality?

2. Discuss in the group definitions of “perception”, “belief” and “value”

* Perception is defined as “the internal process by which we select, organise and interpret information” from the outside world (Klopf & Park, 1982:26). In other words, our perceptions of the world are what we tend to notice, reflect upon and respond to in our environment that are meaningful and significant to us. As a result, no two of us perceive our surroundings in exactly the same way. This is especially the case if we interact with people who come from cultures very different from our own. The way in which each one of us perceives the world is learned and is part of our cultural experience. Whether it be the judgment we make of a certain kind of food or the responses we have to going to see the doctor, we all react to these different events in the way that our culture has taught. Our perceptions are culturally determined and in turn influence the way we communicate with others.

* Beliefs are the judgments we make about what is true or probable. They are usually linked to objects or events that possess certain characteristics that we believe to be true with or without proof (Samovar & Porter, 1997). For example, we have beliefs about religion (there is a God), events (the meeting was successful), other people (she is friendly) or even about ourselves (I am hard-working). According to Price (2000), most of our beliefs are ideas about how things work, why things are the way they are, and where things come from. Many of our beliefs are also concerned with providing an explanation for things which would otherwise be unpredictable or inexplicable, such as the weather, death and romance. Like our perception, our beliefs are determined by our cultural backgrounds and experiences. We are taught very early on what to believe based on what our culture considers worthy and true. Subsequently, our belief systems form the basis of our values, which determine in large measure how we behave and relate to others.

* Values are defined as “an enduring set of beliefs that serve to guide or direct our behaviour” (Klopf & Park, 1982). They represent the norms of a culture and specify, for instance, what is good or bad, right or wrong, rude or polite, appropriate or inappropriate. In other words, they provide us

with a set of rules for behaving, making choices and reducing uncertainty. Like our perceptions and beliefs, values are learned and hence subject to interpretation. When we interpret behaviour, an object, or an event, we are applying value judgments, which reflect our particular culture. For instance, an English person who values personal space very highly may consider it rude when a Mexican stands too close. A Japanese who values conformity may find it inappropriate when an American express too much of his or her own opinions. The relative importance of values within each culture can also be revealed through sayings, such as “Time is money” (American), “A zebra does not despise its stripes” (African) or “No need to know the person, only the family”(Chinese). Such sayings impart values that are important in each culture and can provide us with a better understanding of others’ cultural beliefs.

* Mentality is the characteristic way of thinking of a person or group.

Input

1. Read the texts (A,B,C) and fill in the chart with attribution types giving their examples.

A. Attribution is ascribing the meanings to the facts, events, phenomena, behaviour, or character. Categorization is preceded to attribution. The processes of attribution are functioning on the basis of categories of the native culture and everything which is out its frames is categorized as “alien”.

Attribution can be reflected via stereotype, prejudice, generalization, preconception, bias.

A **stereotype** is a fixed set of ideas that is generally held about the characteristics of a particular type of person which are wrongly believed to be shared by all the people of that type. It is a dangerous thing to judge about a people or a group of people by existing stereotypes but nevertheless a certain stereotype does exist. There are experimental ways of investigating stereotypes. Often attribution and evaluation of the behaviours of "strangers" are based on the value and belief systems of the observers.

B. “Identities are enacted across contexts through avowal and ascription processes. Avowal has to do with what an individual portrays to others and is analogous to the face or image shown to others. In a way, avowal is the individual showing to others. “This is who I am) as a member of this group or these groups.

Ascription is when individuals or group members come to know that others attribute particular identities to them as members of a group. Stereotypes and attributions are communicated are examples. In part, identity is shaped by others’ communicated views of us. We can say that cultural identities have both subjective and ascribed meanings. Some cultures emphasize ascription, or orientation to others.” (Coller. Understanding cultural Identities. A ten-step inventory.?? In the book: L.A.Samovar, R.E.Porter. Intercultural Communication: A Reader. New York, 2003. P.24)

C. Have you heard or made any of the following statements? Guilty or not?

Americans are cold.

Americans don't like their parents. Just look, they put their mothers and fathers in nursing homes.

The Chinese are nosy. They're always asking such personal questions.

Spaniards must hate animals. Look what they do to bulls!

Marriages don't last in the United States.

Americans are very friendly. I met a nice couple on a tour and they asked me to visit them.

Americans ask silly questions, they think we all live in tents and drink nothing but camel's milk! They ought to see our airport!

Americans just pretend to be friendly; they really aren't. They say, "Drop by sometime" but when I did, they didn't seem very happy to see me. Of course, it was ten o'clock at night!

How should such statements be received? With anger? With explanation? With understanding and anger? Should one just ignore such patent half-truths stereotypic judgments, and oversimplifications? Before indulging in any of the above actions, consider what can be learned from such statements. First, what do these statements reveal? The speakers appear to be concerned about families, disturbed by statistics, apt to form opinions on limited data (friendliness), given to forming hasty and unwarranted generalizations (Spanish bullfighting), and angered by the ignorance of others. No one cultural group has a corner on such behavior. Second, we might be able to guess how certain speakers might feel about divorce, hospitality, or even animals. Third, the observations, while clearly not applicable to all members of the groups about which the comments were made, represent the speakers' perceptions. To many, Americans are seen as cold and uncaring. Because perceptions and native value and belief systems play such important roles in communication, it is important to recognize and deal with these perceptions-correct or incorrect, fair or unfair.

Types of attribution	Examples

2. Watch the following video (<https://youtu.be/LQQtoyStMe4>) on Stereotypes and Intercultural Communication and brainstorm on some of life situations where your stereotypical beliefs confirmed and/or contradicted. Please provide your answers in table.

II. Independent learning (on-line format)

Follow-up activities:

1. Read and describe the norms of the English people in detail giving examples. Then compare these examples with the Uzbek culture.

“Suppose you went to England. You have learned about the country in school, from television, from the Internet, and so forth. You also know the language. You don't want to offend the people there. However, you might offend the people there without wanting to. In your language courses, you cannot learn all the latest idioms. Knowing all about Buckingham palace will not help you in everyday life in London. News programs do not tell you about the subtle meanings of gestures. TV serials do not tell you what is acceptable in your city but insulting in Liverpool. (David Reid: <http://www.culturaldiversity.com.au/resources/direct-care-services/cultural-awareness>).

Being “culturally aware” means to know enough about a society so that we can act in that society without offending others unintentionally. This means that we need to familiarize ourselves with that society’s norms. Going against these norms can go under various names. A few of them, from the strongest to the weakest:

- a. breaking a taboo,
- b. being rude,
- c. being impolite,
- d. being tactless,
- e. committing a faux pas,
- f. being politically incorrect,
- g. not setting the bon ton.

2. Attribution influences the language use. Examine the situation described by G.Elizarova “Culture and teaching foreign languages” (2005:137-138).

The Russian student passed his test and got bad mark. He wanted to improve his final mark that’s why he asked professor for giving him chance to do it.

Вербальное поведение, соответствующее всем лингвистическим нормам	Атрибуция культурно-обусловленных значений лингвистическим безупречным высказываниям
<i>American Professor:</i> How long will it take you to do this project?	<i>Американец:</i> Я предложил ему принять решение. <i>Русский:</i> Он профессор, он знает степень трудности материала и определяет необходимые сроки. Почему он спрашивает меня?
<i>Russian student:</i> I don’t know. How long should it take?	<i>Американец:</i> Он отказывается принять на себя ответственность. <i>Русский:</i> Я попросил его дать мне распоряжение.
<i>American Professor:</i> You are the one to analyse time requirements for yourself.	<i>Американец:</i> Я показываю ему, что он должен принять ответственность за собственные действия.
<i>Russian student:</i> May be, in ten days.	<i>Русский:</i> Не понимаю, что ему надо? Лучше скажу что-нибудь. <i>Американец:</i> он не способен оценить ни свои знания, ни объем работы. Такие сроки нереальны.
<i>American Professor:</i> Take 15. Do you agree to bring it to me in 15 days?	<i>Американец:</i> Я хочу, чтобы он принял на себя обязательства. <i>Русский:</i> Наконец-то он дал мне распоряжение, что и когда я должен сделать, чтобы исправить отметку.
Через 15 дней	
<i>American Professor:</i> Where is your project?	<i>Американец:</i> Я хочу, чтобы он выполнил принятые на себя обязательства. <i>Русский:</i> Он спрашивает про работу. Я еще ее недоделал.
<i>Russian student:</i> It will be ready tomorrow.	Оба понимают, что работа незакончена.
<i>American Professor:</i> But we agreed that you would bring it to me today.	<i>Американец:</i> У русских нет чувства ответственности и представления о том, что такое сроки, как ценно время.

	<p><i>Русский:</i> Ну и придурок! Мало того, что он отдает неосуществимые распоряжения, он не ценит того, что я выполнил такую огромную работу в такие короткие сроки, и еще придирается по пустякам. Какая ему разница сегодня принесу работу или завтра? Будто он ее сегодня же читать будет.</p>
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The American culture is characterized as individual-oriented culture, only individual is responsible for everything what happen with him, he/she has a freedom of choice, specific attitude to the time as value limited resource of human. That's why such behaviour of the Russian student is interpreted as avoiding the responsibility, misconducting academic norms, that the Russian student can't distributes the time. The Russian culture's attitude to the time is other, they consider that the time is unlimited resource. The power of distance takes place in it that's why the professor must give the capacity of works and limit the period to do it. The behaviour of the professor is seemed to the Russian student unfriendly and non-sequitur.

The American professor (result-oriented value) didn't evaluate the Russian student's efforts (process-oriented value). This example gave evidence of misunderstanding because of the attribution. They couldn't achieve the general meaning.

Assignment for mid-term assessment:

Write a letter in which you ask for advice on a cultural problem with British people (50 words) Send your letter to your classmates to share with cultural problem and to have an advise from your classmates.

Key reading:

1. Coller M.J.. Understanding cultural Identities. A ten-step inventory.?? In the book: L.A.Samovar, R.E.Porter. Intercultural Communication: A Reader. New York, 2003. P.17-33.
2. Culture Matters. How Values Shape Human Progress» / Lawrence E. Harrison, Samuel P. Huntington // Basic Books, A Member of the Perseus Books Group, the United States of America, 2000.

Glossary

Attribution is ascribing the meanings to the facts, events, phenomena, behaviour, or character.

Behaviours are the way we act based on our learned beliefs and values.

Beliefs are our conviction in the truth of something that we learned by living in our culture; they are the core of our actions and tell us how to behave in the world. Our beliefs are the basis for our values.

Stereotype is the belief or opinion held by one group that the majority of a different group can be classifies by the actions, appearance, or attitudes of a few members of that group.

Values are a set of beliefs that are made up of rules for making choices that we have learned. They tell us what is right and wrong, good and bad, they tell us how to live our lives.

Taboos are things you do not talk about or do without strong social condemnation.

Module “Intercultural communication”

Unit 1. Psychological aspect of intercultural communication.

Lesson 3. Culture shock

Objectives and outcomes:

I. Direct teaching

Spark

1. Reflect to the questions:

Do you have experience in intercultural communication?

Do you understand everything during communication with the native speakers?

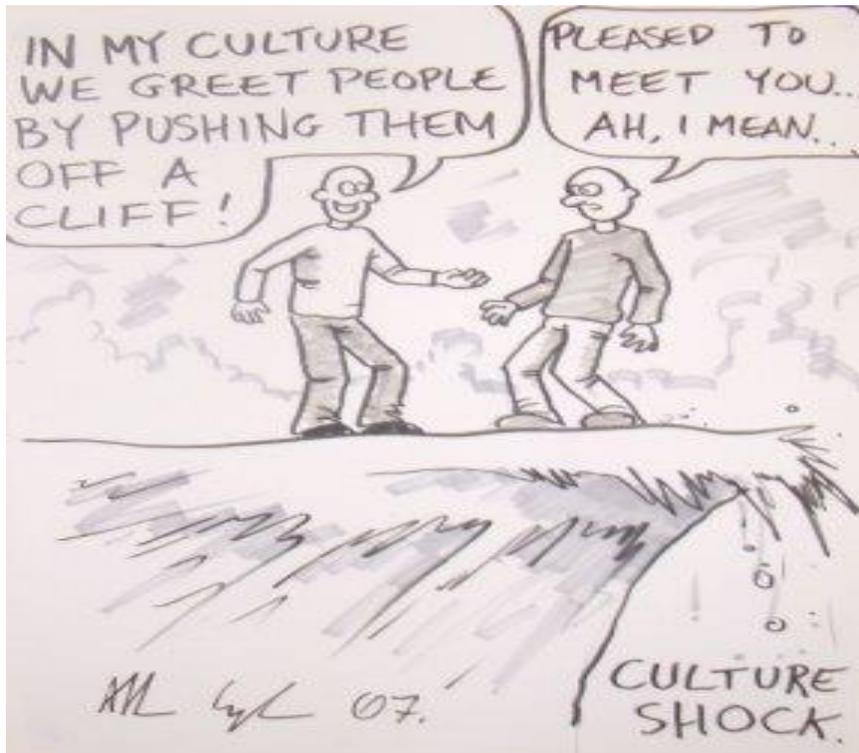
Should you adapt your behaviour to others?

2. Read and discuss in the group the stages of acculturation.

The process of adaptation to a new culture is called “Acculturation”. It has four stages: 1) excitement (about being in a new country); 2) culture shock (feelings of frustration and hostility); 3) recovery (adjustment and emergent comfort in the new culture); 4) adaptation (bridging cultural barriers and accepting the new cultures). (Brown, 1994).

Input

1. Look at the picture and describe it. What is the culture shock? Give examples of culture shock from your experience of communication with representatives from other cultures. Are there any strategies to combat culture shock?



2. Read and analyse the symptoms of cultural shock appeared in the form of different emotions (according to Wagner, 1996).

- Simple embarrassment
- Homesickness
- Identity confusion
- Depression
- Frustration (feeling dissatisfaction)
- Strain on family ties
- Feeling confused and uncomfortable
- Stereotypes are being reinforced
- Friction (conflict, disagreement)
- Anxiety

3. Read and reflect to the questions given below.

When it comes to invitations, Americans are very forward. They'll invite you to come to their house, and they'll expect you to turn up. If you don't go, they'll ask you why you didn't come, "What happened? Did you forget?" Americans have no problem telling someone to go away if that person turns up unannounced. You'll be told, quite literally, to go away. "Hey, I'm sorry," Americans will say, "but I'm right in the middle of something. Could you come back later?" Or, "Hey, buddy, this isn't a good moment. I'll see you another time. And lastly, if you ask an American out, and they don't want to go, they'll simply say, "I'll take a rain check on that", which means that they don't want to go this time, but may go on another occasion.

Of course, the British are very different. When the British invite you to their house, they don't actually expect you to turn up. Of course, if you do go, they will be "delighted" to see you. "How wonderful to see you!" they'll say. Or, "I can't believe you came." Or "What a nice surprise!" At the same time, they'll be cursing you for ever believing that their invitation was sincere.

Having to say "no" to an invitation is perhaps one of the most agonizing things for a British person. They find it really painful to reject someone or potentially hurt their feelings. When trying to say no, they'll make a whole series of apologies, excuses and pathetic lies such as, "Oh, I just remembered that I had to go to my uncle's funeral. I'm awfully sorry."

Questions:

What differences of national characters are described in the text?

What phrases do Americans and British use to not lose their face?

What can you say about cultural differences in the attitude to invitation of somebody in comparison with our culture?

II. Independent learning (on-line format)

Follow-up activities

1. Read the text and discuss issues reflected in it in the forum. What do you think what ways help to achieve a good accent in English?

We have considered evidence that points to many ways in which culture differences can lead to prejudging another's character and ability based on language use alone. The same language differences also can lead to discrimination. Oftentimes, when others sound different from us, we not

only think unfavorably of them, but also in many cases treat them unfairly. This fact has been most clearly demonstrated in the case of people who speak with ‘different’ accents.

There are a few contexts in which someone else’s behaviour is more important for our own well-being than in the employment interview or in the courtroom.

In the case of a job interview, individuals with different ethnic or racial accents made telephone inquiries about jobs advertised in a newspaper. Job applicants who spoke with nonstandard accent were most often told that jobs had been filled. Applicants with a standard accent, however, were most often invited to appear for personal interview, even after the nonstandard speakers were informed that applicants for the position were no longer being accepted.

2. Watch the video: Cultural misunderstanding (part 1,2)

(<https://www.youtube.com/watch?v=SYbynThuONs>;

<https://www.youtube.com/watch?v=glywa5MxbE4>).

The video demonstrate different types of cultural misunderstandings at negotiations.

While watching these video take notes on the cultural mistakes made by the actors, try to classify them and think how these misunderstandings could be prevented? What should they have done not to fail the business?

Discuss what cultural aspects were touched by the film makers? Make the list of the problematic issues of the film.

Was the first greeting appropriate? What was wrong?

Analyze the appearance of the negotiators?

Speak about non-verbal behavior of the participants

3. Read the incident where the race and language identity is demonstrated. Discuss in the forum “Why did the boy use the race identity, and the women – the language identity?”

Two women from Denmark traveling about America asked an African boy “What is your culture?”. The boy’s reply was “I’m Black. That is my culture. What is yours?” Women smiled and answered “We speak the Danish language and came from Denmark”.

4. Listen to the interview of a well known writer on intercultural awareness: UK Manners (<http://c0953132.cdn.cloudfiles.rackspacecloud.com/uk-culture-manners.mp3>).

Discuss the given questions in the forum:

Did the modern manners change in UK? What way did they change?

What are the main rules of good behavior in UK?

Should tourists follow the rules of UK? Or should they obey the rules of their own country?

Make a list of do’s and don’ts for being good-mannered in the written form.

Assignment for the mid-term assessment:

Find other possible scenario of cultural misunderstanding and prepare PowerPoint presentation.

Key reading

1. The Five Stages of Culture Shock: Critical Incidents around the World By Paul Pedersen
Greenwood Press, 1995

2. Communicating and Adapting across Cultures: Living and Working in the Global Village By Riall W. Nolan Bergin & Garvey, 1999

Librarian's tip: "Culture Shock: The Adjustment Curve" begins on p. 15

3. Communicating across Cultures By Stella Ting-Toomey Guilford Press, 1999

Glossary

Culture shock - a feeling of confusion felt by someone visiting a country or place that they do not know.

Homesick - unhappy because of being away from home for a long period.

Friction- disagreement or unfriendliness caused by people having different opinions.

Module "Intercultural communication"

Unit 2. Types of culture

Lesson 2. Monochromic and polychromic cultures

The objectives and outcomes: This lesson is devoted to matters of managing time and intercultural dimension in the frame of monochromic and polychromic cultures types. By the end of this lesson, you will be able to identify how different cultures manage their time and analyse the cultural patterns according the given parameters.

I. Direct teaching

Spark

1. Reflect to the questions.

Is it necessary to know your own culture and yourself to be a good intercultural communicator?

What you should know to understand the partner's behaviour?

Why is culture has dynamic character?

2. Discuss in the small group the given statement:

Learning about cultural diversity provides students with knowledge and skills for more effective communication in intercultural situations.

Input

1. Read the text and reflect to the questions:

Who suggested the values dimension theory?

What cultures are differentiated in accordance with time orientation?

Kluckhohn (1961) offers different types of values dimensions, then this conception was developed by Hofstede as Cultural Dimensions Theory. According to this theory, the cultures are distinguished in accordance with long vs. short term orientation. In our world, we have cultures that are either past-oriented, present-oriented, or future-oriented. Cultures place emphasis on events that have happened or will happen during period that they view as important. In other words, a society's "*time horizon*," or the importance attached to the future versus the past and present. In long-term oriented societies, people value actions and attitudes that affect the future: persistence/perseverance, thrift, and shame. In short-term oriented societies, people value actions

and attitudes that are affected by the past or the present: normative statements, immediate stability, protecting one's own face, respect for tradition, and reciprocation of greetings, favors, and gifts.

Therefore, 1) long-term: values oriented towards the future, like saving and persistence - short-term: values oriented towards the past and present, like respect for tradition and fulfilling social obligations.

2. Watch the video “ Managing time in different cultures”

<https://www.youtube.com/watch?v=vYt7qPDnEyw> then fill in the following table with main differences between the US (Western) people and Asian people concerning perception of time:

USA (Western)	Asia

Watch the video again and discuss the following questions:

1. Why for the US (Western) people time is so important?
2. Why for Asian people time is not so important?
3. What are the essence of the monochromic and polychromic cultures?
4. According to the author “ It is important when we are working in a multinational context to be flexible and to be observant “ do you agree or disagree with him? Why?

II. Independent learning (on-line format)

Follow-up activities

1. Read information about attitude to time taken from “Cultural Patterns of the Maasai by Lisa Skow and Larry A. Samovar// In the book: Intercultural Communication. A Reader. New York, 2003. p.95-96). Reflect to the questions and write an essay (100 words) about Uzbek people’s attitude to the time.

The meaning cultures attach to time also reveals something of their view toward life and other people. The Maasai are unique in their treatment of time. Unlike Westerner, for the Maasai there is always enough time: Their life is not governed by the clock, they are never in a hurry. This causal attitude produces a people who are self-possessed, calm, and most of all, patient. Children are taught very early that there is never a need to rush. The vital chore of tending the family cattle requires that children stay alert and attentive to the herd’s needs and safety, but such a chore also requires eight to ten hours of patient solitude.

This endless display of patience by the Maasai people is in direct contrast to time-conscious Americans. For example, public transportation in Kenya is not run on a firm schedule; buses and ‘matatus’ (covered pick-up trucks) leave for their destinations when they are full. As do most Kenyans, the Maasai understand this. Inquires from Americans as to when a vehicle, will be departing are often answered with “just now”. It, however, can mean anywhere from five minutes to an hour.

Even though the present is fully enjoyed, the Maasai culture is very past-oriented. This strong tie to the past stems from the view that wisdom is found not in the present or the future, but rather in the past. The future is governed by the knowledge of the elderly, not by the discoveries of the young. The insignificance of the future is apparent in how the Maasai perceive death. There is nothing after death unless one is a “laiboni” (wise man).

Questions:

Why is Maasai not in a hurry?

How attitude to the time influence the character of people?

Why is it considered that Maasai culture is past-oriented?

What is their attitude to the death?

2. Analyse the British, American, Russian and Uzbek cultures and compile a corpus of linguistic, behavioral or discourse cultural patterns which illustrate their past, present and future orientation.

3. Watch the video “ Reverse culture shock in USA”

(https://www.youtube.com/watch?v=izMYmP_NDbc) then contrast her home country (Germany), the US and your country by listing the main shocking habits related to the time management in the following table:

Germany	USA	Uzbekistan

4. Discuss the following questions in the forum:

Have you ever been to abroad? What kind of reverse cultural shock have you experienced?

Final assessment

Write 5 instructions for analysis cultures in the long vs. short term orientation

Key reading:

1. Samovar L.A., Porter R.E. (2003). Intercultural Communication. A Reader. New York.
2. <https://www.youtube.com/watch?v=vYt7qPDnEyw2>.
3. https://www.youtube.com/watch?v=izMYmP_NDbc

4. <http://study.com/academy/lesson/the-effect-of-culture-socialization-culture-shock-on-education.html>

Glossary:

Cultural pattern is collective term to describe a cluster of interrelated cultural orientations. Cultural patterns, are made up of interrelated cultural behaviours which are influenced by values that are shared by a cultural group.

Diversity is the state of being different or of unlikeness. In the context of society, diversity means differences in various factors that interact to define the society of a particular culture

Value dimension is a set of interrelated values that exist along a continuum of relative importance.

Module “Intercultural communication”

Unit 2. Types of the cultures

Lesson 2. High-context and low-context cultures

The objectives and outcomes: This lesson is devoted to description of low-context and high-context cultures, the ways of their dimension. By the end of this lesson, you will be able to identify low-context and high context types of cultures and make a research using presented parameters as well as understand the communicative style and behaviour of the low-context culture.

I. Direct teaching.

Spark

1. Reflect to the questions: Do you have ability to

- use your knowledge of a culture in authentic situations?
- relate something from another culture and make it comprehensible to members of one’s own?
- critically evaluate the cultural practices and products of one’s own culture and that of other countries?

2. Discuss in the small groups the given statement: “People from different cultures might not only communicate in different ways but also experience a situation differently. By contracting cultural values, we can examine how to successfully negotiate these differences and consider how people from different cultural backgrounds might respond in certain situations.”(Jerrold Frank. Raising cultural awareness in the English language classrooms.// English teaching forum. V.51, No4, 2011. p.6)

Input

1. Read the text “High-context and Low-context Culture Styles” and reflect to the questions.

Anthropologist Edward T. Hall’s theory of high- and low-context culture helps us better understand the powerful effect culture has on communication. A key factor in his theory is **context**. This relates to the framework, background, and surrounding circumstances in which communication or an event takes place. The following summary highlights the problems facing low-context North Americans when they interact with people from high-context cultures.

High-context cultures (including much of the Middle East, Asia, Africa, and South America) are relational, collectivist, intuitive, and contemplative. This means that people in these cultures emphasize interpersonal relationships. Developing trust is an important first step to any business transaction. According to Hall, these cultures are collectivist, preferring group harmony and consensus to individual achievement. And people in these cultures are less governed by reason than by intuition or feelings. Words are not so important as context, which might include the speaker's tone of voice, facial expression, gestures, posture—and even the person's family history and status. A Japanese manager explained his culture's communication style to an American: “We are a homogeneous people and don't have to speak as much as you do here. When we say one word, we understand ten, but here you have to say ten to understand one.” High-context communication tends to be more indirect and more formal. Flowery language, humility, and elaborate apologies are typical.

Low-context cultures (including North America and much of Western Europe) are logical, linear, individualistic, and action-oriented. People from low-context cultures value logic, facts, and directness. Solving a problem means lining up the facts and evaluating one after another. Decisions are based on fact rather than intuition. Discussions end with actions. And communicators are expected to be straightforward, concise, and efficient in telling what action is expected. To be absolutely clear, they strive to use precise words and intend them to be taken literally. Explicit contracts conclude negotiations. This is very different from communicators in high-context cultures who depend less on language precision and legal documents. High-context business people may even distrust contracts and be offended by the lack of trust they suggest.

- 1) What is key factor for hall's notion of “context”. Does it refer to the cultural background in which communication takes place?
- 2) Do you consider that Hall's assumptions are objective? If so, what examples can you give that demonstrate high- and low-context cultures?
- 3) How would context help explain instances of miscommunication between North Americans and Japanese?
- 4) How could you become a better international communicator?

In the following table it is listed the name of some countries choose if they are Low or High context cultures countries according to Edward T. Hall's theory and give a short description:

Countries	Low	High	Why?
China			
USA			
Australia			
Japan			

2. Watch the video “Low and High Context Cultures”

(<https://www.youtube.com/watch?v=8tUilYX56E>) and fill in the chart with the main characteristics of Low and High context cultures.

Low context cultures	High context cultures

II. Independent learning (on-line format).

Follow-up activities:

1. Discuss in the forum the following situation taken from N.Tanaka “It is my fault. Japanese and English Responses to Unfounded Accusation” (Culturally Speaking. –L./NY: Continuum, 2000). Chinese student studied at Great Britain was invited to the lunch, when guest was going to leave the presented talk took place. What was owner's confusion exactly? Can we consider that there was a misunderstanding? Give arguments from the position of low-context and high-context cultures.

Chinese student: Sorry, I’ve caused you a lot of bother this evening.

British host: Bother? It’s been no bother. What do you mean? I hope you’ve enjoyed yourself.

Chinese student: Yes, of course. But I’ve really given you trouble. I’ve taken up so much of your time.

British host: But we invited you to come... . we want you to come.

Chinese student: Next time you must come to my home and I’ll cook you a Chinese meal.

2. Read dialogue and define the type of the culture proving your statements with specificity of communicative style.

A: Stay with us for the dinner tonight.

B: No, thanks, please don’t bother.

A: No trouble at all. Just some dishes, it’s not complex. We will have it in just a few minutes.

B: I’m not hungry now so I will go back. Next time I will stay and bother you.

A: Since you are here, make yourself at home. All we can offer you is a simple diet, and we ourselves will have it.

Please stay with us. You will give me the face, won’t you?

B: Well, then...then... I will stay.

3. Answer “Yes” or “No” to the given quiz to identify your native culture resembles. Quiz was suggested by . Jerrold Frank (Raising cultural awareness in the English language classrooms.// English teaching forum. V.51, No4, 2011. p.6). If your answer “yes” to six or more questions you are from low-context culture. After taking a quiz analyse your responses with your partner to reveal differences and similarities.

1. In your culture, it is okay to call your teacher or boss by his or her first name?
2. Do you feel frustrated when people do not answer your questions directly?

3. Is it important to you that many people know about your personal accomplishments?
4. Do you feel comfortable with short-term causal friendships?
5. Do you rely more on words than nonverbal means to express yourself?
6. Do you seek national solutions to problems or personal ones?
7. Do you prefer an individual approach over group decision-making processes for learning and problem solving?
8. Are results just as important as personal relationships in terms of achieving goals?
9. Is your identity strongly defined *outside* of group associations (family, work, culture)?
10. Do you feel conflict is a necessary part of human relations and should not be avoided?

4. Collect the intercultural situations and analyse them from the position of values representations in the language, behaviour and communicative style

Assignment for mid-term assessment:

Write commentaries to the given scenarios (A, B) below.

Scenario A.

You are from high-context culture, and you just moved to a low-context country. You meet your neighbor, who tells you to “drop by” anytime. You don’t have many friends yet, so you decide to accept the invitation, and you show up at his/her door unannounced. Your neighbor, who seemed so friendly before, seems surprised to see you and tells you he/she is busy now and doesn’t invite you in.

Scenario B.

You want to marry your girlfriend/boyfriend from a low-context culture and move away with her/him, but your parents want you to marry someone from high-context country. Explain your mother/father why you should be permitted to marry your low-context culture girlfriend/boyfriend.

Key reading:

Hall E. (1977) *Beyond culture*. Garden City, New York: Doubleday.

Hofstede G.(1980) *Culture’s consequences: International differences in word-related values*. Beverly Hills, CA: Sage Publishing.

Kluckhohn F.R. (1961) *Variations of value orientations*. New York: Row & Peterson.

Samovar L.A., Porter R.E., Stefany L. (1997) *Communication between cultures*. Belmont, Ca.: Wadsworth Publishing Co.

<https://www.youtube.com/watch?v=8tIUilYX56E>

Glossary:

Context is understood by Hofstede as density of information nets,

Communication style is meant the topics people prefer to discuss, their favorite forms of interaction –ritual arguments, self disclosure – and the depth of involvement they demand of each other. It includes the extent to which communicants rely upon the same channels – vocal, verbal, physical – for conveying information, and the extent to which they are tuned to the same level of meaning, that is, to the factual or emotional content of messages” (Berglund, 1979 in// Samovar L.A., Porter R.E. *Communication between cultures*. –Wadsworth/ Thomson Learning. 4-th ed. 2001. –P.281).

Module “Intercultural communication”

Unit 2. Types of the cultures

Lesson 3. Collectivism-individualism

Objectives and outcomes: This lesson is devoted to description of individualism versus collectivism and ways of their dimension. By the end of this lesson, you will be able to identify individualism and collectivism cultures and make a research using presented dimensions and understand the behaviour of the individualism culture.

I. Direct teaching.

Spark

1. Reflect to the questions:

How and where do Uzbek people prefer to live?

How Uzbek people prefer spend their time?

How and where do English and American people prefer to live?

How English and American people prefer spend their time?

2. Study the given definitions and say what do we mean by privacy as a main value of the American people?

“Privacy - the desirable state of being away from other people, so that they cannot see or hear what one is doing, interest themselves in one’s affairs, etc. In many western countries this is usually given particular value and people expect to have their privacy respected by others” (Longman Dictionary).

2. “Privacy – the quality or state of being apart from company or observation; freedom from unauthorized intrusion (one’s right to...)” (Merriam Webster’s Collegiate Dictionary)

3. A. Wierzbicka gives the following definition: ‘have privacy – to be able to do certain things unobserved by other people, as everyone would want and need to... it is assumed that every individual would want ... to have a little wall around him/her. At least part of the time, and that it is perfectly natural, and very important’.

Input

1. Read the text how much members of the culture define themselves apart from their group memberships. Fill in the chart with key characteristics of individual and collective types of cultures..

In individualist cultures, people are expected to develop and display their individual personalities and to choose their own affiliations. In collectivist cultures, people are defined and act mostly as a member of a long-term group, such as the family, a religious group, an age cohort, a town, or a profession, among others.

Individualism dimension refers to how people define themselves and their relationships with others. In an individualist culture, the interest of the individual prevails over the interests of the group. Ties between individuals are loose. People look after themselves and their immediate families. Masakazu (1994) defines modern individualism as “a view of humanity that justifies inner beliefs and unilateral self-assertion, as well as competition based on these”. In a collectivist culture, the interest of the group prevails over the interest of the individual. People are integrated into strong, cohesive in-groups that continue throughout a lifetime to protect in exchange for unquestioning loyalty (Hofstede, 1997). One difference is reflected in who is taken into account when you set

goals. In individualist cultures, goals are set with minimal consideration given to groups other than perhaps your immediate family. In collectivist cultures, other groups are taken into account in a major way when goals are set. Individualist cultures are loosely integrated; collectivist cultures are tightly integrated.

In individualist cultures such as the United States, for example, when meeting a new person, you want to know what that person does. You tend to define people by what they have done, their accomplishments, what kind of car they drive, or where they live. Individualist cultures are more remote and distant

Cultures characterized by collectivism emphasize relationships among people to a greater degree. Collectivist cultures stress interdependent activities and suppressing individual aims for the group’s welfare. Often, it is difficult for individuals from highly individualist cultures to understand collectivist values. This example may help: A student from Colombia may study in the United States and earn a Ph.D., teach at a distinguished university, and publish important books, but when he returns to visit Colombia, people to whom he is introduced will want to know to whom he is related. Colombians want to know who his family is because that places him in society much more so than any of his accomplishments in the United States.

Individualism is so strong in the United States that you might even have difficulty appreciating how people might feel content in a collectivist culture. Contentment comes from knowing your place and from knowing you have a place.

In the workplace, in individualist cultures, the employer-employee relationship tends to be established by contract and hiring and promotion decisions are based on skills and rules; in collectivist cultures, the employer-employee relationship is perceived in moral terms, like a family link, and hiring and promotion decisions take the employee’s in-group into account. Hofstede’s data revealed several associations with this dimension:

There is a strong relationship between a nation’s wealth and individualism.

Countries with moderate and cold climates tend to show more individualism.

Countries with higher birth rates tend to be collectivist. Islamic countries are collectivists. Migrants from Europe who populated North America, Australia, and New Zealand tended to be sufficiently individualist to leave their native countries.

Another interesting association with inheritance practices was developed by Knighton (1999). Those cultures that have rules for equal partition of parental property among all offspring tend to be collectivist; those that have rules permitting unequal partition and those that have historically allowed parents to have full freedom in deciding who will inherit tend to be individualist.

Individualism and collectivism have been associated with direct and indirect styles of communication—that is, the extent to which speakers reveal intentions through explicit verbal communication. In the direct style, associated with individualism, the wants, needs, and desires of the speaker are embodied in the spoken message. In the indirect style, associated with collectivism, the wants, needs, and goals of the speaker are not obvious in the spoken message.

Individualism	Collectivism

2. Read and discuss in the group British and Uzbek cultures from the position of individualism and collectivism. Add your examples to prove the given types of cultures.

The British have a well-developed sense of individual personal freedom which at its most dogmatic says: 'I will obey the law only because I choose to do so. And only then because it either makes sense or there's no good reason not to - given that I am the ultimate judge of both conditions.'

Whoever called the English 'the Island Race' only got it half right. Every English person is his or her own island. Only wars unite the English, and over the years they have become quite good at them. But natural modesty demands they should always look like losing until just before the end. It makes victory that much sweeter, and really annoys the loser.

They are fond of their rights, including the right to privacy and the right to preserve one's personal space. This is an area surrounding each individual, which it is not good manners to invade. People will leave a step between themselves and the next person on an escalator even when it's crowded, or a vacant seat between themselves and their neighbour in the cinema, even when they know that in due course they are certain to be asked to move along to make more room. This has nothing to do with a morbid fear of body odour, it is more an extension of the 'an-Englishman's-home-is-his-castle' belief. Think of it as an invisible moat. Learn to shake hands at long distance.

The first prominent value and mentality of the Uzbek people is collectivism. In the Uzbek culture, it is much more important to show loyalty to one's in-group than to strive for individual success. It is meaningful to achieve the goals and needs of the group. Cooperation and affiliation are emphasized rather than competition or aggressiveness. People in the Uzbek culture are born into extended families and join organizations that protect them. Collectivistic cultures are interdependent and as a result they work, play, live, and sleep in close proximity. Therefore, it is better to be part of a collectivistic in-group because one will have others to share happiness or sorrow. If one belongs to a collectivistic in-group, there will always be many friends and family members who will try to understand one's feelings and provide support. Those who are not part *of* a collectivistic in-group will not experience the rich drama of life, which includes participating in others' joys and sorrows.

As part of a collectivistic society, the Uzbek maintain "we" consciousness. The needs of the group take precedence over individual needs. If someone is lacking a material necessity, it will be provided by others within the in-group. In this way, everyone will always be taken care of. Sharing with others will ensure that one's own needs will also be taken care of in the future. For example, "Hashar" that is held by Uzbek people every year before "Navruz" holiday, khashar (people together clean the streets, build the houses, etc.).

II. Independent learning (on-line format)

Follow-up activities

1. Discuss with your group in the forum the following questions. After discussion make a conclusion about the Uzbek culture.

At what age do children move away from home, and why do they leave home?

Who decided what children do after school?

Is leadership considered as priority quality of a student?

Do students see their teachers outside of the classroom?

What do students do if they disagree with the teacher?

Is it acceptable to be late for a meeting or party?

Do people visit each other's home unannounced?

2. Write commentaries to the given situation.

Martha, an American teacher in the US, had just started teaching English to a group of Japanese students. She wanted to get to know the students more informally, so she invited them to her house for a party. The students all arrived together at exactly 8.00 p.m. They seemed to enjoy the party: they danced, sang, and ate most of food. At about 10.00 p.m., one of the student said to the teacher, “I think it’s time for me to leave. Thank you very much for the party”. Then all the other students got up to go, and all left at the same time. Martha decided she would never invite them again!

3. Watch the video “Culturally Speaking-individualism-collectivism_low” **and** fill in the chart with the shown cultures (nations) and write about their identity and self-other orientation.

Individualism	Collectivism

4. Watch the video “Managing values across cultures_low” and write a list of 10 instructions for leader how to manage his multicultural company.

Assignment for mid-term assessment

Compile the glossary of the proverbs and sayings of the Uzbek and English cultures justified the individualism versus collectivism.

Key reading:

Hall E. (1977) Beyond culture. Garden City, New York: Doubleday.
 Hofstede G.(1980) Culture’s consequences: International differences in word-related values. Beverly Hills, CA: Sage Publishing.
 Kluckhohn F.R. (1961) Variations of value orientations. New York: Row & Peterson.
 Samovar L.A., Porter R.E., Stefany L. (1997) Communication between cultures. Belmont, Ca.: Wadsworth Publishing Co.

Glossary:

Collectivism value means that individuals in that society believe that the groups they belong to are the most important parts of the society. When people make decisions, they consider the groups’ goals and wants.

Individualism value which encourages people to base their decisions on their personal goals and wants. People believe that they are the most important thing in their environment.

Privacy - the desirable state of being away from other people, so that they cannot see or hear what one is doing, interest themselves in one’s affairs, etc. In many western countries this is usually given particular value and people expect to have their privacy respected by others.