NAVOI STATE UNIVERSITY

MM1406 DEVELOPING INTERCULTURAL COMPETENCE — COURSE SYLLABUS

Department of English Linguistics | Foreign Language and Literature (English Language) Programme

COURSE PASSPORT & ACADEMIC METADATA

Course Title:	Course Code:
Developing Intercultural Competence	MM1406
Course Type:	**Field of Study:**
Selective / Elective Course	100000 Humanitarian Field / 110000 Education
Programme:	**Academic Year:**
60111800 Foreign Language and Literature (English)	2025–2026
Semester:	**Form of Education:**
3 (Year 2)	Traditional Classroom / English Delivery
ECTS Credits:	**Total Workload:**
4 ECTS Credits	120 Hours (60 Contact Hours [30 Lectures, 30 Practical], 60 Independent Learning Hours)
Weekly Contact Hours:	**Assessment:**
4 Hours	Ongoing Assessment (24%) + Mid-term (26%) + Portfolio Final (50%)
Curriculum Code:	**Aligned UN SDGs:**
60111800-1.4	SDG 4 (Quality Education); SDG 10 (Reduced Inequalities); SDG 16 (Peace, Justice & Strong Institutions); SDG 17 (Partnerships for the Goals)



1. Subject Philosophy & Course Description

The course 'Developing Intercultural Competence' (MM1406) provides systemic training in intercultural communication, cross-cultural awareness, and sociolinguistic competence [cite: 106, 107]. It explores Hofstede's cultural dimensions, non-verbal communication tools, cultural etiquette, rituals, taboos, stereotypes, symbols, culture shock adaptation strategies, and moral/ethical norms across diverse global societies (North America, UK, Europe, Asia, Africa, Australia, New Zealand) [cite: 107, 108]. Furthermore, it prepares future English language teachers to design, analyze, and adapt culturally sensitive ELT educational materials [cite: 107, 109].

2. Course Objectives & Learning Outcomes

Course Objectives:

1. Understand the significance of cross-cultural communication and cultural differences in foreign language education [cite: 107].
2. Master extralinguistic aspects of intercultural communication (worldviews, rituals, body language, taboos, stereotypes, symbols) [cite: 107].
3. Apply culture-specific communication norms (greetings, forms of address, idioms, euphemisms, proverbs) appropriately [cite: 107].
4. Analyze linguistic, historical, and socio-cultural factors influencing English as a global international language [cite: 107].
5. Create, adapt, and evaluate culturally sensitive ELT instructional materials and lesson plans [cite: 107, 109].

3. Target Audience & Delivery Information

• Target Audience: 2nd Year Undergraduate Students (Semester 3) pursuing B.A. in Foreign Language and Literature (English Language) [cite: 106, 108].
• Delivery Mode: Traditional Classroom lectures, practical ELT simulations, and group project presentations [cite: 108].

4. Course Learning Outcomes (CLO)

Code	Learning Outcome Description
CLO 1	Explain core theories of intercultural communication, Hofstede's cultural dimensions, worldview models, and cross-cultural awareness [cite: 107, 108].
CLO 2	Analyze extralinguistic and non-verbal communication elements (symbols, signs, taboos, stereotypes, etiquette, body language) in global contexts [cite: 107, 108].
CLO 3	Design ELT instructional materials, authentic lesson plans, and culture-specific learning tasks

	targeting idioms, proverbs, and euphemisms [cite: 107, 109].
CLO 4	Demonstrate intercultural communication competence, ethical teaching practices, and adaptation strategies for diverse educational environments [cite: 107, 108, 109].

5. Teaching Technologies & Pedagogical Methods

• Interactive lectures and cross-cultural case study analysis (Hofstede classroom applications) [cite: 108];
• Practical ELT lesson planning with authentic cultural resources [cite: 109];
• Culture shock simulation exercises and role-playing coping strategies [cite: 109];
• Group projects, Culture Festival organization, and public tourism development action plans [cite: 109, 111, 112];
• Material design workshops and peer evaluation [cite: 107, 109].

6. Grading Requirements & Assessment Framework

• Ongoing Assessment (24 Points): Daily attendance, active participation in pair/group works, and completion of classroom tasks [cite: 108, 112].
• Mid-term Assessment (26 Points): Independent study task evaluation consisting of 2 separate mini tasks (verbal and non-verbal competence tasks) [cite: 108, 112].
• Final Assessment (50 Points): Final portfolio submission containing 5 completed mini tasks / 50 multiple-choice test questions covering all course topics [cite: 108, 112].
• Total: 100 Points (Grade Scale: 90-100 = 5 / A, 70-89 = 4 / B, 60-69 = 3 / C, <60 = 2 / Fail) [cite: 112].

7. Essential References & Learning Resources

Essential References:

1. Byram, M., Nichols, A., & Stevens, D. (2001). Developing Intercultural Competence in Practice. Multilingual Matters [cite: 113].
2. Adrian, H., Martin, H., & John, K. (2010). Intercultural Communication. Routledge, London and New York [cite: 113].
3. Crystal, D. (2003). English as a Global Language. Cambridge University Press [cite: 113].
4. Utley, D. (2004). Intercultural Resource Pack: Intercultural Communication Resources for Language Teachers. Cambridge University Press [cite: 113].
5. Corbett, J. (2010). Intercultural Language Activities. Cambridge University Press [cite: 113].
6. Tomalin, B., & Stempleski, S. (2017). Cultural Awareness. Oxford University Press [cite: 113].
7. Pennycook, A. (2003). The Cultural Politics of English as an International Language. Routledge [cite: 113].
8. Iskanova, N. P. (2022). Developing Cross-Cultural Communication in Teaching Foreign Languages [cite: 113].

Digital & Electronic Resources:
9. TeachingEnglish (British Council): www.teachingenglish.org.uk [cite: 113]
10. OneStopEnglish Portal: www.onestopenglish.com [cite: 113]
11. TESOL International Association: www.tesol.org [cite: 113]

8. UN Sustainable Development Goals (SDG) Alignment

• SDG 4 — Quality Education: Aligns by training foreign language teachers with intercultural competence, sociolinguistic skills, and inclusive ELT material design techniques [cite: 106, 107].
• SDG 10 — Reduced Inequalities: Aligns by addressing cultural stereotypes, taboos, bias reduction, and fostering respect for diversity across global societies [cite: 107, 108].
• SDG 16 — Peace, Justice and Strong Institutions: Aligns by promoting ethical cross-cultural communication, cross-cultural diplomacy, and peaceful dialogue between different traditions [cite: 107, 109].
• SDG 17 — Partnerships for the Goals: Aligns by enhancing global cultural exchange, tourism development strategies (e.g., Uzbekistan Silk Road tourism project), and international educational networks [cite: 107, 111, 112].