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НАВЧАЛЬНО - МЕТОДИЧНИЙ ПОСІБНИК

**INTERCULTURAL COMMUNICATION IN A GLOBAL
CONTEX: A PRACTICAL TEACHING GUIDE**

для проведення практичних занять з курсу

« Міжкультурна комунікація у світовому просторі »

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FOREWORD

The modern world is characterized by intensive processes of globalization, mobility, and cultural interpenetration, which determine the growing relevance of intercultural communication as an essential component of professional training for future specialists. The ability to interact effectively with representatives of different cultures, understand cultural differences, overcome communicative barriers, and avoid stereotypical thinking has become a necessary prerequisite for successful performance in various spheres of social and professional life.

This teaching and methodological guide has been developed to support the practical component of the course “*Intercultural Communication in the Global Context*” and is aimed at developing in higher education students a system of knowledge, skills, and competencies required for effective intercultural interaction. Its structure covers key aspects of both the theory and practice of intercultural communication, allowing for a gradual deepening of understanding of cultural processes and communicative models.

The content of the guide is presented in the form of nineteen practical lessons, each devoted to a specific topic. Beginning with the basic concepts of intercultural communication and the understanding of culture as a communicative system, the guide proceeds to the analysis of models of intercultural interaction, the features of verbal and nonverbal communication across cultures, and the barriers that arise in intercultural communication.

Special attention is paid to such important aspects as identity, stereotypes, and the ethics of intercultural interaction, as well as the role of religion and gender in communication. Separate topics address issues of business communication, international conflicts, the impact of globalization and cultural hybridity, and the significance of mass media and the digital environment in shaping the contemporary communicative space.

The guide also covers relevant social phenomena, including the issue of hate speech, the activities of international organizations, and educational and cultural exchange.

The final lesson is devoted to Ukraine in the global context, contributing to the development of students' holistic understanding of the place of their own culture in the world.

Each practical lesson includes tasks aimed at developing critical thinking, analytical skills, and communicative competence. The materials of the guide encourage active student engagement in discussions, the analysis of real-life situations, and the development of effective intercultural interaction skills.

This methodological guide is intended for higher education students, educators, and anyone interested in intercultural communication and seeking to develop their intercultural competence in today's globalized world.

INTRODUCTION

Students should know:

- 1.The key concepts, theories, and models of intercultural communication.
- 2.Cultural dimensions and frameworks used to analyze cultural differences.
- 3.The role of language, values, beliefs, and traditions in intercultural interaction.
- 4.The main barriers and challenges in intercultural communication.
- 5.The influence of globalization on intercultural dialogue and cultural exchange.
- 6.Ethical principles and norms that guide communication between representatives of different cultures.
- 7.The impact of religion, social norms, and historical contexts on communication styles.
- 8.The role of stereotypes, prejudice, and cultural bias in international communication.
- 9.The importance of cultural identity in shaping communication behavior.
- 10.The role of digital communication in modern intercultural interaction.

Students should be able to:

- 1.Communicate effectively with representatives of different cultural backgrounds.
- 2.Analyze cultural differences and adapt communication strategies accordingly.

3. Demonstrate cultural sensitivity, tolerance, and respect in international environments.
4. Identify and overcome barriers to intercultural communication.
5. Interpret verbal and non-verbal communication across cultures.
6. Apply intercultural communication theories to real-life professional situations.
7. Work effectively in multicultural teams and international environments.
8. Resolve misunderstandings and conflicts arising from cultural differences.
9. Critically evaluate intercultural communication practices in global contexts.
10. Use foreign languages as tools for effective intercultural interaction.

Methods for conducting practical classes in Intercultural Communication

1. Discussion-Based Methods

Picking up on these approaches builds sharper reasoning, also strengthens how people defend their views.

- 1) Guided discussions
- 2) Debates (e.g., on stereotypes, cultural differences)
- 3) Think Pair Share
- 4) Fishbowl discussions.

2. Case Study Method

- 1) Analysis of real or simulated intercultural situations.
- 2) Examination of intercultural conflicts
- 3) Decision-making in international contexts

Mix-ups happen when people from different cultures do business together.

3. Role-Playing

Simulation of real-life intercultural interactions.

- 1) Negotiations between representatives of different cultures
- 2) Job interviews with international partners
- 3) Situations involving culture shock

Facing new situations builds understanding. Flexibility grows through experience.

4. Simulations

- 1) Cultural assimilator exercises
- 2) *Barnaga* (a game illustrating differences in cultural rules)
- 3) International negotiation simulations

Provide deep insight into cultural barriers.

5. Project-Based Learning

Students work on extended, research-oriented tasks.

- 1) Exploring a specific culture
- 2) Creating presentations or videos
- 3) Comparative cultural analysis.

6. Critical Incident Method

Analysis of short descriptions of problematic intercultural situations.

- 1) What went wrong?

What parts of culture played a role here?

What might have stopped things from going wrong?

7. Interactive Activities and Games

Engage students and increase participation.

- 1) Ice-breakers (cultural associations)
- 2) Matching exercises (gestures, symbols)
- 3) Quizzes (cultural knowledge).

8. Video-Based Learning

Use of authentic audiovisual materials.

- 1) Watching and discussing videos
- 2) Analysis of nonverbal communication
- 3) Identifying cultural patterns.

9. Reflective Methods

Encourage awareness of one's own cultural identity.

- 1) Reflective journals

2)Self-assessment questionnaires

3)Cultural identity maps.

10. Collaborative Learning

Group-based learning approaches.

1)Group discussions

2)Peer teaching

3)Intercultural teamwork tasks.

Practical lesson № 1

Practical lesson 1. Introduction to Intercultural Communication

Practice: Group discussion of personal intercultural interaction experiences.

Reading: 1)Samovar, L. A., Porter, R. E., & McDaniel, E. R. *Intercultural Communication: A Reader*;

2) Chernysh, N. I. *Fundamentals of Intercultural Communication* (Черниш Н.І. *Основи міжкультурної комунікації*).

Detailed lesson plan:

1. Warm-up Activity: “Culture in One Word”

Objective: Activate prior knowledge and engage students.

Students are asked to say one word they associate with *culture*.

On the board, the teacher puts down important words.

Brief discussion:

What made that term come to mind?

Could such terms apply everywhere, yet shaped by local ways instead?

Might they travel across borders but still carry regional fingerprints?

2. Ice Breaker Your Culture in a Snapshot

Objective: Encourage self-reflection and build a safe discussion environment.

Students work in pairs.

Each student answers:

Hello there. Might be curious - what place do you call home?

What cultural tradition, habit, or value is important to you?

Pairs briefly introduce their partner to the group.

3. What Intercultural Communication Means?

Objective: Develop a shared understanding of the key concept.

Guiding questions:

How do you see talking across cultures?

Can communication occur without culture?

Might intercultural talk happen even when everyone is from the same nation?

4. Main Activity Group Discussion Of Personal Intercultural Experiences

Objective: Analyze real-life intercultural interactions.

A handful of learners form each team. Usually four or five make up these clusters.

Group size stays tight on purpose. Smaller sets help tasks move faster. Five faces max show up at any table. Four sometimes sit together too.

Discussion prompts:

Wondering if you've talked to someone whose background isn't like yours?

1)Picture this - where did it happen? Maybe a trip, maybe school. Or perhaps while working. Could have been during a chat online too.

2)Something catch your eye that felt odd? Maybe a detail twisted what you thought was clear.

3)Last thing - could confusion have happened? If so, what caused it?

What happened to fix things?

One story per team gets told in front of everyone. A different person picks each time, but only one moment moves forward. Whoever speaks, their memory becomes the example. Not every tale fits, just the chosen one rises. The rest wait, silent, until another day might call them.

5. Case Reflection Moving From Practice To Ideas

Objective: Introduce analytical thinking.

After listening to *group* stories, students discuss:

How did culture show up in different ways?

Language shaped how ideas moved between people. Yet values guided what felt okay to say. Stereotypes often twisted meanings without warning. Non-verbal cues slipped through gestures, loud in their silence. Each piece bent the message a different way.

Something else might have changed back then.

Teacher introduces basic terms informally:

What people expect in daily life. Not every person fits a label.

Understanding different ways people live. Changing how you act to fit new customs.

6. *Why Intercultural Communication Matters*

Objective: Connect practice with real-life relevance.

Discussion questions:

Why is intercultural communication important in today's world?

How can intercultural misunderstandings affect relationships or professional life?

What skills are necessary for effective intercultural communication?

7. Reflection Task

Objective: Encourage personal learning awareness.

One sentence gets finished by learners. Or maybe a short note is written.

“Today I learned that intercultural communication...”

“One challenge in intercultural communication is...”

Optional Homework

Write a short reflection (150–200 words):

Describe an intercultural interaction you have experienced or observed. What did you learn from it?

Practical lesson № 2

Practical lesson 2. Culture as a Communicative System

Practice: Analyzing examples of cultural differences in everyday communication.

Reading: 1) Hall, E. T. *The Silent Language*; 2) Копылов, V. A. *Fundamentals of Intercultural Communication* (Копилов В.А. *Основи міжкультурної комунікації*).

Discussion Questions

1. How can culture be understood as a system of communication rather than just traditions or customs?
2. What everyday communication behaviors (greetings, eye contact, silence, personal space) differ most across cultures? Give examples.
3. Can miscommunication occur even when people speak the same language? Why or why not?
4. How do cultural norms influence the way people express politeness, respect, or disagreement in daily interactions?
5. In what ways does nonverbal communication (gestures, facial expressions, posture) vary between cultures?
6. How does context (social situation, relationship, hierarchy) affect communication styles in different cultures?
7. Have you ever experienced or observed a misunderstanding caused by cultural differences in everyday life? What happened?
8. Why might direct communication be valued in some cultures and considered rude in others?
9. How do cultural values shape attitudes toward time, interruptions, and turn-taking in conversation?
10. What role does culture play in interpreting emotions during everyday communication?

Individual tasks:

1. How can stereotypes affect the way we interpret communicative behavior from people of other cultures?
2. Is it possible to communicate effectively across cultures without knowing much about the other culture? Why or why not?

3. How does technology (messaging apps, social media) influence intercultural communication in everyday life?

4. What strategies can individuals use to reduce misunderstandings in intercultural everyday communication?

5. How can awareness of cultural communication systems improve personal, academic, or professional relationships?

Role - play 1. Direct Talk in Class Ukraine Meets Western Europe

Context

An international seminar with Ukrainian and Western European students.

Roles:

1) A young person from Ukraine once knew how to speak up - just gently, always polite. Different now? Maybe. Back then, feedback had a soft edge, never sharp.

2) European Student – Expresses opinions very directly

3) Observer

A young person from Europe speaks up straight away. Not a chance does it succeed, they say. Clearly, their mind is made up about the plan failing completely.

Still, the Ukrainian

student thinks the remark goes too far - crossing into unfair territory. A quiet discomfort settles in, sparked by words that sting more than inform.

Task:

Play through the conversation

Frequent pauses reveal hesitation. Tone shifts highlight discomfort.

Word selection hints at hidden motives. Emotional spikes color every reply.

Reactions expose what logic tries to hide

Directness Compared to Politeness Approaches

Discussion Questions:

Why might Ukrainians perceive direct criticism as rude?

How can disagreement be expressed more diplomatically?

Role - play 2. Personal Space and Body Language Ukraine Meets Southern Europe

Context:

A student meeting during an Erasmus exchange.

Roles:

1)Ukrainian Student – Values moderate personal distance

A young person from southern Europe stands near others while speaking. Body movements add meaning when they talk. Space between people feels smaller here. Hands move often to emphasize thoughts. This way of communicating seems natural to them

A bit of distance feels normal to some, yet here it closes fast.

Close talk comes with a hand on the shoulder, steady and firm. One person leans in, comfortable like home.

The other stiffens, unsure where to look. A small touch stretches into something louder than words. Personal space shifts without asking. What seems friendly lands heavy. Bodies speak before voices do.

Task:

Perform the interaction.

Note body language and physical distance.

Key Focus:

Non-verbal communication

Discussion Questions:

What non-verbal behavior is typical in Ukraine?

How can discomfort be communicated politely?

Role- play 3. Attitudes to Time and Punctuality Ukraine Middle East Latin America

Context:

Online group project with international students.

Roles:

1) Ukrainian student shows up early waits for directions

2) International student arrives late begins with casual conversation

The young person from Ukraine feels annoyance rising. Still, words do not come out. Silence holds firm despite the growing tension. A pause stretches where speech might have been. Frustration sits just beneath quiet breaths. Nothing loud follows, only stillness.

Task:

Role-play the meeting.

Discuss expectations about time.

Time as Cultural Value.

Discussion Questions:

Why is punctuality important in Ukrainian academic culture?

How can expectations be negotiated respectfully?

Role-play 4. Ukraine Us Formality And Academic Ranks

Context:

Email communication with an international professor.

Roles:

1)Ukrainian Student – Uses formal tone and titles

American **professor** favors casual conversation

Situation: The professor signs emails with first name only and invites informal address.

Task:

Role-play or read aloud sample emails.

Discuss feelings of comfort or discomfort.

Forms of Address and Power Distance.

Discussion Questions:

Why do Ukrainian students prefer formal address?

What about times when being casual works fine?

Role-play 5. Silence as Respect Ukraine–USA UK

Context:

International classroom discussion.

Roles:

A quiet presence marks the Ukrainian **student** - words come after thought.

When sure, then voice follows. Silence sits comfortably until certainty arrives.

2) Foreign Student – Speaks frequently and spontaneously

3) Teacher

When class gets quiet, the teacher thinks the

Ukrainian kid isn't trying. Instead of speaking up, the student waits - watching how others move before joining in. That pause? It looks like disinterest, but it's really caution. Misreading still happens, even when intent is clear. Words stay unspoken, assumptions form anyway.

Task:

Act out the discussion.

Teacher invites participation.

Cultural Meaning of Silence.

Discussion Question:

Stillness often speaks louder than words among Ukrainians. Quiet moments carry weight, noticed more than noise. A pause might show respect, not emptiness. Hush during gatherings can signal thoughtfulness, sometimes tension.

Silence holds layers, depending on who stands within it.

How can Ukrainian students make engagement more visible?

Role – play 6. Group Choices and Duty Ukraine Northern Europe

Context:

Planning a student event.

Roles:

1) Ukrainian Student waits for task assignments.

2) Northern European Students Favor Group Decisions.

When nobody steps up to guide things, people start stumbling over each other. Leadership gaps create clutter in how tasks move forward. Without a clear voice directing next moves, effort spreads thin. Mixed signals grow where direction should be firm. A shared sense of purpose fades quietly.

Task:

Perform the planning conversation.

Leadership Responsibility Communication Norms.

Discussion Questions:

How is leadership usually organized in Ukraine?

How can mixed teams clarify roles?

Role-play 7. Emotional Expression in Communication Ukraine East Asia

Context:

Feedback on a joint presentation.

Roles:

Ukrainian **student** shows feelings freely.

East **Asian student** shows little emotion.

Situation: The Ukrainian student thinks the partner is indifferent; the partner thinks emotions are excessive.

Role-play Feedback Discussion.

Emotional Expressiveness.

Discussion Questions:

How do Ukrainians express involvement and sincerity?

How can emotional styles be adapted?

Final Reflection Task (Recommended):

Students reflect individually or in pairs:

What stood out most about how Ukrainians communicate?

What sparked the most intense response among those distinctions?

What intercultural skills are needed for Ukrainian students abroad?

Practical lesson № 3

Practical lesson 3. Models of Intercultural Communication

Practice: Working with Hofstede's model – analyzing cultural dimensions.

Reading: 1) Hofstede, G. *Cultures and Organizations: Software of the Mind*; 2) Andreyeva, G. M. *Social Psychology* (Андреева Г.М. *Соціальна психологія*).

Questions About Hofstede's Cultural Dimensions:

General Understanding

1. How does Hofstede define culture, and why does he call it “the software of the mind”?
2. Why are cultural models important for understanding intercultural communication?
3. What are the main strengths and limitations of Hofstede's model?
4. Can a national culture be accurately represented by numerical scores? Why or why not?

Power Distance

5. What is Power Distance, and how does it influence communication between teachers and students?
6. How is Power Distance reflected in Ukrainian educational or workplace culture?
7. How might misunderstandings arise when people from high and low Power Distance cultures interact?

Individualism vs. Collectivism

8. How do individualistic and collectivistic cultures differ in communication styles?
9. In which situations is Ukrainian culture closer to collectivism or individualism? Give examples.
10. How does this dimension affect teamwork and decision-making?

Masculinity vs. Femininity

11. What values are emphasized in masculine versus feminine cultures?
12. How do gender roles and competition influence communication in different cultures?

13. Can you identify examples of “masculine” and “feminine” values in Ukrainian society?

Uncertainty Avoidance

14. What is Uncertainty Avoidance, and how does it affect attitudes toward rules and risk?

15. How do people from high Uncertainty Avoidance cultures react to ambiguity or change?

16. How does this dimension influence communication in crisis situations?

Long-Term vs. Short-Term Orientation

17. How does time orientation affect goal-setting and planning in different cultures?

18. Is Ukrainian culture more long-term or short-term oriented? Why?

19. How can differences in time orientation cause misunderstandings in international cooperation?

Indulgence vs. Restraint

20. What is the difference between indulgent and restrained cultures?

21. How does this dimension influence attitudes toward leisure, emotions, and self-expression?

22. How visible is this dimension in everyday communication and media?

Individual tasks:

Critical Thinking & Application

23. Can Hofstede’s model be applied to individuals, or only to societies? Explain your opinion.

24. How might globalization and digital communication challenge Hofstede’s cultural dimensions?

25. How can knowledge of Hofstede’s model help prevent intercultural conflicts?

Role – play 1. Power Distance in Classroom Dynamics

Topic: Teacher–Student Communication

Now imagine a classroom where faces come from Kyiv and Tokyo alike. One group waits quietly before speaking, watching how the teacher moves through the

room. Meanwhile others jump in fast, hands up like signals. In Sweden, questions might float gently into pauses, shaped by calm routines back home. But here, urgency sometimes bursts out loud, uninvited. A nod means agreement to some, impatience to others. Silence feels respectful on one side, awkward on the next. Words are weighed differently when they travel across borders.

The

professor notices tension but does not name it. Laughter breaks once, then stops too soon. Eyes drop to notebooks that record more than facts. Each student carries rules nobody wrote down. Trust builds slowly without shared gestures. Missteps pile silently beneath polite smiles.

Roles:

1. One learner sees authority as something not challenged in public. This person thinks teachers deserve respect without debate. Questioning a figure like that feels wrong when others are watching.

The idea of speaking up seems uncomfortable, even risky. Following the lead comes more naturally than pushing back. Authority stands firm, in this view, because it is meant to.

2. A different student speaks up without hesitation, challenging the teacher's point of view.

3. Questions come fast, sharp, straight to the heart. 3. This learner treats authority as approachable, not untouchable. Open debate feels natural here, not risky. The classroom becomes a space where ideas get tested, not just handed down.

A quiet shift catches the teacher's eye during group talk.

4. Observer – analyzes communication behavior using Hofstede's Power Distance dimension.

Tasks:

Act out a classroom discussion where disagreement appears.

Try to resolve the misunderstanding.

Debriefing Questions

Power Distance shaping how people talk?

How did each person view what felt polite or rude during the interaction?

What might change if people understood cultural differences better?

Role-play 2. Individualism vs. Collectivism in Teamwork

Group Project Decision Making

Working alone suits one member of the group. Others believe choices should come from everyone. The student focuses on personal tasks. Teammates think progress belongs to all equally. Disagreements appear during planning sessions. Ideas clash without clear resolution. Some wait for consensus. That learner moves ahead without asking. Shared goals feel unclear now. Balance shifts each time they meet.

Roles:

1) One student works alone, thinking about their own thoughts and how fast things get done. Efficiency matters most when going solo.

2) Working well with others matters most to Student B.

Group peace shapes how decisions get made. Agreement within the team guides actions taken. Shared views often lead to choices accepted by all.

3) **Team Leader** – tries to organize the workflow.

4) **Cultural Analyst** – explains behaviors using Hofstede's dimension.

Tasks:

Discuss how to divide tasks and make decisions.

Handle conflict over responsibility and leadership.

Debriefing Questions:

How did cultural values affect teamwork?

What made one method succeed more than the other? That depends on what actually happened.

When does Ukrainian

culture lean toward standing apart instead of sticking together? What moments show people acting on their own compared to joining the group?

Role-play 3. Uncertainty Avoidance in Crisis Communication

Adapting to Unexpected Shifts

Situation: An international company announces sudden changes to exam rules / work deadlines / project requirements.

Roles:

1) Stuck without a roadmap, Employee

A tightens their grip on routine. Clarity? That's what they keep asking for - over and over. Rules help them breathe easier when things get murky. Predictability acts like an anchor during shifts. When plans waver, tension rises fast. Structure isn't just comfort - it becomes necessary. Without defined steps, focus slips into doubt.

2) When things get unpredictable, **Employee Student**

B stays relaxed. Flexibility comes naturally under pressure. Instead of resisting change, there's a quiet ease in adapting. Rules matter less than flow. Even when plans shift suddenly, the response feels steady. Comfort with ambiguity shows without needing to explain it.

3) A person leading the team talks through what is different now.

Watching how people respond, seen through a need for predictability. A person checks what happens next when unsure things occur. Reactions get measured by discomfort with unknowns. This role looks at tension during unclear moments. Responses are shaped by how much chaos feels acceptable.

Tasks:

Simulate a meeting after the announcement.

Let loose a bit so things don't get tangled. Maybe step back when words start to twist.

Debriefing Questions

Uncertainty Avoidance shapes how people feel?

How did people talk so it actually worked? What made certain ways of sharing ideas succeed where others didn't?

What shows this aspect within Ukraine's traditions?

Role-play 4: Masculinity vs. Femininity in the Workplace

Topic: Competition vs. Cooperation

Situation: Two employees compete for promotion in an international organization.

Roles

1)One worker aims high, driven by results, always chasing wins. Success matters most when effort shows through constant striving. Winning feels natural where rivalry pushes performance forward. Goals take center stage in a world built on proving strength. Ambition shapes every move, loud and clear without apology.

2)Working well together matters most to Employee B.

Life outside the office holds just as much weight as tasks at work. Connections with others shape her priorities every day. Instead of competing, she finds strength in sharing responsibilities.

3)Balance guides how time gets spent, not pressure. Team harmony often leads the way forward.

A choice needs making by the person handling staff matters. One applicant will get picked, though it isn't clear who yet. The decision rests on them alone.

4)Cultural Consultant – explains cultural values behind behavior.

Tasks:

Start by talking with candidates one at a time.

Then move into discussions about pay and terms using calm back-and-forth talk.

Discuss criteria for success.

Debriefing Questions:

How do values influence communication and self-presentation?

What shapes people's choices across Ukraine right now?

What if both ways work at once?

Role-play 5: Long-Term vs. Short-Term Orientation

International Cooperation Project

Situation: Ukrainian partners cooperate with foreign colleagues on a long-term project.

Roles:

1) Thinking ahead shapes how **Partner**

A works, staying calm while waiting for outcomes.

Patience grows naturally when tomorrow matters more than today. Results show up slowly, yet effort never rushes. Time stretches further here, where planning feels like breathing. What comes later holds weight, so actions follow a steady rhythm.

2) Focused on fast results, **Partner B** operates within a short-term mindset. Speed matters most when progress shows up right away. Immediate wins drive the energy forward. What happens now weighs heavier than later plans. Quick feedback loops keep things moving without delay.

3) **Project Manager** – must align expectations.

4) **Observer** – analyzes time orientation differences.

Task:

Work out timing, what matters most, then agree on targets together.

Debriefing Questions:

How did time orientation cause misunderstandings?

What shapes the way work gets done across Ukraine's job landscape?

What stops these fights before they start?

Role-play 6: Indulgence vs. Restraint in Everyday Communication

Social Behavior and Emotional Expression

Situation: International students plan a joint celebration or free-time activity.

Roles:

1) **A young learner** who enjoys sharing feelings dives into lively tasks without hesitation. This person finds joy in playful moments, drawn to experiences that spark energy. Emotion flows freely here, shaping how each activity is approached. Fun becomes a pathway, not just an outcome, guiding choices throughout the day.

Excitement shows in gestures, words, bright eyes - every clue points to engagement.

2) Student B (Restrained culture) – prefers moderation and self-control.

3) Someone who plans things often aims to make each person feel okay. Not always possible, yet they keep trying anyway.

4) Observer – links behavior to Hofstede's dimension.

Task: Plan the event and discuss acceptable behavior.

Debriefing Questions:

What shapes how people show feelings across societies?

Does this idea show up much in Ukraine's news or everyday talk?

Why is tolerance important in intercultural settings?

Ask students to write a short reflection:

What part of Hofstede's model matters most when people from different cultures talk in Ukraine

- could it be how they handle power? Maybe because respect for authority shapes so many daily exchanges there.

Practical lesson № 4

Practical lesson 4. Verbal Communication in Different Cultures

Practice: Analyzing dialogues between representatives of different cultures.

Reading: Kramsch, C. *Language and Culture*; Kislyuk, L. V. *Intercultural Communication* (Кислюк Л.В. *Міжкультурна комунікація*).

Discussion Questions

Understanding How People Talk

1. How does language reflect cultural values and worldviews?

2. Why is verbal communication more than just exchanging information?

3. How are language and culture interconnected in everyday communication?

4. Can the same words have different meanings in different cultural contexts? Give examples.

5. What role does setting play when people hear words differently across societies?

6. What role do shared cultural knowledge and assumptions play in understanding a dialogue?

Misunderstanding creeps in, though everyone uses the same words. Sounds match, yet meaning slips through. One person hears depth where another feels flatness. Tone twists intent without warning. Words stay familiar, but weight shifts silently. A shared tongue doesn't guarantee shared sense. Meaning hides between syllables, often missed.

7. Why is meaning in communication often "negotiated" rather than fixed?

8. What shapes how people talk - straightforward or roundabout - across different societies?

10. In which situations can indirect speech be considered more polite or appropriate?

11. How might direct communication be perceived negatively in some cultures?

12. Can indirect communication cause confusion in intercultural dialogues? Why?

Politeness and How People Speak

13. How is politeness expressed verbally in different cultures?

14. How do forms of address (titles, first names, honorifics) reflect cultural norms?

15. Why can polite expressions in one culture sound distant or insincere in another?

16. How does power distance influence verbal communication styles?

language identity culture

17. How does language help construct personal and cultural identity?

18. Can changing the language you speak influence how you express yourself?

19. How do bilingual or multilingual speakers shift their communication style across cultures?

20. What verbal cues in a dialogue can indicate cultural differences?

21. How can tone, choice of words, or level of formality affect mutual understanding?

22. What strategies can speakers use to avoid misunderstandings in intercultural conversations?

What if better understanding of culture changed how that conversation turned out? Maybe seeing things differently would have shifted what was said.

23. Could noticing backgrounds help make sense of reactions? Perhaps paying attention earlier might have softened responses.

24. Is it possible respect grew where confusion once sat?

25. What happens when people stop assuming and start listening instead?

Individual Work

1. One time, did words get mixed up between you and someone else? Something shifted when speaking. Misreading tones might have sparked confusion.

2. A phrase meant one way landed another. Could a choice of words twist the message?

Differences in how people talk sometimes cause hiccups. Accents, pace, even volume play roles. Meaning slips through gaps in expression. Moments like that reveal how fragile speech can be.

3. What advice would you give to someone communicating in a foreign cultural environment?

4. How can studying verbal communication help develop intercultural competence?

5. Which ideas from Kramsch's text were most relevant to the dialogues analyzed in class?

Role-play 1: Direct vs. Indirect Communication

Context: An international student (Germany) and a student (Japan) are working on a group presentation.

Roles:

1) One learner from Germany prefers things clear.

Direct comments matter most to this person.

Efficiency shapes how they work. Straight talk helps them move fast.

2) Avoiding conflict matters most to Student B from Japan.

Harmony shapes how things are done. Speaking without causing tension is

preferred. Indirect ways of sharing thoughts come naturally. Peaceful interactions guide behavior. Disagreements tend to be handled quietly.

Task: Discuss why the project is behind schedule and how to improve teamwork.

Focus Points:

Levels of directness.

Politeness strategies.

Hidden meanings vs. explicit messages.

Discussion after role-play:

How came confusion into play?

How could both speakers adapt their verbal style?

What beliefs shaped how they spoke?

Role Play 2. Politeness and Power Distance

Context: A junior employee from Ukraine communicates with a senior manager from the UK during a business meeting.

Roles:

1) A junior employee from

Ukraine. Yet respect stays clear in **Ukraine** when workers speak. Formality shapes how messages land there.

Criticism moves slowly, wrapped in caution. Still, tone matters more than words sometimes.

2) Manager (UK): Informal, expects open discussion and initiative.

Task: Discuss a problem with a project deadline.

Focus Points:

Formal vs. informal speech.

Forms of address.

Expressing disagreement politely.

Discussion after role-play:

How did power distance affect verbal communication?

Did people once think about manners in the same way?

Understanding might grow clearer through different word choices.

Role-play 3: Direct vs. Indirect Communication

Context: An international student (Germany) and a student (Japan) are working on a group presentation.

Roles:

1) An international Germany student

One learner from Germany prefers things clear.

Direct comments matter most to this person.

Efficiency shapes how they work. Straight talk helps them move fast.

2) Avoiding conflict matters most to Student B from Japan.

Harmony shapes how things are done. Speaking without causing tension is preferred. Indirect ways of sharing thoughts come naturally. Peaceful interactions guide behavior. Disagreements tend to be handled quietly.

Task: Discuss why the project is behind schedule and how to improve teamwork.

Focus Points:

Levels of directness

Politeness strategies

Hidden meanings vs. explicit messages

Discussion After Role-play:

How came confusion into play?

How could both speakers adapt their verbal style?

What beliefs shaped how they spoke?

Role Play 4. Politeness and Power Distance

Context: A junior employee from Ukraine communicates with a senior manager from the UK during a business meeting.

Roles:

1) A junior employee from Ukraine.

Yet respect stays clear in **Ukraine** when workers speak. Formality shapes how

messages land there.

Criticism moves slowly, wrapped in caution. Still, tone matters more than words sometimes.

2)Manager (UK): Informal, expects open discussion and initiative.

Task: Discuss a problem with a project deadline.

Focus Points:

Formal vs. informal speech

Forms of address

Expressing disagreement politely

Discussion After Role-play:

How did power distance affect verbal communication?

Did people once think about manners in the same way?

Understanding might grow clearer through different word choices.

Practical lesson № 5

Practical lesson 5. Nonverbal Communication

Practice: Roleplay to recognize nonverbal signals.

Reading: Knapp, M. L., & Hall, J. A. *Nonverbal Communication in Human Interaction*.

General Discussion Questions:

1. Everyday Nonverbal Communication in Ukraine

- 1.What types of nonverbal communication are most common in everyday interactions in Ukraine?
- 2.How do Ukrainians usually express politeness or respect nonverbally?
- 3.Are Ukrainians generally comfortable with eye contact? In which situations is it expected or avoided?
- 4.How important is physical distance (personal space) in Ukrainian culture?

2. Comparing Ukrainian and Other Cultures

- 5.Which Ukrainian nonverbal behaviors might be confusing for foreigners?

6. Have you ever noticed a nonverbal misunderstanding between Ukrainians and people from other cultures?

7. How do Ukrainian gestures differ from those used in Western Europe or the United States?

8. Which Ukrainian nonverbal signals could be misinterpreted as rudeness or coldness by foreigners?

3. Nonverbal Communication and Emotions

9. How do Ukrainians usually show emotions such as happiness, anger, or disagreement nonverbally?

10. Are Ukrainians more reserved or expressive compared to other cultures you know?

11. In what situations is emotional restraint expected in Ukrainian society?

4. Power, Status, and Formality

12. How is authority shown nonverbally in Ukrainian educational or professional settings?

13. What nonverbal signals show respect toward teachers, managers, or older people in Ukraine?

14. How does nonverbal behavior change in formal vs. informal communication in Ukraine?

5. Roleplay Reflection and Practical Application

15. During the roleplay, which Ukrainian nonverbal signals were easy to recognize?

16. Which nonverbal behaviors caused misunderstanding during the roleplay?

17. How can Ukrainian students adjust their nonverbal communication when interacting with international partners?

18. What advice would you give a foreign student to help them understand Ukrainian nonverbal communication better?

Individual tasks:

6. Critical Thinking and Self-Reflection

1. Do you think Ukrainian nonverbal communication is changing under the influence of globalization and social media?
2. How can awareness of Ukrainian nonverbal norms help avoid intercultural conflicts?

Role-play 1. First Meeting: Ukrainian Student & International Guest

Context: An international professor or exchange student meets a Ukrainian student for the first time at a university.

Roles:

1) Ukrainian student

2) A visitor arrives from overseas - perhaps America, maybe Europe, or somewhere far like Japan. One country fits, the rest step aside.

3) Observer (notes nonverbal behavior)

Task: Act out the first meeting focusing on:

eye contact

handshake or greeting distance

facial expressions

body posture

Discussion Questions:

What body language came easily to the Ukrainian learner?

What actions felt odd to the visitor from abroad?

What about gestures-did they trip anyone up? Maybe a look or silence caused confusion instead.

Role-play 2. Personal Space and Physical Distance

Context: A Ukrainian student and a foreign roommate discuss household rules in a shared apartment.

Roles:

1)Ukrainian student.

2) Foreign roommate (Southern Europe, Latin America).

3)Mediator

Agree or disagree with these words:

distance between speakers

gestures

body orientation

tone and silence

Focus: Different cultural norms of personal space and expressiveness.

Reflection:

Some people liked extra room around them.

What role did gestures play in shaping how talk ended?

Role-play 3. Eye Contact in the Classroom

Context: A Ukrainian student attends a class taught by a foreign lecturer.

Roles:

1)Ukrainian student

2)Lecturer (from UK, USA, Scandinavia)

3)Classmate-observer

Simulate Classroom Interaction:

answering questions

listening

showing attention or disagreement nonverbally

Certain cultures see steady gaze as boldness. Others find it rude to stare. Looking someone in the eyes might show honesty here - over there it risks insult. What feels natural in one place offends somewhere else.

A blink too long can shift meaning completely. Trust builds differently depending on where you stand.

Debrief questions:

What did looking someone in the eyes mean to different groups?

Looking away - was that respect showing through hesitation?

Role-play 4. Nonverbal Signals in a Job Interview Abroad

Context: A Ukrainian graduate applies for an internship abroad.

Roles:

1) Ukrainian applicant

2) Manager (Germany, UK, USA)

3) Observer

Focus on:

posture and sitting position

hand movements

facial expressions

professional appearance

Task: Conduct a short interview using minimal verbal explanation and strong nonverbal cues.

Discussion:

Ukrainian Nonverbal Habits That Were Effective?

What required changing?

Role-play 5. Silence and Pauses in Conversation

Context: A Ukrainian student participates in a group discussion with international peers.

Roles:

1) Ukrainian student

2) Student (from Finland or Japan)

3) Student (from Italy or Spain)

Task: Discuss a topic (e.g. studying abroad) while paying attention to:

pauses

silence

overlapping speech

Stillness often means ease between people. A pause can hold thought instead of words. Sometimes quiet shows a person does not agree. Other times it simply feels safe to say nothing at all. What seems empty might actually be full.

Reflection:

What did quiet mean to every person involved?

Did anyone feel interrupted or ignored?

Role-play 6. Gestures Gone Wrong

Hands move like words when speech falls short. One person speaks through motion, another listens with eyes wide.

Gestures bridge what language leaves behind. Fingers sketch shapes midair - ideas take form without sound.

A pause, then laughter softens the gap between meanings. Body talk fills spaces where translation fails. Silent signals carry weight just like sentences do.

Roles:

1)Ukrainian student

2)Foreign colleague

3)Cultural consultant

Task: Use common Ukrainian gestures and observe reactions.

Key Question:

What movements led to mix-ups or misreading?

Role-play 7. Online Communication: Camera On or Off?

Context: An online international meeting between Ukrainian and foreign students.

Roles:

1)Ukrainian student

2)International student

3)Team leader

Focus:

facial expressions on camera

nodding

posture
virtual eye contact

Discussion:

How does nonverbal communication change online?

Are Ukrainian students more reserved on camera?

Teacher's Tip

Ask observers to complete a short checklist:

eye contact
gestures
personal space
facial expressions
motional tone.

Practical lesson 6. Intercultural Barriers

Practice: Reviewing video cases of communicative misunderstandings.

Reading: 1) Gudykunst, W. B. *Bridging Differences*; 2) Savchyn, M. V. *Intercultural Communication* (Савчин М.В. *Міжкультурна комунікація*).

Questions for discussion:

1. Understanding Cultural Differences

- 1.What is Gudykunst's take on what blocks communication across cultures?
- 2.Why do intercultural misunderstandings occur even when people speak the same language?
- 3.Which intercultural barriers do you think are the most difficult to overcome? Why?
- 4.Could cultural differences sometimes help instead of hinder? When might that happen?

2. Cultural And Psychological Barriers

- 5.How do stereotypes and prejudice influence intercultural communication?
- 6.In what ways do anxiety and uncertainty affect communication in intercultural encounters?

7.How does ethnocentrism create barriers between people from different cultures?

8.Can strong cultural identity both help and hinder intercultural communication?

3. Language and Unspoken Communication Hurdles

9.How can language proficiency become a barrier even for advanced language learners?

10.What role do accents and pronunciation play in communicative misunderstandings?

11.How can differences in nonverbal behavior (gestures, eye contact, personal space) lead to conflict?

12.Why are nonverbal signals often more difficult to interpret across cultures?

4. Video Case Analysis

13.Which cultural difference led to confusion shown in the clip?

When might things have stayed clear instead?

14.Which cultural values or assumptions were in conflict in this situation?

15.Do you think the misunderstanding was caused more by culture or by individual personality? Explain.

5. Ways People Navigate Cultural Differences

16.According to Gudykunst, what strategies help reduce intercultural misunderstandings?

17.How can empathy improve intercultural communication?

18.What role does mindfulness play in overcoming intercultural barriers?

19.How can people learn to manage anxiety in intercultural interactions?

6. Reflection In Ukraine

20.Which intercultural barriers are most common for Ukrainians communicating with foreigners?

21.Have you personally experienced an intercultural misunderstanding? What caused it?

22.How can Ukrainian students prepare themselves for communication in international academic or professional settings?

23. What advice would you give to a foreigner to help them communicate more effectively in Ukraine?

Case-Based Task 1: Directness vs. Politeness

Case Description

A Ukrainian learner joins a web based task alongside peers from Britain. In one session, speaking without delay, the student shares thoughts plainly. Openness marks their contribution early on. Communication moves forward through honesty. The moment stands clear, unembellished by extra words. Direct speech shapes how ideas pass between them. From Ukraine, clarity arrives in simple terms. Teamwork unfolds line by line.

"This idea is not effective. We should change it."

Later on, the British team members stop talking to the student. Their silence grows into distance during meetings.

Tasks

1. Identify the intercultural barrier presented in this case.
2. Why might people misinterpret each other because of differing ways they communicate across cultures?
3. What beliefs clash in this situation?
4. How could the Ukrainian student reformulate the message to avoid conflict? One way might be noticing how people see things differently. Maybe paying attention helps more than speaking fast. Sometimes silence gives space instead of filling every pause. A slow question can open doors better than quick answers. Watching body signals may matter just as much as words do.

Case Task 2. Misread Gestures

Case Description

Midway through the screen,

a voice from Japan speaks to young faces in Ukraine. Some of them listen without showing their eyes.

Cameras stay dark for most of the hour. To the one speaking, silence feels like distance. No video feeds begin to mean indifference.

Respect seems missing when screens are black. He reads stillness as coldness. Eyes down, mics mute - his words hang above empty chairs. What he sees is taken personally. Still frames suggest disengagement. Presence hides behind usernames. His effort meets invisible walls.

Tasks

Body language differences show up clearly here.

1. Why might the lecturer's interpretation be culturally biased?

2. What role does culture play in shaping how people act without words online?

Sometimes, background shapes gestures seen through screens. A nod might mean one thing here, another there. Still, movements carry meaning even when typed. Each place reads signals differently. Even silence speaks in its own way across borders.

3. What could both sides do to prevent misunderstanding?

4. How does mindfulness help in interpreting nonverbal signals?

Case Based Task 3. Silence in Communication

Case Description

Now comes a quiet stretch when Finnish students take part in talks with Ukrainians.

Long pauses show up often on the Finnish side. This silence sits heavily in the room. The Ukrainians shift, unsure what it means. They begin to wonder if something is wrong. Maybe lack of readiness? Perhaps disinterest?

Their minds fill with guesses. Each second without speech adds pressure. Quiet becomes its own kind of noise. What feels normal to Finns reads differently there.

Tasks

1. Why might quiet carry weight here?
2. What makes quiet mean opposite things in different places?
3. What feelings - like worry or doubt - shape how people talk in this situation?
4. How could the group establish common communication norms?
5. What advice would you give to Ukrainian students working with “low-talk” cultures?

Task 4. Using Cases to Explore Assumptions and Social Patterns

Case Description

A worker says no to extra hours.

The boss, from America, expected a yes without asking. Flexibility seemed guaranteed in his mind. Some team members stick to their usual schedule instead. That choice surprises him. He calls them unmotivated under his breath. What he sees is lack of drive. What they show is boundary.

Tasks

1. What idea about people is shaping how things are going right now? That one keeps showing up when folks react without thinking.
2. How do expectations become intercultural barriers?
3. What role does ethnocentrism play in this case?
4. How could the manager and employees negotiate expectations more effectively?
5. What abilities - like understanding others, being open-minded, or handling uncertainty - are useful in this situation?

Language and Emotion in Case Tasks

Case Description

A Ukrainian student writes an email to a German professor:

"I need your feedback urgently."

That comment comes across as disrespectful, in her view. She finds it out of line, too.

Tasks

Which kind of cultural gap shows up here?

2. Why can literal translation cause misunderstandings?

3. How do cultural norms influence academic communication?

4. Rewrite the email in a culturally appropriate way.

What role does uncertainty management play in making sense of this scenario?

Optional Group Reflection

Looking at it now, what feels closest to real life for kids in Ukraine? What makes that one stand out?

Across every situation, which cultural differences show up again and again?

What if colleges taught ways to handle these hurdles well?

Practical lesson № 7

Practical lesson 7. Identity and Stereotypes

Practice: Debates on the impact of stereotypes on communication.

Reading: 1) Tajfel, H. *Human Groups and Social Categories*; 2) Litvinova, S. H. *Intercultural Communication: A Socio-Psychological Approach* (Літвінова С.Г. *Міжкультурна комунікація: соціально-психологічний підхід*).

Discussion Questions:

Part 1: Warm-up & Personal Reflection

1. Think of a time when someone made an assumption about you based on a stereotype (related to your nationality, gender, age, profession, etc.). How did it affect the conversation?

2. Can you recall a moment where you consciously or unconsciously stereotyped someone else before or during a communication? What was the result?

3. In your opinion, which aspects of identity (e.g., nationality, accent, appearance, gender) most frequently trigger stereotypical assumptions in your daily life?

Part 2: Analysis & Debate Core Questions

4.The Communication Barrier: Do stereotypes

primarily *simplify* communication (by providing quick shortcuts) or *complicate* it (by creating misunderstandings and bias)? Debate the pros and cons.

5.The Self-Fulfilling Prophecy: How can a stereotype, once voiced or assumed, influence the behavior of the person being stereotyped in a conversation? Can it make the stereotype come true?

6.Non-Verbal Impact: Beyond words, how can stereotypes affect our non-verbal communication (e.g., eye contact, tone of voice, posture) and how are those signals interpreted?

7.The "Positive Stereotype" Debate: Is there such a thing as a "good" or "positive" stereotype (e.g., "Group X is very hardworking," "Group Y is naturally athletic")? How can even "positive" stereotypes harm communication and create pressure?

Part 3: Context & Scenarios

8.Professional Settings: How can stereotypes impact communication in a) a job interview, b) a team project with international colleagues, or c) negotiations between companies from different countries?

9.Media & Social Media: Social media algorithms often show us content that aligns with our existing views. Does this reinforce stereotypes and make cross-group communication more difficult? Why or why not?

10.Conflict Resolution: In a disagreement or conflict, how do stereotypes escalate the situation and hinder effective problem-solving? What steps can be taken to overcome this?

Part 4: Solutions & Forward Thinking

11.Individual Responsibility: What can an individual do *in the moment* to recognize and counteract a stereotype they hold during a crucial conversation?

12.Active Listening vs. Stereotyping: How does practicing *active listening* serve as a direct antidote to communication based on stereotypes?

13.The Role of Curiosity: Can consciously cultivating curiosity about individuals (asking questions, seeking personal stories) be a practical tool to break down stereotypical barriers in communication? What are its limits?

14.Final Debate Proposition: "Stereotypes are an inevitable part of human cognition; therefore, the goal should not be to eliminate them, but to develop the communication skills to manage and correct them." Do you agree or disagree?

Common Cultural Stereotypes (for Critical Discussion)

About Americans

Success matters deeply to people across the U.S., where standing out often takes priority. Yet independence shapes much of how they define achievement.

Confidence often shows in how people speak across the U.S., voices rising without pause. Speaking up comes naturally to many, words flowing before silence can settle.

First things first - folks in the U.S. tend to skip titles, calling each other by first names instead. No need for **formality** here; that casual habit sticks whether you're at a job interview or a board meeting. People just slide into using given names like it's nothing, workplace or not.

Time feels like cash to people in the U.S., so sitting idle rubs them wrong.

About British People

Folks from **Britain** often hold back their feelings. Yet quiet moments speak louder than words sometimes.

Politeness shapes their words so much that meaning hides behind softness.

British humor is **dry and sarcastic**.

Steering clear of public disputes comes naturally to them.

About Germans

Folks from **Germany** often arrive exactly when expected, their days shaped by precise timetables. Timing matters deeply, routines followed without drift.

Germans are **direct and blunt** in communication.

Order guides their actions. Structure shapes how they work.

Work stays at the office for most people in Germany.

Life outside the job moves on its own track entirely.

About French People

Folks from France? They feel things deeply. Emotion colors their days.

Thought thrives where questions matter more than answers. A mind that probes finds its footing in doubt, not certainty.

French communication can be **expressive and emotional**.

Showing up late might be more common compared to habits seen in northern parts of Europe.

About Italians

Italians are emotional and expressive in communication.

Folks at home shape much of Italy's way of life. What happens inside households often echoes through daily routines across towns big and small.

Hand movements come naturally mid-sentence for people from Italy. Talking with out moving their hands seems unusual there.

How we feel time can shift, depending on the moment. It bends more than it follows rules.

About Japanese People

Together in Japan, people often put group peace first. What matters most? Staying connected without rocking the boat. Quiet understanding shapes daily life more than loud opinions ever could.

Japanese people avoid saying **“no”** directly.

Quiet moments speak just as loud. What goes unsaid often shapes the conversation more than words do. Pauses hold weight. Sometimes stillness carries meaning better than speech ever could.

Respect sits right beside rank, each shaping the other. Where one steps forward, the other follows close behind.

About Chinese People

Folks from China often put getting along together ahead of standing out alone.

By hinting instead of speaking straight, they **keep their dignity intact**.

Sometimes older people deserve a quiet kind of honor. Power figures earn trust through steady actions, not demands. A nod today might mean more later.

People often hold lasting bonds in high regard.

About Middle Eastern Cultures

Folks open their doors wide, often putting connections before tasks. What stands out is how they measure warmth in shared moments, not just polite gestures.

Felt deeply, communication often shows what words alone cannot say. **Emotion** flows through how we speak, not just what is spoken.

A clock might bend when you're waiting. Moments stretch like rubber bands pulled thin across minutes that refuse to pass quickly.

Personal space norms differ from Western cultures.

About Scandinavian Cultures

Scandinavians are **reserved and introverted**.

Equality matters to them, while hierarchies feel unnecessary.

Power sits lightly where they stand.

Frequent pauses shape how ideas land.

Clear words arrive without clutter. Messages move fast when they stay short.

Directness often skips extra steps. Meaning shines through simplicity.

Space to oneself matters a great deal here. What you keep private stays that way.

About Ukrainians (for classroom reflection)

Work fills their days, yet they push through. Strength shows not in words but how they stand after each storm.

Families matter deeply, so do the bonds within neighborhoods. Connections grow where trust already lives.

At

first glance, Ukrainians might seem distant; warmth shows later when familiarity grows.

Hospitality is an important cultural value.

Discussion follow up questions

1. What part of each stereotype holds up, yet what twists the facts? Still, how much can you trust them at face value - do any fit reality even slightly?
2. How can stereotypes affect intercultural communication and decision-making? Felt unfair when someone boxed you in? Ever noticed what that does inside?
3. Sure, here's a fresh version of your text: What if we swapped quick labels for real curiosity about how people live? Imagine starting there instead.

Role-play 1. International Project Team

Scenario: A first virtual kick-off meeting for a new project at a multinational company. The team must plan a marketing campaign.

Core Stereotype Impact: National / Cultural Stereotypes affecting perceived work ethic, communication style, and expertise.

Roles:

Starting off, **Alex** runs the project. Hailing from the U.S., they move fast, eyes locked on due dates. Creativity under pressure? That idea excites them. Talking straight sits well with their approach. One thing stands out - clarity matters more than polish.

Fatima works in the UAE as a client relations expert.

Building trust matters most to her when connecting with people. She finds balance in teamwork that flows smoothly. To keep things calm, she chooses careful words over blunt ones.

Numbers come first for **Jan**, who lives in Poland.

Facts hold more weight than opinions when decisions are made. If it is not measured, he questions whether it matters at all. Patterns in spreadsheets feel clearer than conversations sometimes. Assumptions rarely survive his scrutiny. Evidence shapes every conclusion drawn here. Guesswork gets replaced by charts and timelines instead.

Starting off, **Li Chen** works with digital marketing. Hailing from China, respect shapes how he operates. Questioning Alex directly? Not really his way. He holds back when it comes to challenging decisions aloud. Ideas need time - fully formed before they leave his desk. Silence often means he is still turning things over inside his head.

Situation: Alex starts the meeting by saying: *"Okay team, let's move fast and break things! I want bold, disruptive ideas on my desk by Friday. Jan, don't get lost in the numbers. Fatima, just make the client happy. Li Chen, I'm counting on you for some of that Asian tech magic on social media."*

Here is what players do next: respond like their character after Alex begins. Reach the mission even when bias gets in the way. Watch who jumps into the talk. Notice who steps back. See how words stall - or shift.

Role - play 2. Hospital Staff Meeting

Scenario: A weekly meeting in a hospital ward to discuss patient care protocols. What people expect from certain jobs often shapes how seriously they take someone. These workplace images mix with ideas about gender, shifting whose voice gets noticed. Assumptions about roles can quietly decide who seems capable.

Listening tends to follow invisible rules tied to profession and identity. Authority isn't just earned - it's expected based on typecasts.

Roles:

Doctor Reynolds is fifty five years old. A senior medical officer, he leans on time tested methods.

New procedures often meet his skepticism. His approach feels fatherly to some. Confidence marks his voice when he speaks. Familiar routines earn more trust than fresh guidelines. Experience shapes how he sees patient care. Rules introduced lately rarely impress him. He listens - though not always with openness. Tradition guides most of his choices. Some find comfort in that steadiness.

Nurse Patel is thirty years old. She works on a hospital ward, sharp-eyed when it comes to changes in her patients. Years of shifts have taught her how each person usually acts. Small differences catch her attention right away. Her understanding of routines helps spot early warning signs.

A fresh face in the hospital hallways,

Dr. Bennett is thirty two years old. This doctor just finished training not long ago. Her mind stays full of new ideas about how to talk with patients. Learning from studies done last year shapes her approach. She listens closely, then responds without rushing. Curiosity drives her more than routine ever could.

He works as a physiotherapist

- forty years old, **man named Davies**. Getting people moving better is what takes up his days. Solutions that actually work matter most to him.

Situation:The team is discussing an elderly patient, Mr. Jones, who is not adhering to his medication. Nurse Patel starts: "*Based on my conversations with Mr. Jones, I believe he's confused by the complex schedule and feels talked down to.*"

Dr. Reynolds interrupts:"Let's not overcomplicate. He's just non-compliant and old-fashioned. I'll have a firm talk with him. Dr. Bennett, maybe you can write a simpler leaflet – good task for you. *Nurse Patel, just make sure he takes his pills.*"

Players keep talking. What path does Nurse

Patel take to share what she knows? Doctor Bennett speaks up too - how

does he stand by his own view. A comment slips from Dr. Reynolds about age, job, who should lead - does it tilt the room. His words carry old ideas - who notice. The plan shifts slightly after that. Who adjusts and how. One voice grows louder while others pause. Did anyone challenge the unspoken rules. Thoughts drift to past cases where roles were reversed. Someone clears their throat - the moment passes.

Role - play 3. University Group Work

Scenario: A first meeting for a final-year university business course group assignment.

Younger workers often face assumptions about how they handle responsibility. Because of their age, some expect less dedication from them. Yet tech skills are usually seen as a strong point. These ideas shape how teams interact daily. Still, real performance varies person by person. Assumptions stick even when facts disagree. Age labels tend to oversimplify who someone really is.

Roles:

Starting at uni right after school, **Mark** is twenty two. He likes his info from the library, trusts clear agendas during talks. Meetings work better when they follow a plan, he thinks. Routine feels normal to him, just like high school did.

Chloe, twenty one years old, jumps between campus groups without pause.

Messages fly fast when she's around - WhatsApp,

Discord, that kind of flow. Busy days? Normal for her. Group chats light up the moment she replies. You'll find her where the talk moves quick, never stuck in long emails. Student life hums at full speed, and she stays right in step.

Back from active duty at thirty five, **David** steps into classrooms again. Structure once shaped his days - ranks, routines, written summaries every week. Now he trades salutes for seminars, orders for essays. Formal chains of command feel distant here. Reports used to go up the chain; now thoughts flow onto open forums. Military precision stays with him, even on campus.

Sophia turns twenty this year - her work speaks louder than words, shaped by a steady hand at digital design. Tools for video editing? She bends them to her will without much fuss. Creativity flows in whispers, not shouts, around her desk. Others watch quietly, noticing how ideas form under calm focus. Brilliance sits still here, tucked behind a screen that never sleeps.

Situation: The group must choose a topic and divide work. David says: "*Right, let's establish a chain of command. Mark, you seem solid, you can be team lead. Chloe, with all your activities, can you commit to deadlines? Sophia, you youngsters are good with the tech stuff, so you can make the presentation pretty.*"

Players must sort out the work

plan together. What happens when Chloe pushes back on doubts about her dependability? While Sophia fights for respect, she makes sure her concepts matter, not only the visuals. Even though Mark leans rigid, David stays loose - somehow they meet in the middle.

Role -play 4. Startup Pitch

Scenario: A meeting between startup founders and a potential angel investor. A person's age or gender might shape how others see their ideas - sometimes unfairly. What someone studies can shift assumptions about their skills behind the scenes. First impressions often carry hidden judgments that stick without notice. Beliefs form quickly when **stereotypes** meet professional settings. These quiet filters alter who gets trusted, heard, or taken seriously.

Roles:

She leads the company, though her training was in thinking about big questions. A coder without a degree, she learned by doing. At twenty-eight, **Taylor** shapes every part of

the startup's direction. Her title is CEO, but ideas matter more than roles here.

Jordan, twenty-five and male, holds the role of CTO while also driving development work.

Though brilliant with code, he stumbles when talking to people. His mind races ahead in logic, yet pauses at small talk.

He's sixty, goes by Mr. **Harrington**. Man who built wealth the old way - factories, machines, long hours. Success came from what already worked, nothing left to chance. School degrees matter to him, rules too. New ideas? They wait their turn behind paperwork and track records. Stability speaks louder than speed. Proof matters most.

Mr. Harrington leans back, silent for a beat. That spark behind your eyes, Taylor - hard to ignore. Yet passion doesn't always pay the bills. Tough market out there. An MBA might've helped. You lack that credential. Jordan steps forward slightly. A tech prodigy, sure. Built most of it himself, they say.

But managing people? Different game entirely.

Can he actually steer others through chaos? Doubt flickers across the room. The air shifts, colder now. Ideas feel smaller under scrutiny. Their vision wobbles on thin support.

A different perspective might help - someone with years under their belt in tech could balance things out.

Founders who get funding often come from places like Stanford or MIT

What if Taylor and

Jordan shifted focus by naming real results first? A question like that might stop assumptions before they start.

Their track record could speak louder when placed up front. Maybe starting mid-story about a customer win changes the energy. Numbers often quiet noise - dropping one key stat early might help. Speaking at eye level, not pitch mode, keeps things grounded. Instead of reacting, they name what matters to them.

Proof shows up in how decisions got made last quarter. They talk about team wins like shared moments, not trophies. Details stick better than labels every time. Letting data lead means less explaining who they are supposed to be. Confidence lives in calm answers, not loud claims. Talking through a problem

solved quietly builds more trust than titles ever do. People remember how tension eased, not who spoke most. The room shifts when facts arrive without fanfare.

Practical lesson № 8

Practical lesson 8. Ethics of Intercultural Interaction

Practice: Developing a code of ethics for intercultural communication.

Reading: 1) Cheney, G., May, S., & Munshi, D. *The Handbook of Communication Ethics*; 2) Korotych, S. O. *Fundamentals of Professional Ethics* (Коротич С.О. *Основи професійної етики*).

Questions for Discussion

Basic Ideas About Right and Wrong

1. What does “ethics” mean in the context of intercultural communication?
2. Why is ethical awareness especially important in intercultural interactions?
3. How do ethics differ from laws and social norms in different cultures?
4. Can ethical principles be universal, or are they always culture-specific? Why?

Respect and Cultural Sensitivity

5. What does respect look like in different cultural contexts?

6. Good

intentions might miss cultural cues, creating misunderstandings despite best efforts. When people assume their kindness bridges gaps, actions may offend without warning. Believing respect is universal sometimes ignores local values. Well-meaning gestures risk harm if they overlook traditions others hold close. Assumptions hide blind spots, even when trying hard to do right. Do you agree/disagree?

7. Is it ethical to judge another culture using one’s own cultural standards?

8. How can stereotypes and prejudices violate ethical communication principles?

Power Inequality and Responsibility

9. How do power relations (e.g., nationality, language, status) affect ethical intercultural interaction?

10. What ethical responsibilities do representatives of dominant cultures have?

11. How should ethical communication address inequality and discrimination?

12. Is cultural adaptation an ethical obligation or a personal choice?

Communication and Ethical Dilemmas

13. What ethical dilemmas may arise in intercultural teamwork or international business?

14. How should misunderstandings be handled ethically in intercultural situations?

15. Is it ever acceptable to remain silent about unethical behavior in another culture?

16. How can honesty and politeness conflict in intercultural communication?

Creating Guidelines for Ethical Behavior

17. What core values should be included in a code of ethics for intercultural communication?

18. Which ethical principles are most important for students, professionals, and leaders?

19. How can a code of ethics help prevent intercultural conflicts?

20. How can individuals apply a code of ethics in real-life intercultural situations?

Guidelines for Respecting Cultural Differences in Communication

Every so often, respect shows up best when people listen closely. How we connect - across classrooms, jobs, or neighborhoods - matters more than rules alone can fix. Differences aren't just noticed here - they're held as duty. Behavior shifts quietly when values steer the exchange. Moments of misunderstanding become chances, if handled with care. What counts is how one responds, not only what gets said.

Across settings, a shared sense of right guides choices.

Ethical contact grows where attention replaces assumption.

1. Respect for Cultural Diversity

Something worth noting is how values, beliefs, and ways of speaking differ across communities.

Our approach skips comparisons that lean on familiar norms. Instead of measuring others by what we know, different becomes normal.

2. Equality and Inclusion

Everyone takes part on the same level when cultures meet. No matter where they're from, what they speak, or who they are. A person's beliefs won't place them higher or lower. Gender plays no role in how one is seen. Language differences don't create gaps between people. National origin never sets a limit here. Religious views stay respected without ranking.

Cultural roots hold weight, yet not above others.

Everyone gets a voice because silence pushes some aside. Speaking up becomes easier when space is shared fairly. Left out? That does not happen here by accident. Fair talk grows where effort plants it.

Exclusion fades when attention stays wide awake.

3. Cultural Sensitivity and Awareness

Finding ways to see our own

culture clearly helps us notice how it shapes what we do. Curiosity about others opens doors, while staying ready to hear views unlike ours keeps learning alive.

4. Ethical Use of Language and Communication Styles

Words matter, so they stay clear without hurting anyone. A different culture might hear things another way, yet truth stays firm. Tone shifts when needed, though meaning never hides. Respect guides every phrase, leaving bias behind.

Honesty fits each moment, even across borders. Clarity sticks around, no matter who listens. Harsh labels find no home here, just open talk.

5. Responsibility and Accountability

Our choices matter when cultures meet. How we speak, how we act - they carry weight. Each word fits into a bigger picture. Mistakes happen, yet owning them shapes trust. Responses follow every move we make. What we do echoes beyond intent. Being clear means being ready to answer for it.

Faced with confusion or tension, resolution comes by talking it out, then thinking deeply afterward. When things go sideways, honesty guides how we reconnect,

one word at a time. Trouble shows up - conversation follows, space for thought after that.

6. Respect for Personal Boundaries and Consent

Boundaries matter - personal, cultural, ethical - are honored without exception. Willing involvement matters most when it comes to engaging with cultural activities or conversations. Choices around such engagement must come after clear understanding. People need space to decide freely whether to join in. Consent, fully understood, forms the foundation of any meaningful interaction. Without personal agreement, participation loses its authenticity. Respecting individual decisions ensures dignity remains intact throughout.

7. Fairness and Power Awareness

Fairness matters when people from different cultures talk. Still, some have more influence than others. That uneven ground can hurt understanding. So we work to lessen those impacts quietly. Using language or position to control others? Never part of our way. Institutions hold weight - yet we refuse to twist that strength unfairly. Speaking up without stepping on voices sits at the core.

8. Constructive Conflict Resolution

Patience guides how we step into others' perspectives when cultures clash.

Compromise becomes possible because listening comes first.

Disagreements soften when respect leads the way. Peaceful outcomes grow where understanding takes root.

This guide shapes how people talk across cultures, quietly building bridges between different ways of life. Because shared respect grows when listeners lean in without judgment. When curiosity replaces assumptions, space opens for real connection. Trust forms slowly, through repeated moments of fairness and care. Cooperation follows where dignity is given freely.

A world made of many traditions finds strength in these small exchanges.

Role - play 1. Ethical Differences in a Diverse Team

Situation:

A few students from different countries teamed up for a school assignment. When person speaks, they point out flaws in someone else's suggestions right away, thinking it keeps things clear and moving. This directness though? It rubs most of the group the wrong way. They see it not as helpful but as rude. What feels like fairness to one feels like insult to others.

Roles:

- 1) Student A (direct communication style)
- 2) Student B (values politeness and indirect feedback)
- 3) Team mediator
- 4) Observer (notes ethical issues)

Tasks:

Act out the meeting conflict.

Identify ethical principles that were violated.

Propose ethical rules for respectful feedback in intercultural teams.

Discussion Focus:

Respect, communication styles, responsibility.

Role-play 2: Cultural Traditions vs. Ethical Boundaries

Situation:

A guest from abroad feels uneasy when joining a community event arranged by their host country's family. One moment it seems welcoming, then comes a custom unfamiliar to visiting learners. The gathering shifts without warning into something harder to navigate. A ritual begins, expected but unexplained.

Some eyes glance sideways, unsure how to respond. Laughter fades where confusion grows. What feels natural to one group sits strange on another.

Expectations diverge beneath shared smiles. Quiet tension rises with each passing minute. Tradition moves forward, regardless of hesitation.

Roles:

- 1) Host student
- 2) Visiting student

3)Program coordinator

4)Observer

Tasks:

Start by talking through what's happening.

Share worries without blame.

Use care when speaking your mind.

Move the conversation forward gently.

Leave room for listening too.

Decide how to balance cultural traditions and personal boundaries.

Develop ethical guidelines for participation in cultural practices.

Discussion Focus:

Folks agreeing matters most.

Respect shows up in small moments, quiet but clear. Culture? It shapes how people feel seen.

Role-play 3. Language Power and Exclusion

Situation:

When class splits into groups, some kids fall back on their first tongue without thinking. That leaves others outside the circle, quiet, unsure how to jump in. Talk shifts fast in familiar sounds, leaving gaps where newcomers stall. Moments like these widen quietly, unseen but felt. Understanding slips when speech turns narrow. Not by choice, just habit pulling people one way. Left behind isn't loud - it hums under silence instead.

Roles:

1)Local student

2)International student

3)Lecturer / facilitator

4)Observer

Tasks:

Act out the classroom situation.

Discuss whether this behavior is ethical.

Create ethical rules for inclusive communication.

Discussion Focus:

Equality, inclusion, language ethics.

Role - play 4. Ethical Challenges in Global Business Talk

Situation:

A Ukrainian business works alongside a global collaborator. Yet, the foreign contact sees small personal presents as normal during meetings. Meanwhile, internal rules at the local firm ban any form of gift exchange. Still, both sides continue discussions despite this mismatch in expectations.

Roles:

1)Company representative

2)International partner

3)Ethics officer

4)Observer

Tasks:

A way forward might honor tradition while still doing what feels right. Different beliefs can fit together when people listen closely. Respecting roots does not mean ignoring fairness. Shared ground often appears when each side shares openly. What matters most shows up in how choices are made.

Define ethical limits in professional intercultural communication.

Discussion Focus:

What counts as right conduct? Openness matters, yet local customs shape behavior differently. Dishonest actions might be routine elsewhere.

Role - play 5. Responding to Stereotypes Without Harm

Situation:

A moment passes when someone speaks up in a global meeting, tossing out a familiar idea about how another group lives. The words slip out before thought catches up. One voice assumes something wide and flat about traditions far from

their own. No harm meant, yet the air shifts anyway. A pause follows where learning might begin.

Roles:

- 1)The person talking is the one saying it
- 2)Person affected by the stereotype
- 3)Moderator
- 4)Observer

Task:

Respond to the comment ethically and constructively.

A code of

ethics might question where stereotypes fit within its rules. Perhaps fairness shows up when biases get examined openly. Sometimes clarity comes not from ignoring assumptions but naming them directly. Who gets affected usually matters more than intent behind generalizations. Rules could shift once lived experience shapes what is written down.

Discussion Focus:

Standing tall when things get hard. Owning your choices without shifting blame. Facing clashes head on, not avoiding them.

Role - play 6. Creating a Code of Ethics

Situation:

Fresh ideas come together when learners from different countries meet. One by one, members shape rules that honor diverse voices on campus. This group works quietly but with clear purpose. Their goal? Building trust across cultures through shared understanding. Words matter here more than most realize. Every guideline grows from real experiences, not theory. Listening stands just as tall as speaking. Respect shows up in small choices each day.

The result takes form slowly - thoughtful, tested, alive.

Roles:

- 1)Council chair

- 2) Student representative 1
- 3) Student representative 2
- 4) Ethics advisor

Tasks:

Settle upon five to seven moral guidelines.

Justify why each principle is necessary.

Hand over the finished script when it's time for everyone to see.

Discussion Focus:

What matters most shapes how people agree. Agreement often depends on real-world use. Real outcomes influence what's considered right.

Practical lesson № 9

Practical lesson 9. Religion and Communication

Practice: Presentations on religious etiquette in various cultures.

Reading: 1) Lustig, M. W., & Koester, J. *Intercultural Competence*; 2) Shumilin, V. P. *Religious Studies* (Шумілін В.П. *Релігієзнавство*).

Questions for Discussion

General Understanding

1. How does religion influence everyday communication practices in different cultures?
2. Why is religious literacy important for effective intercultural communication?
3. In what ways can religious values shape verbal and non-verbal behavior?
4. Can communication ever be completely neutral with regard to religion? Why or why not?

Religious Etiquette and Social Interaction

5. What are some common examples of religious etiquette that outsiders often misunderstand?
6. How do greetings and forms of address differ across religious traditions?
7. Why is modesty an important concept in many religions, and how does it affect communication?
8. How do religious rules influence gender roles in communication in different cultures?

Non-Verbal Communication and Symbols

9. How do religious symbols affect intercultural interaction in public and professional spaces?
10. What role do gestures, clothing, or body language play in religious communication?
11. Can non-verbal religious signs create barriers or misunderstandings? Give examples.

Religion in Professional and Educational Contexts

12. How should educators and employers adapt communication to respect religious diversity?
13. Should religious practices (e.g., prayer times, holidays) be accommodated in the workplace? Why?
14. How can misunderstandings related to religion be resolved through dialogue?

Ethics and Sensitivity

15. What behaviors might be considered disrespectful in religious contexts, even if unintentional?
16. How can we ask questions about religion without offending others?
17. Where is the line between freedom of expression and respect for religious beliefs?

18. What ethical principles should guide communication in religiously diverse societies?

Reflection and Personal Experience

19. Have you ever experienced or observed a communication breakdown related to religion?

20. How can knowledge of religious etiquette help prevent intercultural conflicts?

21. What skills are essential for communicating respectfully with people of different faiths?

Behavioral Specifics of Different Religions

Religion strongly influences communication styles, social behavior, etiquette, and everyday interaction. Understanding these differences helps prevent misunderstandings in intercultural contexts.

1. Christianity

General behavioral features:

Communication is usually direct and individual-oriented.

Personal opinions are often openly expressed.

Equality and individual responsibility are emphasized.

Social and communicative norms:

Handshakes and eye contact are generally acceptable.

Religious symbols (crosses) may be worn but are usually discreet.

Sunday is traditionally reserved for worship and family time.

Sensitive issues:

Avoid mocking religious beliefs or rituals.

Respect religious holidays (Christmas, Easter).

2. Islam

General behavioral features:

Strong emphasis on modesty, respect, and community.

Religion is closely integrated into daily life.

Social and communicative norms:

Physical contact between men and women may be limited.

Greetings are polite and respectful; handshakes may be avoided across genders.

Prayer times structure the day; punctuality may be flexible around them.

Dietary and lifestyle rules:

Halal food is required; pork and alcohol are forbidden.

Fasting during Ramadan affects daily routines.

Sensitive issues:

Avoid criticism of the Prophet Muhammad.

Respect dress codes and prayer practices.

3. Judaism

General behavioral features:

Strong focus on family, education, and tradition.

Debate and questioning are valued in communication.

Social and communicative norms:

Observant Jews may avoid physical contact with the opposite gender.

The Sabbath (from Friday evening to Saturday evening) limits work and communication.

Dietary rules:

Kosher food laws are strictly followed by observant Jews.

Sensitive issues:

Avoid scheduling important events on the Sabbath or major Jewish holidays.

4. Hinduism

General behavioral features:

Emphasis on respect, hierarchy, and harmony.

Communication tends to be indirect and polite.

Social and communicative norms:

Greeting may involve joining hands (“Namaste”).

The right hand is preferred for giving and receiving items.

Personal space and modest behavior are important.

Dietary rules:

Many Hindus are vegetarian.

Cows are considered sacred.

Sensitive issues:

Avoid disrespect toward religious symbols and temples.

Shoes should be removed in sacred spaces.

5. Buddhism

General behavioral features:

Calmness, self-control, and mindfulness are valued.

Communication is usually non-confrontational.

Social and communicative norms:

Silence can be a meaningful part of communication.

Public displays of strong emotion are often discouraged.

Behavioral expectations:

Respect toward monks and elders is essential.

Avoid touching a person's head in many Buddhist cultures.

Sensitive issues:

Avoid aggressive debate or loud behavior.

6. Sikhism

General behavioral features:

Emphasis on equality, service, and honesty.

Open and friendly communication style.

Social and communicative norms:

Head coverings are required in Sikh temples.

Sharing food is an important religious practice.

Appearance:

Some Sikhs wear turbans and keep uncut hair.

Sensitive issues:

Never touch or remove a Sikh's turban.

Respect religious symbols.

7. Judaism and Christianity vs. Eastern Religions (General Contrast)

Aspect	Western Religions	Eastern Religions
Communication	More direct	More indirect
Individualism	High	Moderate to low
Emotional expression	Open	Controlled
Time perception	Structured	Flexible

Conclusion

Religious beliefs shape:

communication styles,
social behavior,
etiquette and non-verbal signals,
ethical norms.

Intercultural competence requires respect, awareness, and willingness to adapt communication behavior when interacting with people of different religious backgrounds.

Role - play 1. First Day at an International University

Context:

An international university welcomes new students from different religious backgrounds.

Roles:

- 1) Student from Ukraine (secular background)
- 2) Muslim student
- 3) Christian student
- 4) University orientation coordinator

Task:

Discuss daily routines, prayer times, dress code, and classroom etiquette.

Focus:

Respectful questioning
Avoiding stereotypes
Religious sensitivity in academic settings

Debriefing Questions:

What communication strategies helped avoid misunderstanding?
Were any assumptions challenged?

Role - play 2. Business Meeting Across Religious Cultures**Context:**

A Ukrainian company is negotiating a partnership with a company from a religiously conservative country.

Roles:

- 1) Ukrainian project manager
- 2) Foreign business partner
- 3) Cultural consultant
- 4) HR representative

Task:

Plan a meeting schedule considering religious holidays, prayer times, and dietary restrictions.

Focus:

Professional etiquette

Time management and religion

Cultural adaptation

Debriefing Questions:

What compromises were necessary?

How was respect shown through communication?

Role - play 3. Invitation to a Religious Event**Context:**

A student invites an international classmate to a religious celebration.

Roles:

1)Host student

2)International guest

3)Mutual friend (mediator)

Task:

Explain religious customs, clothing expectations, and acceptable behavior.

Focus:

Explaining traditions clearly

Polite refusal or acceptance

Cultural mediation

Debriefing Questions:

How was sensitive information communicated?

What language helped maintain mutual respect?

Role - play 4. Classroom Discussion on Religion**Context:**

A classroom debate touches on religion and freedom of expression.

Roles:

1)Student expressing a strong opinion

2)Student from a religious minority

3)Lecturer

4)Neutral observer

Task:

Manage the discussion respectfully and prevent conflict.

Focus:

Ethical communication

Active listening

Conflict prevention

Debriefing Questions:

What phrases helped de-escalate tension?

How can educators ensure inclusivity?

Role- play 5. Workplace Dress Code Dilemma

Context:

A company introduces a new dress code that may conflict with religious clothing.

Roles:

1)HR manager

2)Employee with religious dress requirements

3)Legal advisor

4)Team leader

Task:

Negotiate a solution that respects both company policy and religious freedom.

Focus:

Rights and responsibilities

Negotiation language

Ethical decision-making

Debriefing Questions:

How was empathy expressed verbally?

Was a culturally sensitive compromise reached?

Role- play 6. Dining Etiquette and Religion

Context:

An international team plans a team dinner.

Roles:

- 1) Ukrainian team member
- 2) Colleague with dietary restrictions (religious)
- 3) Restaurant manager
- 4) Team coordinator

Task:

Choose a menu and venue that respects all religious dietary rules.

Focus:

Inclusive language
Asking about restrictions politely
Avoiding exclusion

Debriefing Questions:

How can food become a communication barrier?
What strategies ensured inclusivity?

Individual tasks:

Students write 3–5 ethical guidelines for respectful religious communication based on their role-play experience.

Practical lesson № 10

Practical lesson 10. Gender in Communication

Practice: Analyzing gender-related differences in negotiations.

Reading: 1) Tannen, D. *You Just Don't Understand*; 2) Zborovska, O. *Gender Issues in Contemporary Humanities Discourse* (Зборовська О. *Гендерна проблематика в сучасному гуманітарному дискурсі*).

Discussion Questions:

1. How does gender influence communication styles in negotiations?
2. How do speech patterns differ between genders when people bargain? Body language shifts show up too - tone, pauses, eye contact. One might speak fewer words while another leans forward more. Gestures tend to vary, also silence gaps. Posture changes appear across interactions. Some talk steadily through talks; others wait longer before responding.
3. Are gender differences in negotiation behavior culturally universal or culturally specific? Explain.
4. How do social expectations and gender stereotypes affect negotiation outcomes?
5. In what ways can power dynamics interact with gender in negotiation settings?
6. Do men and women tend to use different negotiation strategies (e.g., competition vs. collaboration)? Why?
7. How can gender bias influence the perception of assertiveness or leadership in negotiations?
8. Can mixed-gender negotiation teams be more effective than single-gender teams? Why or why not?
9. How do communication styles related to gender affect conflict resolution during negotiations?
10. What role does emotional expression play in gendered communication during negotiations?
11. How might gender-related communication differences impact salary negotiations?
12. Should negotiators adapt their communication style based on the gender of their counterpart? Why or why not?

Individual Work

13. How can awareness of gender differences improve intercultural and professional negotiations?
14. What strategies can be used to reduce gender bias and promote equality in negotiation processes?

15. Can you think of real-life examples where gender played a significant role in negotiation success or failure?

Case 1. Salary Negotiation

Situation:

Anna and Mark apply for similar positions in an international company. During salary negotiations, Anna uses a collaborative and cautious communication style, while Mark is more direct and assertive. The recruiter perceives Mark as more confident and offers him a higher salary.

Tasks:

1. Identify gender-related communication differences in this case.
2. How did stereotypes influence the recruiter's decision?
3. Was Anna's communication style less effective, or was it evaluated unfairly?
4. What alternative negotiation strategies could Anna use?
5. How could the recruiter reduce gender bias in this situation?

Case 2. Business Partnership Negotiation

Situation:

During negotiations between two companies, a female project manager's proposals are frequently interrupted and later repeated by male colleagues, who receive more attention and credit.

Tasks:

1. Analyze the power and gender dynamics in this negotiation.
2. How do interruptions affect negotiation outcomes?
3. What communication strategies could the project manager use to regain authority?

4. What responsibilities do team members and leaders have in ensuring equal participation?
5. How might this situation differ across cultures?

Case 3. Cross-Cultural Contract Negotiation

Situation:

A female negotiator from a low power-distance culture leads negotiations with a male-dominated delegation from a more traditional society. Her direct style is perceived as aggressive rather than professional.

Tasks:

1. How do gender and culture interact in this case?
2. Why was her communication style interpreted negatively?
3. Should she adapt her negotiation style? Why or why not?
4. What strategies could help balance professionalism and cultural sensitivity?
5. How can organizations prepare negotiators for such situations?

Case 4. Conflict Resolution in a Team

Situation:

In a mixed-gender team, male members prefer competitive negotiation tactics, while female members favor compromise and consensus-building. This leads to frustration and misunderstandings.

Tasks:

1. Identify different negotiation styles used in the team.
2. Are these differences necessarily gender-based?
3. How can the team integrate different styles effectively?
4. What role does leadership play in managing gender diversity?
5. What communication techniques could improve mutual understanding?

Case 5. Leadership and Negotiation Perception

Situation:

A female leader uses assertive language during negotiations and is described as “too emotional,” while a male leader using similar language is considered “decisive.”

Tasks:

1. Analyze the role of gender stereotypes in perception.
2. How does language shape evaluations of leadership?
3. What impact can such perceptions have on negotiation outcomes?
4. How can organizations challenge double standards?
5. What advice would you give to negotiators facing similar bias?

Optional Follow-Up Activities

Role-play one of the cases, switching gender roles.

Rewrite negotiation dialogues to remove biased language.

Compare these cases with personal or local (Ukrainian) examples.

Practical lesson № 11

Practical lesson 11. Business Communication

Practice: Simulating an intercultural business meeting.

Reading: 1) Gesteland, R. R. *Cross-Cultural Business Behavior*; 2) Malakhova, L. Yu. *Business Foreign Language and Intercultural Communication* (Малахова Л.Ю. *Ділова іноземна мова та міжкультурна комунікація*).

Discussion Questions: Intercultural Business Communication

General Understanding

1. What is intercultural business communication, and why is it essential in today's global market?
2. How does culture influence decision-making in business meetings?
3. What are the main goals of an effective business meeting across cultures?

Communication Styles

4. How do direct and indirect communication styles affect business negotiations?
5. Which cultures tend to value explicit verbal communication, and which rely more on context?
6. How can misunderstandings arise from different attitudes toward silence during meetings?

Hierarchy and Power Distance

7. How does power distance influence who speaks and who makes decisions in business meetings?
8. In which cultures is it acceptable to openly disagree with a superior during a meeting?
9. How should a manager adapt their communication style when working with teams from hierarchical cultures?

Time Orientation

10. How do different cultures perceive punctuality and deadlines in business communication?
11. What problems may arise when monochronic and polychronic cultures work together?
12. How can time-related misunderstandings affect trust in business relationships?

Nonverbal Communication

13. How do eye contact, gestures, and body language differ across cultures in business settings?
14. Can nonverbal behavior influence the outcome of a business meeting? How?
15. What nonverbal signals might be considered inappropriate or offensive in some cultures?

Conflict and Problem-Solving

16. How do different cultures handle conflict during business meetings?
17. Is open confrontation acceptable in all business cultures? Why or why not?
18. What strategies can be used to resolve intercultural misunderstandings professionally?

Practical Reflection

19. What cultural challenges might Ukrainian professionals face in international business meetings?

20. How can preparation and cultural awareness improve the success of intercultural business communication?

Factors That Positively Influence Business Communication

1 . Cultural Awareness

Understanding cultural values, norms, and communication styles helps prevent misunderstandings and builds mutual respect. Awareness of differences in hierarchy, time perception, and etiquette improves cooperation.

2. Clear and Adapted Communication

Using simple, clear language and adapting the message to the audience's cultural background enhances understanding. Avoiding idioms and slang is especially important in international business contexts.

3. Active Listening

Showing attentiveness through paraphrasing, asking clarifying questions, and appropriate nonverbal signals demonstrates respect and increases trust.

4. Respect for Hierarchy and Roles

Recognizing decision-making structures and respecting seniority in hierarchical cultures contributes to smoother interactions and faster agreement.

5. Time Management and Punctuality

Being punctual and respecting deadlines are essential in many business cultures. Even in flexible-time cultures, showing awareness of schedules is seen as professionalism.

6. Emotional Intelligence

Controlling emotions, remaining calm in stressful situations, and being sensitive to others' reactions positively affect negotiation outcomes and teamwork.

7. Nonverbal Sensitivity

Understanding differences in eye contact, gestures, personal space, and body language helps avoid unintended offense.

8. Relationship Building

In many cultures, trust and personal relationships are the foundation of successful business cooperation. Taking time for small talk and informal interaction can strengthen partnerships.

9. Openness and Flexibility

Being open to different viewpoints and flexible in problem-solving supports innovation and effective collaboration in multicultural teams.

Role Play 1: International Project Kick-Off Meeting

Context: A Ukrainian IT company is starting a joint project with partners from Germany and India. The first online meeting is held to define goals, deadlines, and responsibilities.

Roles:

- 1) Ukrainian Project Manager
- 2) German Business Partner

3) Indian Software Team Lead

4) Observer (analyzes cultural communication issues)

Task: Discuss project goals, timelines, and communication rules.

Cultural Focus:

Direct vs. indirect communication

Attitudes to time and deadlines

Turn-taking in meetings

Debriefing Questions:

Which communication styles caused tension or misunderstanding?

How could participants adapt their behavior to improve cooperation?

Role Play 2: Negotiating a Business Contract

Context: A Ukrainian manufacturing company is negotiating a supply contract with a Japanese corporation.

Roles:

1) Ukrainian Sales Manager

2) Japanese Purchasing Manager

3) Legal Advisor

4) Cultural Consultant

Task: Negotiate pricing, delivery terms, and long-term cooperation.

Cultural Focus:

Formality and politeness

Decision-making speed

Use of silence in negotiations

Debriefing Questions:

How was disagreement expressed in each culture?

What role did silence play during the meeting?

Role Play 3: Conflict During a Business Meeting

Context: A disagreement arises during a meeting between a Ukrainian company and an American partner regarding missed deadlines.

Roles:

- 1)Ukrainian Operations Manager
- 2)American Client
- 3)HR Representative
- 4)Mediator

Task: Resolve the conflict and agree on a new action plan.

Cultural Focus:

Direct confrontation vs. diplomatic language

Saving face

Emotional control in business communication

Debriefing Questions:

Which conflict resolution strategies were effective?

How did cultural expectations influence communication?

Role Play 4: Leadership Styles in an Intercultural Team

Context: A Ukrainian team leader manages a multicultural team including members from France and South Korea.

Roles:

- 1)Ukrainian Team Leader
- 2)French Team Member
- 3)South Korean Team Member
- 4)HR Manager

Task: Discuss team performance and introduce new working rules.

Cultural Focus:

Power distance

Individualism vs. collectivism

Feedback styles

Debriefing Questions:

How did team members react to feedback?

Which leadership style was most effective?

Role Play 5: Business Etiquette and First Impressions

Context: A face-to-face meeting between a Ukrainian startup and potential investors from the UK and the UAE.

Roles:

1)Ukrainian Startup Founder

2)British Investor

3)Emirati Investor

4)Assistant

Task: Present the business idea and build trust with investors.

Cultural Focus:

Greetings and personal space

Dress code and formality

Relationship-building vs. task orientation

Debriefing Questions:

What behaviors helped or harmed first impressions?

How did cultural etiquette influence trust?

Students' reflection

Ask students to:

1)identify **cultural mistakes** intentionally included in the role play;

2)suggest **alternative culturally appropriate responses**;

3)reflect on how they would behave in a real business setting.

Taboos in Intercultural Business Communication

1. Disrespecting Cultural Norms

Ignoring local customs, traditions, or business etiquette (such as greetings or forms of address) may be perceived as rude or arrogant.

2. Stereotyping and Cultural Assumptions

Making generalizations or jokes about cultures, nationalities, or accents is a serious taboo and damages professional relationships.

3. Public Criticism and Loss of Face

Openly criticizing colleagues or partners in front of others is unacceptable in many cultures, especially in Asia and the Middle East.

4. Inappropriate Nonverbal Behavior

Certain gestures, physical contact, or prolonged eye contact may be offensive or uncomfortable in some cultures.

5. Impatience and Rushing Decisions

Pressuring partners to make quick decisions can be seen as disrespectful in relationship-oriented cultures.

6. Discussing Sensitive Topics

Topics such as politics, religion, personal income, family issues, or historical conflicts are often considered inappropriate in business settings.

7. Ignoring Hierarchy

Bypassing senior decision-makers or addressing junior employees instead of managers may lead to conflict or stalled negotiations.

8. Overuse of Informality

Being overly casual, using first names too quickly, or excessive humor may be inappropriate in formal business cultures.

9. Poor Meeting Etiquette

Interrupting speakers, multitasking during meetings, or using phones excessively signals disrespect and lack of professionalism.

Practical lesson № 12

Practical lesson 12. International Conflicts

Practice: Simulating international negotiations.

Reading: 1) Galtung, J. *Peace by Peaceful Means*; 2) Kokhan, S. *International Conflicts: Causes and Mechanisms of Resolution* (Кохан С. *Міжнародні конфлікти: причини та механізми врегулювання*).

Useful Diplomatic Phrases for International Negotiations

1. Opening the Negotiation

We appreciate the opportunity to engage in constructive dialogue.

Our delegation is committed to a peaceful and mutually beneficial solution.

We approach these talks with respect for international law and shared values.

We believe dialogue is the only viable path forward.

2. Expressing Position Politely

From our perspective, this issue is of critical importance.

We would like to emphasize our concerns regarding...

Our position is based on legal, humanitarian, and ethical considerations.

We must respectfully underline that our interpretation differs.

3. Agreeing and Building Common Ground

We share your concern regarding regional stability.

There seems to be common ground on this particular point.

We welcome this proposal as a positive step forward.

We believe our positions are closer than they may initially appear.

4. Disagreeing Diplomatically

We respectfully disagree with this assessment.

While we understand your position, we see the matter differently.

We have certain reservations about this proposal.

This approach may raise some concerns from our side.

5. Making Proposals and Compromises

We would like to propose a phased approach to this issue.

As a compromise, we suggest considering...

We are open to exploring alternative solutions.

This proposal could serve as a balanced solution for all parties.

6. Managing Tension and De-escalation

Let us avoid language that may escalate tensions.

We believe it is important to remain focused on de-escalation.

We call on all parties to exercise restraint.

This issue requires calm and responsible discussion.

7. Referring to International Law and Norms

In accordance with international law and established agreements...

This proposal aligns with international humanitarian principles.

We believe this matter should be addressed through recognized legal mechanisms.

International norms provide a clear framework for resolution.

8. Humanitarian and Ethical Language

The protection of civilians must remain our top priority.

Humanitarian considerations cannot be ignored.

We are deeply concerned about the impact on vulnerable populations.

Any agreement should prioritize human dignity and human rights.

9. Face-Saving and Diplomatic Softening

This decision would allow all parties to maintain their positions with dignity.

We recognize the domestic constraints faced by each delegation.

This solution enables progress without assigning blame.

We believe this outcome reflects shared responsibility.

10. Closing Statements

We thank all participants for their constructive engagement.

Today's discussion marks an important step toward resolution.

We remain committed to continued dialogue.

We look forward to further cooperation in a spirit of mutual respect.

Classroom Tip for Ukrainian Students

Encourage students to:

use hedging (*may, might, could, appears to*);

avoid emotional or accusatory language;

practice neutral tone and formal register;

combine firm positions with polite phrasing.

Discussion Questions:

General Understanding of International Conflicts

1. How would you define an international conflict in political and diplomatic terms?
2. What are the most common causes of international conflicts in the modern world?
3. How do historical grievances influence current international conflicts?
4. In what ways do cultural misunderstandings contribute to the escalation of conflicts?
5. Can economic interests be a stronger cause of conflict than ideological differences? Why or why not?

Communication and Negotiation in Conflicts

6. What role does communication play in preventing or escalating international conflicts?
7. How can misinterpretation of language or tone affect international negotiations?
8. Why is trust difficult to establish during international conflict negotiations?
9. How do power asymmetries influence communication between negotiating parties?
10. What negotiation styles are most effective in high-conflict international situations?

Intercultural Aspects of Conflict Resolution

11. How do cultural values shape negotiation strategies in international conflicts?
12. Why is cultural sensitivity crucial for mediators and diplomats?
13. How can stereotypes and biases hinder successful conflict resolution?
14. Should negotiators adapt their communication style to the other party's culture? Why or why not?
15. How do different cultures perceive compromise in international negotiations?

Ethics, Responsibility, and Mediation

16. What ethical responsibilities do negotiators have during international conflicts?
17. Is neutrality always possible for mediators in international negotiations?

18. How should human rights considerations influence negotiation outcomes?

19. Can international organizations act as effective neutral mediators? Give examples.

20. Where is the line between national interest and global responsibility?

Simulation & Reflection

21. What strategies would you prioritize if you were representing a country in conflict?

22. How would you handle deadlock during negotiations?

23. What communication mistakes should negotiators avoid in conflict simulations?

24. How can face-saving strategies help de-escalate international conflicts?

25. What lessons from simulated negotiations can be applied to real-world conflicts?

Scenario 1: Border Dispute Between Two European Neighbors

Background: Two European countries with a shared history experienced a disagreement over the interpretation of a border agreement signed decades ago. Recent political changes and media rhetoric have increased tensions, although both sides publicly support peaceful dialogue.

Roles:

1) Government Delegation of Country A

2) Government Delegation of Country B

3) EU Diplomatic Mediator

4) International Law Advisor

Student Focus: Understanding how European diplomatic culture, legal frameworks, and public opinion influence negotiations.

Negotiation Objectives:

De-escalate political tensions

Agree on confidence-building measures

Propose legal or diplomatic pathways

Guiding Questions:

How does European diplomatic etiquette shape communication?

How can negotiators balance legal arguments and political realities?

Methodological Notes for Ukrainian Students

Emphasize international law, diplomacy, and ethics rather than military aspects.

Encourage evidence-based argumentation.

Focus on language politeness, hedging, and neutrality.

Reflect on European and global diplomatic norms.

Scenario 2: Shared River Management in Eastern Europe

Background: Several Eastern European countries depend on a shared river for agriculture, energy, and drinking water. One country plans infrastructure development that may affect downstream neighbors.

Roles:

1)Upstream Country Representative

2)Downstream Country Representatives

3)Environmental Expert

4)Regional Organization Mediator

Student Focus: Linking environmental responsibility, international law, and sustainable development.

Negotiation Objectives:

Prevent environmental damage

Reach agreement on water usage

Establish regional cooperation mechanisms

Guiding Questions:

How should environmental ethics be integrated into negotiations?

What communication strategies help prevent escalation?

Scenario 3: Minority Rights and Cross-Border Stability

Background: A linguistic minority living near the border between two countries has requested greater cultural and educational rights. Public debates have become polarized, and misinformation spreads rapidly online.

Roles:

- 1)Government of Country X
- 2)Government of Country Y
- 3)Minority Community Representative
- 4)OSCE Human Rights Mediator

Student Focus: Analyzing human rights discourse and intercultural sensitivity.

Negotiation Objectives:

- Reduce tensions
- Ensure protection of minority rights
- Promote regional stability

Guiding Questions:

- How can negotiators avoid politicizing minority issues?
- What role does respectful language play in trust-building?

Scenario 4: Sanctions, Diplomacy, and International Image

Background: Country A faces international economic restrictions due to alleged violations of international agreements. While sanctions aim to influence political behavior, they also affect civilians and international cooperation.

Roles:

- 1)Government of Country A
- 2)Group of Partner States
- 3)International Economic Organization
- 4)Neutral Mediator

Student Focus: Understanding strategic communication and reputational diplomacy.

Negotiation Objectives:

- Clarify conditions for easing restrictions

Rebuild diplomatic communication

Address humanitarian concerns

Guiding Questions:

How does public diplomacy influence negotiation outcomes?

How can negotiators protect national dignity while compromising?

Scenario 5: Humanitarian Ceasefire Negotiations

Background: An armed conflict between two states has resulted in civilian displacement. International actors push for a humanitarian ceasefire to deliver aid and evacuate civilians.

Roles:

1) Delegation of Country 1

2) Delegation of Country 2

3) International Humanitarian Organization

4) Peace Negotiator

Student Focus: Developing ethical reasoning and crisis communication skills.

Negotiation Objectives:

Agree on humanitarian corridors

Establish ceasefire monitoring

Build minimal trust between sides

Guiding Questions:

How can humanitarian language reduce hostility?

What face-saving strategies are effective in conflict talks?

Practical lesson № 13

Practical lesson 13. Globalization and Hybridity

Practice: Discussion on positive and negative consequences of globalization.

Reading: 1) Bauman, Z. *Culture in a Liquid Modern World*; 2) Havrylenko, N. O. *Cultural Globalization* (Гавриленко Н.О. *Культурна глобалізація*).

Discussion Questions

General Understanding

- 1.How would you define globalization in your own words?
- 2.What does the concept of cultural hybridity mean in the context of globalization?
- 3.Why is globalization often described as a multidimensional process (economic, cultural, political)?

Positive Consequences of Globalization

- 4.How has globalization contributed to economic growth and development in different countries?
- 5.In what ways does globalization promote cultural exchange and mutual understanding?
- 6.How does globalization expand educational and professional opportunities for young people?
- 7.Can globalization help protect human rights and democratic values? How?
- 8.How has globalization influenced communication technologies and access to information?

Negative Consequences of Globalization

- 9.What are the main social or cultural risks associated with globalization?
- 10.How can globalization lead to cultural homogenization or the loss of national identity?
- 11.In what ways does globalization increase economic inequality between countries or social groups?
- 12.How does globalization affect local languages, traditions, and customs?
- 13.Can globalization create new forms of dependence or exploitation? Explain.

Globalization and Hybridity

- 14.Can cultural hybridity be seen as a positive outcome of globalization? Why or why not?
- 15.How do hybrid cultural identities emerge in a globalized world?
- 16.Do you think hybrid cultures weaken or enrich national cultures?
- 17.Can you give examples of cultural hybridity in music, food, fashion, or language?

Ukrainian and Global Perspective

18. How has globalization influenced Ukrainian culture, education, or youth identity?

19. What global trends have had the strongest impact on Ukrainian society?

20. How can Ukraine benefit from globalization while preserving its cultural uniqueness?

Critical Thinking & Reflection

21. Is globalization inevitable, or can it be regulated?

22. Should governments protect local cultures from global influences? Why or why not?

23. In your opinion, do the benefits of globalization outweigh its disadvantages?

24. How do you personally experience globalization in your everyday life?

Useful Discussion Phrases – Globalisation

Expressing Opinions

In my opinion, globalization has both positive and negative effects.

I strongly believe that globalization contributes to cultural hybridity.

From my perspective, this case clearly shows the impact of globalization.

I tend to agree / disagree with the idea that globalization is harmful.

Agreeing and Disagreeing

I completely agree with your point because...

I see your point, but I would like to add that...

I partly agree; however, we should also consider...

I'm not sure I agree with that argument.

That's a valid point, but there is another side to this issue.

Comparing Positive and Negative Effects

On the one hand, globalization creates new opportunities; on the other hand, it threatens local cultures.

While globalization promotes innovation, it may also lead to cultural homogenization.

The main benefit is..., whereas the main drawback is...

The advantages seem to outweigh the disadvantages / vice versa.

Discussing Cultural Hybridity

This situation can be seen as an example of cultural hybridity.

Hybrid cultures emerge when global and local elements interact.

Cultural hybridity allows traditions to evolve rather than disappear.

Some people see hybridity as enrichment, while others view it as a loss of authenticity.

Giving Examples

For example, in Ukraine we can observe...

A clear example of this trend is...

This is especially visible in areas such as music, language, or fashion.

One real-life example that illustrates this case is...

Cause and Effect

This leads to / results in significant cultural changes.

As a consequence of globalization, local identities may change.

One possible outcome of this process is...

This can have long-term effects on society.

Suggesting Solutions

One possible solution could be to support local businesses and cultures.

Governments and institutions should consider regulating global influence.

A balance can be achieved by combining global trends with national traditions.

Education can play a key role in preserving cultural identity.

Referring to the Case

In this particular case, the main issue is...

The case highlights the tension between global and local values.

The key conflict in this situation is...

This case clearly demonstrates the complexity of globalization.

Concluding and Summarizing

To sum up, globalization is neither purely positive nor purely negative.

In conclusion, cultural hybridity can be both a challenge and an opportunity.

Overall, this case shows the need for a balanced approach to globalization.

Case 1. Global Brands vs Local Culture

Situation: A small Ukrainian town has recently welcomed several global fast-food and retail chains. While young people enjoy new job opportunities and modern services, local business owners complain that traditional cafés and shops are closing.

Discussion Tasks:

1. What are the positive and negative effects of global brands entering local markets?
2. How does this situation illustrate cultural homogenization?
3. Can local and global cultures coexist in this case? How?
4. What solutions would you suggest to balance globalization and cultural preservation?

Case 2. English as a Global Language

Situation: At a Ukrainian university, many courses are now taught in English to attract international students and participate in global academic networks. Some students feel this improves their career prospects, while others worry about the declining status of the Ukrainian language.

Discussion Tasks:

1. What advantages does English as a global language offer students?
2. What cultural or identity-related risks may arise?
3. How does this case reflect linguistic hybridity?

4. Should universities prioritize global competitiveness or national language protection?

Case 3. Global Media and Youth Identity

Situation: Ukrainian teenagers actively follow global influencers on TikTok, Instagram, and YouTube. Their fashion, language, and values increasingly reflect global trends rather than local traditions.

Discussion Tasks:

1. How does global media shape youth identity?
2. Is this an example of cultural enrichment or cultural loss?
3. What forms of hybridity can you identify in this case?
4. How can young people combine global trends with national identity?

Case 4. Remote Work and Global Labor Market

Situation: Many Ukrainian professionals work remotely for international companies. They earn higher salaries but adapt to foreign corporate cultures, time zones, and communication styles.

Discussion Tasks:

1. What benefits does globalization bring to the labor market in this case?
2. What challenges do workers face in a globalized professional environment?
3. How does this situation demonstrate economic and cultural hybridity?
4. Should governments regulate global remote work? Why or why not?

Case 5. Cultural Festivals and Hybrid Traditions

Situation: A city organizes a cultural festival combining Ukrainian folk music with global pop, street food from different countries, and international art performances.

Discussion Tasks:

1. Is this festival an example of successful cultural hybridity?
2. Does such hybridity strengthen or dilute national culture?
3. How might different generations perceive this event?
4. Should cultural institutions promote hybrid cultural forms?

Optional Follow-up Tasks

Debate: “Globalization threatens national identity more than it enriches it.”

Group Task: Design a policy or initiative that promotes globalization while protecting local culture.

Reflection: Which case best reflects your personal experience of globalization? Why?

Practical lesson № 14

Practical lesson 14. Mass Media and Communication

Practice: Analyzing advertisements and news for intercultural content.

Reading: 1) Hall, S. *Representation*; 2) Pavlenko, R. I. *Media Education and Intercultural Communication* (Павленко Р.І. *Медіаосвіта та міжкультурна комунікація*).

Questions for Discussion

1. General Understanding of Mass Media and Culture

1. How does mass media influence the way cultures are represented and perceived globally?
2. In what ways can media reinforce or challenge cultural stereotypes?
3. Why is intercultural awareness important for journalists and advertisers?
4. How does globalization affect media content across different countries?
5. Can mass media ever be culturally neutral? Why or why not?

2. Intercultural Content in Advertising

6. How do advertisers adapt messages for different cultural audiences?
7. What cultural values are most commonly used in international advertising (e.g., family, success, freedom)?

8.Can the same advertisement be interpreted differently in different cultures? Give examples.

9.What risks do companies face when they ignore cultural differences in advertising?

10.How do humor, symbols, and colors function differently across cultures in ads?

3. News Media and Intercultural Representation

11.How do news media shape public attitudes toward other countries and cultures?

12.What role does language choice play in framing international news?

13.How can cultural bias appear in news reporting?

14.Do Western and non-Western media present global events differently? Why?

15.How does national context influence what is considered “important news”?

4. Critical Analysis and Media Ethics

16.How can audiences critically evaluate intercultural messages in media?

17.What ethical responsibilities do media have when portraying other cultures?

18.How can misrepresentation in media lead to intercultural misunderstandings or conflicts?

19.Should governments regulate intercultural content in media? Why or why not?

20.How can media promote intercultural dialogue and tolerance?

5. Applied / Case-Based Discussion

21.Analyze an international advertisement: what cultural assumptions does it make?

22.Choose a news headline about another country—what cultural perspective does it reflect?

23.How might this media message be perceived by Ukrainian audiences versus foreign audiences?

24.What changes would you suggest to make the message more culturally sensitive?

25.Does this media example promote cultural diversity or cultural dominance?

MEDIA ANALYSIS VOCABULARY & USEFUL DISCUSSION PHRASES

1. Key Media Analysis Vocabulary

Media and Communication

mass media
media outlet
news coverage
media message
media content
target audience
public opinion
media influence
global media
social media platform

Culture and Intercultural Communication

cultural representation
cultural identity
cultural diversity
cultural norms and values
intercultural awareness
cross-cultural differences
cultural sensitivity
cultural adaptation
cultural bias
stereotyping

Advertising Vocabulary

advertising campaign
brand image
visual imagery
slogan / tagline
persuasive techniques
emotional appeal
symbolic meaning
consumer behavior
localization vs. Standardization

News and Journalism

news framing
headline
source credibility
objectivity
neutrality
bias
agenda-setting
fact-based reporting

sensationalism

Critical Media Analysis

implicit message

underlying assumptions

hidden meanings

framing devices

narrative strategy

selective reporting

misrepresentation

ethical responsibility

media literacy

2. Useful Phrases for Analyzing Advertisements

This advertisement targets...

The main message conveyed by the ad is...

The visual elements symbolize...

The slogan appeals to cultural values such as...

This ad reflects an individualistic / collectivist perspective.

The campaign reinforces / challenges cultural stereotypes.

Some cultural groups might perceive this ad as...

The message may be misunderstood in cultures where...

The advertisement lacks cultural sensitivity because...

To make the ad more inclusive, the company could...

3. Useful Phrases for Analyzing News Media

The news report presents the event from a... perspective.

The headline frames the situation as...

The choice of words suggests a certain bias.

This report emphasizes / downplays...

Different media outlets interpret the same event differently.

The journalist relies on official / unofficial sources.

The report may influence public opinion by...

Certain cultural or political viewpoints are prioritized.

The story lacks context about...

This coverage could lead to intercultural misunderstanding.

4. Phrases for Expressing Critical Opinion

From an intercultural point of view...

In my opinion, the media message is problematic because...

It can be argued that the content reflects cultural bias.

One possible interpretation is that...

This representation may reinforce negative stereotypes.

The media fails to acknowledge cultural complexity.

A more balanced approach would be...

This content should be analyzed critically rather than accepted at face value.

5. Phrases for Discussion and Interaction

I agree with your point, however...

I see it differently because...

Could you clarify what you mean by...?

That's an interesting perspective, especially in terms of culture.

Let's consider how this message would be perceived in another culture.

This example clearly demonstrates the impact of mass media on...

We should also take into account the cultural background of the audience.

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Situation: A small Ukrainian town has recently welcomed several global fast-food and retail chains. While young people enjoy new job opportunities and modern services, local business owners complain that traditional cafés and shops are closing.

Discussion Tasks:

1. What are the positive and negative effects of global brands entering local markets?
2. How does this situation illustrate cultural homogenization?
3. Can local and global cultures coexist in this case? How?
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Situation: At a Ukrainian university, many courses are now taught in English to attract international students and participate in global academic networks. Some students feel this improves their career prospects, while others worry about the declining status of the Ukrainian language.

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Situation: A city organizes a cultural festival combining Ukrainian folk music with global pop, street food from different countries, and international art performances.

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1. Is this festival an example of successful cultural hybridity?
2. Does such hybridity strengthen or dilute national culture?
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Optional Follow-up Tasks

Debate: “Globalization threatens national identity more than it enriches it.”

Group Task: Design a policy or initiative that promotes globalization while protecting local culture.

Reflection: Which case best reflects your personal experience of globalization? Why?

Practical lesson № 15

Practical lesson 15. Hate Speech

Practice: Creating educational awareness materials.

Reading: 1) Brown, A. D. *Language and Hate*; 2) Yaroshenko, T. O. *Hate Speech in the Ukrainian Media Space* (Ярошенко Т.О. *Мова ворожнечі в медіа-просторі України*).

Hate Speech: Discussion Questions

1. How would you define *hate speech* in your own words?
2. What is the difference between hate speech and freedom of expression?
3. Which social groups are most commonly targeted by hate speech in today’s media?
4. How does hate speech affect individuals, communities, and society as a whole?
5. Can hate speech ever be unintentional? Give examples.
6. How does hate speech spread differently in traditional media compared to social media?
7. What role do stereotypes play in the creation and normalization of hate speech?
8. How can humor, memes, or sarcasm become tools of hate speech?

9. What responsibilities do journalists, bloggers, and influencers have in preventing hate speech?
10. How can education help reduce hate speech among young people?
11. What are the possible consequences of ignoring hate speech in public discourse?
12. Should governments regulate hate speech more strictly? Why or why not?
13. How can hate speech escalate into discrimination or violence?
14. How does hate speech differ across cultures and countries?
15. What strategies can individuals use when they encounter hate speech online or offline?

Awareness-Oriented Discussion Questions

16. What makes an educational campaign against hate speech effective?
17. Which messages are more powerful: emotional or factual? Why?
18. How can visuals (posters, videos, social media posts) influence public attitudes toward hate speech?
19. Who should be the target audience of anti-hate speech campaigns: children, teenagers, adults, or everyone?
20. How can intercultural communication skills help prevent hate speech?

Creative & Practice-Based Questions

21. What key message would you include in an awareness poster against hate speech?
22. Which slogan or hashtag could effectively promote respect and tolerance?
23. How would you explain the harm of hate speech to someone who thinks it is “just words”?
24. What real-life situations could be used in educational materials to show the dangers of hate speech?
25. How can storytelling be used to counter hate speech?

Key Vocabulary: Hate Speech Analysis

Core Terms

hate speech

discriminatory language

offensive / derogatory language	verbal abuse
harassment	dehumanization
stigmatization	marginalization
exclusion	prejudice
bias	intolerance
xenophobia	racism
sexism	homophobia / transphobia
religious intolerance	

Types & Forms of Hate Speech

direct hate speech	indirect / implicit hate speech
coded language	dog-whistle politics
inflammatory rhetoric	verbal aggression
online hate	cyberbullying
stereotyping	scapegoating

Targets of Hate Speech

ethnic / racial groups	religious communities
migrants / refugees	gender and sexual minorities
people with disabilities	socially vulnerable groups

Language & Rhetorical Devices

Generalization	exaggeration
Labeling	othering
us-vs-them narrative	fear-mongering
emotional manipulation	victim-blaming
dehumanizing metaphors	

Analytical Verbs & Phrases

Describing the Content

This statement targets a specific group.

The message reinforces negative stereotypes.

The language used is highly inflammatory / harmful.

The comment promotes exclusion and division.

The speaker frames the group as a threat.

Identifying Intent & Impact

The intention behind this message appears to be...

The statement may incite hostility or discrimination.

Such language can normalize prejudice.

The impact on the targeted group may include...

This rhetoric can legitimize hateful attitudes.

Analyzing Language Choices

The choice of words suggests...

The use of vague / ambiguous language allows...

The speaker avoids direct insults but still...

Emotional language is used to influence the audience.

The phrasing creates an implicit us-versus-them division.

Evaluation & Critical Thinking

This example can be classified as hate speech because...

From an ethical perspective, this message is problematic.

The statement crosses the line between free speech and hate speech.

This content violates principles of respectful communication.

The message lacks factual evidence and relies on stereotypes.

Counter-Speech & Awareness Language

to challenge hate speech

to promote tolerance and inclusion

to raise awareness

to encourage respectful dialogue

to counter harmful narratives

to deconstruct stereotypes

Useful Phrases

A more inclusive way to express this idea would be...

This narrative can be challenged by presenting facts and empathy.

Educational materials should focus on respect and diversity.

Counter-speech aims to reduce harm without escalating conflict.

Awareness campaigns can help people recognize hidden hate speech.

Reflection & Discussion Starters

One problematic aspect of this message is...

What makes this example dangerous is...

This case demonstrates how hate speech can be subtle.

Many people may overlook this as hate speech because...

This example highlights the importance of media literacy.

Case 1: Social Media Comment

A public Facebook post about immigration receives the following comment:

“These people are all criminals and should go back to where they came from.”

Tasks:

1. Identify the elements that make this comment hate speech.
2. Which group is being targeted? On what basis?
3. What stereotypes are present in the statement?
4. What potential social consequences could such comments cause?
5. How could this comment be addressed or countered in an educational way?
6. Create a short awareness message that challenges this narrative.

Case 2: Political Speech

During a political rally, a speaker says:

“Our country is being destroyed by those who don’t share our values.”

Tasks:

1. Is this an example of hate speech or indirect hate speech? Explain your answer.
2. Why is such language considered dangerous in political communication?
3. How can vague wording contribute to hate and division?
4. Rewrite this statement in a neutral, non-discriminatory way.
5. Design one educational slide explaining why coded language can promote hate.

Case 3: Media Headline

A news headline reads:

“Minority Youths Flood the City Streets: Is Public Safety at Risk?”

Tasks:

1. Analyze the language used in the headline.
2. How does word choice influence readers’ perceptions?
3. Does the headline reinforce stereotypes? How?
4. Suggest a more balanced and ethical alternative headline.
5. Create a short guideline for journalists to avoid hate-promoting language.

Case 4: School Environment

A student says to another student:

“People like you don’t belong here.”

Tasks:

1. Why can this statement be considered hate speech, even without explicit insults?
2. What emotional impact might such words have on the target?
3. How should teachers or peers respond in this situation?
4. Create a short role-play demonstrating an appropriate intervention.
5. Develop a poster message promoting inclusion in educational settings.

Case 5: Meme Culture

An online meme uses exaggerated images and captions to mock a specific cultural or social group.

Tasks:

1. Why can memes be a powerful tool for spreading hate speech?
2. How does humor mask discriminatory messages?
3. What makes hate speech in memes harder to regulate?
4. Propose an educational social media post that explains the harm of such memes.
5. Design a counter-meme that promotes respect and diversity.

Case 6: Comment Disguised as an Opinion

A user writes online:

“I’m not racist, but statistics prove that this group causes most problems.”

Tasks:

1. Analyze the structure and intention of this statement.
2. Why is this form of hate speech often seen as socially acceptable?
3. What logical fallacies are present?
4. How can educators respond to such claims constructively?
5. Create an awareness infographic addressing “hidden” hate speech.

Group Project: Anti-Hate Speech Awareness Campaign

Project Title “Words Matter: Choose Respect”

(Alternative titles: *“Stop the Hate. Start the Dialogue”*, *“Hate Is Not an Opinion”*)

Project Aim

The aim of this project is to:

raise awareness of hate speech and its social consequences
help students recognize explicit and implicit forms of hate speech
develop intercultural communication and media literacy skills
encourage respectful and ethical communication in public and online spaces.

Target Audience

Teenagers and university students (ages 16–25)
Active social media users
Multicultural and international communities

Project Format

Groups of 4–5 students

Each group creates a mini awareness campaign consisting of three required elements:

1. Poster or Infographic
2. Short Awareness Video (30–60 seconds)
3. Social Media Content (3–5 posts)

Project Stages

Step 1. Research and Analysis

Choose one type of hate speech (racism, xenophobia, sexism, religious intolerance, online hate, etc.).

Analyze one or two real-life examples (social media comments, headlines, memes).

Identify:

the target group

discriminatory or harmful language

possible social consequences

Step 2. Key Message and Strategy

Formulate one clear key message for your campaign.

Decide on:

emotional vs. factual approach

tone (serious, empathetic, educational)

Create:

a slogan

a hashtag (e.g. #WordsMatter, #ChooseRespect, #StopHateSpeech)

Step 3. Creative Production

Poster / Infographic

Must include:

a clear anti-hate speech message

a short explanatory text

strong visual elements

a call to action (e.g. “*Think before you speak*”)

Awareness Video (30–60 seconds)

Possible formats:

a short scenario showing the impact of hate speech

a split-screen comparison: *Hate Speech vs Respectful Language*

a monologue or voice-over explaining the harm of hateful words

The video should show:

the emotional or social harm caused by hate speech

an alternative respectful way of communicating

Social Media Posts (3–5 posts)

Possible ideas:

quote + short explanation

myth vs fact about hate speech

“Is this hate speech?” interactive post

short case + reflection question

Suggested platforms: Instagram, TikTok, Facebook, X

In-Class Presentation

Each group presents:

1. The type of hate speech addressed
2. The key message and target audience
3. Poster or infographic (visual explanation)
4. Awareness video (screened in class)
5. Social media strategy

Time limit: 8–10 minutes per group

Assessment Criteria

Criterion	Description
Content	Clear understanding of hate speech
Analysis	Accurate identification of harmful language
Creativity	Original and engaging materials
Language	Correct and appropriate use of English
Impact	Persuasive and educational message
Teamwork	Equal contribution of group members

Reflection Task

(Individual or group)

What was the most challenging part of the project?

How did your understanding of hate speech change?

How can awareness campaigns influence real online behavior?

Learning Outcomes

By the end of the project, students will be able to:

- identify explicit and implicit hate speech
- critically analyze media content
- create effective awareness materials
- apply intercultural communication principles
- promote respectful and ethical communication.

Reflection Task

Which case do you find the most dangerous? Why?

Which type of hate speech is the hardest to recognize?

How can educational materials help people identify subtle hate speech?

ROLE-PLAY 1: Hate Speech Against Roma Communities

Scenario: “Community Meeting Conflict”

A town hall meeting is held to discuss housing for Roma families. Some residents express discriminatory opinions.

Roles:

Local Resident (biased) – expresses stereotypes

Roma Community Representative – defends rights

Moderator – ensures respectful dialogue

Human Rights Activist – challenges hate speech

Neutral Observer (journalist) – asks critical questions

Task:

Discuss whether Roma families should be allowed to settle in the neighborhood.

Sample Hate Speech Trigger:

“Roma people never integrate and always cause problems.”

Student Task:

Identify the stereotype

Respond using facts, empathy, or policy arguments

Core Terms

marginalization

social exclusion

ethnic minority

discrimination

integration / inclusion

segregation

prejudice

bias

Verbs for Argumentation

to stigmatize

to marginalize

to reinforce stereotypes

to advocate for equal rights

to challenge assumptions

Useful Expressions

“This reflects a harmful stereotype.”

“Roma communities have historically faced systemic discrimination.”

“We need to promote social inclusion, not exclusion.”

“Generalizing an entire group is unfair and inaccurate.”

“That statement is based on a stereotype rather than evidence.”

“It’s important to avoid generalizing entire communities.”

“Let’s focus on individual behavior, not ethnicity.”

ROLE-PLAY 2: Hate Speech Against African Americans

Scenario: “Workplace Promotion Debate”

An employee questions a promotion decision involving an African American colleague.

Roles:

Employee (biased) – uses coded language

Promoted Colleague – responds professionally

HR Manager – addresses discrimination

Ally Colleague – intervenes constructively

Observer – evaluates fairness

Task:

Discuss whether the promotion was fair.

Sample Hate Speech Trigger:

“I think diversity policies are lowering standards.”

Student Task:

Recognize implicit bias (coded racism)

Respond diplomatically but firmly

Key Language:

“Can you clarify what you mean by ‘lowering standards’?”

“Diversity and competence are not mutually exclusive.”

“Let’s rely on performance data.”

“That argument may reflect implicit bias.”

“We should ensure a fair and transparent process.”

“Diversity strengthens organizational performance.”

“Let’s base our judgment on objective criteria.”

Core Terms

racial bias

systemic racism

equality / equity

diversity and inclusion (D&I)

unconscious bias

tokenism

merit-based evaluation

Verbs for Argumentation

to discriminate

to evaluate fairly

to overlook achievements

to question assumptions

to ensure equal opportunity

ROLE-PLAY 3: Hate Speech Against War Refugees

Scenario: “School Enrollment Debate”

A school is deciding whether to accept refugee children.

Roles:

Concerned Parent (biased) – fears refugees

Refugee Parent – shares personal story

School Principal – moderates decision

Teacher – advocates inclusion

Student Representative – voices youth perspective

Task:

Debate whether refugee children should be enrolled.

Sample Hate Speech Trigger:

“Refugees bring crime and take resources from locals.”

Student Task:

Counter misinformation with facts

Use empathy and human-centered arguments

Key Language:

“Research shows that refugees contribute positively to society.”

“We should avoid spreading unverified claims.”

“These are families seeking safety, not threats.”

“Refugees are seeking safety, not causing harm.”

“This is a humanitarian issue, not a threat.”

“We should rely on evidence, not fear-based narratives.”

“Inclusion benefits both refugees and the host community.”

Core Terms

refugee / asylum seeker

displacement

humanitarian crisis

integration policies

host community

social cohesion

xenophobia

Verbs for Argumentation

to flee conflict

to resettle

to integrate into society

to contribute economically

to spread misinformation

ROLE-PLAY 4: Social Media Hate Speech

Scenario: “Online Comment Section”

A controversial post about minorities receives hateful comments.

Roles:

Hate Commenter

Targeted Individual
Digital Activist
Platform Moderator
Silent Reader (decides whether to intervene)

Task:

Respond to harmful comments and decide moderation actions.

Sample Hate Speech Trigger:

“These people should go back to where they came from.”

Student Task:

Decide: ignore, report, respond, educate?

Key Language:

“This comment violates community guidelines.”

“Let’s keep the discussion respectful.”

“Hate speech harms real people.”

“This comment is inappropriate and harmful.”

“Please follow community standards.”

“Spreading hate online has real-world consequences.”

“Let’s engage in respectful dialogue.”

Core Terms

hate speech
online harassment
digital citizenship
misinformation / disinformation
moderation
community guidelines

Verbs for Argumentation

to report content
to block users
to call out hate speech
to de-escalate conflict
to promote respectful discussion

ROLE-PLAY 5: Media Framing & Bias

Scenario: “TV News Discussion”

A panel discusses crime and links it to ethnic groups.

Roles:

Biased Journalist
Expert (sociologist)
Community Member
Fact-checker
Audience Member

Task:

Analyze how media framing influences public opinion.

Sample Hate Speech Trigger:

“Statistics clearly show certain groups are more dangerous.”

Student Task:

Question misuse of statistics

Introduce context and nuance

Key Language:

“Statistics must be interpreted carefully.”

“Correlation does not imply causation.”

“This framing can reinforce harmful stereotypes.”

“This is a misleading representation of the facts.”

“The media plays a key role in shaping public perception.”

“We must interpret statistics critically.”

“This narrative may reinforce negative stereotypes.”

Core Terms

media bias

framing

narrative

public perception

stereotyping

misinformation

statistical manipulation

Verbs for Argumentation

to misrepresent

to exaggerate

to distort facts

to influence opinion

to provide context

TEACHER’S GUIDE

Pre-Activity:

Introduce concept of **hate speech vs free speech**

Show short clips or real examples (optional)

During Activity:

Assign roles randomly

Encourage **active listening + respectful disagreement**

Post-Activity Reflection:

Ask students:

What strategies worked best?

What responses escalated or de-escalated conflict?

How did it feel to be in each role?

OPTIONAL EXTENSION TASKS

Writing:

Write a formal complaint about hate speech
Create a code of conduct for respectful communication

Speaking:

Record a video response to hate speech
Simulate a panel discussion.

What is Hate Speech?

Hate speech refers to any form of communication (spoken, written, or visual) that attacks or discriminates against a person or group based on:

race	ethnicity	nationality
religion	gender	sexual orientation
disability		

It often promotes:

Stereotypes	prejudice	discrimination
Violence		

Key Features of Hate Speech

Use of derogatory or dehumanizing language
Generalizations about a group (“they are all...”)
Creating “us vs. them” narratives
Justifying inequality or aggression
Emotional manipulation (fear, anger)

Hate Speech in Ukrainian Media Context

Due to the ongoing war and political tensions, Ukrainian media space has become more sensitive to:

national identity
propaganda
disinformation

Common Targets

- 1) Russians (especially in wartime discourse)
- 2) internally displaced persons (IDPs)
- 3) minority groups (Roma, LGBTQ+)

Examples

1. War-related rhetoric

Use of collective labels that portray all members of a nation as enemies
Dehumanizing metaphors in social media or informal media outlets

2. Media framing of minorities

Negative stereotyping of Roma communities in news reports
Sensationalist headlines linking ethnicity to crime

3. Social media discourse

Hate comments under news posts

Use of memes that reinforce stereotypes

Important note: Many Ukrainian mainstream outlets increasingly follow ethical journalism standards, especially under the influence of organizations like Institute of Mass Information.

Hate Speech in English-Speaking Countries

Context

In countries like the United States and the United Kingdom, hate speech is often linked to:

immigration debates

racial tensions

political polarization

Common Targets

1)immigrants

2)racial minorities

3)religious groups (e.g., Muslims, Jews)

4)LGBTQ+ communities

Examples

1. Political discourse

Anti-immigrant rhetoric framing migrants as threats

Generalizations about religious groups

2. Media and tabloids

Sensationalist headlines targeting refugees

Use of fear-based narratives

3. Online platforms

Hate speech on platforms like Twitter (X) and Facebook

Comment sections spreading racism or xenophobia

4. Public incidents

Hate speech during protests or rallies

Influencer or celebrity controversial statements

Legal Regulation: Comparison

Ukraine

Hate speech is addressed under laws on:

discrimination

incitement to hatred

Enforcement is still developing

United States

Strong protection of free speech under the First Amendment

Hate speech is only illegal if it incites imminent violence

United Kingdom

More restrictive laws

Criminalizes speech that incites:

racial hatred

religious hatred

Impact of Hate Speech

Social division

Marginalization of groups

Escalation of conflict

Psychological harm

Normalization of discrimination

Practical lesson № 16

Practical lesson 16. Digital Intercultural Communication

Practice: Developing an Instagram campaign for intercultural dialogue.

Reading: 1) Castells, M. *The Rise of the Network Society*; 2) Bekh, P. O. *Digital Culture and Communication* (Бех П.О. *Цифрова культура та комунікація*).

Discussion Questions: Digital Intercultural Communication

1. Understanding Digital Intercultural Communication

1. How does digital communication change the way cultures interact compared to face-to-face communication?

2. What opportunities does Instagram offer for intercultural dialogue that traditional media do not?

3. What risks or challenges can arise when discussing cultural topics on social media platforms?

4. How can misunderstandings between cultures be amplified in online spaces?

2. Instagram as a Tool for Intercultural Dialogue

5. Why is Instagram an effective (or ineffective) platform for promoting intercultural understanding?
6. Which Instagram features (posts, stories, reels, live sessions) are most suitable for intercultural campaigns and why?
7. How does visual content influence cultural perception and stereotypes?
8. In what ways can hashtags help or harm intercultural communication?

3. Audience and Cultural Sensitivity

10. How should an Instagram campaign adapt its message for a culturally diverse audience?
11. What cultural elements should always be researched before creating content for an international audience?
12. How can humor be used carefully in intercultural digital communication?
13. What types of content might unintentionally offend people from different cultures?

4. Ethics and Responsibility in Digital Spaces

14. What ethical responsibilities do content creators have when addressing cultural differences online?
15. How can an Instagram campaign avoid cultural appropriation while promoting cultural exchange?
16. How should negative comments, hate speech, or cultural criticism be handled in an intercultural campaign?
17. Where is the line between freedom of expression and respect for cultural diversity online?

5. Campaign Design and Impact

18. What should be the main goal of an Instagram campaign promoting intercultural dialogue: awareness, education, or action?
19. How can storytelling be used to build empathy between different cultures?
20. How can user-generated content strengthen intercultural dialogue?
21. How can we measure the success of an intercultural Instagram campaign?

6. Reflection and Personal Engagement

22. How does your own cultural background influence the way you communicate online?

23. Have you ever changed your opinion about another culture because of social media? Why or why not?

24. How can young people use Instagram to become digital ambassadors of intercultural understanding?

Case-Based Tasks: Analyzing Instagram Campaigns for Intercultural Dialogue

Case 1: *“Humans of the World”*

Campaign overview:

An Instagram account shares portraits and short stories of people from different countries, focusing on everyday life, values, and personal challenges.

Tasks:

1. Identify the intercultural values promoted in this campaign.
2. How does storytelling help reduce stereotypes in this case?
3. Analyze the tone and language used in captions. Are they culturally inclusive?
4. What emotions does the visual content evoke?
5. Suggest one improvement to make the campaign more engaging for a global audience.

Case 2: # *DifferentButTogether*

Campaign overview:

A hashtag-based campaign where users from different cultures post photos showing similar daily routines (family meals, work, celebrations).

Tasks:

1. What message about cultural diversity does the hashtag communicate?
2. Does the campaign focus more on similarities or differences between cultures? Is this effective?

3. Analyze how user-generated content contributes to intercultural dialogue.
4. What risks of oversimplification or cultural stereotyping do you see?
5. How could this campaign be adapted for Ukrainian youth?

Case 3: UNICEF Instagram – Cultural Awareness Posts

Campaign overview:

UNICEF uses Instagram to raise awareness about children’s lives across cultures, combining statistics, personal stories, and visuals.

Tasks:

1. How does the campaign balance emotional storytelling and factual information?
2. What ethical principles are visible in the representation of children and cultures?
3. Analyze the visuals: do they empower or victimize the subjects?
4. How does the campaign encourage empathy rather than pity?
5. What intercultural communication strategies are most effective here?

Case 4: Nike “You Can’t Stop Us” (Global Instagram Campaign)

Campaign overview:

A global sports campaign featuring athletes from different countries, cultures, genders, and social backgrounds.

Tasks:

1. How does the campaign use diversity as a unifying message?
2. Which cultural identities are highlighted and which may be underrepresented?
3. Analyze the visual symbolism used in the campaign.
4. Does the campaign promote genuine intercultural dialogue or mainly brand values?
5. How could the campaign be localized without losing its global message?

Case 5: Influencers Promoting Cultural Traditions

Campaign overview:

Lifestyle influencers share posts about traditional clothing, food, or holidays from cultures different from their own.

Tasks:

1. Where is the line between cultural appreciation and cultural appropriation in this case?
2. What information should influencers include to show cultural respect?
3. Analyze audience reactions in the comments (positive, negative, critical).
4. How could the influencer collaborate with cultural insiders more effectively?
5. What lessons can be learned for student-led intercultural Instagram campaigns?

Reflection Task

Which campaign do you find the most effective for intercultural dialogue and why?

What elements would you borrow for your own Instagram campaign project?

Practical lesson № 17

Practical lesson 17. International Organizations

Practice: Interactive simulation of a UN conference.

Reading: 1) Official documents of the UN, UNESCO, WHO; 2) Yakovenko, I.

International Organizations: Structure and Functioning (Яковенко І.

Міжнародні організації: структура і функціонування).

Discussion Questions

1. Understanding the Role of International Organizations

1. What is the primary purpose of international organizations such as the UN, UNESCO, and WHO?
2. How do official UN documents reflect the values and principles of international cooperation?
3. In what ways do international organizations influence global policy-making?

4. How do UN agencies balance national interests with global priorities?
5. Why is multilateral dialogue essential for addressing global challenges?

2. Decision-Making and Diplomacy at the UN

6. How are decisions typically made during UN conferences and assemblies?
7. What role does consensus play in UN resolutions?
8. What are the main challenges of reaching agreement among countries with different political, economic, and cultural backgrounds?
9. How does diplomatic language help reduce conflict during negotiations?
10. What strategies can delegates use to defend their country's position without escalating tensions?

3. Language and Communication in Official UN Documents

11. How does the language of UN resolutions differ from everyday political speech?
12. Why is neutrality and formality important in UN documents?
13. What persuasive techniques are commonly used in official statements and resolutions?
14. How do wording choices influence the interpretation of international agreements?
15. Can ambiguous language be both an advantage and a disadvantage in UN negotiations? Why?

4. Intercultural Perspectives and Representation

16. How do cultural differences affect communication styles during international conferences?
17. How can misunderstandings arise during intercultural diplomatic discussions?
18. What role does cultural sensitivity play in successful international negotiations?

19. How can smaller or less powerful states make their voices heard in global organizations?
20. Should international organizations adapt their communication style to different cultures, or maintain strict neutrality?

5. Critical Reflection and Simulation Debrief

21. What skills are most important for a successful UN delegate?
22. How realistic do you think UN conference simulations are compared to real-life diplomacy?
23. What ethical responsibilities do international organizations have in times of global crisis?
24. How effective are organizations like the UN, UNESCO, and WHO in today's world?
25. What reforms, if any, should be introduced to improve the functioning of international organizations?

Role Play 1: UN General Assembly (UNGA)

Topic: *Global Climate Security and Climate-Induced Migration*

Context: Climate change is increasingly recognized as a security threat. Rising sea levels, droughts, and extreme weather events are forcing millions of people to migrate.

Roles:

- 1) Delegate of a climate-vulnerable country
- 2) Delegate of an industrialized country
- 3) Delegate of a developing country
- 4) UN Secretary-General
- 5) NGO representative (observer)

Tasks:

Deliver a 1-minute opening statement.

Negotiate a draft resolution on climate-related displacement.

Decide on funding responsibilities and international cooperation.

Key Dilemmas:

Who should finance adaptation measures?

How to protect climate refugees under international law?

Role Play 2: World Health Organization (WHO)

Topic: Responding to a New Global Pandemic

Context: A new infectious disease has emerged and is spreading rapidly across continents.

Roles:

- 1)WHO Director-General
- 2)Health Minister of a developed country
- 3)Health Minister of a developing country
- 4)Medical expert
- 5)Media representative

Tasks:

Agree on emergency health measures.

Decide on vaccine distribution principles.

Address misinformation and public trust.

Key Dilemmas:

National sovereignty vs. global health security

Equal access to vaccines

Role Play 3: UNESCO

Topic: Protection of Cultural Heritage in Armed Conflict

Context: Cultural heritage sites are under threat due to ongoing armed conflicts.

Roles:

- 1)UNESCO Chairperson
- 2)Delegate of a conflict-affected country
- 3)Delegate of a neighboring country

- 4) Cultural heritage expert
- 5) International journalist (observer)

Tasks:

Propose measures for protecting endangered sites.
Discuss sanctions for deliberate destruction.
Draft a UNESCO recommendation.

Key Dilemmas:

Cultural preservation vs. military necessity
International intervention limits.

Role play 4: UN Human Rights Council

Topic: *Hate Speech and Freedom of Expression*

Context: The rise of hate speech online challenges existing human rights frameworks.

Roles:

- 1) Human rights advocate
- 2) Delegate of a country with strict speech laws
- 3) Delegate of a liberal democracy
- 4) Social media platform representative
- 5) UN Special Rapporteur

Tasks:

Debate limits of freedom of expression.
Propose international guidelines.
Balance human rights protection and free speech.

Key Dilemmas:

Regulation vs. censorship
Cultural norms and universal values.

Role Play 5: UN Security Council

Topic: *Cybersecurity and International Peace*

Context: A large-scale cyberattack has disrupted critical infrastructure in several countries.

Roles:

- 1) Permanent member of the Security Council
- 2) Non-permanent member
- 3) Cybersecurity expert
- 4) UN mediator

Tasks:

Decide whether the attack constitutes an act of aggression.

Discuss sanctions or collective responses.

Draft a Security Council statement.

Key Dilemmas:

Attribution of cyberattacks

Use of force in cyberspace

Role play 6: UNICEF / UNESCO Joint Committee

Topic: Access to Education in Crisis and Conflict Zones

Context: Millions of children lack access to education due to war, displacement, or poverty.

Roles:

- 1) UNICEF education officer
- 2) UNESCO policy expert
- 3) Delegate of an affected country
- 4) Donor country representative
- 5) NGO activist

Tasks:

Design an emergency education plan.

Allocate limited resources.

Ensure cultural sensitivity and inclusiveness.

Key Dilemmas:

Short-term aid vs. long-term development

Education in refugee camps

DRAFT RESOLUTION 1

United Nations General Assembly (UNGA)

Topic: Climate Security and Climate-Induced Migration

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations,

Recalling previous resolutions on climate change and sustainable development,

Recognizing that climate change poses significant threats to international peace and security,

Deeply concerned by the growing number of people displaced due to climate-related disasters,

1. **Acknowledges** climate change as a contributing factor to forced migration and instability;
2. **Calls upon** Member States to strengthen international cooperation on climate adaptation and disaster risk reduction;
3. **Encourages** the development of legal frameworks to protect the rights of climate-displaced persons;
4. **Urges** developed countries to provide financial and technical assistance to vulnerable regions;
5. **Requests** the Secretary-General to report on progress made in addressing climate-induced displacement.

DRAFT RESOLUTION 2

World Health Organization (WHO)

Topic: Global Response to a New Pandemic

The World Health Assembly,

Recalling the International Health Regulations (2005),

Recognizing the rapid global spread of infectious diseases,

Alarmed by unequal access to healthcare resources,

1. **Declares** the outbreak a matter of international public health concern;
2. **Calls for** coordinated global action to contain the spread of the disease;
3. **Urges** Member States to ensure equitable access to vaccines and medical supplies;
4. **Encourages** transparent data sharing and cooperation with WHO experts;
5. **Emphasizes** the importance of combating misinformation and promoting public trust.

DRAFT RESOLUTION 3

UNESCO

Topic: *Protection of Cultural Heritage in Armed Conflict*

The General Conference of UNESCO,

Recalling the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict,

Recognizing cultural heritage as a shared heritage of humanity,

Deeply concerned by the deliberate destruction of cultural sites,

1. **Condemns** all acts of destruction of cultural heritage during armed conflicts;
2. **Calls upon** Member States to safeguard cultural sites and artifacts;
3. **Encourages** international cooperation in the documentation and preservation of endangered heritage;
4. **Requests** increased funding for emergency cultural protection programs;
5. **Affirms** that the protection of cultural heritage contributes to peace and reconciliation.

DRAFT RESOLUTION 4

UN Human Rights Council

Topic: *Hate Speech and Freedom of Expression*

The Human Rights Council,

Guided by the Universal Declaration of Human Rights,

Recognizing the importance of freedom of expression,

Concerned by the rise of hate speech, particularly online,

1. **Affirms** that freedom of expression must be exercised responsibly;
2. **Condemns** all forms of hate speech that incite discrimination or violence;
3. **Encourages** Member States to develop legal frameworks addressing hate speech;
4. **Calls for** cooperation with digital platforms to prevent the spread of harmful content;
5. **Stresses** the importance of education and intercultural dialogue.

DRAFT RESOLUTION 5

UN Security Council

Topic: Cybersecurity and International Peace

The Security Council,

Recalling its primary responsibility for the maintenance of international peace and security,

Recognizing the increasing threat of cyberattacks on critical infrastructure,

Concerned by the lack of clear international norms in cyberspace,

1. **Affirms** that international law applies to cyberspace;
2. **Calls upon** Member States to refrain from cyber activities that threaten peace and security;
3. **Encourages** the development of confidence-building measures in cyberspace;
4. **Requests** enhanced international cooperation on cybersecurity;
5. **Decides** to remain actively seized of the matter.

DRAFT RESOLUTION 6

UNICEF / UNESCO Joint Committee

Topic: Access to Education in Crisis and Conflict Zones

The Joint Committee,

Recognizing education as a fundamental human right,

Alarmed by the number of children denied access to education due to conflict,

1. **Calls for** the protection of educational institutions in conflict zones;
2. **Encourages** emergency education programs for displaced children;

3. **Urges** donor states to increase funding for inclusive education initiatives;
4. **Supports** culturally sensitive curricula for refugee and displaced learners;
5. **Requests** regular monitoring and reporting on access to education in crisis areas.

Practical lesson № 18

Practical lesson 18. Education and Cultural Exchange

Practice: Simulating an academic exchange program.

Reading: 1) Official materials from Erasmus+, Fulbright; 2) Topchiy, H. M.

Intercultural Competence in Educational Space (Топчій Г.М. *Міжкультурна компетентність в освітньому просторі*).

General Discussion Questions (Warm-up)

1. What does *educational and cultural exchange* mean in today's globalized world?
2. How do academic exchange programs contribute to intercultural understanding?
3. In your opinion, why are programs like Erasmus+ and Fulbright considered tools of “soft power”?
4. What motivates students to apply for international academic exchange programs?
5. How can studying abroad change a student's worldview and identity?

Program-Specific Discussion Questions (Erasmus+ & Fulbright)

6. What are the main goals of Erasmus+ and Fulbright programs according to official materials?
7. How do Erasmus+ and Fulbright differ in terms of target participants and academic focus?
8. Which values are most strongly promoted by these programs (e.g. diversity, inclusion, academic excellence)?
9. How do these programs support cultural integration, not just academic mobility?
10. Why is mutual cultural exchange emphasized rather than one-way academic transfer?

Intercultural Experience & Challenges

11. What kinds of cultural challenges might exchange students face in a host country?
12. How can cultural misunderstandings affect academic performance and social integration?
13. What role does language proficiency play in successful cultural exchange?
14. How should universities support incoming international students culturally and psychologically?
15. Can cultural shock be a positive experience? Why or why not?

Simulation-Oriented Questions (Academic Exchange Scenario)

16. If you were designing an exchange program, which countries or regions would you prioritize and why?
17. What criteria should be used to select students for an academic exchange program?
18. How would you balance academic excellence and cultural diversity in participant selection?
19. What responsibilities do exchange students have as cultural ambassadors of their home country?
20. How should conflicts between host and exchange students be resolved?

Critical Thinking & Evaluation

21. Are academic exchange programs equally accessible to students from all socio-economic backgrounds?
22. What limitations or criticisms can be applied to Erasmus+ and Fulbright programs?
23. How can exchange programs avoid reinforcing stereotypes instead of breaking them?
24. Should participation in cultural activities be mandatory for exchange students?
25. How can the success of an academic exchange program be measured beyond academic results?

USEFUL ACADEMIC & INTERCULTURAL VOCABULARY

1. Academic Exchange Programs (Key Terms)

academic exchange program – програма академічного обміну

student mobility – мобільність студентів

academic mobility scheme – програма академічної мобільності

host institution / sending institution – приймаючий / направляючий заклад

home university – університет базового навчання

exchange semester / academic term abroad – семестр навчання за кордоном

bilateral / multilateral agreement – двостороння / багатостороння угода

learning agreement – навчальна угода

credit recognition / transfer – визнання / перезарахування кредитів

ECTS (European Credit Transfer System) – європейська система

перезарахування кредитів

2. Application & Selection Process

eligibility criteria – критерії відповідності

selection committee – відбіркова комісія

application package – пакет документів

statement of purpose / motivation letter – мотиваційний лист

academic transcript – академічна довідка

letter of recommendation – рекомендаційний лист

language proficiency requirements – мовні вимоги

merit-based / need-based selection – відбір за досягненнями / потребами

fair and transparent selection process – справедливий і прозорий відбір

3. Intercultural Competence & Skills

intercultural competence – міжкультурна компетентність

cultural awareness / sensitivity – культурна обізнаність / чутливість

cross-cultural communication – міжкультурна комунікація

adaptability / flexibility – здатність до адаптації

open-mindedness – відкритість до іншого

tolerance of ambiguity – толерантність до невизначеності

cultural empathy – культурна емпатія

global mindset – глобальне мислення

4. Academic Culture & Classroom Practices

academic expectations – академічні очікування

teaching and learning styles – стилі викладання і навчання

student-centered / teacher-centered approach – студент- / викладач-орієнтований підхід

classroom participation – участь у заняттях

critical thinking – критичне мислення

academic integrity – академічна доброчесність

plagiarism policies – політика щодо плагіату

assessment criteria – критерії оцінювання

5. Cultural Integration & Student Life

cultural integration – культурна інтеграція

orientation session / welcome meeting – орієнтаційна зустріч

buddy / mentor program – програма наставництва

campus culture – культура кампусу

student engagement – залученість студентів

extracurricular activities – позанавчальні заходи

sense of belonging – відчуття належності

culture shock / reverse culture shock – культурний шок / зворотний культурний шок

6. Conflict, Ethics & Mediation

cultural misunderstanding – культурне непорозуміння

communication breakdown – збій у комунікації

stereotyping / cultural bias – стереотипізація / культурна упередженість

conflict resolution – вирішення конфліктів

mediation process – процес медіації

mutual respect – взаємна повага

inclusive academic environment – інклюзивне академічне середовище

code of conduct – кодекс поведінки

7. Useful Academic & Diplomatic Phrases

For Selection Committees

“The applicant meets the academic eligibility requirements.”

“We should consider intercultural competence alongside academic merit.”

“This candidate demonstrates strong motivation for cultural exchange.”

For Orientation Meetings

“You are encouraged to actively participate in classroom discussions.”

“Academic and cultural adaptation is a gradual process.”

“Support services are available throughout your stay.”

For Conflict Mediation

“This issue appears to stem from cultural differences.”

“Let us approach this situation with mutual respect.”

“Clear communication expectations need to be established.”

8. Values Promoted by Exchange Programs

diversity and inclusion

mutual understanding

academic excellence

global citizenship

international cooperation

peace-building through education

Erasmus+ (European Union)

What it is:

Erasmus+ is the **European Union’s flagship programme** for education, training, youth and sport. It supports learning mobility, cooperation partnerships, policy reform, and inclusion across these sectors.

Goals / Objectives

Erasmus+ aims to:

1. Promote learning mobility

Facilitate exchanges and mobility of students, trainees, teachers, youth workers, and sport staff across countries.

2. Enhance cooperation and innovation

Support cross-border partnerships between organizations (universities, schools, NGOs, enterprises) to strengthen education and training quality.

3. Increase inclusion and diversity

Promote equal access for people with fewer opportunities, tackling social, economic, or geographic barriers.

4. Foster digital and green transitions

Encourage digital skills, online learning, environmental education and sustainable practices in education and mobility.

5. Support active citizenship and democratic engagement

Give participants opportunities to engage in civic life and develop media, intercultural and critical thinking skills.

6. Strengthen policy cooperation

Contribute to European policy agendas (European Education Area, Skills Agenda) and modernize education and training systems

7. Promote lifelong learning across ages

Engage learners of all ages — from school children to adult learners — in mobility and cooperation activities.

How Erasmus+ Works

Erasmus+ achieves its goals through several structured mechanisms:

Key Actions

1. **Mobility of Individuals (KA1):** Mobility opportunities for learners and staff to study, train, teach or volunteer abroad.
2. **Cooperation Partnerships (KA2):** Transnational collaboration projects for innovation, best practice exchange, and institutional capacity building.
3. **Support to Policy Development (KA3):** Initiatives aimed at strengthening education and youth policy cooperation across Europe.

Types of Activities

- ✓ Student exchanges and traineeships abroad
- ✓ Joint master's degrees and international study programs
- ✓ Youth exchanges and training courses
- ✓ Strategic partnerships and networks
- ✓ Staff teaching or training visits
- ✓ Projects promoting digital or green skills development

Funding & Participation

Funded with billions of euros (€26–28 billion for 2021–2027) to support millions of participants from EU and partner countries

Open to educational institutions, youth and sport organizations, public bodies, NGOs, and sometimes businesses.

Fulbright Program (United States)

What it is:

The Fulbright Program is the U.S. government's flagship international exchange initiative, established in 1946 to promote mutual understanding and peaceful relations through academic and cultural exchange. It is sponsored by the U.S.

Department of State and administered with partners like the Institute of International Education (IIE).

Goals / Objectives

Fulbright's core mission is to:

1. Increase mutual understanding and cultural diplomacy

Strengthen friendly relations and intercultural awareness between the United States and other countries through person-to-person exchange.

2. Foster academic excellence and innovation

Support outstanding individuals (students, scholars, professionals) in research, teaching, and creative work around the world.

3. Promote leadership and global cooperation

Encourage participants to contribute to their communities and build global networks of leaders, educators and innovators.

4. Advance shared knowledge and skills

Enable knowledge transfer and joint academic engagement across borders in arts, sciences, public policy, and other fields.

How Fulbright Works

Fulbright operates through competitive, merit-based grants and a global framework:

Types of Grants

Study/Research Grants – for graduate students and researchers to pursue academic work abroad or in the U.S

Teaching Awards—including English Teaching Assistantships in many countries.

Scholar/Professor Exchanges – for faculty and academic professionals to teach or conduct research.

Arts & Specialist Programs – for artists and experts to engage in cultural and professional exchange.

Administration & Funding

Administered by the U.S. Department of State’s Bureau of Educational and Cultural Affairs in partnership with Fulbright Commissions, U.S. Embassies, host institutions and implementing partners like IIE.

Funded primarily through annual appropriations from the U.S. Congress, sometimes supplemented by partner governments, foundations and host institutions.

Global Reach

Operates in 160+ countries, offering about 8,000 grants annually to students, scholars, teachers, and professionals.

Selection & Impact

Competitive selection based on academic merit, project quality, and contribution to the Fulbright mission.

Alumni often go on to leadership roles in government, academia, research, arts and public service.

Key Differences at a Glance

Feature	Erasmus+	Fulbright
Sponsor	European Union	U.S. Government
Scope	Education, training, youth, sport	Academic & cultural exchange
Focus	Mobility, cooperation,	Mutual understanding and

Feature	Erasmus+	Fulbright
	policy innovation	diplomacy
Participants	Students, staff, youth	Students, scholars, professionals
Global reach	Mainly Europe + partner countries	Worldwide (~160+ countries)
Funding mechanism	EU budget projects & grants	U.S. State Dept + partners

ROLE PLAY 1: Selection Committee Meeting

Scenario: A university selection committee is meeting to choose candidates for an academic exchange program (Erasmus+ or Fulbright). The number of applicants exceeds the number of available places.

Roles

- 1) Chair of the Selection Committee
- 2) Academic Coordinator
- 3) International Relations Officer
- 4) Faculty Representative
- 5) Student Representative
- 6) Applicants (2–3 students with different profiles)

Applicant Profiles (examples)

Applicant A: Excellent academic record, limited international experience.

Applicant B: Average grades, strong motivation and intercultural experience.

Applicant C: High language proficiency, strong leadership skills, but weak motivation letter.

Tasks

Evaluate candidates based on academic merit, motivation, intercultural competence, and language skills.

Debate fairness, diversity, and inclusion.

Reach a final decision and justify it publicly.

Useful Phrases

“Based on the evaluation criteria...”

“I would like to draw attention to the applicant’s motivation letter.”

“We should also consider intercultural adaptability.”

“Consensus seems difficult at this point.”

Debriefing Questions

Which criteria influenced the final decision most?

Was the selection process fair and transparent?

How were cultural diversity and inclusion addressed?

ROLE PLAY 2: Orientation Meeting for Exchange Students

Scenario: An orientation session is organized for incoming exchange students before the start of the semester at the host university.

Roles

1)International Program Coordinator

2)Local Student Mentor

3)Incoming Exchange Students (from different countries)

4)University Support Officer

Tasks

Present academic expectations, cultural norms, and university rules.

Ask questions about accommodation, teaching styles, communication norms, and social life.

Discuss potential cultural misunderstandings.

Useful Phrases

“In our academic culture, punctuality is highly valued.”

“You may experience differences in classroom interaction.”

“Please do not hesitate to ask for support.”

“Cultural adjustment takes time.”

Cultural Issues to Discuss

Classroom participation and hierarchy

Direct vs indirect communication

Academic integrity and plagiarism

Social behavior and informal communication

Debriefing Questions

Which cultural differences were most surprising?

How effectively were expectations communicated?

What support measures seem most important?

ROLE PLAY 3: Conflict Mediation in an Exchange Program

Scenario: A conflict has arisen between a local student and an exchange student due to cultural misunderstandings during group work.

Roles

1) Mediator / International Office Representative

2) Exchange Student

3) Local Student

4) Academic Supervisor (optional)

Conflict Background (example)

The local student feels the exchange student is *unreliable and passive*.

The exchange student feels *excluded and misunderstood* due to different communication styles.

Tasks

Each party explains their perspective.

The mediator facilitates respectful dialogue.

The group negotiates a solution and sets clear expectations.

Useful Mediation Phrases

“Let us hear each perspective without interruption.”

“This may be a case of cultural misinterpretation.”

“How can we move forward constructively?”

“Let us agree on clear communication norms.”

Debriefing Questions

What caused the conflict?

How did cultural assumptions influence behavior?

Which mediation strategies were most effective?

Speaking task 1. Vocabulary Activation: Explain & Apply

Instructions

Work in pairs. Choose 5 terms from the list below.

1. Explain each term **in your own words**.
2. Give **one example** related to an academic exchange program.

Vocabulary Focus

intercultural competence

learning agreement

credit recognition

academic integrity

cultural integration

orientation session

Speaking Frame

“By ... we mean ...”

“In the context of an exchange program, this refers to ...”

“A practical example would be ...”

Speaking task 2. Role-Based Vocabulary Challenge

Instructions

Work in groups of 3–4. Each student receives a role and must use at least 5 target vocabulary items while speaking.

Roles

- 1) Exchange Student
- 2) International Program Coordinator
- 3) Local Student Mentor
- 4) Faculty Representative

Topic

Discuss expectations, challenges, and support mechanisms in an academic exchange program.

Vocabulary Targets

academic expectations
cultural awareness
language proficiency
student-centered learning
support services

Speaking task 3. Conflict Scenario Using Target Vocabulary

Scenario: A misunderstanding occurs in a multicultural study group during an exchange semester.

Instructions

Student A explains the problem.
Student B responds from a different cultural perspective.
Student C acts as a mediator.
Each speaker must use **at least 3 terms** from the list.

Vocabulary Focus

cultural misunderstanding
communication breakdown
mediation
mutual respect
inclusive academic environment

Useful Phrases

“This situation may result from ...”
“From my cultural perspective ...”
“A possible solution could be ...”

Speaking task 4. Selection Committee Mini-Debate

Instructions

You are members of a **selection committee**. Discuss which candidate should be selected for an exchange program.

Requirement

Use formal academic vocabulary and justify your choice.

Vocabulary Focus

eligibility criteria
academic merit

intercultural adaptability

motivation letter

fair and transparent selection

Speaking Prompts

“According to the eligibility criteria ...”

“This candidate demonstrates strong ...”

“We must also consider diversity and inclusion.”

Speaking task 5. Cultural Integration Roundtable

Instructions

Sit in a circle. Each student answers one question using **at least 2 vocabulary items**.

Questions

1. What helps exchange students adapt academically and culturally?
2. How can universities promote cultural integration on campus?
3. What role do local students play in intercultural exchange?

Vocabulary Focus

cultural empathy

buddy program

campus culture

sense of belonging

extracurricular activities

Speaking task 6. Vocabulary-Driven Reflection Speech

Instructions

Prepare a 1–2 minute mini-speech on the topic:

“Why academic exchange programs matter in today’s world.”

Requirements

Use 8–10 vocabulary items from the course

Speak formally and persuasively

Suggested Structure

Introduction

Academic benefits

Cultural benefits

Conclusion (global citizenship)

Reflection & Personal Perspective

- 1) Would you personally apply for Erasmus+ or Fulbright? Why or why not?
- 2) What skills do you think are essential for students participating in international exchanges?
- 3) How could your home university benefit from hosting international exchange students?
- 4) How does academic mobility contribute to global citizenship?
- 5) What role should education play in promoting peace and international cooperation?

Practical lesson № 19

Practical lesson 19. Ukraine in the Global Context

Practice: Creating a multimedia presentation about modern Ukrainian culture.

Reading: 1) Publications by the Ukrainian Institute, UINP, Ukraïner; 2) Sheiko, V. M. *Ukraine's Cultural Diplomacy* (Шейко В.М. *Культурна дипломатія України*).

Presentation Theme Options (Students choose one)

1. Modern Ukrainian Identity

Key focus: How modern Ukraine presents itself to the world

Possible slides:

What does it mean to be Ukrainian today?

Tradition vs. modernity

Youth culture and global values

National symbols in a modern context

2. Ukrainian Culture on the Global Stage

Key focus: Ukraine as a cultural exporter

Possible slides:

Ukrainian music worldwide (Kalush Orchestra, ONUKA, DakhaBrakha)

Ukrainian cinema & documentaries

Fashion designers (Vita Kin, Bevza, Ruslan Baginskiy)

Ukrainian artists in international exhibitions

3. Ukraine in Digital & Media Space

Key focus: Representation of Ukraine online

Possible slides:

Ukraine on Instagram, TikTok, YouTube

Bloggers, influencers, digital activists

Memes and digital resistance

Social media during war

4. Music, Art & Creative Resistance

Key focus: Culture as a form of resistance

Possible slides:

Music during wartime

Street art and murals

Poetry, literature, and spoken word

Cultural initiatives supporting Ukraine

5. Ukrainian Traditions Reimagined

Key focus: How traditions evolve

Possible slides:

Vyshyvanka in modern fashion

Traditional food with a modern twist

Folk symbols in pop culture

Holidays in modern Ukraine

6. Ukraine and Global Values

Key focus: Shared global principles

Possible slides:

Freedom, democracy, human rights

Volunteering and civil society

Role of youth and NGOs

Ukraine as part of Europe

7. Ukraine Through Foreign Eyes

Key focus: How the world sees Ukraine

Possible slides:

Ukraine in international media

Quotes from foreign journalists

Cultural misunderstandings & stereotypes

Changing global perceptions

8. Famous Ukrainians in the World

Key focus: Individuals shaping global image

Possible slides:

Artists, athletes, writers, scientists

Their global impact

How they promote Ukrainian culture

Identity and representation abroad

9. Ukraine: Then, Now, and Future

Key focus: Cultural continuity and transformation

Possible slides:

Key historical moments

Modern challenges

Cultural vision of the future

Ukraine in the world in 10–20 years

Reflection Questions (for discussion after presentations)

What aspects of Ukrainian culture are most globally relevant?

How does culture influence Ukraine's international image?

What stereotypes were challenged in the presentations?

How can young people promote Ukrainian culture internationally?

Contemporary Ukrainian Literature: Stories the World Is Learning to Hear

1. A Literature Shaped by History in Real Time

Contemporary Ukrainian literature is written in the midst of dramatic historical change – independence, revolution, war, and cultural renewal. Writers are not observing history from a distance; they are living inside it.

This gives Ukrainian literature an exceptional sense of authenticity and urgency.

2. From Silence to Global Visibility

For a long time, Ukrainian literature was underrepresented internationally. Today, it is rapidly gaining global recognition through:

Translations into major world languages

International literary festivals

Literary prizes and nominations

The world is discovering Ukrainian voices as distinct, powerful, and deeply European.

3. Literature of War – Beyond the Frontline

Modern Ukrainian war literature is not only about battles. It explores:

Civilian life during war

Trauma and memory

Displacement and exile

Ethical dilemmas and survival

These stories resonate globally because they focus on human experience, not just politics.

4. A Strong Documentary and Non-Fiction Tradition

Ukrainian contemporary literature is known for blending:

Fiction

Journalism

Personal testimony

This hybrid form creates powerful documentary novels and essays that blur the line between literature and reality—appealing to global readers interested in truth-based storytelling.

5. A New Generation of Global Authors

Contemporary Ukrainian writers are:

Multilingual

Educated abroad or internationally published

Engaged in global conversations

Authors such as **Serhiy Zhadan, Oksana Zabuzhko, Andrey Kurkov, Sofia Andrukhovych** explore themes of identity, memory, gender, and post-Soviet transformation.

Their works are read far beyond Ukraine.

6. Language, Choice, and Identity

Language is a central theme in modern Ukrainian literature:

Writing in Ukrainian as an identity choice

Switching languages as a reflection of history

Reclaiming suppressed voices

This makes Ukrainian literature especially relevant in discussions of post-colonialism and cultural decolonization.

7. Feminist and Gender Perspectives

Many contemporary Ukrainian writers focus on:

Women's experiences

Gender inequality

Body, memory, and trauma

These works contribute to global feminist literature while offering a unique Eastern European perspective.

8. Genre Diversity and Experimentation

Ukrainian contemporary literature is not limited to one style:

Literary fiction

Poetry

Crime and satire

Magical realism

Dystopian and speculative fiction

This diversity makes it appealing to a wide international readership.

9. Literature as Cultural Diplomacy

Ukrainian authors often act as cultural ambassadors:

Public readings abroad

Participation in global debates

Advocacy for cultural freedom

Books become a way to explain Ukraine to the world beyond news headlines.

10. Why Contemporary Ukrainian Literature Matters Globally

It matters because it:

Offers first-hand perspectives on major global issues

Expands the map of European literature

Connects personal stories with universal values

Shows how literature responds to crisis and change

Contemporary Ukrainian Cinema: Stories the World Is Starting to Watch

1. A Cinema Born from Transformation

Contemporary Ukrainian cinema emerged after decades of censorship and underfunding. Since independence, and especially after 2014, Ukrainian filmmakers have begun telling their own stories – personal, political, and deeply human.

This cinema reflects a society redefining itself in real time.

2. Focus on Human Stories, Not Propaganda

Unlike large-scale blockbuster traditions, Ukrainian cinema focuses on:

Ordinary people in extraordinary circumstances

Moral choices during crisis

Psychological depth rather than spectacle

This human-centered approach resonates strongly with international audiences and film festivals.

3. Strong Documentary Tradition

Ukraine has become internationally known for its **powerful documentary films**, especially those capturing:

Revolution and civic resistance

War from a civilian perspective

Identity, memory, and trauma

Ukrainian documentaries are praised for honesty, ethical sensitivity, and cinematic quality.

4. Internationally Acclaimed Films

Recent Ukrainian films have gained recognition at major festivals such as **Cannes, Berlinale, Venice, and Sundance**.

Notable examples:

Donbass (Sergei Loznitsa)

Atlantis (Valentyn Vasyanovych)

The Tribe (Myroslav Slaboshpytskyi)

20 Days in Mariupol (Mstyslav Chernov)

These films challenge viewers emotionally and intellectually.

5. Innovative Visual Language

Ukrainian directors are known for:

Long static shots

Minimal dialogue

Symbolic imagery

Use of silence as narrative

This artistic style connects Ukrainian cinema with global arthouse traditions.

6. Cinema of War – Beyond the Battlefield

War films from Ukraine are not about heroism alone. They explore:

Aftermath and psychological scars

Civilian suffering

Ethical ambiguity

Memory and responsibility

Such films contribute to global conversations about war, not only regional conflicts.

7. New Voices and Generational Change

A new generation of Ukrainian filmmakers:

Works across borders

Collaborates with international crews

Experiments with genre and form

Women directors and young voices are playing an increasingly important role in shaping modern Ukrainian cinema.

8. Cinema as Cultural Testimony

Ukrainian cinema often functions as a historical document – preserving experiences that might otherwise be forgotten.

Film becomes a way to bear witness, resist distortion, and speak directly to the world.

9. Growing Global Presence

Ukrainian films are increasingly available through:

International film festivals

Streaming platforms

University film programs

Global audiences are discovering Ukrainian cinema as authentic, courageous, and artistically daring.

10. Why Contemporary Ukrainian Cinema Matters Globally

It matters because it:

Provides first-hand perspectives on global crises

Expands world cinema beyond dominant narratives

Connects personal stories with universal ethics

Shows how art responds to trauma and change

Ukrainian Classical Art: A European Tradition with a Distinct Voice

1. At the Crossroads of Civilizations

Ukrainian classical art developed at the crossroads of Byzantine, European, and local traditions. Situated between East and West, Ukraine absorbed influences while creating a unique visual language.

This position shaped an art tradition that is both familiar to Europeans and strikingly original.

2. The Kyiv Rus' Legacy

One of the foundations of Ukrainian classical art comes from Kyiv Rus' (10th–13th centuries).

Key elements:

Monumental mosaics and frescoes

Icon painting with strong spiritual symbolism

Mastery of color, gold, and sacred geometry

The mosaics of Saint Sophia Cathedral in Kyiv are among the oldest and best-preserved in Europe.

3. Ukrainian Icon Painting: More Than Religion

Ukrainian icons differ from other Eastern Christian traditions:

Softer facial expressions

Greater emotional depth

Lighter color palettes

Strong regional variation

These icons reflect a human-centered spirituality, which makes them accessible to modern viewers beyond religious contexts.

4. Baroque with a Ukrainian Identity

The Ukrainian Baroque (17th–18th centuries) is a unique artistic phenomenon.

Distinct features:

Rich ornamentation combined with restraint

Harmony between architecture, painting, and sculpture

Emphasis on movement and light

Ukrainian Baroque art reflects intellectual freedom and cultural confidence during the Cossack era.

5. Cossack Portraits: Early Individualism

Cossack portrait painting is one of Ukraine's most original contributions to European art.

Why it matters:

Focus on personality and dignity

Blend of folk and aristocratic styles

Early expression of democratic values

These portraits emphasize individual identity, a concept that resonates strongly in modern global culture.

6. Taras Shevchenko : Artist and National Icon

Known worldwide as a poet, **Taras Shevchenko** was also a highly skilled painter and graphic artist.

His artworks:

Show realism and social empathy

Critique injustice and inequality

Align with European academic traditions

Shevchenko bridges literature and visual art, making him a uniquely interdisciplinary figure.

7. Ukrainian Art in the 19th Century: Europe and Nationhood

In the 19th century, Ukrainian artists increasingly engaged with:

Romanticism

Realism

National themes

Painters portrayed landscapes, rural life, and historical scenes, contributing to the formation of a modern national identity.

8. Suppressed but Not Lost

For long periods, Ukrainian art was:

Appropriated

Misattributed

Suppressed

Many Ukrainian artists were labeled as part of other artistic traditions. Today, museums and scholars are restoring Ukrainian art to its rightful place in world art history.

9. Universal Themes in Ukrainian Classical Art

Ukrainian classical art speaks to global audiences through:

Spirituality and human dignity

Freedom and individuality

Connection to nature

Cultural resilience

These themes transcend national borders.

10. Why Ukrainian Classical Art Matters Globally

It matters because it:

Enriches European art history

Offers alternative narratives to dominant canons

Demonstrates cultural continuity despite oppression

Connects tradition with universal human values

Human Dignity

1. Literature Born from Struggle

Ukrainian classical literature developed under conditions of political pressure, censorship, and cultural suppression. As a result, literature became not only an art form but also a tool of resistance and national survival.

Many Ukrainian writers wrote in exile, were banned, or persecuted – making their works deeply connected to universal themes of freedom and identity.

2. Taras Shevchenko: A Global Symbol of Freedom

Taras Shevchenko is Ukraine's most iconic literary figure, often compared to Shakespeare or Goethe in terms of cultural significance.

Why the world should care:

His poetry speaks about oppression, dignity, and human rights

His works inspired anti-colonial movements

His poems have been translated into more than 100 languages

Shevchenko's *Kobzar* is not just a poetry book – it is a cultural manifesto.

3. Literature as a Voice of the Oppressed

Ukrainian classical writers often focused on:

Social injustice

The lives of peasants and marginalized people

Moral responsibility and ethical choices

Writers such as Ivan Franko and Lesya Ukrainka explored themes still relevant today: equality, feminism, resistance, and personal freedom.

4. Lesya Ukrainka: A Feminist and European Thinker

Lesya Ukrainka was far ahead of her time:

A strong female voice in a male-dominated literary world

A polyglot intellectual influenced by European philosophy

A playwright whose works address tyranny, freedom, and sacrifice

Her drama *The Forest Song* blends folklore with existential philosophy, making it appealing to modern global audiences.

5. Ukrainian Literature and European Modernism

At the turn of the 20th century, Ukrainian writers actively engaged with European literary movements:

Realism

Modernism

Symbolism

Authors like Mykhailo Kotsiubynsky and Olha Kobylianska experimented with psychological depth, narrative perspective, and social critique – paralleling European trends.

6. Language as Cultural Resistance

Writing in Ukrainian was often a political act. For centuries, the language was restricted or banned, yet writers preserved it through literature.

Ukrainian literary language is:

Rich in imagery and symbolism

Deeply connected to folk traditions

Capable of expressing both lyrical beauty and political protest

7. Exile, Censorship, and the “Executed Renaissance”

One of the most tragic chapters in Ukrainian literature is the “Executed Renaissance” – a generation of writers in the 1920s–30s who were imprisoned or executed by the Soviet regime.

This phenomenon connects Ukrainian literature to global discussions on:

Totalitarianism

Cultural genocide

Memory and trauma

8. Universal Themes That Speak to the World

Ukrainian classical literature explores themes that resonate globally:

Freedom vs. oppression

Identity and belonging

Love, sacrifice, and moral choice

The individual versus the state

These themes make Ukrainian literature highly relevant in today’s world.

9. Rediscovery by the Global Audience

Today, Ukrainian classical literature is being rediscovered through:

New translations

International academic studies

Theatre adaptations and festivals

Global readers increasingly recognize Ukrainian literature as distinct, European, and universal, not regional or derivative.

10. Why Ukrainian Classical Literature Matters Globally

Ukrainian literature matters because it:

Gives voice to silenced histories

Expands the canon of European literature

Offers powerful insights into resilience and freedom

Connects national experience with universal human values

Ukrainian Cuisine: A Taste of History, Identity, and Global Trends

1. More Than Food: A Cultural Code

Ukrainian cuisine is not just about recipes – it is a reflection of history, geography, and cultural resilience. Each dish tells a story of survival, community, and connection to the land.

2. Borshch: A UNESCO-Recognized Heritage

Borshch is Ukraine's most iconic dish and a powerful cultural symbol.

In 2022, Ukrainian borshch culture was added to UNESCO's List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

Why it matters globally:

Every region has its own version of borshch

It represents family traditions and cultural continuity

It became a symbol of cultural identity during wartime

Fun fact: There is no single "correct" borshch recipe – diversity is the essence of the dish.

3. One of the World's Most Vegetarian-Friendly Traditional Cuisines

Long before vegetarianism became trendy, Ukrainian cuisine developed a rich variety of plant-based dishes, largely due to religious fasting traditions.

Popular vegetarian-friendly dishes:

Varenky with potatoes, cabbage, cherries, or poppy seeds

Buckwheat (kasha)

Pampushky with garlic

Mushroom soups and stews

This makes Ukrainian cuisine highly relevant to modern global food trends.

4. Fermentation: A Trend Before It Was Cool

Ukrainian cuisine traditionally uses fermented foods, now popular worldwide for their health benefits.

Examples include:

Sauerkraut

Pickled cucumbers and tomatoes

Kvass (a fermented drink made from bread)

These foods support gut health and reflect Ukraine's sustainable food traditions.

5. Varenyky: The Universal Comfort Food

Varenyky are Ukrainian dumplings that can be sweet or savory, making them similar to dumplings found in many cultures.

Why the world loves them:

Familiar shape, unique fillings

Easy to adapt to vegan or gourmet versions

Symbol of home and hospitality

Global chefs are now reinterpreting varenyky with modern fillings and presentation.

6. Ukrainian Cuisine and Sustainability

Ukrainian cooking is based on seasonal, local, and zero-waste principles:

Using root vegetables and grains

Preserving food for winter

Reusing leftovers creatively

These principles strongly align with today's global focus on sustainable eating.

7. Street Food and Modern Reinvention

Modern Ukrainian chefs are reintroducing traditional dishes in contemporary formats:

Borshch served in fine-dining style

Varenyky as street food

Classic ingredients used in fusion cuisine

Ukrainian restaurants are opening in major cities across Europe and North America, attracting international attention.

8. Food as Soft Power

Ukrainian cuisine has become a tool of cultural diplomacy:

Food festivals abroad

Charity dinners supporting Ukraine

“Borshch diplomacy” events organized by Ukrainian communities

Food helps people understand Ukraine emotionally, not just politically.

9. Ukrainian Desserts the World Is Discovering

Syrnyky – cottage cheese pancakes loved for their simplicity

Kutia – a symbolic festive dish made of wheat, honey, and poppy seeds

Honey-based desserts reflecting ancient beekeeping traditions

Ukraine is one of Europe’s largest honey producers.

10. Why Ukrainian Cuisine Matters Globally

Ukrainian cuisine resonates with the world because it is:

Authentic and deeply rooted in tradition

Adaptable to modern dietary trends

Based on sustainability and seasonality

A symbol of cultural resilience and identity.

Ukrainian Music: Ancient Roots, Global Sound

1. A Musical Culture with Deep Historical Roots

Ukrainian music is one of Europe’s oldest living musical traditions. Folk songs, many of them passed down orally, preserve ancient modes, polyphony, and rhythms that predate classical Western harmony.

UNESCO has recognized Ukrainian Cossack songs of the Dnipro region as Intangible Cultural Heritage, highlighting their unique vocal style and historical importance.

2. Folk Polyphony That Amazes the World

Traditional Ukrainian singing is known for powerful polyphony, especially in women’s ensembles.

Why it fascinates global audiences:

Raw, emotional vocal technique

Unusual harmonies and open-throat singing

Strong communal energy

International musicians and ethnomusicologists often describe Ukrainian folk vocals as “*primitive, powerful, and deeply emotional.*”

3. Traditional Instruments You Don’t Hear Anywhere Else

Ukraine has unique instruments that give its music a distinctive sound:

Bandura – a large string instrument symbolizing national identity

Kobza – historically played by blind traveling musicians (kobzars)

Trembita – a long wooden horn used in the Carpathians

The trembita is one of the longest musical instruments in the world.

4. From Folk to Global Stages

Modern Ukrainian artists blend folk elements with electronic, pop, rock, and experimental music.

Notable examples:

DakhaBrakha – “ethno-chaos” with global festival presence

ONUKA – electronic music with traditional instruments

Go_A – techno-folk with ancient vocal techniques

Kalush Orchestra – hip-hop mixed with folk, Eurovision winners

This fusion makes Ukrainian music instantly recognizable and globally relevant.

5. Eurovision as a Cultural Showcase

Ukraine has become one of Eurovision’s most successful countries, not only in results but in cultural impact.

Why Ukraine stands out:

Use of native language

Strong visual storytelling

Clear cultural identity rather than imitation

Ukrainian entries often introduce global audiences to traditional sounds in a modern format.

6. Music as Cultural Resistance

In times of crisis, Ukrainian music becomes a form of resistance and self-expression.

Examples:

Songs supporting national unity

Charity concerts worldwide

Artists using music to tell Ukraine's story

Music helps preserve identity and raise global awareness.

7. Ukrainian Classical Music the World Is Rediscovering

Ukraine has a rich classical tradition often overlooked:

Mykola Lysenko – founder of Ukrainian classical music

Valentyn Sylvestrov – contemporary composer performed worldwide

Borys Lyatoshynsky – modernist composer

Today, international orchestras increasingly recognize Ukrainian composers as distinct from Russian traditions.

8. Language as a Musical Statement

The Ukrainian language itself plays a crucial role:

Melodic and rhythmic

Rich in vowels and soft consonants

Ideal for both folk and modern genres

Singing in Ukrainian has become a powerful cultural and political statement on the global stage.

9. Ukraine in Global Music Culture

Ukrainian musicians collaborate with international artists, perform at major festivals, and influence global trends in:

World music

Electronic and experimental scenes

Film and game soundtracks

Ukrainian sound is increasingly associated with authenticity and emotional depth.

10. Why Ukrainian Music Matters Globally

Ukrainian music resonates worldwide because it:

Combines ancient traditions with modern innovation

Expresses universal emotions through a unique cultural lens

Represents resilience, freedom, and identity

Offers a sound that is both local and global.

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