COURSE UNIT (MODULE) DESCRIPTION

Course unit title	Code
Ethnolinguistics/Etnolingvistika	

Lecturer(s)	Department(s)
Dr. Jelena Kirejeva	Faculty of Philology, The Department of English Philology

Cycle	Type of the course unit
BA	Optional

Mode of delivery	Period of delivery	Language of instruction
Seminars	Autumn	English

Requirements for students	
Prerequisites: English B 2-C1	**Additional requirements (if any):** None

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	32	118

Aim of course (module): competences developed by the study programme
The course focuses on the interrelation between a language and the cultural behaviour of those who speak it and explores the intersection between language, cognition and cultural conceptualisation. The course aims at the development of *metacultural* competence by exposing learners to the sociocultural reality and the ethnolinguistic diversity of the present-day world.   The course is designed: 1) to help students to explore how features of human languages encode culturally constructed conceptualisations of the whole range of human experience; 2) to raise learners' awareness of the fact that cultural conceptualisations provide a basis for constructing, interpreting, and negotiating intercultural meanings, which, in its turn, is the key to harmonious and successful intercultural communication.

Learning outcomes of the course (module)	Teaching and learning methods	Assessment methods
Generic Learning Outcomes: – the acquisition and/or development of the following transferable skills: communication, active listening, problem-solving, critical thinking, logical reasoning, independent research and argumentation, data collection and analysis, conscious thinking, and collaboration.	The combination of a *Task-Based* Approach, a *Flipped Classroom* Approach, and a *Case Study* method; the accomplishment of the following tasks and activities: lectures and group assignments, classroom polling, Q&A sessions, listing and/or brainstorming, collaborative discussions based on the materials covered individually at home and in class (teacher-led), collaborative problem-solving (teacher-led), role plays and simulations, digital research, readings, the use of digital resources both as synchronous and asynchronous learning materials, reflection assignments.	The course can be passed through continuous assessment, which is complemented by two synthesis tests (a midterm test – 40 % and a final test – 60 %), whose marks comprise the cumulative examination mark.

Subject Learning Outcomes:

– the acquisition of the knowledge of the origins of ethnolinguistics as well as the latest developments in cultural linguistics, a more recent multidisciplinary area of research exploring the features of human languages entrenched in cultural conceptualisations, by getting acquainted with the seminal works in the field;

– the acquisition of students' literary analysis skills, i.e. the ability to exercise their critical thinking skills in interpreting a text within an ethnolinguistic framework, the ability to substantiate their interpretations through well-reasoned arguments, the ability to carry out an ethnolinguistic analysis independently through the effective application of analytical tools;

– the acquisition of metacultural competence that will enable learners/interlocutors: 1) to engage in reflecting on and explicating their cultural conceptualisations effectively; 2) to consciously engage in successfully communicating and negotiating their cultural conceptualisations during intercultural communication; 3) to achieve success in intercultural communication with speakers from various cultural backgrounds by being aware of the differences in cultural conceptualisations entrenched in different languages.

| Topics | Contact work hours | | | | | | | Time and tasks of self-study | |
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hours	Independent work	Assignments
1. Introduction: On the shared 18th-19th century origins of ethnolinguistics and cultural linguistics residing on the theoretical position that language and culture shape human thought (Vilhelm von Humbolt, Franz Boas, Edward Sapir, Benjamin Lee Whorf); Ethnolinguistics in Lithuania (Aloyzas Gudavičius).	2						2		Lecture materials to be accessed through VMA; Watching list: www.ted.org Lera Boroditsky "How languages shape the way we think".
2. Cultural linguistics as a more recent multidisciplinary area of research exploring the relationships between language, cognition and conceptualisations that are culturally constructed and instantiated through features of language.	2		2				4		Reading list: Farzad Sharifian *"Cultural Linguistics: Cultural Conceptualisations and Language* " pp. 1-4; lecture materials to be accessed through VMA.
3. The theoretical background that affords an integrated understanding of the notions of cognition and culture. The key notions and the analytical tools Cultural Linguistics utilises: *cultural schema*, *cultural category* (including *cultural prototype*), and *cultural metaphor* collectively referred to as conceptualisations, with conceptualisations being component parts of cultural cognition embracing the cultural knowledge that emerges from the interactions between members of a cultural group across time and space.	2		2				4		Lecture materials to be accessed through VMA.
4. Culturally constructed conceptualisations of human experience addressed by cultural linguists in their contributions (e.g., life and death, emotions, humour, religion, gender, kinship, marriage, politics, politeness, etc.)	2						2		Lecture materials to be accessed through VMA.
5. Embodied cultural metaphors. The role of cultural traditions in embodied metaphors. the case of the Persian language.	2		2				4		Reading List: Farzad Sharifian *"Cultural Linguistics: Cultural Conceptualisations and*

Topic									Reading List
									Language " pp. 25-40.
6. Language and cultural conceptualisations of emotions (e.g., the conceptualisation of *anger* in English and Chinese). The correlation between cultural conceptualisations and the insights provided by the studies into emotion-triggered bodily responses.	1		2				3		Reading List: Kövecses, Z. Metaphor and Culture; https://www.researchgate.net /publication/291103119_Met aphor_and_Culture
7. Cultural conceptualisations and (im)politeness. The potential the notion of *cultural schema* has to offer for the exploration of polite use of language: the case of Persian.	1		1				2		Reading List: Lecture materials to be accessed through VMA.
8. Investigations of the cultural grounding of language in the domain of intercultural communication. Shared cultural conceptualisations as a facilitator of intercultural communication. The case of miscommunication between speakers of Aboriginal English and non-Aboriginal English	1		1				2		Reading List: Farzad Sharifian "Cultural Linguistics", Ethnolinguistic 28, DOI: 10.17951/et.2016.28.31
9. Investigations of the cultural grounding of language in the domain of political discourse analysis. The importance of cultural conceptualisations in the sphere of international negotiations: the case of George W. Bush and Iran; the case of Ghana.	1		2				3		Reading List: Farzad Sharifian *"Cultural Linguistics: Cultural Conceptualisations and Language* " pp.79-83; Farzad Sharifian "*Figurative language in international political discourse: The case of Iran*", *Journal of Language and Politics* 8 (3), pp.416–432.
10. Anna Wierzbicka's and Cliff Goddard's insights into *cultural scripts* as a technique for articulating culture-specific norms, values, and practices in terms which are clear, precise, and accessible to cultural insiders and outsiders alike. *Cultural scripts* as the key to successful intercultural communication.	2		2				4		Reading List: Anna Wierzbicka "Anglo scripts against 'putting pressure' on other people and their linguistic manifestation", pp. 31-64; Lecture materials to be accessed through VMA.
11. Round-up discussion. Revision.			2				2		Reading List: Revision materials to be accessed through VMA.
Total: 150	16		16				32	118	

Assessment Strategy	Weight (%)	Deadline	Assessment Criteria
Midterm test	**40 %**	The middle of the semester (the end of October)	**10-point** grading scale (the midterm test is comprised by open-ended and close-ended questions on the materials covered).
Final test	**60 %**	Third week of December	**10-point** grading scale (the final test is comprised by open-ended and close-ended questions on the materials covered and a mini-research intended to demonstrate one's ability to carry out pragmalinguistic research independently). The questions formulated in the test will cover the topics discussed both in the lectures and seminars. Students who do not attend the lectures and seminars must a)independently follow the information related to the course; b) study the texts (both compulsory and optional) indicated in the course description and uploaded on the VMA/MsTeams platform; no individual tutorials to be provided if one appears to have some questions due to their frequent absenteeism.
Assessment of test assignments			**10 (excellent)** One could scarcely expect better from a student who demonstrates outstanding knowledge and skills of the materials covered; the answers are coherent and logical; they are provided in academic English. The student carries out

			pragmalinguistic research with great confidence.
			9 (very good)
			Superior work which is clearly above average; the student demonstrates good knowledge of the course materials, understands and knows the key concepts.
			The answers are provided in academic English. Pragmalinguistic research is caried with confidence.
			8 (good)
			Good work meeting all requirements and eminently satisfactory. Questions are answered, however, occasional mistakes are observed. The answers are provided in academic English. The student demonstrates substantial knowledge of the key theoretical concepts. Minor inaccuracies are observed in the application of the theoretical guidelines.
			7 (highly satisfactory)
			Competent work that meets the requirements. However, the answers lack in-depth knowledge; certain errors and discrepancies are observed. The student lacks confidence when applying the theoretical guidelines.
			6 (satisfactory)
			The student barely met the minimum requirements. Pragmalinguistic research is carried with great difficulty. The student has not fully mastered the course materials. Numerous inaccuracies and discrepancies are observed.
			5 (poor)
			Fair work, minimally acceptable below expectations. Numerous errors, lack of understanding of the key concepts; the student is hardly able to carry out independent research within the theoretical framework.
			4,3,2,1 (insufficient)
			Knowledge and skills do not meet the minimum criteria; the student failed to master the course programme; is unable to apply the theories when carrying out independent research; has extremely poor knowledge of the subject matter.
Attendance requirements			It is not advisable to miss more than 30% of lectures and seminars without any justifiable reason.

Author	Year of publication	Title	No of periodical or vol. of publication	Publication place and publisher or Internet link
Required reading				
Kövecses, Z.	2010	*Metaphor and Culture*		Philologica, 2, № 2, pp.197-220; https://www.researchgate.net/publication/291103119_Metaphor_and_Culture
Sharifian, F.	2009a	*Figurative language in international political discourse: The case of Iran.*		*Journal of Language and Politics,* 8 (3): 416–432
Sharifian, F.	2017	*Cultural Linguistics: Cultural Conceptualisations and Language*		John Benjamins Publishing Company
Sharifian, F.	2017	*Cultural Linguisics*		Ethnopragmatic 28, Lublin, DOI: 10.17951/et.2016.28.31
Wierzbicka, A.	2006	*Anglo scripts against 'putting pressure' on other people and their linguistic manifestation*		In Goddard, C. (ed.). Ethnopragmatics . De Gruyter, pp. 31-64.
Recommended reading				
Goddard, C.	2006	*Ethnopragmatics: Undesranding Discourse in Cultural Context*		In Goddard, C. (ed.). Ethnopragmatics . De Gruyter.
Lakoff, G. and Johnson, M.	1987	*Metaphors We Live BY*		Chicago: University of Chicago Press.
Langacker, Ronald W.	2014	*Culture and cognition, lexicon and grammar*		In: Masa- taka Yamaguchi, Dennis Tay and Benjamin Blount (eds.) Approaches to Language, Culture and Cognition: The Intersection of Cognitive Linguistics and

				Linguistic Anthropology. 27–49. Houndmills and New York: Palgrave.
Nummenmaa, L., Glerean, E., Hari, R. and K. Hietanen.	2014	*Bodily maps of emotions.*		PNAS, vol. 111, № 2, pp. 646-651. *https://www.researchgate.net/publication/259499731_Bodily_maps_of_emotions*
Sharifian, F. and T. Tayebi.	2017	*Perception of impoliteness and the underlying cultural conceptualisations*		Pragmatics and Society, Volume 8, Issue 2. pp. 231-253; DOI: https://doi.org/10.1075/ps.8.2.04sha
Yu, N.	2003	*Metaphor, Body, and Culture. The Chinese understanding of gallbladder and courage.*		Metaphor and Symbol, 18 (1), pp.13-31. DOI: 10.1207/S15327868MS1801_2
Yu, N.	2015	*Embodiment, Culture, and Language*		In F.Sharifian (Ed.), The Routledge handbook of language and culture, pp. 227-239. London: Routledge
Wierzbicka, A.	1985	*A Semantic Metalanguage for Crosscultural Comparison of Speech Acts and Speech Genres.*		*Language and Society.* Vol. 14. №4. Cambridge: CUP; *http://www.jstor.org/stable/4167689*
Wierzbicka, A.	1992	*Semantics, culture, and cognition: universal human concepts in culture-specific configurationS*		New York, Oxford:OUP

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