

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

*А.В. АГУРЕЕВА, Е.А. ПАШКОВА,
Е.А. ПОМЕЛЬНИКОВА*

РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ПРОЦЕССЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве практикума для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 09.03.01 Информатика и вычислительная техника, 03.03.01 Прикладные математика и физика, 02.03.02 Фундаментальная информатика и информационные технологии, 01.03.02 Прикладная математика и информатика и специальности 10.05.03 Информационная безопасность автоматизированных систем

САМАРА
Издательство Самарского университета
2023

УДК 378.1(075)

ББК Ч448.0я7

А276

Рецензенты: д-р пед. наук, доц. Э. С. С а в и ц к а я,
канд. физ.-мат. наук Ю. Ж. П ч е л к и н а

Агуреева, Алина Викторовна

А276 Развитие критического мышления в процессе межкультурной коммуникации: практикум / *А.В. Агуреева, Е.А. Пашкова, Е.А. Помельникова.* – Самара: Издательство Самарского университета, 2023. – 80 с.: ил.

ISBN 978-5-7883-1973-5

Целью практикума является развитие и совершенствование речевых навыков на основе материалов, способствующих развитию критического мышления, предусматривается развитие навыков общения в рамках межкультурной коммуникации, формированию общекультурного мировоззрения. Предлагаемый ряд дискуссионных видов деятельности, творческих заданий предоставляет возможность повысить уровень речевой компетентности. Тексты сопровождаются системой упражнений, позволяющих анализировать информацию, делать выводы и принимать решения на основе проведённого анализа, а также формировать собственное мнение и отстаивать свою позицию.

Подготовлено на кафедре иностранных языков и РКИ.

УДК 378.1(075)

ББК Ч448.0я7

ISBN 978-5-7883-1973-5

© Самарский университет, 2023

CONTENT

MODULE 1.	
LINGUISTIC AND CULTURAL DIVERSITY	4
MODULE 2.	
HOW DO WE COMMUNICATE?	28
MODULE 3.	
PERSONALITY AND COMMUNICATION	53
SOURCES OF TEXTS AND VIDEO.....	80

Module 1

LINGUISTIC AND CULTURAL DIVERSITY

Unit 1

LEAD IN



Ex.1 WHAT THE EXPERTS SAY.

Read the following extracts and brainstorm the points below:

Extr 1.

Cultural diversity is synonymous with multiculturalism. Multiculturalism is defined by the Encyclopedia Britannica as, “the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture.”

The importance of cultural diversity can be interpreted on the basis of these related actions:

- Recognizing that there is a large amount of cultures that exist
- Respecting each other’s differences
- Acknowledging that all cultural expressions are valid
- Valuing what cultures have to bring to the table
- Empowering diverse groups to contribute
- Celebrating differences, not just tolerating them

You may need to have a multilingual team, have a diverse range of ages working together, have policies that are vocally against discrimination, etc: or having students from all over the world (like at the Uni-

iversity of the People), being accepting of all religious practices and traditions that students part take in, supporting students to share their cultures with one another, etc. (adapted from <https://www.uopeople.edu/blog/what-is-cultural-diversity/>)

Extr 2.

What language do you speak? What is your religion? What holidays do you celebrate? What is your racial identification? What is your ethnic identity? What is your culture? Why is cultural diversity so important?

Our culture is what shapes us, it shapes our behaviour and our identity. Culture is our way of living, it refers to the shared language, beliefs, values, norms, behaviours, and material objects that are passed down from one generation to the next.

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another, but first, we must have a level of understanding about each other. Learning about other cultures helps us understand different perspectives within the world in which we live. It helps dispel negative stereotypes and personal biases about different groups.

In addition, cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own. So that as we interact with others we can build bridges to trust, respect, and understanding across cultures. Furthermore,

this diversity makes our country a more interesting place to live in. As people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

(adapted from <https://www.partnershipinternational.ie/why-is-cultural-diversity-important/>)

Extr 3.

People from different cultural backgrounds may have different ideas or cultural expressions around work. And, in order for teams to do their best work, it's important for leaders to identify those differences around work – and create a space for those differences to effectively co-exist.

This concept is called cultural competence – the ability for people from different cultural groups (and with different cultural ideas) to be able to work together effectively. And if you want to empower diverse teams' best work, it's important to make cultural competence a priority within your organization; otherwise, it can lead to conflict and challenges within the team.

For example, let's say your company currently employs people from six different countries – all of which have different attitudes and beliefs around work. If you just throw those people on a team together without any training or support, those different attitudes and beliefs can cause conflict. For example, let's say it's the norm in country A to create a clear boundary between work time and personal time – while it's commonplace in country B to develop friendships with your co-workers outside of work. Without the proper context or training, employees from country B might be offended when employees from country A decline their invitation for an after-work get together.

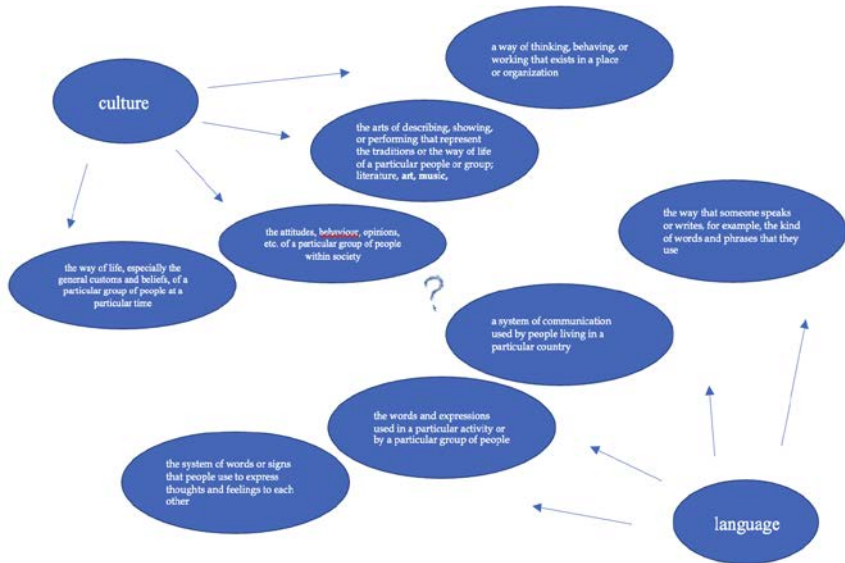
Or let's say country C recognizes more religious and cultural holidays than country D. If employees from country D see employees from country C getting more time off – without understanding why – it may lead to resentment.

(taken from <https://www.hourly.io/post/cultural-diversity>)

- Cultural diversity in a school setting
- Cultural diversity in a workplace
- Let's celebrate our differences!

Ex. 2 Here are some definitions of what culture and language are.

Study these spidergrams and find what they all have in common.



STEREOTYPING

-> https://www.youtube.com/watch?v=r_Uer9LgITc



Ex. 3

Pre-reading Discussion Questions:

1. Do you believe all girls like pink?
2. Where do you think this stereotype comes from?
3. Why is this black-and-white picture taken as an example?

Read the articles and discuss the questions below:

- <https://www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097/> (source of the image on the right)
- <https://www.bbc.com/future/article/20141117-the-pink-vs-blue-gender-myth>
- <https://www.livescience.com/22037-pink-girls-blue-boys.html>

1. Is there a scientific reason for girls to wear pink?
2. In the United States, where does the idea that girls prefer pink come from?
3. In other cultures, are there different colors assigned to genders?
4. Do you think this is a harmful stereotype? Why or why not?
5. How does this stereotype lead to misleading information?
6. Were you surprised by what you read? Why or why not?

On the left, we have the men's bathrooms, no doubt for the doctors, and over there are the ladies' bathrooms for the nurses.

Ex. 4 Words Associations

For the table below, identify which set of concepts is associated with each key word.

Key word	Associated concepts
1 mountain	A innocence, caring, love, tenderness, softness
2 child	B danger, bravery, speed, unstoppable
3 fruit extract	C romance, marriage, happiness, being special or chosen
4 wall of fire	D man being independent; a place women aren't meant to go
5 monkey	E healthiness, vitamins, well-being, flowing hair
6 ring	F natural freshness, refreshingly cool, outdoors, hardness
7 shed or den	G humour, playfulness, tricks

Ex. 5 Find three cultural events or fests. Identify which words or concepts are used the most when thinking of them. Expand the list.

Event	Key Words	Associations given to the words
1.	1) 2) 3) 4) 5)	
2.		
3.		

Ex. 6 Identify which stereotypes are being perpetuated in the following statements.

- 1 We'll decorate the room pink as they have two girls.
- 2 There are uniforms here for the pilots, and ladies, your stewards' costumes are over there.
- 3 We had better make sure there is roast beef on the menu so that the British tourists have something they are able to eat.
- 4 We should have expected that he couldn't control his temper, seeing he has red hair.
- 5 We'll play some Reggae for the visitors from the Caribbean and some flamenco music for those from Spain.
- 6 We should have expected trouble as there were so many football fans in the crowd.
- 7 There's no point providing washing machines in student halls of residence. It would be better to give them a big laundry bag so they can carry their laundry home to their parents to clean.
- 8 They won't be interested in fashion or computers: they are both retired now.

Unit 2

LEAD IN

Ex. 1 Brainstorm the idea below:

Language as a barrier to communication

Ex. 2 Discuss the following questions:

- 1) *What would happen if for one day only the whole world suddenly spoke one language only?*
- 2) *What are the problems caused by many languages spoken in the same country?*



Ex. 3 WHAT THE EXPERTS SAY.

*There are about 7,000 languages spoken around the world –
and they all have different sounds, vocabularies, and structures.*

But do they shape the way we think?...

Watch the video of Lera Boroditsky “How language shapes the way we think” and discuss the points below:

<https://www.youtube.com/watch?v=RKK7wGAYP6k>

What comes to your mind when you hear “*Imagine a jellyfish waltzing in a library while thinking about quantum mechanics*”?

What sort of things are “international” for people’s understanding?

What may make some peoples use more natural descriptions or adjectives for everyday things?

Can grammatical gender have any consequence for how people think?

What else may shape peoples’ languages?



Ex. 4 Research Time!

Verify an assumption that *some phonetic patterns of how people speak are shape by environmental conditions*

Ex. 5 What do Game of Thrones’ Dothraki, Avatar’s Na’vi, Star Trek’s Klingon and LOTR’s Elvish have in common?

Study the article and discuss the questions below:

<https://www.pangea.global/blog/2022/09/27/a-brief-history-of-conlangs-and-their-uses-in-pop-culture/>

1. Why do people learn artificial languages when there are actual languages in the world?

2. What would be the first fifty words you would create to fashion the most useful language possible?

3. If you were to create a brand-new language, what kind of notions would you like to add in it?

4. If you were assigned to make up a language, how would you come up with words? Based on what sounds pleasant, or a system of some kind, or something random?



Ex. 6 What makes a language... a language?

Study the following descriptions and summarise them to find out what features of any language are, give suitable examples and expand the list.

#	Description	Feature	Notes
1	Language is an organization of sounds, of vocal symbols. It is the sounds produced from the mouth with the help of various organs of speech to convey some meaningful message. It also means that speech is primary to writing. There are several languages because they are spoken. Language is systematic verbal symbolism; it makes use of verbal elements such as sounds, words, and phrases, which are arranged in certain ways to		

	<p><i>make sentences. Language is vocal in as much as it is made up of sounds which can be produced by the organs of speech.</i></p>		
2	<p><i>Language is the most powerful, convenient and permanent means and form of communication. Language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions and feelings; it is through it that they store knowledge, and transmit messages, knowledge and experience from one person to another, from one generation to another. Most of the activities in the world are carried on through or by it. It is through it that humans interact. It is language again that yokes the present, the past and the future together.</i></p>		
3	<p><i>Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other; it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations. It is a member of society that a human being acquires a language. We learn not born with an instinct to learn a particular language– English, Hindi, Russian, Bengali, Chinese, Tamil, or French.</i></p>		

	<p><i>We learn a language as members of society using that language, or because we want to understand that society or, to be understood by that speech community. If a language is not used in any society it dies out. A language is thus a social event. It can be described only if we know all about the people who are involved in it, their personalities, their beliefs, attitudes, knowledge of the world, relationship to each other, their social status, what activity they are engaged in what they are talking about, what has gone before linguistically and non-linguistically, what happens after, what they are and host of other facts about them and the situation they are placed in.</i></p>		
4	<p><i>There is no direct, necessary connection between the nature of things or ideas the language deals with, and the linguistics unites are combinations by which these things or ideas are expressed. There is no reason why four-legged domestic animals should be called Dog in English, Kutta in Hindi, Kukur in Sanskrit, Kutta in Telugu, Kukur in Bengali, Chien in French, and Kalb in Arabic and so on. That those particular words that imitate the sounds of their referents, for example- buzz, hiss, hum, bang in English and Kal-Kal in Hindi, may seem to invalidate this statement, but such words are comparatively few in different languages, and the accuracy of the</i></p>		

	<p><i>limitation depends on the sounds available in the language. Furthermore, these are a variation in different languages of the world and have no uniformity.</i></p>		
<p>5</p>	<p><i>No language was created in a day out of a mutually agreed-upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention on to the next, like all human institutions languages also change and die, grow and expand. Every language then is a conventional community. It is non-instinctive because it is acquired by human beings. Nobody gets a language an innate ability to acquire language. Animals inherit their system of communication by heredity, humans do not.</i></p>		
<p>6</p>	<p><i>The symbolism of language is a necessary consequence of the feature of arbitrariness discussed above. A symbol stands for something else; it is something that serves as a substitute. Language is a system of arbitrary vocal symbols. For concepts, things ideas, objects etc. we have sounds and words as symbols. the language uses words essentially as symbols and not as signs (e.g in Mats.) for the concepts represented by them.</i></p>		

	<p><i>Although the language is symbolic, its symbols are arranged in a particular system. All languages have their system of arrangements. Though symbols in each human language are finite, they can be arranged in infinity; that is to say, we can produce an infinite set of sentences by a finite set of symbols. Every language is a system of systems. All languages have a phonological and grammatical system we have morphological and syntactic systems, and within these two sub-systems, we have several other systems such as those of plural, of mood, of aspect, of tense, etc.</i></p>		
7	<p><i>The speakers of language use only certain combinations. Each language, therefore, can be described as a special system, suitable for conveying the message within its own framework of structure and meaning and having very little direct physical relation to the meanings or acts which it involves. it should also be remembered that language is meaningful.</i></p>		
8	<p><i>Language is a unique phenomenon on earth. Other planets do not seem to have any language, although this fact may be invalidated if we happen to discover a talking generation on any other planet. but so far there is no evidence of the presence of language on the moon. Each language is unique in its own sense. By this, we do not mean that language does not have any similarities or universals.</i></p>		

	<p><i>Despite their common features and language universals, each language has its peculiarities and distinct features.</i></p> <p><i>Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before any listener, yet which both sides understand without difficulty, language changes according to the needs of society.</i></p>		
9	<p><i>No species other than humans has been endowed with language. Animals cannot acquire human language because of its complex structure and physical inadequacies. Animals do not have the type of brain which the human beings possess and their articulatory organs are also very much different from those of human beings. Furthermore, any system of animal communication does not make use of the quality of features, that is, of concurrent systems of sound and meaning. Human language is open-ended, extendable and modifiable whereas animal language is not.</i></p>		
...	<p>...</p> <p>...</p> <p>...</p>		

Language

Unit 3

LEAD IN

Ex. 1 Why do you use language?



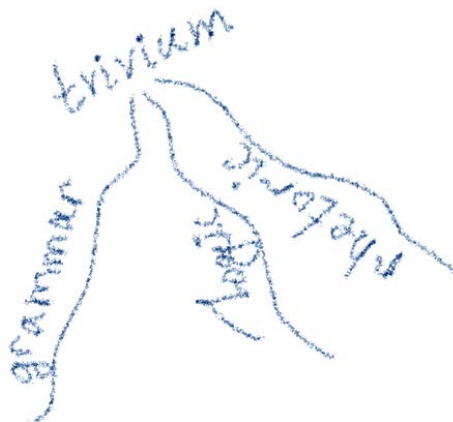
- communicating information



- expressing emotions and attitude



- seeking to cause change



Ex. 2 Brainstorm the following ideas and try to dispel any common myths in there:

- 1) Acts of persuasion tend to be simple, crude things
- 2) Persuasion is a bad, misleading thing, and we would be better off aiming always to be purely logical and reasonable
- 3) Persuasiveness is a kind of optional extra that can be bolted onto a message or act of communication
- 4) Smart people should be able to see through others' attempts at persuasion and come to their own conclusions

Ex. 3 Analyse the passage below, paying attention to the tone, meaningful or emotive parts, and what kind of audience this writing is aiming to persuade:

As a senior clinician with several decades of hospital experience, I deplore the recent cuts to health care, which I believe represent not only an unacceptable reduction in the quality of care that staff are able to offer the public, but also an ideologically misguided attempt to achieve unattainable improvements in efficiency through market forces. The health system is not a conventional market, and its disproportionate duty of care towards the most vulnerable is a social good that exists outside of market forces. I myself have repeatedly had to tell acutely distressed families in recent months that all non-urgent care for their children must be delayed into the next tax year. Morale is at the lowest I have ever known. This is a crisis.

GL

***Ethos:** establishing the trustworthiness of the source of an attempt at persuasion*

***Logos:** the chain of ideas contained in an attempt at persuasion*

***Pathos:** the emotional appeals made during an attempt at persuasion*

***Kairos:** the moment of opportunity at which persuasion is most likely to work*



establish your trustworthiness in the eyes of a particular audience;
bring relevant content to their attention;
strike the right emotional notes;
identify the best moment in which to deliver your message.

Ex. 4 Read the texts and evaluate of how good at communicating messages they are:

<p>1. Advances in genetic science are starting to permit parents to select for certain attributes in their offspring, based principally at this stage on embryo screening and selective implantation, but with an increasing body of research also surrounding germline modification and gene therapy. Any modification of human life at the genetic level is of great social and ethical as well as scientific significance, and demands both rigorous scrutiny and wide debate.</p>	
---	--

<p>2. Genetic engineering now allows some parents to select some of their children’s inherited characteristics, with more powerful and precise techniques on the way. This kind of science could have a huge impact on the future of humanity itself: it needs and deserves as wide a debate as possible.</p>	
<p>3. Thanks to scientists playing god with the human genome, parents can now pick and mix the traits of their designer babies. This is a huge deal for the human race – or whatever you call what we might turn ourselves into. It’s everyone’s business – and we need to start talking about it right now, before it’s too late.</p>	
<p style="text-align: center;"> 1 2 3 MOST PERSUASIVE MOST EFFECTIVE 1 2 3 </p>	

Ex. 5 Read the following paragraph. Do you find it persuasive?

Advances in genetic engineering are starting to permit parents to select certain attributes in their offspring. Our accelerating capacity for tampering with human life at the genetic level is another sign of our impending departure from the conventional evolutionary hierarchy and its constraints, together with conventional so-called ethics. The urgent countervailing burden is now that we experiment radically upon ourselves unconstrained by such outmoded concerns so that we can ascend to the next level of species development, a place where only the fittest will be welcome.



GL

Linguistic register:
the type of language typically
used in a particular setting or context

This Kid Just Died. What He Left Behind Is Wondtacular.

Ex. 6 Research Time!

How many emotive factors you can find in operation that
might make you likely to click on a clickbait link?

What are they?

Brevity and impact

.....

Suspense and anticipation

.....

Intensity and immediacy

.....

Tragedy and triumph

.....

Originality and strangeness

.....

Universality

.....

Ex. 7 Take a look at the two rhetorical appeals below. Do you find it persuasive? Why?

Frightened children face freezing temperatures. Without shelter and warm clothes they will struggle to survive. Every minute counts. These children urgently need warm winter clothing and blankets to protect them from the cold ... With your help, we can make the world a safer place for children. Please help us make sure no child is forgotten this winter. (Unicef Syria Appeal, 2017)

PERSUASIVE

Ex. 8 Watch a video of the deliberative rhetoric and choose the best answers for the points below. Give your ideas how to deal with someone who is trying to make you believe.

<https://www.youtube.com/watch?v=3klMM9BkW5o>

<p>1. Long sums up the situation by cautioning that “whenever there is a claim to wrongdoing, the actual cause of the allegations may in fact lie outside the particular charge at hand.” This is:</p> <ul style="list-style-type: none">a) Epideictic (Demonstrative)b) Forensic (Judicial)c) Deliberative (Symbouleutikon) <p>2. Martin Luther's dream “that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character”. This is:</p> <ul style="list-style-type: none">a) Epideictic (Demonstrative)b) Forensic (Judicial)c) Deliberative (Symbouleutikon)	<p>1. You are demonstrating that the result will give you no personal gain. This is:</p> <ul style="list-style-type: none">a) Ethosb) Pathosc) Logosd) Kairos <p>2. All men are mortal. Socrates is a man. Therefore, Socrates is mortal. This is:</p> <ul style="list-style-type: none">a) Ethosb) Pathosc) Logosd) Kairos
--	---

<p>3. Praising your subordinate for a great accomplishment. This is:</p> <p>a) Epideictic (Demonstrative)</p> <p>b) Forensic (Judicial)</p> <p>c) Deliberative (Symbouleutikon)</p>	<p>3. An advertisement is promising your infinite power with these sneakers. This is:</p> <p>a) Ethos</p> <p>b) Pathos</p> <p>c) Logos</p> <p>d) Kairos</p>
---	---

Ex. 9 Study the following rhetorical devices and match them with their examples:

<p>Rhetorical questions are not intended literally and do not require an answer, but have an assumed answer that is used for emphasis.</p>	<p>The team met yesterday for some blue-sky ideation. We used tactile workshop tools and cues – crayons, bright paper pads, mood boards, heritage magazine issues – to create a safe space for radical concepts in the customer-relationships space inspired by the visual traditions of the 1960s and its ethos of radical changemaking.</p>
<p>Jargon consists of words and phrases likely only to be familiar to experts, sometimes used to confuse or exclude non-experts.</p>	<p>The vehicle in question made an unscheduled rapid deceleration owing to brief distraction on the part of the driver, resulting in a sub-optimal experience for passengers, who suffered the inconvenience of minor damage to their physical persons.</p>

<p>Buzzwords are fashionable words or phrases used to make something sound impressive, often with little meaning beneath their surface.</p>	<p>It's all fake – everything they say is lies; they have no integrity or honesty whatsoever.</p>
<p>Smokescreens are a kind of verbal concealment, using the discussion of irrelevant points to hide the fact that someone is avoiding a difficult subject.</p>	<p>Do you really need me to tell you why stealing my food from the fridge is wrong?</p>
<p>Euphemism entails deliberately replacing a phrase with negative connotations, by substituting something neutral or even positive-sounding in its place.</p>	<p>Should we trust her? Let me tell you, she will not easily be distracted, deflected or led astray.</p>
<p>Hyperbole deliberately exaggerates something for rhetorical effect.</p>	<p>When debating the applicability of the employment legislation in question, as pertains to temporary staff employed on a short-term basis, there appears to be a prima-facie case for dismissing entirely the line of argument that there is no case to be answered – and for proceeding on the assumption that, at the least, nominal damages will be applicable.</p>

<p>Litotes deliberately understates or uses a negative to make a point sound more convincing or likely to be accepted.</p>	<p>I don't want to dwell on the fact that my opponent has yet to come up with a single positive policy, or that her followers appear to be deserting her in droves. Instead, I want to focus on my own agenda. I have promised not to talk about his many, many business failures and inadequacies, nor about his sheer incompetence as a manager and as a leader. So I will not. I said I will not say it, so I will not say it</p>
<p>Paralepsis introduces an idea while claiming it's not your intention to discuss it, allowing you to make suggestions without taking any responsibility for them.</p>	<p>You ask me whether I have ever drunk coffee? I would refer you to my long and honourable career in public service and to the considerable sacrifices I and my family have made for the public good – not to mention my many years of work alongside those suffering the ravages of caffeine addiction, and their families, for whom I have long been a compassionate and prominent voice of advocacy.</p>

Now you!

Choose one of the questions below and give a short speech (5-7 sentences) to persuade your fellows using the tips from *Module 1*.

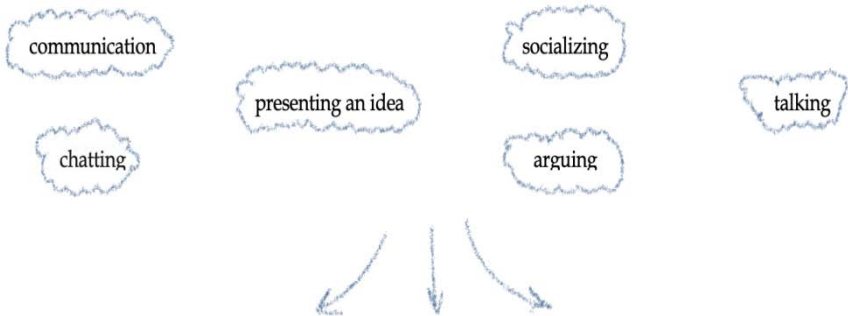
- Is it possible for a country to avoid multiculturalism today?
- If systems for mechanical translation operated without a failure, would it be necessary to teach children foreign languages?
- Do you think multiculturalism will eventually lead to a single world mixed race?
- Do animals have their own languages?
- Would you prefer your country to be multicultural or of just one culture?
- Should we let dying languages die?

Module 2

HOW DO WE COMMUNICATE?

Unit 1

LEAD IN



Ex. 1 What the Experts Say

Communication is the natural aspect of human life. It is something that makes almost every job special. The word «Communication» is derived from the Latin word 'Communis' which means to make common, to transmit, to impart or to share between two or more persons or groups. Here you will find the definitions of the term «communication» given by different authors. Which one is the most persuasive for you? Give your own definition.

- - *the process of creating meaning between two or more people through the expression and interpretation of messages.*

S. Cleary

- - *a systemic process in which individuals interact with and through symbols to create and interpret meanings.*

Julia T. Wood

- - *is the process of passing information and understanding - from one person to another.*

Keith Davis

- - *the process by which information is transmitted between individuals or organizations so that an understanding response results.*

Peter Little

- - *transfer of information from one person to another, whether it elicits confidence. But the information transferred must be understandable to the receiver.*

G.G. Brown

GL

Communication –

Ex. 2 Watch the video and answer the questions below:

<https://www.youtube.com/watch?v=gCfzeONu3Mo&t=1s>

1. If we compare communicating to tossing a ball, what problems may occur? Why is playing with a lump of clay better?
2. What is the main point of the transaction model?
3. What influences our perceptual filters?
4. Which of these activities is the most intentional: hearing or listening?
5. What can we do to listen more effectively?

Ex. 3 Research Time!

Complete the description below to describe some forms of communication and their features.

	What does it mean?	How to do it?
* to inform, remind and advise		
* to clarify, and to avoid confusion and misunderstandings		
* to promote and persuade		
* to build relationships		
* to evaluate		



We tend to take communication for granted, but thinking about how, why, and what we communicate can enrich our daily lives. Human communication involves spoken and written language, nonverbal signs, and sounds or utterances. Even our use of time, silence, and artifacts communicate messages to others. In fact, some communication researchers argue that we cannot *not* communicate. Under this perspective, communication is both intentional and unintentional. We create meaning from a variety of sources, mixing these cues into a total package of understanding.

Intentional communication is a style of communicating where both parties get their needs met. It means communicating in a way that increases the likelihood that both parties truly hear each other. An example of unintentional communication is crossing your arms in front of

you. This is a non-verbal cutting off of communication and informing the other party that you are not interested in what they are saying.

At the heart of human communication is the question of how we create meaning. A basic consideration of this process asks what message is being communicated to whom. The transactional model helps us to visualize the many moving parts that comprise human interaction. This model demonstrates that communication is an ongoing process. We co-construct meaning together as we use feedback to exchange ideas.

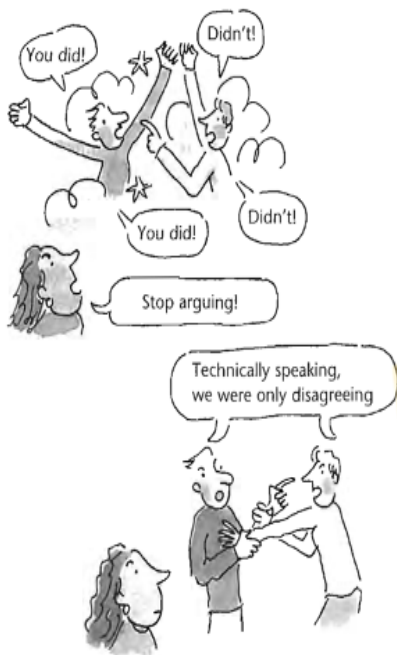
An important part of this process is the willingness to *listen* to what is being communicated. Active listening is different than hearing, because listening requires effort to focus and understand. Listening is also different from agreeing with the message. It is particularly difficult to listen when we disagree with the message, because we tend to put up defensive walls that block the message from being received. When we listen, we pay attention not only to the words spoken, but also to the other person's tone of voice, facial expressions, posture, and emotions.

We communicate in a variety of contexts and through different channels. The setting and medium affect how we receive and interpret the message being communicated. For example, you may be more open to discussing a problem with your best friend when you are leisurely meeting for coffee, rather than when you are texting as you rush off to work. The basic idea may be the same, but the way that you understand and respond to it will likely be different in each case. If the issue is important to your relationship, then choosing to talk face-to-face when you are unhurried and focused may lead to a richer conversation.

(Extra: take a look at his book: [Pragmatics of human communication](#) to learn more)

Ex. 3 Discuss the points below:

1. Communication is a two-way process, in which we work to understand ideas together.
2. How does feedback affect this process?
3. Why is communication often more difficult with a large group than a single individual?
4. Why do we communicate?
5. Is communication possible without understanding?
6. Does understanding always involve agreement?



GL

Position – a point of view

Agreement – to concur with someone else's point of view.

Disagreement – to hold a different point of view from someone else.

Argument – an attempt to persuade someone through reasoning that they should agree with a particular conclusion. An argument may include disagreement, but is more than simply disagreement if it is based on reasons.

Ex. 5 Study the given fragments and match them with the key terms of this unit.

<u>POSITION // AGREEMENT (X2) // DISAGREEMENT //</u> <u>ARGUMENT (X2)</u>	
I know a lot about this subject and I agree with you.	
That doesn't convince me. I think genetic engineering is really exciting.	
Genetic engineering should be curtailed because there hasn't been sufficient research into what happens when new varieties are created without natural predators to hold them in check.	
I don't know much about genetic engineering, but I agree with you.	
Genetic engineering really worries me. I don't think it should be allowed.	
The possibilities for improving health and longevity through genetic engineering offer hope to sufferers of many conditions that currently don't have an effective cure. We should be pushing ahead to help these people as quickly as we can.	

Ex. 5 Identify for each whether the author is presenting an argument (A) or a disagreement (B). Why?

1) Bilingualism and multilingualism confer many benefits. Speakers of more than one language have a better understanding of how languages are structured because they can compare across two different systems. People who speak only one language lack this essential point of reference. In many cases, a second language can help people to have a better understanding and appreciation of their first language

A

B

2) Complementary therapies are an increasingly popular supplement to other forms of treatment. Those who use these therapies argue that treatments such as reflexology, homeopathy and shiatsu complement the care provided by the medical profession. Indeed, some people claim that these therapies are more effective than traditional medicines. Anecdotal cases of miraculous cures abound and there are those who believe such methods can compete on equal terms with medical approaches. This just isn't convincing

A

B

3) Several young people die each year training for the construction trades. Legislation is in place to cover health and safety at work, but some employers argue that this is too expensive to implement and onerous to monitor. They say that young people are not responsible enough at work and that there is nothing further they can do to prevent their deaths. That cannot be a good argument

A

B

4) People are less politically aware now than they have been at any time in the past. For hundreds of years, people took great personal risks to fight for causes that would benefit other people more than themselves. This rarely happens today. As late as the 1980s, there were frequent rallies with people in one country demonstrating to show solidarity with people elsewhere. Now, rallies are more likely to be for personal gain such as better salaries or student grants rather than for political issues of wider application. Even low risk activities such as voting in elections attract low turn-outs.

A

B

5) Sea-levels have risen and fallen for generations, as have temperatures. Research suggests that global warming, if it is indeed occurring, is primarily the result of natural changes in the earth's temperature and the effects of solar winds. It is now claimed that industrialisation and the burning of hydro-carbons have little effect upon climatic change. My contention is that arguments against global warming are dangerous.

A

B

6) I cannot agree with people who say that smacking children does them no harm. Of course it harms them, both physically and emotionally. Hitting another person is assault and it would not be tolerated against an adult. Many adults have no sense of the cruelty of smacking precisely because they were smacked themselves as children and erroneously regard this as normal. They then go on to assault other vulnerable people, perpetuating a vicious cycle.

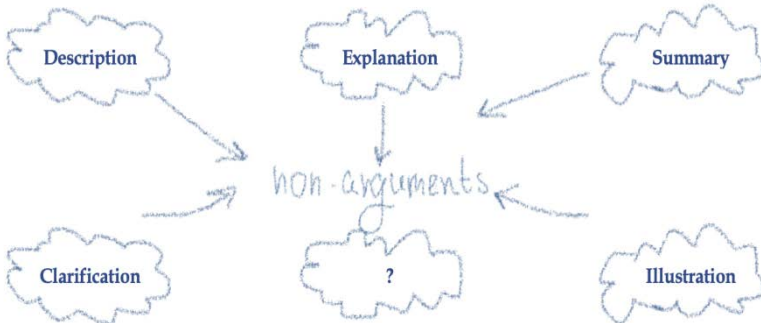
A

B

Unit 2

LEAD IN

Ex. 1 What parts of an argument can be marked?



Ex. 2 Read the following descriptions. What is given in there? What do these extracts do?

A) *The solution was placed in a test-tube and heated to 35° centigrade. Small amounts of yellow vapour were emitted. These were odourless. Forty millilitres of water were added to the solution, which was then heated until it began to boil. This time, grey steam was emitted. Water droplets gathered on the side of the test-tube.*

B) *The painting depicts several figures gathered around a cottage and in the fields. These figures are dressed in peasant dress. All of them are located in the shadows either of the house or of the trees. It is not possible to make out any individual features on their faces or in their clothing. By contrast, the figures of the noblemen who commissioned the painting are dressed in fine and individualised apparel. These figures are all located in the foreground of the painting, in full sunshine, and their facial features are clearly distinguishable.*

C) Usually, when people see an object that is familiar to them, such as an elephant, a tree, a bowl, a computer, they grasp immediately what it is. They recognise the overall pattern that the object makes and don't need to work out from other sensory information such as sounds, smell and colour, what the whole object might be. However, people with a condition known as visual agnosia cannot see a whole pattern in this way: they cannot recognise objects visually. If they traced the outline of the object with their hand, they might recognise an elephant, but they can't see an elephant. They can see, and they know they are seeing something, but they can't see an elephant.

So...

WHAT SHOULD I DO?

- bear these questions in mind

- What was the person writing this description in a position to know?
- What within this description is useful or relevant to what I want to know?
- What other details have been left out that might be useful or important?
- Is the description precise and clear, or is it vague, unclear or exaggerated?

Ex. 3 Read the following explanations. What is given in there?

What do these extracts do?

A) *It was found that many drivers become drowsy when travelling and that long hours at the wheel were a major cause of accidents. As a result, more stopping places were set up along motorways to enable drivers to take a break.*

B) *The children ate the mushrooms because they looked similar to those found in supermarkets and on the dinner table. They hadn't been taught to discriminate between safe and dangerous fungi and hadn't been told not to eat mushrooms found in hedgerows.*

Ex. 4 Consider the following three examples: are these explanations (A) or arguments (B)?

1) Tom read on the British Heart Foundation website that healthy eating and staying active help keep your heart healthy. As a result, he decided to change his diet and to go jogging twice a week.	A	B
2) Her husband no longer eats butter or drinks full-fat milk. She showed him a picture of clogged arteries which frightened him into changing his eating habits.	A	B
3) I go running twice a week because it helps me keep my life feeling balanced.	A	B

So...

WHAT SHOULD I DO?

- bear these questions in mind

● **Is someone trying to persuade me that something is true (argument) or simply trying to inform me why something is the way that it is (explanation)?**

● **Is the thing for which reasons are being offered a completed event in the past that is presented as a fact (explanation) or a possibility that I am being asked to agree with (argument)?**

Ex. 5 Read the following summaries. What is given in there? What do these extracts do?

A) *For this cake, you need equal weights of self-raising flour, margarine and sugar. Add one egg for approximately each 50 grams of flour. Place all the ingredients in a bowl and beat furiously for three minutes. Blend the ingredients well. Pour into a greased tin and cook in the oven at 190°C for 20 mins until it is risen, golden brown and coming away from the sides of the tin. Different ovens may require different timings. Leave to cool before adding decoration such as jam and cream. Therefore, to make the cake, simply buy the ingredients, mix well, cook at 190°C, leave to cool and decorate to taste.*

B) *Csikszentmihalyi argues that there is unhappiness around because we do not focus enough on how we want the world to be. Because of this, we act selfishly and focus on short-term gains, ignoring the longer-term consequences for other people and the environment. His answer is to live more in harmony with the wider world around us.*

So...

WHAT SHOULD I DO?

-> bear these questions in mind

- **What is the purpose of this summary?**
- **What are the key points needed to understand what is going on?**
- **Is there any irrelevant detail that can be left out – or some essential information that needs to be added – in order to make this as concise and clear as possible?**

Now you!

Read the passages below and identify whether each is an example of an argument, a summary, an explanation or a description. How do you know?

<p>The solar system is an inhospitable place not just for humans but also for machines. Despite this, over 8000 satellites and spacecraft were launched into space from more than 30 countries between 1957 and 2004. Over 350 people have hurtled through space, not all returning to earth. Launch sites based near the equator, such as that at Kourou in Guyana, enable rockets to make best use of the earth's rotation.</p>	<p>The village was located near the outer reaches of the city. The city was starting to encroach upon it, swallowing it up, road by road. It would not be long before the village disappeared altogether, to become part of the huge conurbation forming on the Eastern seaboard. To the west, hills enclosed the village, trapping it between the city and the mountains beyond. A single road led out from the city, through the village and into the mountains.</p>
<p>This is...</p>	<p>This is...</p>

New-born babies may lack the capacity to monitor their own breathing and body-temperature during the first three months of life. Babies who sleep alongside their mothers could benefit from learning to regulate their breathing and sleeping, following the rhythm of the parent. These babies wake more frequently than those who sleep alone. Moreover, mothers who sleep next to their babies are better able to monitor their child for movement during the night. Consequently, it may be safer for new-born babies to sleep with their parents.

Both of the toy mice were the same size and shape so the dog was confused. Although one mouse was red and one was blue, Misty was unable to tell which mouse was his toy simply by looking. Like other dogs, he needed to sniff them both, using his sense of smell to tell them apart, because he couldn't discriminate between different colours.

This is...

This is...

<p>The article outlined the difference between individual yawns and infectious yawning. It referred particularly to research by Professor Platek which suggests that only humans and great apes yawn sympathetically. The article went on to say that people who yawn more easily in response to other people's yawns are also more likely to be good at inferring other people's states of mind. Finally, the article indicates some social benefits of yawning, suggesting that contagious yawning might have helped groups to synchronise their behaviour.</p>	<p>Shakespeare's <i>Romeo and Juliet</i> is set in Verona in Italy. At the beginning of the play, Romeo is pining for another young woman, but quickly falls for Juliet at a ball. Although their two families are hostile to each other, Romeo and Juliet enlist the services of their friends and a friar to bring about their marriage. Unfortunately, in a tragic turn of events, they each kill themselves, believing the other to be already dead.</p>
<p>This is...</p>	<p>This is...</p>

There were many reasons why the student was an hour late for the seminar. First of all, a pan caught fire, causing a minor disaster in his kitchen. It took 20 minutes to restore order. Then, he couldn't find his housekeys. That wasted another ten minutes of his time. Then, just as he closed the door behind him, the postwoman arrived, saying there was a parcel to be signed for. Her pen didn't work which held them up further. Finally, of course, he had to find his keys, which had once more slipped to the bottom of his bag, in order to re-open the door and place the letter on the table.

The bas relief images of horses, bisons and red deer found in Cresswell Crags, England, bear remarkable similarities to those found in Germany. It is unlikely that two separate cultures would have produced drawing of such similarity if there were not links between them. This suggests that there were greater cultural links between continental Europe and Britain during the Ice Age than was formerly believed.

This is...

This is...

<p>It was not until 2003 that the first Ice Age engravings of horses, red deer and bison were discovered at Cresswell Crag in Nottinghamshire, England. However, the oversight occurred partly because it was assumed that such work was not to be found in Britain. Indeed, in the initial survey of the cave, the experts did not notice the art that surrounded them.</p>	<p>Recently, Ice Age specialists were excited to find evidence of some cultural links between Ice Age peoples across Europe. On a return visit to Cresswell Crag in England, they found images of horses, bison, and red deer similar to those already found in Germany. There is much controversy about other figures found on cave walls, which some experts believe to be images of dancing women, whereas others remain unconvinced.</p>
<p>This is...</p>	<p>This is...</p>

Ex. 6 Consider these three statements. Each one, in its way, presents an opinion or belief, offering information about one person's view of the world. Define them.

1) Governments are morally obliged to lead the fight against heart disease.	
OPINION	BELIEF
2) Heart disease is a terrible thing.	
OPINION	BELIEF
3) Your diet is awful: you ought to stop eating so much bacon!	
OPINION	BELIEF

So...

WHAT SHOULD I DO?

- bear these questions in mind

- Does this seem like a reasonable view for someone to hold?
- What effect is holding such a belief or opinion likely to have?
- What different opinions or beliefs is it possible to hold, or are held by others?

Ex. 7 Watch the given video and mark the non-arguments illustrated above. Do they work? If a part is missed, add your own ideas to fill in the gap.

<https://www.youtube.com/watch?v=t1TKTTt47WE>

<p>Description simply report information without evaluation or comment.</p>	
<p>Explanation a special form of reasoning that works backwards from a claim about the world – telling the story of how this thing came to be.</p>	
<p>Clarification spells out what is meant by a particular phrase, idea or line of thought</p>	
<p>Illustration offers a particular instance of a general point</p>	
<p>Summary provides a brief outline of key information, often setting out the main points covered in a longer piece of work</p>	
<p>Opinions tend to be personal judgements based on facts</p>	
<p>Beliefs tend to be convictions based on morality, faith or cultural context.</p>	

Unit 3

LEAD IN

Ex. 1 What is the difference between arguments and statements?

ARGUMENT



STATEMENT

Ex. 2 What does an argument consist of? Read the given example and divide it into the meaningful parts.

Hunting animal means destroying animal families and habitats, and leaving terrified and dependent baby animals behind to starve to death, so that should be banned.

<p><i>Hunting animal means destroying animal families and habitats, and leaving terrified and dependent baby animals behind to starve to death,</i></p>	<p>reasoning</p>	<p><i>hunting animal means destroying animal families and habitats - premise #1</i></p> <p><i>hunting animal means leaving terrified and dependent baby animals behind to starve to death - premise #2</i></p>
<p><i>so that should be banned.</i></p>	<p>conclusion: <i>hunting animal should be banned</i></p>	

Ex. 3 Study the examples below. Which one can be an argument?

<p style="text-align: center;">A</p> <ol style="list-style-type: none"> 1. Hi! My name is Tom, and I'm the right man for this job! 2. I'm the right person for the job. I'm the best qualified and I'm available now. 3. I have plenty of work experience from around the world; I'm a great worker. 	<p style="text-align: center;">B</p> <ol style="list-style-type: none"> 1. Come on in, the water's lovely! 2. Beware of the dog: he's angry and might bite your hand. 3. You wouldn't want to meet my brother when he is angry.
--	---

Ex. 4 Look at the three passages below and try using conclusion-spotting as a technique to help you determine whether they are arguments or not. Tick off any you believe are arguments and note why.

- | | | |
|---|--------------------------|-------------------------|
| 1. You should definitely let me look after your cat while you're on holiday. I love cats. And cats love me. I have lots of cats at home and know how to look after them. I have 12 cats, and I talk to them all the time. I'm a real cat expert. | <input type="checkbox"/> | |
| 2. For a surprisingly large number of clinical trials, scientists cannot reproduce the original result when a study is repeated. This suggests that something may be seriously wrong with the system of peer review and publication around clinical trials. | <input type="checkbox"/> |
.....
..... |
| 3. I have a large number of friends who work in the finance industry: horrid people, insecure profession. But we do go out for some excellent dinners. | <input type="checkbox"/> |
.....
... |

Ex. 5 Research Time

Complete the table with suitable indicators:



reasoning indicators (premise indicators)	conclusion indicators

Ex. 6 Read the idea below. Can you agree with it? Why? Why not?

A bad argument disproves its conclusion.

Now watch the video expand you answer.

<https://www.youtube.com/watch?v=e69OECc4AIQ>

Ex. 7 Here are some questions for debating. Study them and complete the table below.

point	your position	not an argument	an argument
Should primary and secondary education be free?			
Should firecrackers be entirely prohibited?			
If you are a confident driver, can you drive over the speed limit?			
Should smoking in public spaces be illegal?			
If scientists find out that there is an irremovable human peril, should they let people know?			

Ex. 8 Analyse the following passage. Which parts does it have?

Satellite imaging has been used to match water temperature swirls drawn on a map of ocean currents made as long ago as 1539. The map was produced by a Swedish cartographer, Olaus Magnus. It had been thought that the rounded swirls, located between pictures of serpents and sea monsters, were there for purely artistic reasons. However, the size, shape and location of the swirls matches changes in water temperature too closely for this to be a coincidence. The map is likely to be an accurate representation of the ocean eddy current found to the south and east of Iceland. It is believed that the map-maker collected his information from German mariners of the Hanseatic League.

Now you!

Read the passage and identify:

- **the position**
- **line of reasoning**
- **conclusion**

Is there anyone out there?

In some countries, the idea that there is life on other planets would make people laugh or sneer. In others, the inhabitants not only believe in life elsewhere in the universe but make efforts to communicate with it. There are certainly doubters and believers on this issue. One traditional argument for the existence of extraterrestrial life, known as the plenitude theory, is that there are so many star systems in the universe that it is unlikely that only earth would bear intelligent life.

Indeed, it could be considered the folly of human arrogance to think that we are the only intelligent life in all of space. Not so, argue those who subscribe to contingency theory. Their argument,

and it is a compelling one, is that life is a happy accident, a serendipity. They claim that the processes which led to the evolution of life are so complicated that it is extraordinary they occurred even once. They consider it extremely unlikely that the same set of processes could ever occur again. Thus, we have very divergent theories on whether there is life out there or not. It is unlikely that there is extraterrestrial life. For over 100 years, radio waves have been used to track space for signs of life and so far have uncovered nothing. If there was intelligent life out there, it is probable that we would have identified some sign of it by now. The most convincing current argument for extraterrestrial life comes from convergence theory. Convergence theory refers to situations when two different species are faced with a problem and independently arrive at the same solution. For example, both bats and birds evolved wings in order to fly. Similarly, octopus and squid have camera-like eyes. The species evolved separately, arriving at these adaptations independently. This suggests that although there may be infinite possibilities in the universe, nature tends to repeat itself. Morris (2004) has argued that where nature has produced something once, it is likely to produce it again. However, Morris himself recognises that even the basic conditions for life may be rare in the universe. Nature may be willing but the conditions might not be right. It is probable that the exacting conditions required for life are unlikely to be found more than once. It is unlikely that other planets will be exactly the right distance from their sun, with the right gravity, the right combination of chemicals and physics, with water and atmosphere. Although convergence theory indicates that nature tends to reproduce the same outcomes, and plenitude theory argues that the multiplicity of star systems increases the likelihood of extraterrestrial life, the arguments are not convincing.

The conditions for life itself are so fragile and complex that it is remarkable that life occurred even once, much less that it could be repeated elsewhere.

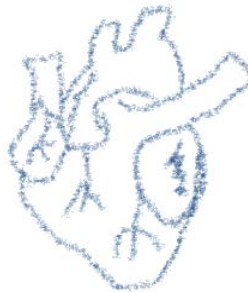
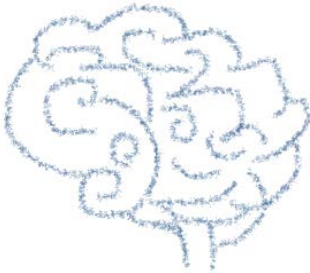
position			
line of reasoning			
conclusion			
argument(s)			
non-arguments			

Module 3
PERSONALITY AND COMMUNICATION

Unit 1

LEAD IN

human?
personality?



- > consciousness ?
- > thoughts ?
- > gut feeling ?

In outline:

We prefer speed and simplicity to slowness and complexity.

We are most influenced by the immediate and the local.

We tend to see things in terms of patterns and narratives.

These patterns and narratives reflect us and what we already
know.

We extend these patterns into our accounts of the past and the
future.

We are highly selective about how and what new information
we notice.

Ex. 1 Consider these questions, and go through them quickly, trusting your intuition.

- 1) A bat and ball cost \$1.10. The bat costs one dollar more than the ball. How much does the ball cost?
- 2) Completes the sentence “Fish and ...”
- 3) Does the conclusion go from the premises?
 - All roses are flowers.
 - Some flowers fade quickly.
 - Therefore, some roses fade quickly.

Ex. 2 WHAT THE EXPERTS SAY

Study the materials below to find out how we make decisions.

- <https://www.youtube.com/watch?v=PirFrDVRBo4&t=394s>
- <https://noteworthynonsense.com/blog/10/2020/system1-system2-thinking-kahneman>

Ex. 3 What is the difference between System 1 and System 2?

Complete the table below:

	System 1	System 2
What else can it be called?		
How is it defined?		
How easy is it to use?		
How much control do we have over it?		
What is it responsible for?		

Ex. 4 Match the examples with System 1 or System 2. Explain your choice.

1. Fills out a tax form
2. Searches a crowd for someone you know
3. Solves $2+2=$
4. Drives a car on an empty road
5. $17 \times 24 =$
6. Completes the sentence “Fish and ...”
7. Compares two washing machines for value
8. Evaluates two tender documents or proposals
9. Detects hostility in a voice
10. Chooses a chocolate bar at the supermarket

Ex. 4 What kind of distortions do we most commonly get due to the way we think? Read the given example and try to predict as many possible Tom’s decisions as you can. Explain each one.

One day, Tom is leaving his house and notices his lawn is looking a little bare and decides to buy some grass seed. He heads to the nearest lawn and garden store. He isn’t all that familiar with different types of grass seed, but as he’s perusing the various types, he notices bags of fescue, which is a type of grass seed he’s heard of.

Then, he...

GL

Heuristic: a cognitive short cut or ‘rule of thumb’, allowing for quick decision-making and judgement

Cognitive bias: a particular situation in which mental heuristics introduce a predictable distortion into our assessment of a situation, resulting in a flawed judgement

Four Types of Heuristic

Ex. 5 Below are four of the most significant heuristics explored so far by researchers. Study their examples and try to find out what short cuts they have.

1 The affect heuristic	<p>A) You are in hospital suffering from a rare disease that is fatal if left untreated, and have to choose between two experimental treatments. In trials involving 20,000 patients, which treatment would you prefer to take?</p> <p>Treatment A, which resulted in the deaths of 4,900 people</p> <p>Treatment B, which was 70 per cent effective at saving lives</p> <p>B) Imagine that you have decided to donate \$10 each month to a marine conservation charity and are choosing between two different organizations in an effort to donate to as worthwhile a cause as possible. Which of these approaches would you pick?</p> <p>Hi! Could you give \$10 each month to charity in order to help raise awareness of environmental degradation in the Pacific Ocean?</p> <p>Hi! Could you give \$10 each month to protect a family of dolphins at risk from environmental degradation in the Pacific Ocean?</p>	
-------------------------------	---	--

<p>2 The availability heuristic</p>	<p>A) Which one to choose?</p> <p>Do you think that more English words begin with the letter K than have the letter K as their third letter?</p> <p>Or do you think that more English words have the letter K as their third letter than begin with the letter K?</p> <p>B) Consider the following two questions and try to answer them honestly:</p> <ol style="list-style-type: none"> 1. On average, do I spend more time, less time or about the same amount of time as an average person reading books and articles? 2. On average, do I spend more time, less time or about the same amount of time as an average person using my mobile phone? 	
<p>3 The anchoring heuristic</p>	<p>A) Fill in the blank space at the end of the paragraph with any number you see fit:</p> <p>I used to enjoy shopping at the Tasty Wine Shop at number 997 High Street, next to the Meaty Butchers at 999 and the Green Green Grocers of Home at 995. I liked to buy a case of tasty wine every now and then, as recommended by the owner. Tragically, he died suddenly last year at the age of _____</p> <p>After that, I enjoyed shopping at the Se-</p>	

	<p>lect Wine Shop at number 12 High Avenue, next to the Veggie Emporium at 10 and the Hair Today Gone Tomorrow Salon at 14. I liked to buy a case of select wine every now and then, as recommended by the owner. Tragically, he also died suddenly just last week at the age of _____</p> <p>B) Imagine you are talking to a friend about their desire to move house and they tell you the following. Do you trust their judgement?</p> <p>I'm fed up with living in cold, damp England. You barely see the sun at all for three months of the year. I'm going to head to California and try to find a job. Sunshine, sea, beautiful people, movies. It'll be a better life for me out there, I know it! No more trudging around in the gloom wearing a jacket and two jumpers.</p>	
<p>4 The representativeness heuristic</p>	<p>Read and then select one of the two options in the final sentence:</p> <p>A) Linda is 31 years old, single, outspoken and very bright. She majored in philosophy. As a student, she was deeply concerned with issues of discrimination and social justice, and also participated in anti-nuclear demonstrations. Which is more probable?</p>	

	<p>Linda is a bank teller</p> <p>Linda is a bank teller and is active in the feminist movement?</p> <p>B) I'm a young Englishman with a healthy tan who likes to spend time outdoors, stay physically fit and drink strong tea with two sugars. Is it more likely that I work in:</p> <p>Agriculture, forestry and fishing sector</p> <p>Mining, energy and water supply</p> <p>Health and social work?</p>	
--	---	--

Ex. 6 Now match the summaries with the points above.

- a) the strong influence of the first information we encounter on our subsequent judgement, even when misleading
- b) the strong influence of emotional intensity as a guide to judgement, even when this may be misleading
- c) the strong influence of how closely something conforms to our expectations
- d) the strong influence of how easily something comes to mind as a guide to judgement, even when misleading

Ex. 7 Consider the following situations: should we trust intuitions based on mental heuristics in any of these cases? If so, why?

1. You met online. You've never actually met in real life, but what he says when you exchange messages makes you feel you know him completely and he looks so kind in his photos. Now he has suddenly told you he needs money, fast. Your gut tells you that you can trust this kind, loving man. Should you go with that feeling?

2. The stock market is surging. You've worked as a trader for five years and your gut is telling you that it's going to keep on rising. Should you trust this feeling?

3. You're playing in a golf tournament. You've been a pro golfer for two years and spent the decade before that practising every hour of every day to get your game to where it is today. Something is niggling in the muscles of your back. You don't know what it is; nothing seems to be wrong with your play – yet – but your gut tells you that you're at risk of injury. Should you trust it and stop play?

Unit 2

Ex. 1 WHAT THE EXPERTS SAY

**Are you good at giving advice? How does one define good advice?
Is giving advice appropriate every time we are asked?**

Michael Bungay Stanier is the founder of Box of Crayons, a learning and development company that helps organizations transform from advice-driven to curiosity-led. Listen to his speech and discuss the points below.

<https://www.youtube.com/watch?v=Kl0rmx7aa0w>

- 1) What is an advice monster?
- 2) What are its parts?
- 3) Why do we want to rescue everybody?
- 4) What happens if our advice monster is in control?
- 5) How can you understand the idea of *staying curious longer*?

Ex. 2 Now think of a real challenge that's going on for you right now. It can be about life or about studying, about a person; take your best guess. Discuss that challenge with your partner by going through the following questions:

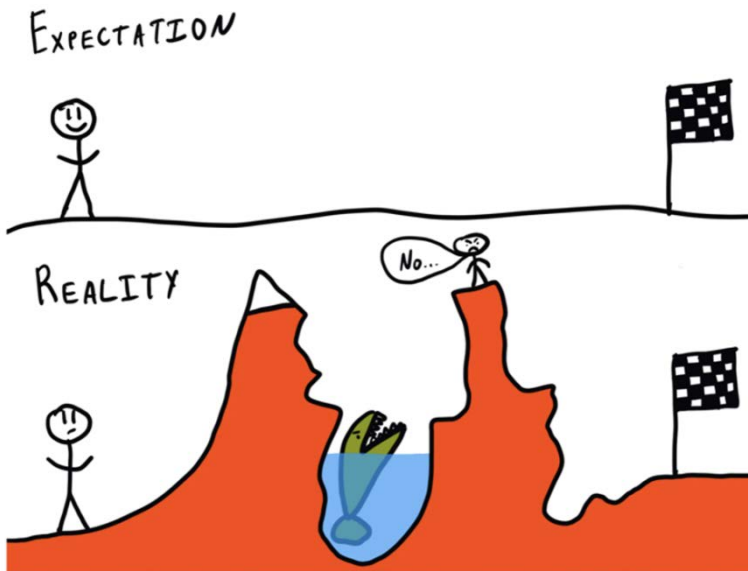
What is the real challenge here for you?



What else is a real challenge here for you?



What do you want?



Ex. 3 Read the following judgements and give your guesses why they might be wrong.

1. You shouldn't add money to an emergency fund because emergencies are quite rare.
2. You shouldn't buy a lottery ticket because I always know that the result is negative.
3. You should be confident about being accepted for a project manager position because you graduated from an elite educational institute.

Ex. 4 Watch the video and fill in the gaps below.

https://www.ted.com/talks/tali_sharot_the_optimism_bias

1. _____ percent of people have a cognitive illusion of optimism bias.
2. In the Western world, divorce rates are about _____ percent.
3. _____ out of _____ British people said that they were optimistic about the future of their own families.
4. But only _____ said that they thought families in general are doing better than a few generations ago.

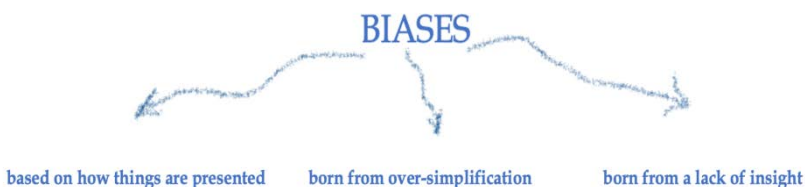
Ex. 5 Watch the video again and answer the following questions:

1. Why is optimistic bias a cognitive illusion?
2. Why did Tali Sharot give the example with her son who is very talented?
3. Are we always optimistic about the fate of our fellow citizens and the fate of our country?
4. How do people evaluate their own abilities over others?
5. What did the psychologists Margaret Marshall and John Brown find out when studying students with high and low expectations?

Ex. 6 Happiness is low expectations. Tali Sharot believes this theory to be wrong for some reasons. What are they?

Ex. 7 Now you! Finish the following sentences with your ideas.

- 1) Most people prefer Friday to Sunday as _____
- 2) Without the optimism bias, we would _____
- 3) We maintain optimism in the face of reality due to _____
- 4) There is something inside the human brain that prevents us from taking some warning signs like _____
- 5) The key to the balance between protecting ourselves from the dangers of optimism and remaining hopeful is _____



BIASES BASED ON HOW THINGS ARE PRESENTED

Ex. 8 Here's a question for you to answer quickly. Which of these two products would you prefer to buy if you glanced at them in a supermarket?

- Beef mince: organic and delicious, 90 per cent fat-free!
- Beef mince: delicious, organic, with 10 per cent fat.

GL

Framing effects: the way in which presenting the same scenario in different ways can affect judgement and alter preference, based on perceptions of loss and gain, positive and negative

Re-framing: deliberately selecting a different way of presenting information in order to challenge the emphasis created by a particular initial framing

Ex. 9 Study the example of how we might re-frame information. Then re-frame the ideas 2-4. What might be the intentions behind the framing and re-framing in each of these cases?

- 1) Crime is at its lowest for four decades, with just 370 violent crimes per 100,000 people this year



Although crime is at its lowest for four decades, there are still 370 violent crimes each year for every 100,000 people.

- 2) In the educational case study we investigated, the level of absence among year 5 students was 10 per cent



-
- 3) One in every ten politicians reported receiving hate mail at their office



-
- 4) There are still 10 miles left to run in the marathon; I'll never make it



Ex. 10 What about these two opportunities. Which does your instinct favour?

- Fancy a gamble? You've got a 10 per cent chance of winning \$95 and a 90 per cent chance of losing \$5.
- Buy a lottery ticket for \$5? There's a 10 per cent chance of winning \$100!

GL

Loss aversion: the observation that losses are more painful than equivalent gains, and that people thus tend to be biased towards loss avoidance when making decisions

Prospect theory: an observation-based theory describing how people choose between different degrees of known risk, and between different potential losses or gains

Ex. 11 Consider the following example: which of these options do you prefer?

- Pay an insurance premium of \$20 to guard against a 1 per cent chance that you will lose or damage your \$1,000 pair of designer sunglasses.
- Don't pay for any insurance and accept the 1 per cent risk of losing your \$1,000 glasses and not being able to afford to replace them.



Being prepared to pay \$20 to guard against a 1 per cent risk is equivalent to paying out $20 \times 100 = \$2,000$ for every \$1,000 of loss that you can, on average, expect to incur over time.

BIASES BORN FROM OVER-SIMPLIFICATION

A man walks into town claiming to be a brilliant marksman. ‘Prove it’, you say – and so he walks outside, points his gun at a blank wall in the distance and fires several dozen shots at random into the brick. When he has finished, he walks up to the wall, gets out a marker pen and carefully draws a target around the largest cluster of holes. He turns to you with a grin. ‘I told you I was a great shot’, he says. ‘Just look how many bullets I got on target at that distance!’

GL

Confirmation bias: the tendency to pay attention only to things that confirm our pre-existing ideas, and to ignore or seek to explain away evidence that contradicts them

The sharpshooter fallacy/clustering illusion: the tendency to see a pattern where none exists, by imposing it after the event on evidence while ignoring whatever doesn’t fit

Just world hypothesis: the belief that everything balances out in the end and that the world is fundamentally arranged in a way that is fair

Coherence effect: the tendency to judge information not by its accuracy or likelihood, but by how internally coherent a story or a worldview it embodies

Ex. 12 Take the following two stories. Which do you find more convincing?

- Me and my friend, we were driving along. Everything was fine. Suddenly, I found myself steering off the road into a tree. I didn’t see it until we hit it. Except, my friend told me to watch out for a tree. So perhaps I did see it.

- My friend Jason and I were driving along when he said something to me, about this picture he just got on his phone. Well, I didn't want to look because I was driving but I turned my head slightly, and then I suddenly saw an animal in the road, like a rabbit, and I steered just a little to avoid it and the wheel caught a bit of gravel on the verge and, next thing I know, bang! We hit a tree.

NEVER TRUST A GOOD STORY!!

BIASES BORN FROM A LACK OF INSIGHT

GL

Dunning–Kruger effect: the tendency of people with little or no ability in an area to greatly over-estimate their ability, resulting in ignorance breeding unwarranted confidence

Overconfidence effect: the strong tendency for most people – and especially experts outside their domain of expertise – to have excessive faith in their judgements and abilities

Ex. 13 For each of the following questions, select a range of possible results such that you are almost certain – 98 per cent certain, to be precise – that the correct answer will lie somewhere within your selected values:

- 1) What was the total egg production of the USA, in millions, in 1965? _____
- 2) How many foreign cars were imported into the USA in 1967, in millions? _____
- 3) How many doctoral students were enrolled at Harvard Business School in 1969? _____

HOW TO SURVIVE?

1. **There is too much information out there** – so we only tend to pay attention to notable changes, strikingly odd things, repetitions, and confirmations of our existing beliefs.


2. **There is not enough meaning out there** – so we tend to fill in the gaps with patterns, generalizations, assumptions, simplifications, and projections of our current mindset.


3. **We don't have enough time** – so we tend to assume that we're in the right, that we are competent, that whatever is easy or available is best, and that we should finish what we start.

4. **We can't remember or track everything** – so we recall our own experiences selectively, generalize on the basis of examples and archetypes, and rely on technology as a form of external memory.

Unit 3

BIAS OR NOT?

 A **cognitive bias** refers to systematic errors in a person's subjective way of thinking

 A **logical fallacy** refers to the errors in a logical argument

Ex. 1 Watch the video and give the definition to the Law of large numbers. What does it state?

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

Law of large numbers -

What may its opposite law be?

Law of small numbers –

Ex. 2 For each of the following, how far do you agree with the given interpretation of the evidence?

1) We investigated the accounts of over 10,000 small businesses and found that those offering highly skilled professional services, such as accounting, were most likely to be profitable, while those offering less skilled support services, such as events management, were least likely to be profitable. This suggests that a business's required level of professional skills, and the resulting barriers to entry and competition in the field, are significantly related to likely profitability.

DISAGREE

SOMEWHAT

AGREE

AGREE

2) We investigated the accounts of over 10,000 small businesses and found that those with three or fewer employees were significantly more likely to report double-digit increases in profitability than their largest competitors. This suggests that having a very small number of employees is significantly related to enhanced prospects of profitability.

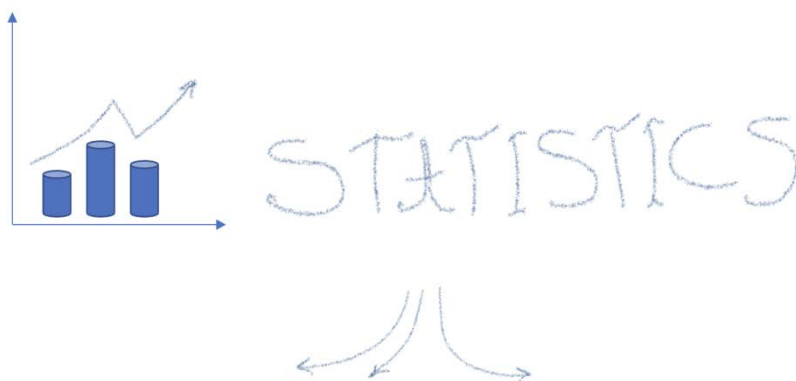
<i>DISAGREE</i>	<i>SOMEWHAT</i>
<i>AGREE</i>	<i>AGREE</i>

Ex. 3 What should we keep in mind when dealing with numbers and statistics?

Watch the video and discuss the points below:

<https://www.youtube.com/watch?v=sxYrzzy3cq8>

1. What types of motivation could be at play when people or organizations present statistics?
2. Are there any ethical responsibilities that we face when working with statistics? If yes, what might they be?
3. Why do we bother with statistics?
4. What should we know to analyze statistics?



<p>a) Statistics can be used in a powerful and useful ways. In what ways could this world data be analyzed in order to help society? Take a look at this site and give your ideas about how this information could be used to improve the lives of people?</p> <p>https://www.worldometers.info</p>	<p>b) Are there ways that we can analyze statistics visually? This platform provides a way of data representation. Take a few moments and look through the site for some ideas about visual representations of data. What is their purpose?</p> <p>https://www.gapminder.org</p>	<p>c) There are statistical measures of a dataset that describe, characterize and summarize its properties, such as shape, variability, size and central location. It is known as descriptive statistics. Why may people need it?</p> <p>https://www.wolframalpha.com/examples/mathematics/statistics/descriptive-statistics</p>
---	--	--



Ex. 4 Research Time!

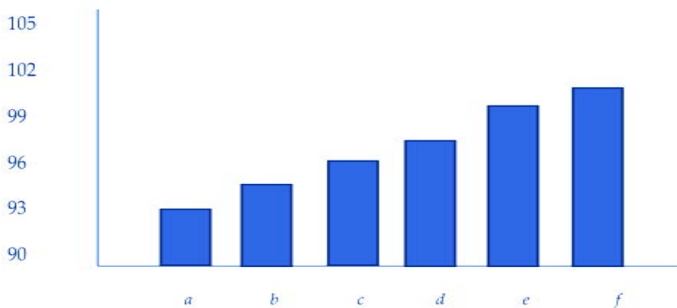
Study the following articles and make a list of possible ways how to lie with statistics.

1. <https://www.shortform.com/blog/manipulating-statistics/>
2. <https://towardsdatascience.com/lessons-from-how-to-lie-with-statistics-57060c0d2f19>
3. <https://www.fastcompany.com/1822354/7-ways-lie-statistics-and-get-away-it>

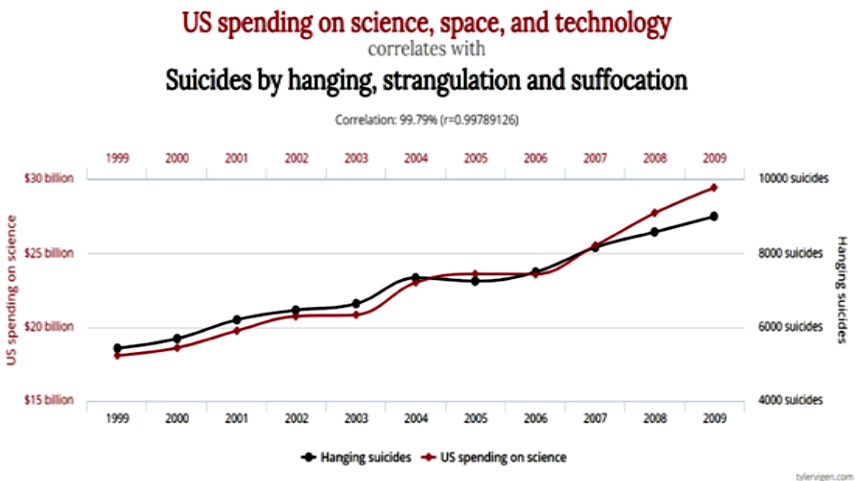
times it may be higher than 50%, sometimes lower. For a period of 1 year, each hospital recorded the days on which more than 60% of the babies born were boys. Which hospital do you think recorded more such days?

3) 32% of doctors think Mercedes vehicles are safe.

4) a.



b.



WHY ARE WE SO BIASED????



Explicit Bias

Biases that you **are consciously aware of**, and that you admit to yourself and potentially others.

Implicit Bias

These are biases that **are subtly expressed**. We don't initially detect or intend implicit biases, but they can become more apparent with tools and careful self-introspection.

GL

Ex. 6 Read the definitions in the box and match them with cases below. What should keep in mind if we face with such a misleading passage?

- **Survivorship bias**: the tendency only to pay attention to survivors and success stories, creating a distorted picture that ignores failures and those who dropped out

- **Outcome bias**: the tendency to assess the quality of a decision once the result of that decision is known, rather than by considering whether it made sense at the time

- **Reversion to the mean**: the tendency of an exceptional result to be followed by a less exceptional one, assuming a normal distribution of results over time

- **Illusion of predictability**: the illusion that an observed pattern will necessarily be repeated, or that current notions of normality will always apply


- **Moral luck**: the paradoxical observation that we ought to blame people only for things they can control, yet in practice we often judge them as a result of lucky or unlucky outcomes

- **Cherry-picking**: deliberately selecting a few striking results or strong effects from within a larger piece of research while suppressing the rest, thus misrepresenting the investigation

- **Fundamental attribution error**: the tendency to disproportionately view events as the result of deliberate actions and intentions, rather than as a product of circumstances

<p>1) I'm a teacher and I have one rule I have found to be effective: punishment is good at stopping under-performance, but praise is no good at reinforcing excellence. How do I know? If someone does very badly and I know they could do better, I punish them – and next time they usually improve. But if someone does well, praising them rarely seems to do any good: even if I congratulate them profusely, they still tend to do worse the next time.</p>		
<p>2) The abuse experienced by prisoners was, we believe, attributable to the actions of a small minority of guards who were psychologically unsuited to their roles and who maliciously abused the power they had been given. Far more rigorous psychological testing and profiling should, we believe, prevent the recurrence of such events.</p>		

<p>The abuse experienced by prisoners was, we believe, attributable to a situation that over time dehumanized prisoners and left guards wielding arbitrary and often unaccountable power over them. Only changes to the nature of the system itself will, we believe, prevent the recurrence of similar events.</p>		
<p>3) I was driving along the wet road slightly above the speed limit, just like everyone else around me. Some water had pooled at the side of the road, my wheels hit it at exactly the wrong angle and I crashed at high speed into a small car, killing its driver.</p>		
<p>4) Captain Alex surveyed the overwhelming odds against his troops on the battlefield, and gave the signal to retreat: better that we live to fight another day than throw our lives away in a skirmish, he said.</p> <p>Captain Bob surveyed the same odds and, with implacable hatred of the enemy rising in his throat, ordered every trooper in his company to throw themselves into an all-out attack.</p>		

<p>5) It's clear that doing a lot of rowing can give people a superb, balanced physique: just think of all those rowers we saw out on the river at 6am, all of them in magnificent shape. If you want to get into great shape, you should start training right now!</p>		
<p>6) Yahoo recently faced some backlash for publishing an article titled, "Chris Pratt criticized for 'white supremacist' T-shirt" after the actor was spotted wearing a shirt portraying a version of the Gadsden flag. Yahoo pinpointed some comments on social media that linked this symbol to far-right groups and white supremacy ideologies, and noted that the Gadsden flag, which was created by American Revolutionary war general, Christopher Gadsden, portrays a racially-charged message.</p>		
<p>7) I have decided to buy stock as I have been thoroughly investigating the trend below:</p>  <p>I am going to double my money.</p>		

HOW TO SURVIVE?

Watch out for three types of misclassification:

- We wrongly assume that something that happened by chance is significant.
- We overlook the significance of those things that did not happen.
- We assume that things are more regular and predictable than they actually are.
 - Watch the excessive significance to random events;
 - Be careful with failing to consider things that didn't happen;
 - Don't over-estimate regularity and predictability;
 - Be aware of where our abilities and vulnerabilities lie:
 - We are very well adapted, in general, to assessing small-scale social situations rapidly and accurately, so long as we know the conventions governing them.
 - We are relatively poorly adapted, in general, to assessing large-scale, complex problems involving statistics, and are often misled by intuition when facing them.

Now you!

Write a misleading message which will be based on one of the following articles. Use two of the methods described in Module 2.

- <https://www.comparitech.com/internet-providers/cyberbullying-statistics/>

- https://www.researchgate.net/publication/265802230_Undergraduate_Student_Cheating_in_Exams

- <https://www.organica.vn/en/news/35/top-10-organic-food-statistics-for>

Sources of texts and video:

<https://www.uopeople.edu/blog/what-is-cultural-diversity/>)

<https://www.hourly.io/post/cultural-diversity>

https://www.youtube.com/watch?v=r_Uer9LgITc

<https://www.pangea.global/blog/2022/09/27/a-brief-history-of-conlangs-and-their-uses-in-pop-culture/>

<https://www.youtube.com/watch?v=gCfzeONu3Mo&t=1s>

<https://www.shortform.com/blog/manipulating-statistics/>

<https://towardsdatascience.com/lessons-from-how-to-lie-with-statistics-57060c0d2f19>

<https://www.fastcompany.com/1822354/7-ways-lie-statistics-and-get-away-it>

<https://www.comparitech.com/internet-providers/cyberbullying-statistics/>

https://www.researchgate.net/publication/265802230_Undergraduate_Student_Cheating_in_Exams

<https://www.organica.vn/en/news/35/top-10-organic-food-statistics-for>

Учебное издание

*Агуреева Алина Викторовна,
Пашкова Елена Александровна,
Помельникова Елена Александровна*

**РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ
В ПРОЦЕССЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

Практикум

Редакционно-издательская обработка
И.И. Спиридоновой

Подписано в печать 01.11.2023. Формат 60×84 1/16.

Бумага офсетная. Печ. л. 4,5.

Тираж 120 экз. (1-й з-д 1-27). Заказ . Арт. – 2(Р2ПР)/2023

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)
443086, САМАРА, МОСКОВСКОЕ ШОССЕ, 34.

Издательство Самарского университета.
443086, Самара, Московское шоссе, 34.