



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Intercultural Communication	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Loreta Chodzkienė Other:	Vilnius University Faculty of Philology Institute of Foreign Languages Media Linguistics Centre Universiteto St. 5, LT-01513 Vilnius

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Contact and independent work	1st semester	English

Requisites	
Prerequisites: None	Co-requisites (if relevant): None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	32	101

Purpose of the course unit

The aim of this module is to contribute to the development of students' general and subject competences. General competences target at students' analytical critical thinking, independent and team work and time management. Subject competences, i.e. Intercultural Communicative competences, refer to students' understanding of the similarities and differences existing between students' native country's culture and Lithuanian culture, the historical reasons that have shaped them; analysis and critical evaluation of different cultural contexts based on the knowledge gained during the lectures and seminars.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon the successful completion of this course, the student will be able to: - apply the foreign language(s) learnt for the purposes of mediation as <i>lingua franca</i> while communicating with the representatives of other cultures according to the conventional norms of communication in a particular country;	Active learning methods: interactive lecture including brainstorming, group discussion, designing situational cases to be solved, personal and team presentations and projects. <i>Student's reflection</i> on the progress of their Intercultural Communicative competences with reference to the learning environment and socio-cultural contexts of the host country.	Active participation in classes / discussions. Reflection (a semi-structured diary). Research report.

<ul style="list-style-type: none"> - develop comprehension about intercultural communication, relationship between culture and communication; analyze the multidimensional phenomenon of <i>culture</i> from anthropological, sociological, philosophical and humanistic perspectives; - gain knowledge about culture taxonomies and be able to recognize, perceive and interpret cultural patterns of different cultures; - perceive the importance and influence of identity (personal, gender, social, ethnic, religion, national, regional, cultural, etc.) to intercultural communication; - understand the importance of openness to change for the success of one's learning and work and be able to demonstrate openness to different linguistic, literary and cultural ideas and perspectives in order to acquire new competences; - get familiar with various socio-cultural phenomena in Lithuania and will be able to analyse, and evaluate them in relation to socio-cultural phenomena in their own country, and in the broader intercultural fields of study; - be aware of the importance of nonverbal communication and its meaning in intercultural communication, be able to identify the meanings of the main symbols of nonverbal communication; - analyse critically the conventional cultural stereotypes; effectively and appropriately cooperate in the environments of intercultural contexts under the guidance of the principles of tolerance; - be able to reflect on their own and others' achievements, identify the need for further development of professional competences, study independently and manage the process of personal development. 	<p><i>Traditional methods:</i> illustration of a lecture by demonstrating audio and video material, narration, problem solving discussion, synthesis and analysis of scientific literature.</p> <p>Implementation of <i>collegial feedback system</i>.</p>	<p>Practicing individual and group feedback forms after the performance of a task</p>
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Content	Contact hours	Individual work: time and assignments
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	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to the Course. What is Intercultural Communication? Intercultural Learner and his/her Intercultural Communicative Competence.	1		1				2	5	Practical analytical tasks to deal with problematic intercultural situations to foster students' intercultural skills. Materials provided by the lecturer.
2. Do I know who I am? Multiplicity and intersectionality of Identity and its influence on Intercultural Communication. Development and Change. Watching and discussing "East is East" by D. O'Donnell (1999).	1		1				2	10	A 5-min. PowerPoint presentation on the components of a student's identity. Watching the film. Materials provided by the lecturer.
3. Communication and its schools. Verbal Communication: language, thought, culture nexus. Watching and discussing „Lost in Translation“ by Coppola (2003).	1		1				2	10	Tests to assess students' communication style, the degree of ethnocentrism. Watching the film. Materials provided by the lecturer.
4. The concept of <i>culture</i> and its interpretations. Culture taxonomies as tools to identify culture. Prevailing vertical culture revealing models: E.T. Hall's <i>Cultural Iceberg Model</i> and its varieties. <i>The Cultural Onion Model</i> by G. Hofstede.	2		2				4	12	A 5-min. PowerPoint presentation "Peeling the layers of the onion" to identify "the symbols, heroes, rituals and values" (according to G. Hofstede).
5. Horizontal Models: Kluckhohn's and Strodbeck's <i>Value Orientation Model</i> . E. T. Hall's <i>High and Low Context Cultural Taxonomy</i> . E. Meyer's <i>Eight scales that map the world's cultures</i> .	2		2				4	7	Personal insights into students' insights into Assessment culture in Lithuania. Problem solving task based on a video extract. Materials provided by the lecturer.
6. Horizontal Models: G. Hofstede's <i>Cultural Taxonomy</i> . R. D. Lewis's <i>Linear-active, Multi-active and Reactive cultures</i> . Cultural dimensions according to H. Triandis.	2		2				4	7	Practical analytical tasks to compare the dimensions of cultures (according to G. Hofstede "Country Comparison Tool").
7. M. J. Bennet's <i>Developmental Model of Intercultural sensitivity</i> . Culture shock. Process of acculturation; identification of its stages.	1		1				2	7	Tasks helping students to identify the stages of culture shock. Materials provided by the lecturer.

8. Why the message sent is not the message received? Cultural identity and its influence on communication (Kaplan's schemes). Watching and discussing „My Big Fat Greek Wedding“ by J. Zwick (2002).	2		2				4	10	Engaging tasks into the summarizing lecture. Watching the film. Materials provided by the lecturer.
9. Nonverbal communication and its importance. Decoding nonverbal communication. A. Mehrabian's Communication study: the theory of "3Vs".	2						2	7	Tasks checking students' general understanding of the importance of nonverbal communication. Watching video on politicians' body language. Materials provided by the lecturer.
10. Nonverbal communication: Clothing and Physical Adornments. Proxemics. Chronemics.			2				2	12	A 5-min. PowerPoint presentation on the chosen topic.
11. The importance of the context and its influence on communication. Cultural and micro-cultural, physical, perceptual and socio-relational contexts.	1		1				2	7	A 5-min. PowerPoint presentation comparing the chosen context in at least two countries.
12. Stereotypes, prejudice and other obstacles towards successful intercultural communication. Watching and discussing „Guess Who's coming to dinner“ by S. Kramer (1967).	1		1				2	7	Practical analytical tasks to deal with stereotypes and prejudice. Watching the film. Materials provided by the lecturer.
Total	16		16				32	101	

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation in classes / discussions.	20%	During the entire semester	2 points: 2 points – active participation in discussions, presenting problems and raising questions, making constructive comments; 1 point – participating in discussions, answering questions; 0 point – almost no participation in discussions or missing more than 1/3 classes.
Reflection (a semi-structured diary).	50%	The end of semester	Reflection upon personal discoveries of the socio-cultural context of the host country (Lithuania) in the format of a semi-structured diary. 2 points each project assignment: 2 points – the assignment meets the requirements for an academic task: the surveyed socio-cultural phenomena are thoroughly described, their main aspects are analysed, supporting examples are provided. The assignment contains an evident correlation between the phenomena researched and grounding theoretical aspects. 1 point – the assignment meets some of the requirements for an academic task; the surveyed socio-cultural phenomena are described not fully enough, some analysis and/or examples are missing. There is no evident correlation between the

			<p>phenomena researched and theoretical aspects, some mistakes occur.</p> <p>0 point – the assignment is either not prepared or does not meet the minimal requirements: the topic is not dealt with properly, examples are missing, there is no correlation between the phenomena surveyed and theoretical background, some essential mistakes occur.</p>
Research report	30%	By the end of the semester	<p>Designing and presenting a research report on developmental progress of students' intercultural and linguistic competences.</p> <p>10 min. length ppt. presentation summing up the data obtained on development of one's intercultural communicative competence (and its components; attitudes, knowledge, skills, and values) while working in an international team.</p> <p>Presentation is graded on a 10 point scale.</p> <p>Structure and Organization: 5%</p> <p>Content: 60%</p> <p>(student's ability to reflect upon their competence components and analyse the data related to its development, compare and relate them to the theoretical issues discussed in the classroom)</p> <p>Language use: 25%</p> <p>Delivery: 10%</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
F. E. Jandt	2010	An Introduction to Intercultural Communication. Identities in a Global Community. 6 th edition.		SAGE Publications Ltd.
E. Meyer	2021	The Culture Map		Public Affairs
A.C. Wintergerst, Joe McVeigh	2011	Tips for Teaching Culture. Practical Approaches to Intercultural Communication		Pearson Education, Inc.
G. R. Weaver (ed.)	2000	Culture, Communication and Conflict. Readings in Intercultural Relations		Pearson Publishing
James W. Neuliep	2006	Intercultural Communication. A Contextual Approach		SAGE Publications Ltd.
Houman A. Sadri & Madelyn Flammia	2011	Intercultural Communication. A New Approach to International Relations and Global Challenges		The Continuum International Publishing Group

Kenneth Cushner, Richard W. Brislin	1996	Intercultural Interactions. A Practical Guide. 2 nd edition		SAGE Publications Inc.
Recommended reading				
Myron W. Lustig & Jolene Koester	2010	Intercultural Competence. Interpersonal Communication Across Cultures. 6 th edition		Pearson
Darla C. Deardorff (ed.)	2009	The SAGE Handbook of Intercultural Competence		SAGE Publications Inc.

Course unit description prepared by	Signature	Approved by the Committee of the Study Programme	Signature	Date
Assoc. Prof. dr. Loreta Chodzkienė		Chair of the Study Programme Prof. dr. Loreta Vilkienė		17/01/2024

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