COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Culture and Multilingualism / Kultūra ir daugiakalbystė	

Academic staff	Core academic unit(s)
Coordinating: Prof. Dr. Roma Kriaučiūnienė **Other:**	Faculty of Philology Institute of Foreign Languages

Study cycle	Type of the course unit
1st cycle	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures and seminars	Spring semester	English

Requisites	
Prerequisites: Skills in English not lower than B2 according to CEFRL	**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
To familiarize students with central concepts of culture and multilingualism and to develop: **General competencies:** competence of critical thinking for analysing and reflecting on the knowledge gained and relating it to problem-solving situations; competence of autonomous learning; **Subject competencies:** linguistic competence; intercultural communicative and moral-democratic competencies in a multicultural world; understanding of the notion of multilingualism, language policies, and plurilingual language competence.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon the successful completion of this course, the student will: - develop comprehension about *culture*, and the relationship between culture and communication; raise awareness of the importance of intercultural communication; - gain knowledge about cultural values and raise awareness of ethical issues in intercultural communication, develop the ability to make moral judgements in multicultural environments; - perceive theoretical and practical implications of the phenomenon of multilingualism, be able to distinguish between mon-, bi-, and multilingualism,	*Active learning methods*: interactive lecture including brainstorming, group discussion, designing situational cases to be solved, and team research project presentations. Students' reflection to evaluate the learning environment, analysis of one's academic achievements, and improvement of academic knowledge and skills. *Traditional methods*: illustration of a lecture by demonstrating audio and video material, narration, problem-solving discussion, synthesis, and analysis of scientific literature.	Accumulative assessment and written examination. Student's active participation during classes is assessed; testing (open-ended and closed-ended tasks) and team research project preparation and presentation, academic essay writing methods are applied.

and understand the notion of plurilingual language competence and pluricluturalism;

- obtain basic knowledge about the way multilingual acquire and process their languages; interact and use multilingual practices to construct/articulate their cultural identities;

- increase the awareness of the language policy in multilingual contexts;

- develop an understanding of the role of education in maintaining and fostering multilingualism, the relationship between multilingualism and migration;

- gain knowledge about multilingual interaction in global contexts and virtual communication;

- communicate and cooperate with all the participants of the study process, work in pairs and teams; guide fellow students effectively; and plan and undertake future-orientated learning tasks.

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to the Course. *Culture and communication across cultures.* The nature of culture, dimensions of communication, and the needs and benefits of intercultural communication.	2		2				4	10	Reading and analysing research articles meant for theoretical preparation; doing practical analytical tasks to deal with problematic issues, participating in KMDD discussions; preparing research projects and delivering team presentations on the analysed issues in teams; writing research-based academic essays, search for additional information and scientific literature on the internet.
2. *Ethical issues in intercultural communication.* The cultural context, value orientations, and ethical judgments in multicultural environments.	2		2				4	10	
3. *Moral-democratic education in a multicultural world.* Moral-democratic competence to promote democratic citizenship, social cohesion, and intercultural dialogue.	2		2				4	10	
4. *Multilingualism.* Mono-, bi-, and multilingualism. Plurilingual competence. Language acquisition, production, interaction, and use of multilingual practices to construct/articulate one's cultural identities.	2		2				4	16	

Topic							
5. *Language policies in multilingual contexts*. CERF as a tool for language policy making. Effective multilingual education as a key means of contributing to the development of a learner as a social agent.	2		2				4	16
6. *Multilingualism and migration.* Language challenges in migratory situations and different forms of institutional management of linguistic diversity.	2		2				4	14
7. *Multilingualism in education.* The complexity of multilingual education: learners' and teachers' perspectives. Provision of equal education opportunities and good quality education for all.	2		2				4	15
8. *English and other languages online.* Multilingual resources in online writing spaces. New multilingual encounters and translanguaging online.	2		2				4	10
Total:	**16**		**16**				**32**	**101**

Assessment strategy	Weight %	Deadline	Assessment criteria
Research-based academic essay writing	20%	During the semester, Presented on the 9th week of the semester	One written assignment Compliance with methodological guidelines • Content (personal argumentation developed based on two research articles) • Structure (5 paragraphs: introduction, three body paragraphs, conclusion) • Ability to formulate a thesis statement, supportive arguments • Style and register
Team research project – oral presentation	30%	End of the semester	One team presentation • Relevance and educational value of the content • Structure and cohesion • Use of appropriate academic vocabulary • Language accuracy • Fluency and pronunciation Use of visual aids, pace, body language, rapport
Examination (theoretical questions)	50%	End of the semester	The following aspects of work are evaluated: Direct answer to exam question (10%) Accuracy and clarity of answers (10%) Ability to refer to the literature analyzed during the course (10%) Ability to analyze, synthesize, evaluate (10%) Each open-ended question is evaluated according to these criteria: 3 points – excellent knowledge. The topic is dealt with properly, the statements are grounded well, and examples are provided. 2 points – good knowledge, inessential mistakes occur. Some statements are grounded not sufficiently enough, some examples are lacking. 1 point – average knowledge or the one satisfying minimum requirements; essential mistakes occur. The topic is not fully disclosed, statements are not properly substantiated, and examples are missing.

Attendance requirements	Compulsory attendance of seminars (100%)		Missed tutorials have to be accounted for within two weeks upon agreement with the lecturer.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Neuliep, J.W.	2006	*Intercultural Communication. A Contextual Approach*		SAGE Publications Ltd.
Bhatiat, T. K., and Ritchie, W. C. (eds.)	2014	*The Handbook of Bilingualism and Multilingualism (2nd edition).*		Oxford: Wiley-Blackwell.
	2018	*Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors.*		© Council of Europe **https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989**
Recommended reading				
Barton, D., Lee, C.	2013	*Language Online. Investigating Digital Texts and Practices.*		Routledge: Taylor &Francis Group, London and New York
Yule, G.	2014	*The Study of Language. Fifth edition.*		Cambridge University Press
Makoni, S., & Pennycook, A.	2012	*From monological multilingualism to multilingua francas.*		*The Routledge handbook of multilingualism*

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