



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Intercultural Communication + Telecollaboration project / Tarpkultūrinė komunikacija	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Loreta Chodzkienė Other:	Faculty of Philology Institute of Foreign Languages Media Linguistics Centre

Study cycle	Type of the course unit
First cycle	Individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures and seminars , students' independent work , 8-week Telecollaboration project with the students from the University of Latvia, Edward Waters University (USA), Universidad de Los Lagos (Chile) and Universidad Austral de Chile (Chile).	Autumn Semester	English

Requisites	
Prerequisites: Proficiency of English B2 (according to CEFR)	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 develop students':

general competences: analytical critical thinking; independent work and time management; intercultural communication skills, digital skills, research skills, and team work;

Subject competences: develop cultural and sociolinguistic self-awareness, gain deep knowledge of culture and its peculiarities with a particular focus on the countries of the Baltic States and North and South America.

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; - use the language(s) learnt according to the conventional norms of communication in a particular country; - develop comprehension about intercultural communication, relationship	<i>Active learning methods:</i> interactive lecture including brainstorming, group discussion, designing situational cases to be solved, personal and team presentations and projects. Discussions and Q&A sessions with the peers from Latvia and Chile on subject topics, and virtual collaboration through online communication technologies (video call platforms, webcams, cell phones,	Accumulative assessment: Student's active participation during lectures and seminars; Engaging tasks checking students' involvement in lectures and seminars; Short (5-7 min.) individual presentations on the aspects of non-verbal communication;

<p>between culture and communication; be aware of and able to apply the key terms of intercultural communication appropriately;</p> <ul style="list-style-type: none"> - get acquainted with 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 other cultures; - perceive the importance and influence of identity (personal, gender, social, ethnic, religion, national, regional, cultural) to intercultural communication; - 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; - assess the progress of his/her intercultural competence, identify the lack of knowledge and/or skills and clarify the reasons. - communicate and cooperate with all the participants of the study process, work in pairs and teams; guide the fellow students effectively; plan and undertake future-orientated learning tasks. 	<p>laptops, microphones and headphones).</p> <p>Student's reflection evaluating the learning contexts, their intercultural competence, analysis of identity improvement.</p> <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>7 tasks of the telecollaboration project completed together with the team members from the Partner universities.</p> <p>A joint research project with the focus on a particular topic in the study field.</p>
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Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<p>1. Introduction to the Course. What is Intercultural Communication? Intercultural Learner and their Intercultural Communicative Competence.</p>	1		1				2	5	<p>Practical analytical tasks to deal with problematic intercultural situations to foster students' intercultural skills.</p>
<p>2. Do I know who I am? Multiplicity and intersectionality of Identity and its influence on Intercultural Communication. Development and Change.</p>	1		2				3	10	<p>A 5-min. PowerPoint presentation on the components of a student's identity. Watching the film.</p>

Watching and discussing “East is East” by D. O’Donnell (1999).										
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.
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 Strodtbeck’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.
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.
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					3	10	Engaging tasks into the summarizing lecture. Watching the film.
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.
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/

Total	16	16	32	101
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Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation in classes / discussions.	20%	During the entire semester	<p>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.</p>
Participation in the Telecollaboration project and completion of the envisaged team tasks Appendix 1 – Telecollaboration Syllabus	50%	October – November	<p>2 points per each project assignment (out of 6): 2 points – the assignment meets the requirements for an academic task: the surveyed socio-cultural phenomenon is thoroughly described, its main aspects are analysed, supporting examples are provided. The assignment contains an evident correlation between the phenomenon researched and grounding theoretical aspects. 1 point – the assignment meets some of the requirements for an academic task; the surveyed socio-cultural phenomenon is described not fully enough, some analysis and/or examples are missing. There is no evident correlation between the phenomenon researched and theoretical aspects, some mistakes occur. 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 phenomenon surveyed and theoretical background, some essential mistakes occur.</p> <p>+ Certificate of Completion a Telecollaboration project</p>
A comparative research project on a particular topic in the field of studies conducted by the joint team of students from Partner universities.	30%	By the end of the term	<p>Report on the joint project outcomes.</p> <p>2 points for the Project report: 2 points: in the Report, the research question is clearly defined and relevant; the research aim and objectives are well-articulated and achievable. The literature review demonstrates an understanding of the current state of knowledge. The methodology is well-designed: research methods appropriate for addressing the research question. The data collection procedure is clearly described. Analysis is appropriate and well-executed, demonstrates the student's analytical and critical thinking, and there is evidence of collaborative work. Citations and references are used accurately and appropriately. 1 point: in the Report, the research question is adequately defined and somewhat relevant; however, the research aim and objectives lack clarity or feasibility. While the literature review demonstrates some understanding of the current state of knowledge, there are gaps or oversights in coverage. The methodology is somewhat well-designed, but there may be weaknesses in the choice of research methods for addressing the research question. While the data collection procedure is described, there may be limitations or oversights. Collaboration is evident to some extent, but there may be instances of individual rather than collective work. Citations and references are used, but there may be minor inaccuracies or inconsistencies.</p>

			<p>0 point: in the Report, the research question is poorly defined and lacks relevance; the research aim and objectives are unclear or unachievable. The literature review lacks depth and demonstrates limited understanding of the current state of knowledge. The methodology is poorly designed, with inappropriate research methods chosen for addressing the research question. The data collection procedure is unclear or inadequately described. Analysis is lacking or superficial, with little evidence of analytical or critical thinking. Collaboration is minimal or nonexistent, with little to no evidence of collaborative work. Citations and references are either absent or cited inaccurately and inappropriately.</p>
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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.

Updated:
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SYLLABUS OF A TELECOLLABORATION PROJECT:

Sessi on	Week	Topic	Final outcome
1.	One	Opening session: Welcome addresses, netiquette, key values.	Dividing students into groups.
2.	Two	Getting to know each other	Before the first meeting: Prepare a short 2-3 minute video introducing yourselves and your home culture to your partners. Suggested tools: Adobe spark: https://spark.adobe.com/es-ES/make/video-maker/ Write an e-mail to your groupmate proposing two or three options for meeting times to a videoconference. Meet your partner and identify similarities and differences of your identities.
3.	Three	University life: similarities and differences	Meet your partner virtually, talk about university life, point out similarities and differences with a focus on study programmes. Then create a comparative infographic.
4.	Four	Customs typical of my country	Prepare a presentation on customs and traditions typical of your country. Share photos and pictures to illustrate your stories. Meet your partner virtually and discuss together similarities and differences related to the discussed events. Provide a short summary of the discussion.
5.	Five	How culturally diverse are we?	Meet your partner online, discuss the questions related to the topic and provide a short summary of the discussion.
6.	Six	Cultural eating habits	Make a video presenting your national cuisines, eating habits and possibly, your favourite dish (and how to make it). Meet your partner and identify similarities and differences and make a summary of your talk.
7.	Seven	A Guide for a Day	Share a 5-minute video presenting your favourite place(s). Watch your partner's presentation, meet them and develop a dialogue on the topic. Write a summary of your talk.
8.	Eight	My Intercultural Journal	Keep recording the journal about your intercultural encounters since the beginning of the project. Identify the discoveries you've made or challenges you've been facing.
9.	Nine	Closing Ceremony	Sharing feedback on cooperation and conducting a survey.

GUIDING QUESTIONS PER SESSION:

Below you find some prompt questions to guide the conversation between students in Telecollaboration.

Session 2: Getting to know each other

- What kind of a personality are you?
- What is your cultural/social background?
- What are your interests/hobbies?
- What can you say about your university studies?
- What are your goals and hopes for the future?

Session 3: University life: similarities and differences

- What springs to your mind when you hear the word ‘university’?
- How are the universities in your country different from each other?
- What similarities and differences can you identify when talking about your studies?
- What subjects comprise my chosen study programme?
- What are my employment possibilities?
- Should university education be free?
- What would happen if all universities closed down?

Session 4: What customs or traditions are typical of my country?

- What are some of the most important customs or traditions in your country?
- How do people typically celebrate major holidays and festivals in your culture?
- Are there any specific rituals or ceremonies that mark significant life events, such as birth, coming of age, marriage, etc.?
- What are some traditional foods or dishes that are commonly enjoyed during celebrations or special occasions?
- How have customs and traditions evolved over time in your country?
- How do younger generations view and engage with traditional customs and traditions compared to older generations?
- Have there been efforts to preserve or revive certain customs or traditions in recent years? If so, what initiatives have been taken?
- Are there any taboos or customs that outsiders should be aware of when visiting your country?

Session 5: Cultural diversity: are we culturally aware?

- Is your country culturally diverse? Are there different ethnic groups or people from other countries living in your country?
- Does your country receive a lot of immigration? If so, from what countries do people come from?
- How many people from other cultures do you know? In what ways are they different?
- How well are people from other cultures integrated into your country?
- Are racism and intolerance a problem? Can you give some examples to illustrate your point?
- What should we do to fight against racism in our countries? Can you make a short list of things that 1) your government can do and 2) young people can do in order to make your country more tolerant?
- Can language change the way we see our own culture?

Session 6: Cultural eating habits.

- What are some staple foods in your culture’s cuisine, and why are they significant?
- How do meal times differ in your culture compared to others?
- What role does food play in social gatherings and celebrations?
- Can you describe a typical meal in your culture, including the types of dishes served and the order in which they are eaten?
- What is your favourite dish? Can you share its recipe?
- What are some examples of street food or snacks that are popular in your culture?
- How do attitudes towards food and eating habits differ between generations in your culture?

Session 7: A guide for a day.

- What will you tell a visitor about your town/city?
- What would be the place you would like to bring your visitor to?
- What would be your story about that place?
- Why is it important to you?

Session 8: Completion of Intercultural journal.

Instruction: Download a template of “My Intercultural Journal”. Complete the title page with the missing information. Study the presented model of Intercultural Communicative Competence designed by D. C. Deardorff. Keep recording possible changes that might occur in your *SELF* or the way of thinking after the

seminars or meetings and discussions with your international partners. Provide extended answers to the given questions and describe the cases that

- called your attention about the foreign culture;
- generated some misunderstanding or communication problems and how you solved them;
- could reflect on what you've learned about communicating and working in an online environment.

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C1. <https://learnenglish.britishcouncil.org/skills/reading/advanced-c1>

Canva. (2021). Creation of infographics. *canva.com*

Deardorff, D. K. (2009). *The SAGE Handbook of Intercultural Competence*, SAGE Publications.

Esldiscussions.com. (2021). *ESL discussions lesson on climate change*.

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Globalcognition.org. (2020, July 14). *Cross-cultural competence: Engage people from any culture*. Global Cognition. <https://www.globalcognition.org/cross-cultural-competence/>

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