COURSE UNIT OUTLINE

Course Unit title	Code
Culture and Multilingualism	LING-1P-AKUK

Lecturer(s)	Department(s)
Coordinating: Prof. Dr. Roma Kriaučiūnienė	Vilnius University, Faculty of Philology, Institute of Foreign Languages Universiteto St. 5 , LT-01513, Vilnius

Study Cycle	Course Unit level	Course Unit type
1st cycle	1/1	Optional

Mode of delivery	Period of delivery	Language of instruction
Interactive lectures	6th term	English

Prerequisites and co-requisites	
Prerequisites: Modern English (I/VI, II/VI, III/VI, IV/VI)	**Co-requisites (if any):** None

Number of ECTS credits allocated to the course unit	Total student workload	Contact hours	Self-study hours
5	133 hrs	32 hrs	101 hrs

Aim of the Course Unit: Programme competences to be developed
To familiarize students with central concepts of culture and multilingualism and to develop: **General competences:** competence of critical thinking for analysing and reflecting the knowledge gained and relating it to problem solving situations; competence of autonomous learning. **Subject competences:** linguistic competence; intercultural communicative and moral-democratic competences in 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*, 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, and understand the notion of plurilingual language competence and pluricluturalism; - obtain basic knowledge about the way multilinguals 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;	*Active learning methods*: interactive lecture including brainstorming, group discussion, designing situational cases to be solved, team research project presentations. Student's reflection evaluating 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. Testing (open-ended and closed-ended tasks) and team research project preparation and presentation, academic essay writing methods are applied.

	- develop understanding of the role of education in maintaining and fostering multilingualism; the relationship between multilingualism and migration in contemporary world; - gain knowledge about multilinguals' interaction in global contexts, virtual communication; - 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.		

	Contact hours							Self-study time and tasks	
Topics	Lectures	Consultations	Seminars	Lessons	Laboratory work	Practice	Total contact hours	Self-study time	**Tasks**
1. Introduction to the Course. *Culture and communication across cultures.* The nature of culture, dimensions of communication, the needs and benefits of intercultural communication.	2		2				4	10	- Reading and analysing texts meant for theoretical preparation; - doing practical analytical tasks to deal with problematic issues, participation 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, ethical judgments in multicultural environments.	2		2				4	10	
3. *Moral-democratic education in 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	
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 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	30%	During the semester, Presented on the 9th week of the semester	One written assignment: Compliance with methodological guidelines • Content (personal argumentation developed on the basis of 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 of a team research project: • 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)	40%	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. Topic is dealt with properly, the statements are grounded well, 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, 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)	Year of Publication	Title of the publication	Issue of a periodical or volume of a publication	Publishing place and house or a web link
Compulsory reading list				
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.

Auer, P., Wei, L. (ed.)	2007	*Handbook of Multilingualism and Multilingual Communication.*		Mouton de Gruyter.
Lind, G.	2016	*How to Teach Morality. Promoting Deliberation and Discussion, Reducing Violence and Deceit.*		Logos Verlag Berlin
	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**
Wicks, A.C., Freeman, R.E., Werhane, P.H., Martin, K.E.	2010	*Business Ethics. A Managerial Approach.*		Pearson education, Inc.
Barton, D., Lee, C.	2013	*Language Online. Investigating Digital Texts and Practices.*		Routledge: Taylor &Francis Group, London and New York
Additional reading list				
Yule, G.	2014	*The Study of Language. Fifth edition.*		Cambridge University Press
Makoni, S., & Pennycook, A.	2012	*From monological multilingualism to multilingual francas*		*The Routledge handbook of multilingualism*
Kriaučiūnienė, R.	2018	Development of Future Teachers' Critical Thinking as a Precondition for Making Moral Judgements. *Problems of and Perspectives on Language Acquisition* (ed. Diana Laiveniece)		Cambridge Scholars Publishing, p. 240–254. ISBN: 978-1-5275-1356-3 https://www.cambridgescholars.com/problems-of-and-perspectives-on-language-acquisition

Designed by	Signature	Confirmed by the Committee of the Study Programme	Signature	Date
Prof. dr. Roma Kriaučiūnienė		Chair of the Study Programme Prof. dr. Danguolė Melnikienė		2 March 2020