

INDONESIAN INTERNATIONAL STUDENT MOBILITY AWARDS 2024

Course syllabus

Title:	INTERCULTURAL COMMUNICATION
Credit points (ECTS):	6
Term:	Fall
Module leader:	Dr. Adrienn Fekete, PhD
<p>Aims:</p> <p>1) to recognize and cherish students' linguistic, cultural, social, and ethnic identities, 2) to teach students a theoretical framework that promotes curious and non-prejudicial attitudes towards other cultures and peoples, 3) to equip students with practical life skills by trying out the theoretical framework in authentic real-life situations in a safe environment, 4) to develop their English language skills via using ELF in the classroom, and 5) to help them become proficient in intercultural communication by facilitating interactions between students coming from different linguacultural backgrounds</p>	
<p>Learning outcomes:</p> <p>Students will have learnt</p> <ul style="list-style-type: none"> - a theoretical framework that helps them understand other cultures, - different intercultural topics, - how culture is embedded in language and how intercultural communication is shaped by language and culture, and - how various identity types are shaped by language learning and language use, cultural backgrounds, narratives, and intercultural communication. <p>Students will have</p> <ul style="list-style-type: none"> - developed open and non-judgmental attitudes towards other cultures, peoples, and languages, - developed their critical thinking to understand why and how cultural phenomena are happening, - developed their interpersonal, intrapersonal, verbal, and emotional-social intelligences and their creativity, - learnt strategies to achieve successful intercultural communication, - used English as a lingua franca in an authentic multicultural context, and - practiced intercultural communication in a multicultural and multilingual classroom environment 	
<p>Syllabus:</p> <p>The schedule is tentative, and subject to change.</p> <ol style="list-style-type: none"> 1. Introduction to course & requirements. Ice-breaker activities to get to know students. 2. Culture, language, communication, intercultural communication Cultural icebreakers and cultural collages 3. The individual, the country, and the culture 	

The cultural pentad: cultural objects, practices, perspectives, persons, and communities

4. Language and culture in intercultural communication
5. Cultural narratives in intercultural communication
6. Culture and identity
Cultural identity model of SLA and of sojourn
7. Exploring and understanding Students' cultures 1
Intercultural communication in practice
8. Exploring and understanding Students' cultures 2
Intercultural communication in practice
9. Exploring and understanding Students' cultures 3
Intercultural communication in practice
10. Exploring and understanding Students' cultures 4
Intercultural communication in practice
11. High and low context cultures: Practical implications and lessons to learn
12. Hofstede's cultural dimensions to understand different cultures
13. Linguistic/cultural autobiographies and journeys
14. Course evaluation, evaluation of students' coursework

Learning and teaching strategy:

A student-centered teaching approach will be used drawing on

- communicative, task-based, and project-based teaching methods,
- content and language integrative learning, and
- collaborative and empirical learning.

Core learning materials:

Fekete, A. (2021). Introduction to the study of identity (Unpublished manuscript).
Moran, P. (2001). Teaching Culture. Perspectives in Practice. Boston: Heinle.
<https://www.techtello.com/high-context-culture-vs-low-context-culture/>
<https://www.hofstede-insights.com/product/compare-countries/>