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| **Course unit**  **Descriptor** | **LOGOOO.png** | | logo_UNS.png |
| **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | |
| Study program in which the course unit is offered | | **English Studies** | |
| Course unit title | | Intercultural communication and ELT | |
| Course unit code | | 15ЕЈЕЈ53 | |
| Type of course unit | | Optional | |
| Level of course unit | | BA | |
| Field of Study (please see ISCED) | | 023 Languages | |
| Semester when the course unit is offered | | winter / **summer** | |
| Year of study (if applicable) | | 3rd | |
| Number of ECTS allocated | | 3 | |
| Name of lecturer/lecturers | | Biljana Radić-Bojanić | |
| Name of contact person | | Biljana Radić-Bojanić | |
| Mode of course unit delivery | | Face to face | |
| Course unit pre-requisites (e.g. level of language required, etc) | | English at C1 level | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| *The purpose of this course is for students to learn about basic concepts from the field of culture and the connection of culture and communication; for students to learn about the role and importance of their own culture and foreign cultures in ELT, to develop intercultural awareness and competence and to learn how to apply what they learnt in the foreign language classroom.* | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| **Students have learnt basic concepts in the field of intercultural communication. They have learnt how to recognize the elements of their own culture and foreign cultures in various sources. They have learnt how to interpret the familiar and new phenomena from their own and other cultures using different perspectives. They have learnt how to introduce the concept of culture in the English language classroom, how to present interculturalism to their students and how to improve the learning process.** | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| **Intercultural communication and the cultural context. Microcultural context. Enviromental context. Social context. Individual context. Verbal and non-verbal communication. Developing intercultural relations and intercultural conflict. Acculturation and culture shock. Intercultural competence.** | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| **Working with different materials, studying, analyzing and interpreting aspects of culture. Comparing different coursebooks in terms of elements of culture and critical observation. Possibilities of introducing L1 culture in ELT. Advantages and disadvantages of such an approach.** | | | |
| **REQUIRED READING** | | | |
| **Alcon Soler, Eva and Jorda, Maria Pilar Safont. Eds. 2007. Intercultural Language Use and Language Learning. Dordrecht: Springer.**  **Corbett, John. 2003. An Intercultural Approach to English Language Teaching. Clevedon: Multilingual Matters.**  **Hinker, Eli. 2000. Culture in Second Language Teaching and Learning. Cambridge: Cambridge University Press.**  **Kramsch, Claire. 1993. Context and Culture in Language Teaching. Oxford: Oxford University Press.**  **Neuliep, James. 2009. Intercultural Communication. A Contextual Approach. Los Angeles: Sage Publications.** | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| **10% class activity, 30% seminar paper, 30% midterm test, 30% final test** | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| **English** | | | |