COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **CULTURA Y COMUNICACIÓN INTERCULTURAL EN EL AULA DE LENGUA EXTRANJERA. RECURSOS PARA EL PROFESORADO.**

Code: 103414

Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B** Year: 1

ECTS Credits: 4.0 Classroom hours: 16

Face-to-face classroom percentage: 16.0% Study hours: 84

Online platform:

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

Non applicable

Recommendations

A B2 level (CEFR) of English is recommended

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INTENDED LEARNING OUTCOMES

CB10	To make students able to show learning abilities that allow them to continue studying in an self-directed or independent manner
CB7	To ensure that students know how to apply the knowledge gained and are able to problem solve in unfamiliar situations in a variety of multidisciplinary contexts within their field of study.
CE11	To develop knowledge, strategies and critical awareness of the cultural and intercultural elements present in academic communication in English.
CG2	To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
CG3	Ability to foster, in academic and professional contexts, technological, social or cultural advancement within a knowledge-based society.
CT2	Development of skills for correct oral, written and graphic communication.
CT5	To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

OBJECTIVES

- To define the concept of Culture.
- To know the most relevant cultural models.
- To understand Intercultural Communication and determine its possible barriers.
- To apply this knowledge and put it into practice in the English classroom.

CONTENT

1. Theory contents

- Culture: the concept of culture and its relation to language; differences between internal and external culture.
- Intercultural communication: models, frameworks, values and strategies.
- Understanding cultural differences and variations: misunderstandings and critical incidents.
- Intercultural communicative competence (ICC): Byram's model and the barriers for ICC.
- Intercultural training and the new teaching of languages: the new profile for teachers of foreign languages, activitiy typology and classroom techniques.
- The use of television for cultural learning.
- Proposals from the EFL classroom.

2. Practical contents

Theoretical and practical contents are intertwined, so the practices of this subject are planned according to the theoretical blocks.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Peace, justice and strong institutions

COURSE DESCRIPTION

METHODOLOGY

Clarifications

Students will have to complete additional guided activities (readings and assignments)

Face-to-face activities

Activity	Total
Case study	3
Debates	3
Group work (cooperative)	3
Lectures	4
Reading Activities	1
Speaking Activities	1
Tutorials	1
Total hours	***16***

Off-site activities

Activity	Total
Analysis	16
Exercises	20
Group work	16
Information search	16
Self-study	16
Total hours	***84***

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and activities
References

Clarifications

Materials will be handed out in class or via Moodle.

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Assignments and projects	50%
Class participation	30%
Tasks	20%

Period of validity for partial qualifications:

One academic year

Clarifications:

An 80% attendance rate to the scheduled sessions is required. Otherwise, the student will have to take a test at the end of the module that will make up for percentage allocated for in-classroom evaluation.
Part-time students should contact the professor(s) during the first month of the academic course so the assessment process can be determined.
If plagiarism occurs, the correspondent work (assignment, presentation, test, etc.) will be graded with 0 points and will be given a fail. Also, the professor may additionally determine further consequences (like charging the student with plagiarism).

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

Barrett, M., Byram, M., Lázár, I., Mompoint-Gaillard, P., & Philippou, S. (2014). *Developing intercultural competence through education*. Estrasburgo: Consejo de Europa.
Bennett, M. (2017). Intercultural communication training (ICT), overview. En Y. Y. Kim (Ed.), *The international encyclopedia of intercultural communication* (pp. 1-11). Malden: Wiley-Blackwell.
Berardo, K. & Deardorff, D. K. (2012). *Building cultural competence: Innovative activities and models*. Sterling: Stylus Publishing.
Byram, M. & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, 51, 140-151.
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Byram, M. (2012). Conceptualizing intercultural (communicative) competence and intercultural citizenship. En J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 85-97). Londres: Routledge.
Byram, M., A. Nichols & D. Stevens. (2001). *Developing intercultural competence in practice*. Clevedon: Multilingual Matters.
Byram, M., B. Gribkova & H. Starkey. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*. Strasbourg: Council of Europe.
Byram, M., Golubeva, I., Hui, H., & Wagner, M. (Eds.) (2016). *From principles to practice in education for*

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intercultural citizenship. Bristol: Multilingual Matters.
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Guillén-Nieto, V., C. Marimón-Llorca & C. Vargas-Sierra (Eds). (2009). *Intercultural Business Communication and Simulation and Gaming Methodology*. Bern: Peter Lang.
Hofstede, G. H. (1984). *Culture's consequences: international differences in work-related values*. Thousand Oaks: Sage Publications.
Jandt, F. (2018). *An introduction to intercultural communication*. Thousand Oaks: Sage Publications.
Kelly, M., Grenfell, M., Allan, R., Kriza, C., & McEvoy, W. (2004). *European profile for language teacher education—a frame of reference* (A report to the European Commission Directorate General for Education and Culture). Yarmouth: Intercultural Press.
Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
Liddicoat, A. J. & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden: Wiley-Blackwell.
Novinger, T. (2001). *Intercultural communication: a practical guide*. Austin: University of Texas Press.
Prince, D. W. & M. H. Hoppe (2000). Communicating across cultures. Greensboro, N.C.: Center for Creative Leadership.
Storti, C. (2007). *The art of crossing cultures*. Boston: Intercultural Press.
Stringer, D. M. (2009). *52 activities for improving cross-cultural communication*. Boston: Intercultural Press.
Utley, D. (2004). *Intercultural Resource Pack*. Cambridge. CUP.

2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

Students will have to complete additional guided activities (readings and assignments)

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Assignments and projects	50%
Class participation	30%
Tasks	20%

Period of validity for partial qualifications (Scenario A):

One academic year

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

An 80% attendance rate to the scheduled sessions is required. Otherwise, the student will have to take a test at the end of the module that will make up for percentage allocated for in-classroom evaluation.

Part-time students should contact the professor(s) during the first month of the academic course so the assessment process can be determined.

If plagiarism occurs, the correspondent work (assignment, presentation, test, etc.) will be graded with 0 points and will be given a fail. Also, the professor may additionally determine further consequences (like charging the student with plagiarism).

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

Students will have to complete additional guided activities (readings and assignments)

COURSE DESCRIPTION

EVALUATION

Tools	Percentage
Assignments and projects	50%
Class participation	30%
Tasks	20%

Moodle Tools	Assignments and projects	Class participation	Tasks
Attendance		X	
Participation		X	
Questionnaire	X		
Surveys and predefined surveys		X	
Task	X		X
Workshops	X		

Period of validity for partial qualifications (Scenario B):

One academic year

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

An 80% attendance rate to the scheduled sessions is required. Otherwise, the student will have to take a test at the end of the module that will make up for percentage allocated for in-classroom evaluation.

Part-time students should contact the professor(s) during the first month of the academic course so the assessment process can be determined.

If plagiarism occurs, the correspondent work (assignment, presentation, test, etc.) will be graded with 0 points and will be given a fail. Also, the professor may additionally determine further consequences (like charging the student with plagiarism).