

## 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 a 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, activity 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

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### METHODOLOGY

#### Clarifications

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

#### Face-to-face activities

Activity	Total
<i>Case study</i>	3
<i>Debates</i>	3
<i>Group work (cooperative )</i>	3
<i>Lectures</i>	4
<i>Reading Activities</i>	1
<i>Speaking Activities</i>	1
<i>Tutorials</i>	1
<b>Total hours</b>	<b>16</b>

#### Off-site activities

Activity	Total
<i>Analysis</i>	16
<i>Exercises</i>	20
<i>Group work</i>	16
<i>Information search</i>	16
<i>Self-study</i>	16
<b>Total hours</b>	<b>84</b>

### WORK MATERIALS FOR STUDENTS

Dossier  
Exercises and activities  
References

#### Clarifications

Materials will be handed out in class or via Moodle.

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### 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 student will fail the course and the master's director will be informed so disciplinary actions may be taken. All works will be checked to uncover AI-produced material as this will be considered plagiarism as well.

#### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Barrett, M., Byram, M., Lázár, I., Mompoin-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.
- Byram, M. (1989). *Cultural studies in foreign language education*. Clevedon: Multilingual Matters.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M. (2009). Intercultural Competence in Foreign Languages. En D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 321-332). Londres: Sage Publications.
- 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.

Chaney, L. H. and Martin, J. S. (2007). *Intercultural Business Communication*. Upper Saddle River: Pearson Prentice Hall

Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.

Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*. Strasburg: Council of Europe.

Deardorff, D. K. (Ed.) (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks: Sage Publications.

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.