

Usage and Strategies of Intercultural Communication

Code: 100213
 ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

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Use of languages

Principal working language: english (eng)
 Some groups entirely in English: Yes
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: No

Prerequisites

Students must have at least a C1+ level of English of the Common European Framework for Languages to be able to follow the course.

Objectives and Contextualisation

This course intends to be an introduction to the field of study of intercultural communication from a linguistic perspective. For this reason, the interactional, discursive and sociolinguistic aspects of the communicative contact among individuals from diverse geographical, cultural and linguistic origins will be emphasised. The themes of study are framed within the current reality of globalisation and the growing mobility of people, ideas and practices in a transnational context, as well as within the significance of the new technologies (especially the Internet) as tools which facilitate/foster intercultural communication. In this context, the role of multilingualism and international lingua francae is emphasised, in particular that of English, as complex communicative realities which are in constant evolution. The course also focuses on the analysis of the implication of language, culture and discourse in the creation of social inequalities. In this vein, linguistic ideologies and social representations are examined as elements of power and intergroup domination.

Skills

English Studies

- Analysing the lexical, phonetic, phonological, syntactic, semantic and pragmatic properties of natural languages.
- Applying the various analytical tools to different types of linguistic data.
- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
- Respect the diversity and plurality of ideas, people and situations.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Using the acquired knowledge in order to solve problems related to any professional activity in the field of the English language, specially to the teaching.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
2. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
3. Applying the acquired knowledge about intercultural communication to professional contexts where several languages come into contact.
4. Applying the acquired knowledge about intercultural communication to the specific teaching of the English language.
5. Applying the acquired methodologies of work planning to work in an environment in the English language.
6. Applying the acquired scientific and work planning methodologies to the research in English.
7. Assessing the deficiencies in the linguistic behaviour of the speakers from the analysis and study of their preferences.
8. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
9. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
10. Describing the discursive and conversational complexities in contact situations of social and linguistic groups.
11. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
12. Generate strategies to facilitate the increase and improvement of mutual respect in multicultural environments.
13. Identifying and analysing the discursive strategies that help or prevent reaching a comprehension in intercultural contexts.
14. Identifying the main and secondary ideas and expressing them with linguistic correctness.
15. Manage the different techniques of collection, processing and analysis of linguistic data consistent with the objective of the study.
16. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
17. Produce new professional initiatives.
18. Solving problems autonomously.
19. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
20. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

Content

1. What's culture? Historical perspectives and current approaches. Culture and colonialism; culture and nation-state building; culture and discourse; culture and language
2. Identity. Linguistic identities and cultural identities. Representation and othering. Situated and performative identities.
3. Intercultural communication as a discipline: origins, evolution and paradigms.

4. English in a global, multilingual and intercultural context: Models, varieties and speakers. Legitimacy and authenticity. World Englishes. English as a Lingua Franca (ELF). Unequal Englishes.

5. Intercultural communication in professional contexts. Miscommunication, access and inequality. Corporate language policy. Intercultural training. Professional identities and cultural identities. Language and social justice.

Methodology

The teaching methodology is based on:

-directed activities:30%

-supervised activities: 15%

-autonomous activities: 50%

-evaluation activities: 5%

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Correction and discussion of practical exercises	17	0.68	3, 4
Critical analysis and discussion of assigned readings	10	0.4	3, 4, 20, 19, 14
Presentation of theoretical concepts	23	0.92	4
Type: Supervised			
Individual and/or group tutorials	25	1	3, 20, 17, 14
Type: Autonomous			
Completion of weekly exercises	20	0.8	3, 4, 20
Elaboration of individual and group assignments	15	0.6	5, 6
Personal study	15	0.6	5

Evaluation

The following criteria must be taken into account:

1. All evaluation tasks are compulsory.
2. If a student submits only ONE evaluation task, not enough evidence will have been gathered for assessment, and s/he will receive the grade "no evaluable" (impossible to assess).
3. If a student submits MORE THAN ONE evaluation task, s/he will be eligible for passing or failing the course.
4. Passing all assessment tasks (with a minimum of 5/10) is a necessary requirement to pass the course.
5. It is only possible to reassess two evaluation tasks OR 40% of the course. Students will be able to obtain a maximum of 6/10 in any reassessment task.
6. Failed tasks will be averaged out with the rest only after reassessment. For this to happen, a student may have failed a maximum of one task and have obtained a mark higher than 4.5

7. The student's command of English will be taken into account when marking all exercises and for the final mark. If a student's level of English is lower than C2, up to 40% of the final grade can be taken off.
8. VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own text.
9. Students are required to employ non-sexist language in their written and oral productions. For guidelines on how to do this, they are advised to check the website of the Linguistic Society of America (LSA): <https://www.linguisticsociety.org/resource/lisa-guidelines-nonsexist-usage>. Appropriate use of language will be part of the assessment criteria.

Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment:

-active class contribution

Approximate calendar for evaluation tasks

Assignment 1: week 5

Assignment 2: week 10

Assignment 3: week 15

Theory exam: week 14

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Active class contribution	10%	3	0.12	5, 17, 14
Theory exam	45%	2	0.08	5, 6, 3, 4, 20
Written assignment 1 (individual)	10%	5	0.2	5, 6, 20, 19, 14
Written assignment 2 (individual)	15%	5	0.2	4, 7, 9, 10, 8, 12, 13, 18
Written assignment 3 (in group)	20%	10	0.4	5, 6, 2, 1, 20, 19, 16, 9, 11, 12, 17, 14, 15

Bibliography

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- Codó, Eva (2017) Language Awareness in Multilingual and Multicultural Organizations. In Garrett, Peter and Josep M. Cots (Ed.) *The Routledge Handbook of Language Awareness*. London: Routledge, pp. 467-481.
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- Lonsman, Dorte and Janus Mortensen (2018) Language policy and social change: A critical examination of the implementation of an English-only language policy in a Danish company. *Language in Society* 47(3): 435-456.
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- Sarangi, Srikant. (1994) Intercultural or not? Beyond celebration of cultural differences in miscommunication analysis. *Pragmatics* 4(3): 409-427.
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- Zhu, Hua (2011) *The Language and Intercultural Communication Reader*. London: Routledge.
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- More specific bibliography will be provided during the course