



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
Departamento de Humanidades e Idiomas
Licenciatura en Bilingüismo con Énfasis en Inglés



Licenciatura en Bilingüismo
con Énfasis en Inglés Licenciatura en lengua Inglesa

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| Course: | Intercultural Communication |
| Specifications | Code LB 733 / Theoretical / 3 credits |
| Intensity | 48 semester hours / 3 in-class hours plus 5 hours autonomous work per week |
| Facilitators | Clara Inés González Marín |
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Rationale

It is the mission of the *Licenciatura en Bilingüismo con Énfasis en Inglés* to help realize the Colombian government's aim of forming a generation of bilingual citizens empowered to communicate effectively in what has become the lingua franca of an increasingly interconnected global society. This implies not only the training of professionals in English teaching skills but requires as well the careful cultivation in our teachers-in-development of cultural competences and intercultural communication skills together with the pedagogical skills needed to impart these to students in Colombian primary and secondary schools.

Let's take a look to what The Common European Framework of Reference defines as Intercultural awareness: *"the knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes"*. (p.103)

The course, Intercultural Communication shares with other courses of the *Licenciatura* the aim of helping students develop strategies for the improvement of the professional skills that will enable them to perform successfully as English teachers in the Colombian context. It builds upon knowledge gained in Applied Linguistics, Sociolinguistics and Pragmatics and aims to provide theoretical, methodological and practical insights into Intercultural

Competence and Intercultural Communication. Short media clips, texts relating to cultural themes, and (if possible) presentations by guest speakers will furnish topics for class discussions, written and oral exercises, and student presentations.

This course aims to:

Promote increased acceptance of cultural diversity and awareness of issues relating to intercultural communication

Develop the capacity to discuss, and theorize about the paradigms of interdisciplinary fields of study that deal with inter-cultural interaction

Develop the capacity to understand, value, and accept one's own and other cultures and suggest pedagogical approaches to the elicitation of this capacity in others

Students who successfully complete this course will be empowered to:

- Identify, compare and reflect critically on manifestations of cultural differences and commonalities across cultures, manifested in values, attitudes, beliefs, and norms.
- Critically analyze manifestations of cultural difference involving instances of both intercultural conflict and intercultural cooperation.
- Identify and discuss the impact of one's own cultural background in shaping lifestyle, attitudes, values, behavior and worldview.
- Demonstrate capacity to engage effectively in tasks and collaborative work involving communication across different cultures.
- Gather, analyze, synthesize and present to others concepts and information relating to Inter-cultural communication gathered from a variety of sources.
- Identify similarities and differences in communication processes among cultures.
- Identify challenges that arise from these culturally determined differences in communication styles and learn ways to creatively address them.
- Compare cultural assumptions of one's own and other cultures.
- Identify characteristics of co-cultures.
- Recognize and discuss negative perceptions such as racism, prejudice, negative stereotyping, and ethnocentrism.
- Describe the importance of the roles of context and power in intercultural communication.

- Describe cultural factors that influence the global flow of ideas and information.
- Classify some major cultural values underlying specific behaviors.
- Develop an ethical framework and practical competencies for engaging in communication across different cultures.
- Develop critical awareness so as to be able to function effectively in intercultural encounters.

Linguistic Competences

Listening:

- Listen to and grasp key points from audio and video lectures in the field of bilingualism, ELT and intercultural communication.
- Summarize in a paraphrased form what is heard from live discussions and audiovisual input.
- Follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
- Can use a variety of strategies to achieve comprehension.
- Understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

Oral Production:

- Employ an extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in his/her field of specialization.
- Formulate questions that clarify or qualify the content and affective intent of speakers' messages.
- Produce extended speech that is coherent and structured when addressing audiences and expressing viewpoints.
- Deliver a prepared talk with sufficient accuracy and fluency that hearers are able to understand with a minimum of difficulty.
- Participate fully in interviews, either as interviewer or interviewee, fluently expanding and developing points of discussion.
- Participate actively in an animated conversation with one or more native speakers.

Reading:

- Read different types of texts with a good level of fluency, accuracy and intonation.
- Understand lengthy, complex texts on a wide variety of topics (personal, academic, professional) where author's arguments and ideas can be inferred.

- Understand in detail a wide range of lengthy, complex texts related to the social, academic or professional life.

Writing:

- Show a relatively high degree of grammatical control without mistakes which may lead to misunderstanding.
- Can expand and support points of view at some length with subsidiary points, reasons and relevant examples in written reports and forum entries.
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.

Professional competences

Adapt materials to own needs

Identify types of needs of students

Recognize and adapt models to EFL/ESL in relation to intercultural communication

Work cooperatively

And those proposed by the CEFR (chapter 5)

Methodology

The methodology of the course incorporates elements of these four **pedagogical models**:

- **Humanistic:** Readings, discussion, writing tasks, dramatizations, and presentation of video and audio recordings related to course content aim to engage students affectively while eliciting the application of critical thinking and creative problem-solving skills.
- **Socio-constructivist:** The course aims to engage students' interest by presenting content that completes, complements and contrasts with prior knowledge and previously held concepts relating to culture and inter-culturality.
- **Critical-reflexive:** By means of reading, discussions, course projects and other activities, students will be invited to critically examine new concepts and to re-examine familiar ones in terms of the *social, political, professional, economic and ethical assumptions that support them*.
- **Content based:** Readings, presentations, discussions, interviews other course-related activities facilitate the acquisition of concepts and competences specific

to the study of Intercultural communication while providing valuable practice of English language competences expected at this stage of the *Licenciatura* program.

Thematic units:

| Themes | Resource |
|--|---|
| Chapter 1: Exploring culture | Wintergerst, A &McVeigh, J. (2011). Tips for teaching Culture Practical approaches to Intercultural Communication. Pearson. |
| Chapter 2 Culture and Language/ Chapter 3 Culture and nonverbal communication | Wintergerst, A &McVeigh, J. (2011). Tips for teaching Culture Practical approaches to Intercultural Communication. Pearson |
| Becoming a competent intercultural communicator | Samovar, L., Porter, R., & McDaniel, E. (2009). Communication Between Cultures. Wadsworth Cengage Learning. |
| Teaching Intercultural Communicative Competence in the four skills. | Usó-Juan and A.Martinez-Flor. (2008) Teaching Intercultural Communicative Competence Through the Four Skills. Revista Alicante de Estudios Ingleses 21: 157 – 170 |
| Include critical pedagogy in your approach to teaching culture (minority groups) | Wintergerst, A &McVeigh, J. (2011). Tips for teaching Culture Practical approaches to Intercultural Communication. Pearson. |
| Intercultural Bilingual Education (etnoeducación Bilingüe) | Pulido, Y. (2012). La Etnoeducación Bilingüe: logro político y desafío para las etnias. Revista Lenguaje, 40: 231 - 254 |
| Translanguaging pedagogy/Content Based/CLIL (Code Switching) | Different resources |
| Propuesta pedagógica: Teaching Unit (EFL) – Cultural Project. | Teaching unit based on Intercultural Competence or a cultural project (proposal to revitalize language and culture of minority groups) |
| Further possible readings: | |
| Towards the simultaneity of Intercultural Competence | Dervin, F. & Gross Z. (2016). Intercultural Competence in Education. Alternative Approaches for Different Times. Palgrave Macmillan. |
| Meta-pragmatic awareness and Intercultural Communication: the role of reflection and Interpretation in Intercultural Mediation | Dervin, F. & Gross Z. (2016). Intercultural Competence in Education. Alternative Approaches for Different Times. Palgrave Macmillan. |
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Teaching Practical Component: This course will enable students to Reflection and Praxis /Praxizing: Transforming theoretical concepts into feasible practices. The Intercultural Communication course is aligned with the requirements of the Licenciatura Program regarding the pedagogical practicum. For that reason, some formative pedagogical practical activities as well as reflective practices will be proposed in this course. Activities such as planning of classes, design of didactive and /or multimedia material, reviewing of educational material, systematization of experiences, collaborative projects as well as reflective activities might be implemented in this course.

Course Evaluation

The course is intended to promote self-assessment and autonomy. Written exams will be given based on the materials discussed during class sessions and in relation to tasks. Oral presentations will also be part of the assessment as well as written tasks. Students are also allowed to self-assess their performance as well as that of their peers. Discussion and reflection will contribute to evaluate not only the course itself, but also the materials and the performance of both learners and teacher.

Each class will be guided by the assigned readings. Therefore, **students should read all assigned material prior to class.** In the classroom, students will be responsible for participating, creating and reflecting on the issues presented. Observation of classes and the initiation of reflective practices will be graded as part of in and out of class work.

IMPORTANT: language will be graded in all the tasks, exams, and activities done in the Intercultural Communication course. Rubrics and percentages will be shared with all students prior to performing each of the tasks.

Reports, assignments, quizzes, reflections, portfolios, etc. Won't be graded after due dates.

| Item | Percentage |
|-------------------------------|------------|
| First partial exam | 20% |
| Second partial exam | 25% |
| Third partial exam | 30% |
| 1. Written exam | (20%) |
| 2. Final pedagogical proposal | |

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| | (10%) |
| In and out of class work – first part (until week 6) | 10% |
| In and out of class work – second part (from week 8 to 15) | 15% |

Bibliography:

Dervin, F. & Gross Z. (2016). *Intercultural Competence in Education. Alternative Approaches for Different Times*. Palgrave Macmillan.

Samovar, L., Porter, R., & McDaniel, E. (2009). *Communication Between Cultures*. Wadsworth Cengage Learning.

Usó-Juan and A.Martinez-Flor. (2008) Teaching Intercultural Communicative Competence Through the Four Skills. *Revista Alicante de Estudios Ingleses* 21: 157 – 170

Wintergerst, A &McVeigh, J. (2011). *Tips for teaching Culture Practical approaches to Intercultural Communication*. Pearson.

Pulido, Y. (2012). La Etnoeducación Bilingüe: logro político y desafío para las etnias. *Revista Lenguaje*, 40: 231 – 254

García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging classroom. Leveraging student bilingualism for learning*. Philadelphia: Caslon.

Byram, M. and Fleming, M. (2001) *Perspectivas interculturales en el aprendizaje de idiomas*. Cambridge.

Areiza, R., Cisneros,M., Tabares. L. (2004). *Hacia una nueva visión sociolingüística*. Eco Ediciones.

Lustig; M and Koester, J. (2010). *Intercultural Competence interpersonal communication across cultures*. Pearson

Kramsch, C. (2001). El privilegio del hablante intercultural. En M. Byram & M. Fleming (Eds.), *Perspectivas interculturales en el aprendizaje de idiomas enfoques a través del teatro y la etnografía* (pp. 23-37). Madrid: Cambridge University Press.

INSTITUTO CERVANTES. (2002). *Marco Común Europeo de Referencia Para las Lenguas: Aprendizaje, Enseñanza, Evaluación*. Madrid, España: Instituto Cervantes versión

electrónica en: <http://cvc.cervantes.es/obref/marco>, traducción y adaptación española del *Common European Framework for languages: learning, teaching, assessment*, 2001.

Feng, A., Byram, M., & Fleming, M. (Eds.). (2009). *Becoming interculturally competent through education and training*. Salisbury, UK: Cromwell Press Group.

Byram, M. et al. (2002). *Developing the intercultural dimension in language teaching a practical introduction for teachers*. Strasbourg: Council of Europe Publishing.

Films:

Dances with Wolves (Kevin Costner) 1990

Gone With the Wind (Victor Fleming) 1939

Mississippi Burning (Alan Parker) 1988

Borat

Zorba the Greek

Lawrence of Arabia

Children of Heaven

Gandhi

My Big Fat Greek Wedding

Avatar

Bury My Heart at Wounded Knee

Shogun

Brooklyn

Ana and the King of Siam

Children of a Lesser God

The Gods Must be Crazy

The Man Who Would be King

Birth of a Nation

The internship