



Universitat de Lleida

# DEGREE CURRICULUM **INTERCULTURAL COMMUNICATION**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	INTERCULTURAL COMMUNICATION			
<b>Code</b>	12349			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Applied Languages (M2016)	1	COMPULSORY	Virtual learning
<b>Course number of credits (ECTS)</b>	5			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3.2		1.8
	<b>Number of groups</b>	1		1
<b>Coordination</b>	COTS CAIMONS, JOSEP MARIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	josepm.cots@udl.cat	2,5	
LLURDA GIMÉNEZ, ENRIC	enric.llurda@udl.cat	2,5	

## Subject's extra information

### Information on data protection in the audiovisual register in the subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
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## Learning objectives

1. Learn about the field of study of intercultural communication.
2. Acquire a general methodology of linguistic analysis.
3. Learn about and practise the linguistic analysis of intercultural communication.
4. Analyze the role of global and local languages in interpersonal communication.
5. Acquire patterns of reflection on the emergence of social attitudes and stereotypes in communication.
6. Acquire knowledge about options for promoting intercultural communication in the language classroom.

## Competences

GENERIC COMPETENCES

1. Acquire and understand knowledge that provides a basis or opportunity to be original in the development of and application of ideas, often in a research context.
2. Apply the knowledge acquired and show the ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to student's field of specialization.
3. Be able to communicate the conclusions of the analysis of intercultural communication -and the knowledge and ultimate reasons that sustain them- to specialized and non-specialized publics in a clear and unambiguous way.

#### SPECIFIC COMPETENCES

1. Integrate linguistic knowledge with that of other disciplines
2. Plan for and manage linguistic diversity and situations of intercultural communication.

## Subject contents

BLOCKS	UNITS
<b>BLOCK A.</b> Interpersonal intercultural communication	<b>Tema 1.</b> The cultural Self <b>Tema 2.</b> The cultural Other <b>Tema 3.</b> Intercultural interaction
<b>BLOCK B.</b> Intercultural communication from a sociolinguistic perspective	<b>Tema 4.</b> The use of lingua francas in international communication: global languages and local languages <b>Tema 5.</b> Language attitudes and linguistic stereotypes <b>Tema 6.</b> Intercultural communication in language teaching

## Methodology

### Metodologías docentes

Search, treatment and analysis of information
Debates
Case studies
Project elaboration
Reading of bibliography
Written work

### Training activities

Training activities	No. of hours	% of face-to-face contact
Practical activities	20	0%
Academic essay preparation	45	0%
Reading, summary and analysis of specialized texts and teaching material	45	0%
Participation in on-line discussions	15	0%
<b>TOTAL</b>	<b>125</b>	

**Distribution of information in the subject's intranet and forms of communication:**

In the **Resources/Recursos** space there is a folder for each of the modules with the module guide, the learning tools and the corresponding readings.

In the **Task / Activitats** space you will find the activities that the students must do for each module.

The space **Messages / Missatges** will be the communication tool that will be used between teachers and students. The external electronic address of the teacher should not be used, except when it is absolutely unavoidable.

In the **Forum / Debat** space some sessions will be developed in which the group will discuss asynchronously different topics of interest for the subject.

In the **Calendar / Agenda** space, the dates and times of delivery of the different activities will be reflected.

In the **Announcements / Anuncis** space, the faculty may indicate incidents related to the subject.

In **Espai Compartit** space the student has his/her personal folder in which he must keep copies of all the activities carried out.

NOTE: We recommend that students connect to the subject's intranet. In any case, it is not recommended that a student spend more than 48 hours without connecting.

## Development plan

**Block A. Intercultural communication from an interpersonal perspective**

WEEK	ACTIVITY	Hours of student work
19-26 Oct 2020	UNIT 1 1.1. Reading of two introductory texts to the subject and preparation of a review comparing the two texts.	12
26 Oct - 2 Nov. 2020	UNIT 1 1.2. Writing of a cultural autobiography 1.3. Analysis of cultural autobiography based on the Scollon & Scollon model	10
2-9 Nov.	UNIT 2 2.1. Reading about the ethnographic interview as a research technique + virtual discussion forum	8
9-15 Nov.	UNIT 2 2.2. Conducting an ethnographic interview based on a script based on the Scollon & Scollon model	7

15-23 Nov.	UNIT 2 2.3. Analysis of the interview following the model of Scollon & Scollon	7
23-30 Nov.	UNIT 3 3.1. Reading on the analysis of intercultural interactions + virtual discussion forum	8
30 Nov. - 7 Dec.	UNIT 3 3.2. Second analysis of the interview based on the model presented in activity 3.1 and preparation of an academic essay applying the two analysis models.	12

### Block B. Interpersonal communication from a sociolinguistic perspective

7-12 Dec	UNIT 4 Discussion forum: "My languages". Reading of 4 newspaper articles. Discussion forum: "The languages of global communication".	6
13 Dec - 7 Jan	UNIT 4 1. Reading of 3 academic articles on the languages of international communication 2. Essay on the characteristics and uses of a lingua franca	14
7-19 Jan	UNIT 5 (ACT. 1) 1. Reading of 3 scientific articles on language attitudes. 2. Essay "How can linguistic attitudes and social stereotypes affect communication?"	14
20-24 Jan	UNIT 5 (Act, 2) 1. Identify an aspect related to attitudes and stereotypes and formulate a research question and possible way to investigate it.	5
25 Jan - 7 Feb	UNIT 6 1. Reading of texts on the development of intercultural competence in class 2. Development of a task aimed at the promotion of intercultural communicative competence	24

## Evaluation

TYPE OF ASSESSMENT	MINIMUM WEIGHT	MAXIMUM WEIGHT
Written activities involving personal reflection	5%	10%
Analysis of specialized texts	20%	30%
Academic essay	40%	50%
Data collection	5%	10%
Participation in on-line discussions	15	0%

The assessment will be based on the volume of work assigned for each activity in relation to the total of 125 hours of student work that the subject involves. The lecturers will try to post the marks for each activity in a period of approximately 15 days after its presentation.

The subject includes an student authentication test which involves a videoconference session at the end of the semester.

## Bibliography

### REFERENCES

#### UNIT 1:

Jackson, J. (2012) *The Routledge handbook of language and intercultural communication*. Londres: Routledge.

Rodrigo Alsina, M. (1999) *La comunicación intercultural*. Barcelona: Anthropos.

Scollon, R. & S. Scollon (1995) *Intercultural communication*. Oxford: Blackwell.

#### UNIT 2:

Duranti, A. (2000) *Antropología lingüística*. Madrid: Cambridge University Press.

Hammersley, M. & P. Atkinson, P. (1994) *Etnografía. Métodos de investigación*. Barcelona: Paidós.

Woods, P. (1987) *La escuela por dentro. La etnografía en la investigación educativa*. Barcelona: Paidós.

#### UNIT 3:

Raga, F. (2003) Para un análisis empírico de las interacciones comunicativas interculturales. CRIT (ed.) *Claves para la comunicación intercultural*. Castelló de la Plana: Universitat Jaume I; pp. 37-88

#### UNIT 4:

Bastardas, A. (2002) Política lingüística mundial a l'era de la globalització: diversitat i intercomunicació des de la perspectiva de la 'complexitat'. *Noves SL. Revista de Sociolingüística*: <http://www6.gencat.net/llengcat/noves/hm02estiu/metodologia/bastardas.pdf>

Cruz, J. (2006) Entrevista a David Graddol:

[http://www.elpais.com/articulo/sociedad/espanol/ganara/partida/ingles/elpporsoc/20061007elpepiscoc\\_15/Tes](http://www.elpais.com/articulo/sociedad/espanol/ganara/partida/ingles/elpporsoc/20061007elpepiscoc_15/Tes)

El País (2007) La lengua inglesa nunca será destronada. Artículo online:

[http://www.elpais.com/articulo/cultura/lengua/inglesa/sera/destronada/elpepucul/20070410elpepucul\\_1/Tes](http://www.elpais.com/articulo/cultura/lengua/inglesa/sera/destronada/elpepucul/20070410elpepucul_1/Tes)

Galván, F. (2010) El inglés, lingua franca del siglo XXI. Artículo online:

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Garrido, J. (2010) Lengua y globalización: inglés global y español pluricéntrico. *Historia y Comunicación Social* 15: 51-66: <http://www.ucm.es/info/histocom/downloads/05joaquinagarrido.pdf>

Hashimoto, H. & Kudo, K. (2010) Investment matters: supremacy of English and (re)construction of identity in international exchange. *Language and intercultural communication* 10, 4: 373-387.

House, J. (2003) English as a lingua franca: A threat to multilingualism?. *Journal of sociolinguistics* 7, 4: 556-578.

Hulmbauer, C.; Böhringer, H. & Seidlhofer, B. (2008) Introducing English as a lingua franca (ELF): Precursor and partner in intercultural communication. *Synergies Europe* 3: 25-36.

Tamarón, Marqués de (1992) El español, ¿lengua internacional o lingua franca? Actas del congreso de la lengua española. Sevilla. Artículo online:

[http://cvc.cervantes.es/obref/congresos/sevilla/comunicacion/ponenc\\_tamaron.htm](http://cvc.cervantes.es/obref/congresos/sevilla/comunicacion/ponenc_tamaron.htm)

#### UNIT 5:

Boix-Fuster, E. (2009) Entrevista amb Katryn A. Woolard. *Treballs de Sociolingüística Catalana* 20: 435-446.

Garrett, P. (2010) *Attitudes to Language* (capítulo 2). Cambridge: Cambridge UP

Llurda, Enric (1997) "Más allá de la simple comunicación: un estudio sobre la evaluación de la personalidad de hablantes no nativos". *Estudios de Lingüística Aplicada*. Ed. J. L. Otal, I. Fortanet, V. Codina. Castelló: Publicacions de la Universitat Jaume I. 217-223.

Llurda, E. (2000) Effects of intelligibility, and speaking rate on judgments of non-native speakers' personalities. *IRAL - International Review of Applied Linguistics*, 38, 289-299.

Woolard, K.A. (2009) Linguistic consciousness among adolescents in Catalonia: A case study from the Barcelona urban area in longitudinal perspective. *Zeitschrift für Katalanistik* 22: 125-149.

#### **UNIT 6:**

Byram, M.; B. Gribkova; & H. Starkey (2002) *Developing the intercultural dimension in language teaching. A practical introduction for teachers*. Strasbourg: Council of Europe.

Cots, J. M.; Ibarra, A.; Irún, M.; Lasagabaster, D.; Llurda, E. & Sierra, J. M. (2010) *Plurilingüismo e interculturalidad en la escuela: reflexiones y propuestas didácticas*. Barcelona: ICE/Horsori.

Europublic (2007) Languages and cultures in Europe (LACE): *The intercultural competences developed in compulsory foreign language education in the European Union. Final Report*. Publicación disponible en web: [http://ec.europa.eu/education/policies/lang/doc/lace\\_en.pdf](http://ec.europa.eu/education/policies/lang/doc/lace_en.pdf)

García García, P. (2004) *Claves interculturales en el diseño de materiales didácticos para la enseñanza de español segunda lengua*. Publicación disponible en web: <http://www.ub.es/filhis/culturele/pgarcia.html>

Kramsch, C. & S. Thorne (2002) Foreign language learning as global communication practice. D. Block & D. Cameron (eds.) *Globalization and Language Teaching*. London: Routledge.

Moreno García, C. (2000) *Conocerse para respetarse. Lengua y cultura, ¿elementos integradores?* Publicación disponible en web: <http://www.ucm.es/info/especulo/ele/moreno.html>

Sánchez, I. & A. Castillo (2003) *Actividades interculturales (I)*. Publicación disponible en web: [http://www.ub.edu/filhis/culturele/activ\\_cult1.html](http://www.ub.edu/filhis/culturele/activ_cult1.html)