



Universitat de Lleida

DEGREE CURRICULUM
**INTERCULTURAL
COMMUNICATION**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2023-24

Subject's general information

| | | | | |
|---|---|---------------|------------------|------------------|
| Subject name | INTERCULTURAL COMMUNICATION | | | |
| Code | 12349 | | | |
| Semester | 1st Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Master's Degree in Applied Languages | 1 | COMPULSORY | Virtual learning |
| Course number of credits (ECTS) | 5 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | TEORIA | |
| | Number of credits | 3.2 | 1.8 | |
| | Number of groups | 1 | 1 | |
| Coordination | COTS CAIMONS, JOSEP MARIA | | | |
| Department | FOREIGN LANGUAGES AND LITERATURES | | | |
| Important information on data processing | Consult this link for more information. | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|---------------------------|----------------------|---------------------------|------------------------------|
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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.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

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 |
|--|--|
| BLOCK A. Interpersonal intercultural communication | Tema 1. The cultural Self Tema 2. The cultural Other Tema 3. Intercultural interaction |
| BLOCK B. Intercultural communication from a sociolinguistic perspective | Tema 4. The use of lingua francas in international communication: global languages and local languages Tema 5. Language attitudes and linguistic stereotypes Tema 6. 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% |
| TOTAL | 125 | |

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 |
|--------|--|-----------------------|
| Week 1 | UNIT 1 1.1. Reading of two introductory texts to the subject and preparation of a review comparing the two texts. | 12 |
| Week 2 | UNIT 1 1.2. Writing of a cultural autobiography 1.3. Analysis of cultural autobiography based on the Scollon & Scollon model | 10 |
| Week 3 | 2.1. Reading about the ethnographic interview as a research technique + virtual discussion forum | 8 |
| Week 4 | UNIT 2 2.2. Conducting an ethnographic interview based on a script based on the Scollon & Scollon model | 7 |
| Week 5 | UNIT 2 2.3. Analysis of the interview following the model of Scollon & Scollon | 7 |

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|--------|---|----|
| Week 6 | UNIT 3 3.1. Reading on the analysis of intercultural interactions + virtual discussion forum | 8 |
| Week 7 | 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

| | | |
|-------------|--|----|
| Week 8 | UNIT 4 Discussion forum: "My languages". Reading of 4 newspaper articles. Discussion forum: "The languages of global communication". | 6 |
| Week 9 | 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 |
| Weeks 10-11 | 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 |
| Week 12 | 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 |
| Weeks 13-14 | 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.

In case of plagiarism, what is established in the 'Normativa de l'avaluació i la qualificació de la docència en els graus i masters de la UdL' will be applied. The student who submits an evaluation test of dubious authorship must take a similar test in the presence of the teacher. In the event that the result proves a different level from that shown in the first activity delivered, or substantial differences in performance, the teacher may decide to apply the grade of the second activity or any other grade that includes a penalty for fraudulent action of the student.

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

ACADEMIC FRAUD OR SPONTANEOUS COPY

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

ALTERNATIVE EVALUATION

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

Bibliography

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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/lengcat/noves/hm02estiu/metodologia/bastardas.pdf>
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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
Galván, F. (2010) El inglés, lingua franca del siglo XXI. Artículo online:
<http://www.elcastellano.org/noticia.php?id=1470>
Garrido, J. (2010) Lengua y globalización: inglés global y español pluricéntrico. *Historia y Comunicación*

Social 15: 51-66: <http://www.ucm.es/info/histycom/downloads/05joaquin Garrido.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.

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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

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.

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http://ec.europa.eu/education/policies/lang/doc/lace_en.pdf

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