



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



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
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Schoology:	

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.
- 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 critical awareness so as to be able to function effectively in intercultural encounters.
- Use flipped learning strategies during synchronous and asynchronous class sessions.

General Competences

- Consolidate a critical approach to functional interculturality that allows the bilingual subject to continually question the culture of his native language (Spanish) and of which she/he learns (English) by making visible different ways of knowing, being, and living.
- To build an environment in which responsibility, respect, tolerance, and social awareness prevail, in which students identify the richness of cultural diversity by revising the concepts of culture, interculturality and communication as bases for the organization of relations between individuals from different cultures. This to propose alternative solutions at critical moments of an intercultural encounter.
- Provide students with theoretical knowledge about the concepts of culture, identity and intercultural awareness, didactic methods and materials that raise awareness about cultural plurality so that students can identify the different expressions of interculturality and develop communication and interaction skills, assuming a position of respect, tolerance and cultural criticism of the multiple identities that shape cultural diversity at a local and global level.

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 study.
- 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 animated cross-cultural conversations.

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 and DBA's (MEN 2016)
- Work cooperatively
- And those proposed by the CEFR (chapter 5)
- Develop autonomy and intercultural communicative skills through a pedagogical approach called flipped learning.

Learning outcomes

Licenciatura en Bilingüismo Learning Outcomes	Intercultural Communication Learning Outcomes	Evaluation L2
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	By the end of the Intercultural Communication course, the students will be able to: - Use high language proficiency level (L1 & L2) as a communicative resource in social, academic, and professional settings. - Use English language at a level B2 when producing written texts, delivering lessons and/or participating in discussions.	<ul style="list-style-type: none"> • Oral Presentations • Entries in forums • Summaries • Paraphrasing • Four skill abilities
2. Plantea e implementa, de forma flexible y creativa,	- Plan, implement, and analyze context-coherent lessons that blend	<ul style="list-style-type: none"> • Microteaching; Peer and self-reflection.

<p>actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.</p>	<p>language, functions and themes in which learners use English as a medium to develop intercultural communicative competence.</p>	<ul style="list-style-type: none"> • Oral presentations: Self-reflection and pedagogical reflections. • Peer international activity: providing feedback to others.
<p>3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.</p>	<ul style="list-style-type: none"> - Use appropriate ICT's to design material and facilitate interaction in the classroom. - Use reflective strategies to value their own and others' pedagogical proposals. 	<ul style="list-style-type: none"> • Design academic videos and/or implementing ICTs. (Follow rubric) • Reflect upon their own, peers', and professor's planning and teaching. (Class/Schoolology participation - language use)
<p>4. Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.</p>	<ul style="list-style-type: none"> - Plan, implement, and analyze context-coherent lessons that blend language, functions and themes in which learners use English as a medium to develop intercultural communicative competence. - Reflect upon teaching with the purpose of identifying, discussing, and analyzing phenomena related to students' language learning and intercultural awareness. 	<ul style="list-style-type: none"> • Follow lesson plan and reflection formats. • Language use and rubric of oral presentations. • Peer review with international students
<p>5. Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas,</p>	<ul style="list-style-type: none"> - Develop teaching skills through observation and reflection. - Identify and employ some strategies of intercultural bilingual communication to enhance personal and professional skills. - Develop strategic teaching proposals based on national policies, disciplinary, pedagogical, and intercultural foundations. 	<ul style="list-style-type: none"> • Plan and record a video (e.g. awkward celebrations around the world.) • Self-evaluate teaching-learning audio-visual material based on a given rubric. • Follow DBAs.

habilidades propias y del colectivo.		
6. Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.	- Recognize, value, and critically respect its own culture as well as the culture of others as part of the construction of its identity as a global citizen.	<ul style="list-style-type: none"> Identify and analyze intercultural communicative roadblocks.

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 interculturality.
- **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.

Note: Due to the Covid-19 global pandemic, this semester we aim to implement the following pedagogical model:

- **Flipped learning:** Through previously reading the assigned material as well as interacting with corresponding audio-visual aids, students will be able not only to reflect and rethink about cultural **preconceptions**, but also to be active class participants in synchronous lessons and asynchronous tasks. Flipped learning is a pedagogical approach that provides group and individual learning spaces that transform the groups pace into a dynamic and interactive learning environment where the facilitator guides students into concepts and creatively subject matters.
- **During 2021-2 term, UTP authorities will guide programs to return to on campus sessions according to the evolution of Covid -19 and National Health Requirements.**

It is important to remind you that this is an on-campus program (presential), for that reason your attendance on synchronous virtual sessions is mandatory and active class

participation is expected.

Thematic units:

Themes	Resource
Chapter 1: Exploring culture	Wintergerst, A &McVeigh, J. (2011). Tips for teaching Culture Practical approaches to Intercultural Communication. Pearson.
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 through 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
Chapter 8. Culture and social responsibility. Include critical pedagogy in your approach to teaching culture.	Wintergerst, A &McVeigh, J. (2011). Tips for teaching Culture Practical approaches to Intercultural Communication. Pearson.
Propuesta pedagógica: Teaching Unit (EFL) – Cultural Project – Based on suggested curriculum.	Teaching unit based on Intercultural Competence.
Further possible readings to autonomously explore:	
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.
Research articles based on Intercultural Communication	Different authors
The role of misunderstandings and intercultural communicative competence during a volunteer international experience of eight Colombian undergraduate students in Jamaica: A Case Study	González, C., Arango, M., Hoyos, Y. (2019)
International activity with University of Virginia student's: Reading about teaching skills, per feedback and understanding teacher's tips.	Check bibliography!!!Teaching Spanish as an international language. Search for a nice reading in L1

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 didactic and /or multimedia material, reviewing of educational material, systematization of experiences, collaborative projects as well as reflective activities might be implemented in this course.

During this semester we will have an international activity where students from the course are asked to work with an international peer (from University of Virginia -USA) to provide peer feedback in English and Spanish. Instructions will be shared before starting the activity.

During quarantine, students will have synchronic-virtual classes. Videos will be uploaded on a Drive folder during a week. Please, have in mind that after said time the video will not be available. As for the readings, activities, videos from other sources to expand explanations, you will be able to find them in our Schoology 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 online 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 facilitator.

Each class will be guided by the assigned readings. Therefore, **students should read all assigned material prior to class.** In the classroom and/or virtual synchronous encounter, 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.

Remember: During quarantine, students are expected to attend synchronic – virtual classes, read in advance the content proposed for the virtual session, discussed during virtual classes and work with others through ICTs. Some changes may occur aligned to the national and institutional policies regarding Covid-19.

Reports, assignments, quizzes, reflections, portfolios, etc. Will not be graded after due dates.

Item	Percentage
First partial exam	20%
Second partial exam	25%
Third partial exam	30%
1. Written exam	(10%)
2. Final pedagogical proposal	(10%)
3. Final Video Production – with international peers.	(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%

Commented [CIG1]: There is an activity here with international peers

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.

Recommended films to boost intercultural communication

Ana and the King of Siam

Avatar

Birth of a Nation

Borat

Brooklyn

Bury My Heart at Wounded knee

Children of a Lesser God

Children of Heaven

Dances with Wolves (Kevin Costner) 1990

Fame (musical)

Gandhi

Gone with the Wind (Victor Fleming) 1939

Lawrence of Arabia

Mississippi Burning (Alan Parker) 1988

My Big Fat Greek Wedding

Shogun

The Gods Must be Crazy

The Green Book

The internship

The Man Who Would be King

Unorthodox

Zorba the Greek