



**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*

**Code:** LB 733

**Pre-requisite:** LI 643 Anglophone Culture II

**Type of course** Content course

**Course hours:** 3 in-class hours – 5 + hours of autonomous work

**Credits:** 3

**Professor's contact:**

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**Online Management System:** One Drive

## 1. Justification

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.

## **2. Objectives of the Licenciatura Program**

**Objetivo 1:** Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

**Objetivo 3:** Generar espacios que contribuyan a la formación en ciudadanía para el siglo XXI, al desarrollo humano pleno, a la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

## **3. Generic and professional competences of the Licenciatura Program**

El licenciado en Bilingüismo con Énfasis en inglés será competente para:

1. Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional.
2. Trabajar colaborativamente en equipos disciplinares, multidisciplinarios e interdisciplinares con capacidad de adaptarse a diferentes contextos, aplicando valores de respeto por la diversidad.
3. Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.
4. Emplear el conocimiento investigativo, disciplinar, pedagógico y tecnológico que permitan la selección, creación, implementación y evaluación de recursos y actividades para apoyar la enseñanza y el aprendizaje lingüístico y cultural, tanto propio como de sus estudiantes, en ambientes presenciales, híbridos y virtuales.
5. Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna

(español) y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.

#### 4. Learning Outcomes - LOs:

The following chart specifies on the left column the LOs of the program in Spanish and the ones the course will explicitly contribute to develop (there may be some others to which the course may contribute indirectly); and on the right column, the way the course will evaluate those LOs. The column in the middle shows the LOs of the program in English.

<b>BA in Bilingualism with an Emphasis in English Language Teaching Learning Results In Spanish</b>	<b>Learning outcomes of the intercultural communication course</b>	<b>Assessment of the learning outcomes in the Intercultural Communication Course</b>
1. Usa el inglés y el español con un nivel de competencia C1.	1. Uses English at level B2 to analyze and discuss about intercultural communication concepts and cultural roadblocks	<ul style="list-style-type: none"> <li>• Written productions</li> <li>• Participating in class discussions</li> <li>• Oral Presentations</li> </ul>
2. Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	2. Plans and executes, in a creative way, context-coherent lessons that blend Colombian's teaching policies and intercultural communication values.	<ul style="list-style-type: none"> <li>• Microteaching activities: Peer and self-reflection.</li> <li>• Oral presentations: Self-reflection and pedagogical reflections.</li> <li>• Peer international activity: providing feedback to others (this activity is in progress)</li> </ul>

3. Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	Uses digital literacy in a reflective manner and with pedagogical criteria for the development of Intercultural competence	<p>Reflect upon teaching with the purpose of identifying, discussing, and analyzing phenomena related to students' language learning and intercultural awareness.</p> <p>Microteaching activities: Peer and self-reflection.</p> <ul style="list-style-type: none"> <li>• Oral presentations: Self-reflection and pedagogical reflections.</li> <li>• Microteaching activities – Analyzing and reflection upon critical incidents</li> <li>• Peer international activity: providing feedback to others (this activity is in progress)</li> </ul>
5. Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	Designs and implements pedagogical strategies and materials based on disciplinary, pedagogical and ICC principles.	<p>Participate in pedagogical projects, individually or cooperatively to enhance ICC</p> <ul style="list-style-type: none"> <li>• Micro-teaching activities</li> <li>• Oral presentations</li> <li>• Short class activities</li> <li>• Peer international activity: providing feedback to others (this activity is in progress)</li> </ul>

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## 5. Content

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.
Chapters 1 and 2. T-Kit 4 Intercultural Learning	Georgescu, M. (Ed.) (2018). T-Kit 4 Intercultural Learning. Council of Europe
Propuesta pedagógica: Teaching Unit (EFL) – Cultural Project – Based on suggested curriculum.	Teaching unit based on Intercultural Competence.
<b>Further possible readings to autonomously explore:</b>	
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.
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
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## 6. 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:** The following methodology could be fully implemented again in case of an emergency such as a global disease or a strike. However, it is important to mention that there will be several activities proposed in our online course to enhance understanding, learning and autonomy.

- **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. 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.

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

**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 will 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 (UVA) to provide peer feedback in English and Spanish. Instructions will be shared before starting the activity.

## 7. 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, 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. 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 / or final academic proposal	(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%

## 8. Bibliography:

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

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

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

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

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

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

Georgescu, M. (Ed.) (2028). T-Kit 4 Intercultural Learning. Council of Europe. Council of Europe Publishing.



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.

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.

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

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

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.

### **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*