MODULE C: English and Intercultural Communication

Objective

To increase students’ intercultural awareness and competence, enabling them to develop strategies for effective communication across cultures

Aims

- To give opportunities for students to explore issues relating to global citizenship
- To help students understand the important role of communication in the international arena
- To help students develop their knowledge and practise their skills in the above area
- To encourage students to develop and enrich their English language and skills through the analysis and discussion of set texts, both written and oral.

Learning outcomes

By the end of the course students:

- will have developed an understanding of the way in which different cultural identities are constructed
- will have a critical understanding of the approaches to analysing the construction of these cultural identities
- will understand the respective roles of culture and language in determining the nature of intercultural communication
- will have developed a fuller awareness of the role of their own culture in shaping their own intercultural interactions and use of language
- will have enhanced their intercultural competence

Topics covered include:

Cultural and other identities
Manners, etiquette and conversational norms
Paralanguage and non-verbal communication
High and low context communication
Models of and approaches to cross-cultural analysis
Teaching and learning across cultures
Critical cultural incidents: effects of language
Developing as a global citizen/intercultural competence
**Key reading**

Selections from the following:


**Module C Syllabus**

N.b. Reading and listening texts are available online via Moodle. Accompanying worksheets can also be made available electronically.

Language Support sessions involve substantial vocabulary development work in addition to the skills and activities outlined below. Written homework can be set as a follow-up to sessions.

<table>
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<tr>
<th>CONTENT LECTURE TOPIC</th>
<th>LANGUAGE SUPPORT - 1</th>
<th>LANGUAGE SUPPORT - 2</th>
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<tr>
<td><strong>Global Citizenship</strong></td>
<td>Academic reading strategies: the ‘four skills model’. Reading and note-taking: ‘Universal Values and Global Citizenship’</td>
<td>Speaking: the Iceberg Concept of culture; discussion of students’ own cultures</td>
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<tr>
<td><strong>Identities</strong></td>
<td>Reading and note-taking: Social Identity Theory and Bullying. Discussion</td>
<td>Listening: video clip on group identities in schools. Discussion</td>
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<td><strong>The International Student</strong></td>
<td>Reading: Chinese students’ adjustment to the UK. Discussion: practical recommendations</td>
<td>Reading: Constructivist Learning/Teaching. Discussion</td>
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<td><strong>Non-verbal Communication</strong></td>
<td>Reflective Writing: a model, presented and discussed. Students produce a reflective report</td>
<td>Reading: Eye Gaze Displays (pre-reading predicting from topic words). Discussion</td>
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<td><strong>Ethnography: Old and New</strong></td>
<td>Reading (speed reading) and note-taking: Ethnography</td>
<td>Speaking (student presentations): cultural influences on web-site designs. Note-taking, reconstruction, discussions.</td>
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<td><strong>Harmony, Conflict and Emotional Display</strong></td>
<td>Reading: visually-presented data in an academic article (on emotional display); paraphrasing key points</td>
<td>Reading: article on harmony and conflict management. Discussion</td>
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<td>Topic</td>
<td>Reading</td>
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<td><strong>Business Culture Models</strong></td>
<td>Reading: a business dilemma; identifying key factors, solutions, evaluations of solutions</td>
<td>Listening and note-taking: TEDEx Talk, Frans Trompenaars on cultural differences. Discussion</td>
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<td><strong>The Essentialist/Pluralist Debate</strong></td>
<td>Reading: a critical review of the 2012 Olympics Opening Ceremony. Discussion of cultural perspectives</td>
<td>Reading and note-taking: A Grammar of Culture (Holliday). Discussion</td>
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<td><strong>Intercultural Competence</strong></td>
<td>Reading: ‘Culture learning in Language Education’. Discussion</td>
<td>Speaking (student presentations): intercultural competence. Discussion</td>
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