**Língua Estrangeira e Educação**

***Intercultural Language Education I: Theoretical Frameworks (4 credits)***

1. *Aims*

This course provides a critical overview of theoretical frameworks, concepts and practices that inform intercultural communication and intercultural language education

1. *Content*

The following topics are covered in the course:

* Models for understanding intercultural communication
* Globalisation, power, identity, migration and sojourning (eg study abroad)
* Negotiating and managing intercultural conflict; issues of citizenship, human rights, and social justice.
* Constructing models of intercultural communicative competence
* Reconceptualising multilingualism
1. *Learning Outcomes*

*3.1 Subject-specific Knowledge:*

By the end of the course, students will:

* Demonstrate through written work and/or oral presentation their critical understanding of theories, approaches, and practices of intercultural communication and intercultural language education.
* Demonstrate through written work and/or oral presentation their critical understanding and application of these theories, approaches, and practices to communicative events and educational contexts.
* Demonstrate through written work and/or oral presentation their ability to give a critical evaluation of key scholarly research in the field of intercultural studies.
* Demonstrate through written work and/or oral presentation their ability to articulate and employ key terminology/concepts in the field of intercultural communication and intercultural language education.
* Demonstrate through written work and/or oral presentation their ability to address problems, issues and challenges in relation to intercultural communication and intercultural language education.

*3.2 Transferable Skills:*

During the course, students will gain experience of:

* Working on ideas and issues independently and as part a group
* Communicating and present ideas effectively through class presentation and writing
* Engaging reflectively and critically with research-based literatures
* Searching for and summarising/reviewing key research literature

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1. *Modes of Teaching, Learning and Assessment*

Teaching will be in the form of six 4-hour workshops (24 contact hours) that combine a lecture-style tutor-input approach with seminar discussion and group work. During workshops, the tutor will present some of the key theories, concepts, debates, approaches and practices of intercultural communication and intercultural language education through a series of key topics. Students are expected to engage with the themes and issues covered through interaction and critical discussion, student presentations of the literature, and group work activities.

1. *Select Bibliography*

Bauman, Z. 2000, *Liquid Modern*ity Polity, Oxford.

Byram, M. 2000*, Routledge Encylopedia of Language Teaching and Learning* Routledge, London and New York.

Byram, M. 2008, *From Foreign Language Education to Education for Intercultural Citizenship:*

*Essays and Reflections* Multilingual Matters, Bristol.

Byram, M. & Feng, A. 2006, *Living and Studying Abroad: Research and Practice* Multilingual

Matters, Clevedon.

Byram, M. & Parmenter, L. 2012, *The Common European Framework of Reference: The*

*Globalisation of Language Education Policy* Multilingual Matters, Bristol.

Byram, M. 1997, *Teaching and Assessing Intercultural Communicative Competence* Multilingual Matters, Clevedon

Corbett, J. 2003, *An Intercultural Approach to English Language Teaching* Multilingual Matters,

Clevedon.

Holliday, A., Hyde, M., & Kullman, J. 2010, *Intercultural communication: An advanced resource book for student*s. Routledge, London and NY.

Pennycook, A. 2007, *Global Englishes and Transcultural Flows* Routledge, London & New York

***Intercultural Language Education II: Experiential Learning (4 credits)***

1. *Aims*

This course engages students in project based practices that inform intercultural communication and intercultural language education. After an orientation, students embark on a guided experiential project during which they will address issues in intercultural communication and intercultural language education from the perspective of a reflective practitioner.

1. *Content*

The following topics are covered in the course:

* Practices of intercultural language education
* Language learners and teachers as ethnographers
* Language teachers as reflective practitioners
* Materials evaluation and design for intercultural learning
* Understanding and assessing intercultural communicative competence
1. *Learning Outcomes*

*3.1 Subject-specific Knowledge:*

By the end of the course, students will:

* Demonstrate through a portfolio of written work and/or oral presentations their ability to describe and reflect critically on intercultural communication.
* Demonstrate through a portfolio of written work and/or oral presentations their ability to describe and reflect critically on intercultural communicative events and educational contexts .
* Demonstrate through a portfolio of written work and/or oral presentation their understanding of practical ethnography.
* Demonstrate through a portfolio of written work and/or oral presentation their understanding of reflective practice in relation to experiential learning.

*3.2 Transferable Skills:*

During the course, students will gain experience of:

* Developing teaching and learning materials independently and as part a group
* Communicating with/teaching learners of English
* Communicating and presenting ideas effectively through oral and written presentations online.
1. *Modes of Teaching, Learning and Assessment*

Teaching will be in the form of two 4-hour orientation workshops (8 contact hours) that combine a lecture-style tutor-input approach with seminar discussion and group work. During workshops, the tutor will outline the basis of the ethnographic project that the students will develop, and explain the procedures for reflective learning. The students will then develop their projects autonomously, with online feedback and monitoring via moodle (equivalent of 12 contact hours). At the end of the course, students will reunite physically for a 4-hour presentation of the outcomes of their projects.

1. *Select Bibliography*

Byram, M. 1997, *Teaching and Assessing Intercultural Communicative* Competence Multilingual Matters, Clevedon.

Byram, M. & Feng, A. 2006, *Living and Studying Abroad: Research and Practic*e Multilingual

Matters, Clevedon.

Byram, M. & Fleming, M. 1998, *Language Learning in Intercultural Perspective: Approaches through drama and ethnography* Cambridge University Press, Cambridge.

Corbett, J. 2010*, Intercultural Language Activities* CUP, Cambridge.

Guilherme, M., Glaser, E., & Mendez-Garcia, M. d. C. 2010, *The Intercultural Dynamics of*

*Multicultural Working* Multilingual Matters, Bristol.

Holliday, A. 1994, *Appropriate methodology and social context.* Cambridge University Press, Cambridge.

Phipps, A. 2006. *Learning the Arts of Linguistic Survival.* Multilingual Matters, Bristol.

Roberts, C., Byram, M., Barro, A., Jordan, S., & Street, B. 2001, *Language Learners as*

*Ethnographers* Multilingual Matters, Clevedon.