



UNIVERSIDAD DE JAÉN

FACULTY OF HUMANITIES AND EDUCATION

Department of English Studies

Master Degree in English as a Means for Intercultural Communication (MIVCI/MDEMIC)

COURSE: English as a Vehicle for Professional Mobility

MODULE: English and the Labour Market

TYPE OF COURSE :	Elective	IN-SITE LEARNING ETS CREDITS:	2.5	VIRTUAL LEARNING ETS CREDITS:	0.5
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ACADEMIC YEAR:	2008/09	SEMESTER:	1st
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LECTURERS IN CHARGE

María Luisa Pérez Cañado

GENERAL DESCRIPTION

Introduction to and development of techniques for intercultural communication and interaction in multicultural teams through the use of English as a *lingua franca*.

OBJECTIVES

- To raise students' awareness of the importance of English as a *lingua franca*.
- To raise awareness of the relationship between language and power and to develop the capacity to analyze power relations in multicultural teams.
- To prepare students to work in multicultural teams and to familiarize them with their features and differences with respect to monocultural ones.
- To facilitate workers' mobility.
- To prepare a workforce able to deal with intercultural misunderstanding and conflicts.
- To foster personal development, active citizenship, and professional and social inclusion in the multicultural workplace.
- To enhance multilingual and multicultural communication in the training and working environment.
- To work on verbal and nonverbal aspects of intercultural communicative competence.
- To develop intercultural sensitivity and mediation competencies.
- To promote life-long and distance learning.

CONTENTS

1. Introspective reflection as a starting point towards the development of intercultural sensitivity
The processes of primary, secondary, and tertiary socialization
Stereotypes and prejudice
2. Intercultural communicative interaction in multicultural teams
Verbal communication: English as a *lingua franca*
Nonverbal communication
The relationship between language, culture, and thought
3. Fostering intercultural responsibility
Diversity and emotional management in the multicultural workplace

3.2. Developing ethnographic skills and observation

ACTIVITIES

- Theoretical presentations of contents
- Role-plays
- Simulations of multicultural teamwork
- Case studies
- Preparation and delivery of oral presentations
- Ethnographic observation and interpretation
- Interviews with people from diverse nationalities
- Telecollaboration project with students from other cultures to solve real cases and critical incidents
- Classroom observation diary through the ILIAS platform
- Webquests

METHODOLOGY

1. Contact sessions. (30%) They will be devoted to the following activities:
 - Provide a brief theoretical introduction to each of the seven modules comprised in the subject;
 - Introduce and develop the activities;
 - Present and comment on the main outcomes of the latter through discussions and debates with the whole class;
 - Hold workshops taught by professors of renowned prestige in the field.
2. Seminars. (20%) Seminars with smaller groups of students from diverse nationalities will be used to undertake certain activities which simulate work in multicultural teams.
3. Group work (30%). It will be carried out both in face-to-face and non-contact sessions.
4. Individual work. (20%)

BASIC BIBLIOGRAPHY

- Breidbach, S. 2003. *Plurilingualism, Democratic Citizenship in Europe and the Role of English*. Strasbourg: Council of Europe.
- Byram, M., B. Gribkova, and H. Starkey. 2002. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Strasbourg: Council of Europe.
- Crystal, D. 1997. *English as a Global Language*. Cambridge: Cambridge University Press.
- Glaser, E. et al. 2007. *Intercultural Competence for Professional Mobility*. Graz: European Centre for Modern Languages.
- Gudykunst, W. B. 1998. *Bridging Differences. Effective Intergroup Communication*. Thousand Oaks, California: Sage Publications, Inc.
- Gudykunst, W. B. and B. Mody (eds.) 2002. *Handbook of International and Intercultural Communication*. Thousand Oaks, California: Sage Publications, Inc.
- Khann-Panni, P. & D. Swallow. 2003. *Communicating Across Cultures. The Key to Successful International Business Communication*. Oxford: How To Books Ltd.
- Marquardt, M. and L. Horvath 2001. *Global Teams: How Top Multinationals Span Boundaries and Cultures with High-speed Teamworks*. California: Davies-Black Publishing.
- Peterson, B. 2004. *Cultural Intelligence. A Guide to Working with People from Other Cultures*. Yarmouth, Maine: Intercultural Press.
- Schöpfer-Grabbe, S. and K. Vogt (eds.) 2007. *Foreign Languages in the World of Work*. Frankfurt: Peter Lang.
- Ting-Toomey, S. 1999. *Communicating Across Cultures*. New York: The Guilford Press.
- Ting-Toomey, S. and J. G. Oetzel. 2001. *Managing Intercultural Conflict Effectively*. London: Sage Publications.
- Ting-Toomey, S. and L. Chung. 2005. *Understanding Intercultural Communication*. Los Angeles, CA: Roxbury Publishing Company.

ADDITIONAL BIBLIOGRAPHY

- Hofstede, G. J. 2002. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Yarmouth:

Intercultural Press.

Landis, D. and R. S. BHAGAT. 1996. *Handbook of Intercultural Training*. London: Sage Publications.

Leigh, A. and M. Maynard. 2002. *Leading Your Team: How to Involve and Inspire Teams*. London: Nicholas Brealey Publishing.

Simons, G. F. 2002. *Eurodiversity: A Business Guide to Managing Difference*. Woburn: Butterworth-Heinemann.

Singelis, T. M. (ed.) 1998. *Teaching About Culture, Ethnicity, and Diversity: Exercises and Planned Activities*. Thousand Oaks: Sage Publications.

Seelye, N. 1992. *Teaching Culture: Strategies for Intercultural Communication*. Lincolnhood: National Textbook Company.

ASSESSMENT

1. Attendance and participation in classes and seminars: 50%
 2. Oral presentations: 10%
 3. Interviews with people from diverse cultures: 10%
 4. Telecollaboration project with students from other cultures to solve real cases and critical incidents: 10%
- (Items 2, 3, and 4 correspond to group work.)
5. Completion of a classroom diary and a written report on each of the activities undertaken: 20%