



The intercultural dimension in language education. Course Syllabus

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|------------------------------------|--|----------------------|------------|
| Course | The intercultural dimension in language education | | |
| Module | MODULE # 01: Competences in communication | | |
| Degree | International Semester in Education | | |
| Plan Code | 904 | Course Code | 75050 |
| Teaching period | Second semester | Type | Compulsory |
| Level | Degree | Academic Year | 2021/22 |
| ECTS | 2,5 ECTS | | |
| Language | English | | |
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(Relación provisional de los códigos de los cursos, pendientes de cambio en sigma)

MODULE # 01: Competences in communication

75040# 01 - The intercultural dimension in language education (2,5 ects)

75041# 02 - Teaching and learning languages (2,5 ects)

MODULE # 02: Competences in maths education

75042# 03 - Diversity in Mathematics Education (2,5 ects)

MODULE # 03: Competences in digital knowledge

75043# 04 - Innovative Collaborative Learning with ICT (2,5 ects)

MODULE # 04: Competences in learn to learn

75044# 05 - Applications of Positive Psychology and Emotional Development in Education (2,5 ects)

MODULE # 05: Social and civic competencies

75045# 06 - Geographic, Historical and Citizenship Education for the 21st Century (2,5 ects)

75046# 07 - Cultural dimensions of sport. Let's go to the movies (2,5 ects)

MODULE # 06: Competences in sense of initiative and entrepreneurship

75047# 08 - Teachers as researchers: Methodology in classroom action-research (2,5 ects)

MODULE # 07: Competences in cultural awareness and expression

75048# 09 - Music and cultural education (2,5 ects)

75049# 10 - Cultural Heritage Education (2,5 ects)

MODULE # 08: Integrated project

75050# 11 - Communication in English through Project Based Learning (2 ects)

75051# 12 - Integrated project (3 ects)



1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

1.1 Context

This course is focused on education for intercultural understanding as a way to promote mutual understanding and acceptance of difference in multicultural and multilingual societies. It aims at helping learners to interact with speakers of other languages and to be aware of their own identities by developing a human relationship with people from other languages and cultures. The intercultural dimension is nowadays part of language education and it aims to develop learners an intercultural competence to help them to see the interaction as an enriching experience.

In this course, we will discuss the implications the components of the intercultural dimension have for the practice of foreign language education. Students will compare educational systems and approaches from different countries. They will also develop an intercultural competence in language education related to the ability to engage effectively with others and to understand and accept other perspectives. It is linked with competences for democratic culture related to the ability to display solidarity and interest in solving problems affecting the wider community, that is, how to live together as democratic citizens in diverse societies.

1.2 Relation with other courses

This course is included in the "set of subjects" oriented by the European Council Recommendation on key competences for lifelong learning (2018). The courses developed in this semester are interlinked, and everyone is part of the integrated project that every student should develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.



1.3 Prerequisites

Fluency in English is expected (B2 Level).

2. Competences

2.1 General

Primarily, the course focuses, as described by the European Framework of Key Competences for Lifelong Learning, on Communication competences, especially on *Communication in foreign languages*. In addition, several skills from other key competences are also developed.

2.2 Specific

To be aware of the main types of verbal interaction, as well as language registers.

To know societal conventions, cultural aspects and variability of languages in a multilingual context.

To understand spoken messages in the foreign language and to read, understand and produce texts appropriate to the individual's needs.

To show interest in intercultural communication, diversity and respect for others in order to be prepared both to overcome prejudices and to compromise.

To understand one's own culture and a sense of identity as the basis for an open attitude towards the respect for cultural diversity and the acceptance of other perspectives.

To be aware of the implications the components of the intercultural dimension have for the practice of foreign language education.

To be able to design methodological proposals such as educational programmes and lesson plans where the intercultural dimension is integrated.

3. Learning Outcomes

The students will be able to:

- Acquire knowledge, skills and competences relevant to the intercultural dimension in language education.
- Develop an intercultural awareness by exploring different cultural perspectives.
- Develop an international understanding.

4. Contents

- Language and intercultural communication
- The intercultural dimension in foreign language teaching
- Components of Intercultural competence
- Assessment of intercultural competence
- Decision-making on developing and supporting intercultural learning



5. Methodology

Participants in this course are expected to engage in and explore intercultural encounters and report on their learning processes. They are also expected to analyze and design teaching resources to develop and support intercultural learning.

The methodological procedures which will be using in this course are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning. students are expected to approach this course with an open mind and a willingness to participate and engage with each other.

6. Other telematic resources

Virtual campus (Moodle) will be the main platform to be in touch between the teacher and the students. Other resources will be temporarily used such as Cisco Webex or Youtube videos.

7. Student dedication to the course

| Classroom activities | Hours | Outside the classroom | Hours |
|------------------------|-----------|-----------------------------|-------------|
| Lectures | 10 | Autonomous work. | 37,5 |
| Practice sessions | 15 | | |
| Total in the classroom | 25 | Total outside the classroom | 37,5 |

8. Grading criteria

| Evaluation | Percentage | Comments |
|--|------------|---------------------------|
| Participation in class dynamics | 25 | Attendance is compulsory. |
| Practice activities | 50 | |
| Contribution to the integrated project | 25 | |

| Spanish Scale | ECTS Scale | Definition |
|-----------------------------|------------|------------------------|
| 9.0-10.0 Matrícula de honor | A+ | Excellent with Honours |
| 9.0-10.0 Sobresaliente | A | Excellent |
| 8.0-8.9 Notable | B | Very Good |
| 7.0-7.9 Notable | C | Good |
| 6.0-6.9 Aprobado | D | Satisfactory |
| 5.0-5.9 Aprobado | E | Sufficient |
| 0.0-4.9 Suspenso | FX/F | Fail |



9. Basic references

Beacco, J-C. et al. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Council of Europe.

Beacco, J-C. y Byram, M. (2007). *From Linguistic Diversity to Plurilingual education. Guide for the Development of Language Education Policies in Europe*. Council of Europe.

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

Byram, M., Gribkova, B. y Starkey, H. (2002). *Developing the intercultural dimension in language teaching. A practical introduction for teachers*. Council of Europe.

Candelier, M. et al. (coords.) (2012). *FREPA. A Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and Resources*. Strasbourg: Council of Europe.

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Language Policy Programme. Education Policy Division. Education Department.

Lázár, I. (2003). *Incorporating intercultural communicative competence in language teaching education*. European Centre for Modern Languages. Council of Europe Publishing.

10. Final considerations

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.