



DEPARTMENT OF LANGUAGES AND LITERATURES

EN1322 Intercultural Communication with Focus on English as a Lingua Franca, 7.5 credits

Interkulturell kommunikation med fokus på engelska som lingua franca, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Languages and Literatures on 2014-08-08 and was last revised on 2018-08-30 to be valid from 2018-09-03, autumn semester of 2018.

Field of education: Arts 100%

Department: Department of Languages and Literatures

Position in the educational system

The course is offered as a freestanding course.

The course can be part of the following programmes: 1) Master's Programme in Language and Intercultural Communication (H2SIK), 2) Swedish language consultancy programme (H1SPK) and 3) International Language Programme (H1ISP)

Main field of studies

English

Specialization

G2F, First Cycle, has at least 60 credits in first-cycle course/s as entry requirements

Entry requirements

The requirement for admission to the course is 60 credits of English (of which at least 30 credits should be from EN1B01 or EN1210 or the equivalent thereof).

Learning outcomes

Upon successful completion of the course the student should be able to:

Knowledge and understanding

- describe how research theories about intercultural communication in different context can be used;
- account for the role of the English as a lingua franca;

Competence and skills

- discuss in spoken and written English the practical use of research-related literature within intercultural communication;

Judgement and approach

- identify and evaluate the problems that can arise in intercultural interaction;
- critically reflect on the communication patterns of his/her own culture and how they can differ from other cultures.

Course content

The focus of the course lies on the practical use of different research results around intercultural communication, where English is a lingua franca. The course aims to:

- a) identify problems that can arise in intercultural interaction and how the problems influence people, their work and their relationships.
- b) clarify strategies and tools that may be of help in handling the above questions.

This is examined on the basis of different fields: cultural identity, ethnocentrism, cultural diversity, (social) perception, communication and culture, linguistic and social differences, important dimensions regarding cultural differences, stereotypification,

culture chocks, etc

Form of teaching

The teaching is conducted as seminars.

Language of instruction: English

Assessment

To what extent the student has achieved the aim of the course is tested through written and oral presentations.

Students who have failed any part of the course are given the possibility of a new test. In connection with written assignments, supplementary assignments may be offered in order for the student to achieve a Pass grade. Such a supplementary assignment should be done within the stipulated time (normally five working days after the result has been posted). Otherwise a Fail grade will be reported.

A student who has passed a subtest may not do a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded.

If a student who has failed the same examined course component twice, wishes to change examiner before the next examination, a written application should be sent to the department responsible for the course and be granted unless there are special reasons to the contrary. (Chapter 6, Section 22, Higher Education Ordinance).

In case the course is discontinued or goes through major changes, examination is available for a maximum number of three attempts (including the regular examination) for a period of one year on the basis of the previous set-up of the course.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

Course evaluation

The students are given the opportunity to make a written evaluation of the course. Results of the evaluation are published digitally.

Additional information

Equality aspects should be taken into consideration in content, literature, teaching and evaluation. In addition, the course should make students aware of and problematise ecological, economic, cultural and socially sustainable development.