1. **Title of the module**

ENLA4007 Talking Cultures: Exploring Intercultural Awareness Competencies

1. **School or partner institution which will be responsible for management of the module**

The Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

N/A

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 demonstrate an understanding of communication within and across social groups and in relation to themselves and their own culture.

8.2 identify examples of ethnocentrism and cultural bias to ascertain where potential misunderstandings can occur between cultural groups.

8.3 demonstrate an understanding of cultural differences and in comparison to their own culture, and to be able to reflect more objectively and collaborate effectively in a multicultural environment.

8.4 demonstrate a sensitivity to the social, cultural and political issues which surround language.

8.5 identify the influences and impact history has had on both culture and language to gain a deeper understanding of a selected culture and language in their chosen case study.

9. **The intended generic learning outcomes.  
On successfully completing the module students will be able to**

9.1 undertake research on a chosen topic and communicate the results of studies, identify possible issues raised and present coherent arguments to support a thesis/opinion.

9.2 synthesise information and communicate ideas, problems and solutions and their own

interpretations of these.

9.3 undertake independent learning to achieve goals and deadlines by selecting and using

appropriate library and information technology application and resources.

9.4 reflect upon their own learning experiences demonstrated in individual learner journals and

through peer review of a written project, as well as evaluate and respond perceptively to other learner contributions.

10. **A synopsis of the curriculum**

The module aims to increase awareness of cultural differences and will explore cultural heritage, prejudices and stereotypes. Intercultural communication (verbal and non-verbal) will be explored across cultures to identify possible barriers which may result in cultural misunderstandings. Other aspects of cultures will be of focus, such as politeness, respect and power, sociocultural norms and etiquette. During the module, students will be encouraged to focus on a specific culture (which can be associated to a language learnt via Language Express) to gain a deeper understanding of both the culture and language combined.

Students will actively participate in independent and collaborative work. It is anticipated that through the range of seminars, students will develop their communication skills to engage effectively while in discussion and negotiation, both in written and in oral form, individually and as part of a team. In addition, students will be expected to read widely on related topics to underpin their credibility as both opinion leaders and as serious academic researchers.

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Culpeper, J.M., Haugh, M. and Kadar, D.Z. eds. (2017). *The Palgrave Handbook of Linguistic (Im)Politeness*. London: Palgrave Macmillan.

Holliday, A., Hyde, M. & Kullman, J. (2010) *Intercultural Communication: An Advanced Resource Book for Students.* London: Routledge.

Martin, J.N. & Nakayama, T.K. (2008) *Experiencing Intercultural Communication: An Introduction.* New York: McGraw Hill.

Neuliep, J.W. (2011) *Intercultural Communication: A Contextual Approach* 5th ed. London: Sage.

Spencer-Oatey, H. (2008) *Culturally Speaking: Culture, Communication and Politeness Theory.* London: Continuum.

Spencer-Oatey, H. & Franklin, P. (2009) *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication.* Basingstoke: Palgrave Macmillan.

12. **Learning and teaching methods**

Total contact hours: 33\*

Total private study hours: 117

Total hours: 150

\* Alongside this module, students can also study a language (via Language Express) in the autumn and spring term (40 hours 20 x 2-hour classes) or in the autumn term only (20 hours 10 x 2-hour classes). This is an optional feature and not a compulsory form of the module, there will be no language assessment.

13. **Assessment methods**

13.1 Main assessment methods

Learning outcomes will be assessed by 100% course work.

The following is indicative of the assessment pattern:

Written Project, 1500 words (50%)

Learner Journal, 1 600 words (25%)

Learner Journal 2, 600 words (25%)

13.2 Reassessment methods

Like-for-like assessment

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Written Project* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Learner Journal 1+2* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

15. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

CEWL, Canterbury

17. **Internationalisation**

The module, which tackles the notion of intercultural communication, aims to develop students' engagement and integration with their fellow classmates within a contemporary internationalised classroom. The module aims to heighten intercultural awareness and explore cultural differences to gain a deeper understanding of our own culture and identity.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/02/19 | Major | September 2019 | 5,8,9,12,13,14 | no |
|  |  |  |  |  |