

Multilingual and Intercultural Communication Studies (A005954)

Course size *(nominal values; actual values may depend on programme)*

Credits 4.0

Study time 120 h

Course offerings in academic year 2026-2027

A (semester 1)

Dutch

Gent

Lecturers in academic year 2026-2027

Van Praet, Ellen

LW22

lecturer-in-charge

Jacobs, Marie

LW22

co-lecturer

Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, French)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, German)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Italian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Russian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Turkish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, German)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Italian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Russian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Spanish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Turkish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Italian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Language Technology)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Russian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Spanish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Turkish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, Italian)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, Russian)	4	A

Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, Spanish)	4	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, Turkish)	4	A

Teaching languages

Dutch

Keywords

Multilingualism, Intercultural Communication, Globalization, Migration, Language Policy.

Position of the course

This course unit explores the complexity of multilingual and intercultural communication within various contexts including migration, education, commercial communication, and healthcare. Through critical research and case studies, the course provides insights into how cultural and linguistic diversity are influenced by globalization and technological developments and how this diversity offers challenges and opportunities for intercultural communication.

Contents

The course is divided into five modules, each focused on a specific aspect of multilingual and intercultural communication:

- 1 Multilingual & Intercultural Communication: A Critical Introduction - Focus on the construction of culture and identity in a globalized world.
- 2 Multilingual Communication and Migration - Exploration of the interaction between language, culture, and identity in migration contexts.
- 3 Language Policy in Flanders: Integration, Citizenship, and Education - Research into the impact of language and cultural factors on integration and education.
- 4 Intercultural Communication for Sale - Analysis of language and culture in commercial communication.
- 5 Multilingual Communication in Healthcare - Research into the complexity of communication in healthcare contexts with non-native speakers.

Initial competences

The general competences that may be expected from an academic bachelor, preferably in a course-related discipline.

Final competences

- 1 Having advanced knowledge of the cultural and institutional backgrounds of the relevant language areas and based on that knowledge, critically reflecting on social developments in the relevant language areas and on aspects of intercultural communication with the relevant language areas. [MC.1.2. assessed]
- 2 Independently contributing to scientific research relating to one or more specialisms within, or connected to, the topics of communication, multilingualism and intercultural aspects. [MC.2.1 evaluation]
- 3 Having a critical understanding of international specialist literature in the field of intercultural and multilingual communication, with an eye for new trends and different methodologies. [MC. 2.2 evaluation]
- 4 Having a critical understanding of international specialist literature in the field of intercultural and multilingual communication, with an eye for new trends and different methodologies. [MC 2.4 evaluation]
- 5 Actively following new developments both within the discipline of communication in organisations and multilingual, intercultural contexts, and within the general context of language and culture, reflecting on these critically and placing them in a broad social and intercultural context. [MC 3.1 evaluation]
- 6 Underpinning their views in a scientifically justified manner and sharing these with both lay people and colleagues in a coherent and clear manner. [MC 3.2 evaluation]
- 7 Integrating language and culture sensitivity and respect for diversity into scientific work, the professional environment and the social debate. [MC 5.2 met evaluation]
- 8 During the communication process, making adequate use of an advanced level of encyclopaedic, topical and cultural expertise and of an advanced

understanding of intercultural aspects. [MC 6.5 evaluation]

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

In addition to attending the **lectures**, students are expected to **independently** read the relevant chapters of Ingrid Piller's handbook as well as various academic papers. To emphasize the importance of independently reading academic papers, a 'reading week' is scheduled prior to four of the five modules. During this week, students are required to participate in a short online assignment that promotes the reading process and stimulates discussion in the subsequent lecture. The reading process is supported for each module by the use of a flipped-classroom approach (**peer teaching**), where **independent work** and **teamwork** are central. In this model, one **group** is designated as responsible for the peer teaching and is guided by the co-instructor.

Study material

Type: Handbook

Name: Handboek: Piller, I. (2025). Intercultural communication: A critical introduction. Edinburgh University Press Ltd.
Indicative price: € 36
Optional: no
Language : English
Author : Ingrid Piller
ISBN : 978-1-47441-291-9
Number of Pages : 227
Alternative : none
Oldest Usable Edition : 2017
Online Available : Yes
Available in the Library : Yes
Available through Student Association : Yes
Usability and Lifetime within the Course Unit : one-time
Usability and Lifetime within the Study Programme : one-time
Usability and Lifetime after the Study Programme : occasionally
Additional information: The handbook is freely accessible through the UGent library. If outside UGent buildings: navigate to Athena, open a browser via the apps tile, e.g., Chrome. You will then land on the UGent webpage, click through to the library, and search for the handbook. Click on the first access option: Full text available via Cambridge eBooks and Partner Presses: HSS EBA, All HSS. Then click on view pdf, so you can download all chapters in PDF format.

Type: Syllabus

Name: Multilingual & Intercultural Communication
Indicative price: € 5
Optional: no
Language : Dutch
Number of Pages : 100
Oldest Usable Edition : 2024
Available on Ufora : Yes
Online Available : No
Available through Student Association : Yes
Additional information: The syllabus includes the Reader for the course.

Type: Slides

Name: PPT
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch
Number of Slides : 80
Oldest Usable Edition : 2024
Available on Ufora : Yes
Online Available : No

References

- Blommaert, J. (2012). Lookalike language. *English Today*, 28(2), 62-64.
- Blommaert, J., & Backus, A. (2012). Superdiverse repertoires and the individual. *Tilburg Papers in Culture Studies*, 24. Tilburg University, Netherlands.
- Deygers, B., Vanbuel, M., & Knoch, U. (2022). Can L2 course duration compensate for the impact of demographic and educational background variables on second language writing development? *System*, 109, 102864.
- De Wilde, J., Van Praet, E., & Van Vaerenbergh, Y. (2019). Language discordance and technological mediation in healthcare service encounters: a contrastive experiment. In P. Garcés-Conejos Blitvich, L. Fernández-Amaya, & M. de la O. Hernández López (Eds.), *Technology mediated service encounters* (Vol. 300, pp. 17-44).
- De Wilde, J., Verhoene, J., Tondeur, J., & Van Praet, E. (2021). 'Go in practice': linguistic landscape and outdoor learning. In E. Krompák, V. Fernández-Mallat, & S. Meyer (Eds.), *Linguistic landscapes and educational spaces* (Vol. 98, pp. 214-231). Bristol: Multilingual Matters.
- Jacobs, M. (2024). Choosing is losing: Language policy and language choice acts at the asylum law firm. *Language Policy*.
- Piller, I. (2017). *Intercultural Communication: A Critical Introduction*. Edinburgh: Edinburgh University Press Ltd.
- Van Hest, E. (accepted). She does not speak enough Dutch for pills: A linguistic-ethnographic analysis of counselling practices concerning linguistic ineligibility for medical abortion. *Journal of Applied Linguistics and Professional Practice*.
- Van Hout, T., & Van Praet, E. (2016). Lookalike professional English. *IEEE Transactions on Professional Communication*, 59(4), 398-406.
- Van Praet, E., Delegrange, M., Debal, B., De Wilde, J., Decock, P., Van Landschoot, L., & Smet, J. (2022). Meer Taal, meer Steun. Taalbarrières in de zorg overwinnen. *Ad Rem. Tijdschrift Voor Zakelijke Communicatie*, 2022/6, 3-5.

Course content-related study coaching

Consultation by appointment; Supervision via digital learning platform

Assessment moments

end-of-term assessment

Examination methods in case of periodic assessment during the first examination period

Oral assessment

Examination methods in case of periodic assessment during the second examination period

Oral assessment

Examination methods in case of permanent assessment

Participation, Written assessment open-book, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Form(s) of evaluation in the first examination period:

-80% period-bound evaluation: This component is devoted to the oral examination with open questions, during which students' knowledge and critical reflection on the course content are assessed. Written preparation of the questions is permitted. The oral examination lasts 20 minutes and is conducted by two lecturers.

-20% non-period-bound evaluation:

Participation (10%): Participation is evaluated during four peer-teaching sessions in the first semester. Dates and criteria will be announced during lectures and via Ufora.

Written evaluation (10%): Four short online reading assignments in which students are asked to process the content of academic papers. Timely submission of the online reading assignments is factored into the evaluation score.

Form(s) of evaluation in the second examination period:

In the second examination period, the evaluation consists of two components:

-80% period-bound evaluation (oral examination).

-20% non-period-bound evaluation (written paper).

If the student has passed the non-period-bound evaluation component in the first examination period but has not passed the period-bound evaluation component, he/she may choose to transfer the obtained score for the non-period-bound evaluation to the second examination period. The student must explicitly communicate this choice to the course coordinator within two weeks after the publication of the results.

If the student obtains an average score of less than 10/20 for the entirety of the non-period-bound evaluation (participation and written reading assignments combined) in the first examination period **and** if the total score (combined score of period-bound and non-period-bound evaluation) is also less than 10/20 in the first examination period, a substitute assignment (written paper) will be imposed to replace the non-period-bound evaluation in the second examination period. This assignment must be submitted timely and according to the guidelines in order to obtain a final score for the course unit. For this substitute assignment, the use of generative AI is permitted, provided it is used responsibly and justified through an attached reflection and logbook. An appendix must also be included containing the following elements: an overview of the prompts used with the corresponding answers, different versions of the text (before and after using generative AI and before and after personal modifications), and an explanation of how the tools were used responsibly, including a critical reflection.

Calculation of the examination mark

Final Score Calculation

The final grade for this course unit is calculated as follows:

- 80% period-bound evaluation (oral examination);
- 20% non-period-bound evaluation, consisting of:
 - 10% participation
 - 10% written evaluation

Unjustified absence from one or more of the four peer-teaching sessions results in a score of 0/10 for the participation component. This is directly incorporated into the final score.

The method of calculating the final score remains identical across both examination periods, although the specific content of the non-period-bound evaluation differs between the two sessions.

Facilities for Working Students

- Attendance is recommended to successfully complete the course. Attendance is mandatory for 4 out of 12 contact moments, particularly when peer teaching is scheduled. This schedule will be clearly communicated at the beginning of the academic year during the opening lecture and via Ufora.
- No additional supporting teaching material is provided.
- No online/digital facilities (lessons take place on campus without recordings).
- Opportunity to take an exam at another time within the regular examination period: on a fixed makeup day for students who were ill.
- Opportunity for feedback on the exam results at another time: by appointment.

Addendum

A4MC