

## 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**

|                  |      |                    |
|------------------|------|--------------------|
| Catteeuw, Dobrin | LW22 | staff member       |
| Dong, Xue        | LW22 | staff member       |
| Van Praet, Ellen | LW22 | lecturer-in-charge |
| Deygers, Bart    | LW22 | co-lecturer        |
| Jacobs, Marie    | LW22 | co-lecturer        |

**Offered in the following programmes in 2026-2027**

|  | <b>crdts</b> | <b>offering</b> |
|--|--------------|-----------------|
| 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  | 4            | A               |

|  |   |   |
|--|---|---|
| (main subject Dutch, Italian)  |   | 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 explores how multilingual and intercultural communication operates across a range of contexts, including migration, education, commercial communication, and healthcare. Through contemporary case studies and critical research, students gain insight into how globalization and technological developments shape cultural and linguistic diversity. The course addresses both the tensions and misunderstandings that can arise, as well as the opportunities diversity offers for more thoughtful and inclusive 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 lectures, students are expected to independently study the relevant chapters from the handbook by Ingrid Piller and selected academic papers. These papers are in English. The use of English-language scholarly sources is considered inherent to the field and essential for engaging students with the international research landscape. Students enrolled in this master's programme are expected to possess the necessary academic language skills and strategies to work with such literature.

To emphasize the importance of independent reading, a reading week is scheduled prior to four of the five modules. During this week, students are required to complete a short online assignment designed to support the reading process and stimulate discussion in the subsequent class.

The learning process for each module is organized according to a flipped-classroom approach, implemented through peer teaching. This model emphasizes independent work and collaboration: for each module, one group of students is assigned responsibility for guiding (part of) the class session. This group receives prior content-related and didactic guidance from a staff member.

No lecture recordings will be provided. The interactive teaching formats used during the lectures encourage students to formulate viewpoints and engage in discussion, often on socially sensitive topics. Lecture recordings cannot guarantee a safe learning environment in which students, guest speakers, and instructors can speak freely without the risk of dissemination beyond the educational context. If needed, appropriate support or alternatives can be arranged as part of reasonable accommodations.

### 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: Free or paid by faculty

Optional: no

Language : Dutch  
Number of Pages : 100  
Oldest Usable Edition : 2024  
Available on Ufora : Yes  
Online Available : No  
Available through Student Association : No  
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  
Available through Student Association : No

## References

Blommaert, J. (2012). Lookalike language. *English Today*, 28(2), 62–64.  
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.  
Jacobs, M. (2024). Choosing is losing: Language policy and language choice acts at the asylum law firm. *Language Policy*.  
Piller, I. (2025). *Intercultural communication: A critical introduction*. Edinburgh University Press.  
van Hest, E. (2025). '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., Decock, P., Debal, B., Smet, J., & Dewiest, F. (2026, in press). AI translation tools and linguistic inclusion in healthcare. *Taal en Tongval* (special issue: Language and inclusion).

## 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.

### -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. For these online reading assignments, the faculty's transparency guidelines on responsible AI use apply. These assignments assess, among other things, the competence to substantiate viewpoints in a scientifically sound manner and to communicate them clearly and coherently (MC 3.2, assessed). In the context of this competence assessment, the use of generative AI is not permitted when answering open-ended questions in the reading assignment.

**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.