

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 2024-2025

A (semester 1) Dutch Gent

Lecturers in academic year 2024-2025

Van Praet, Ellen	LW22	lecturer-in-charge
Jacobs, Marie	LW22	co-lecturer

Offered in the following programmes in 2024-2025

	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
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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

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: Piller, I. (2017). Intercultural Communication: A Critical Introduction. Edinburgh: 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

Available through Student Association : 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. (in review). Language diversity and abortion treatment decision-making: An abortion clinic's counselling practices regarding 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 in modified form

Extra information on the examination methods

Evaluation forms in the first examination period:

- **80% end-of-term evaluation:** This part is dedicated to the oral exam with open questions where the students' knowledge and critical reflection on the course content are assessed. Written preparation of the questions is allowed, 20 minutes questioning by 2 instructors.
- **20% continuous evaluation:**
 - Participation (10%): Assessment of active participation of students in lectures and interactive sessions including contributions to discussions, engagement with course materials, and responsiveness to feedback from fellow students and instructors.
 - Written evaluation (10%): 4 short online reading assignments asking students to process the content of academic papers for the next lecture. Timely submission of the online reading assignment is included in the evaluation score.
 - Unjustified absence from the peer-teaching sessions results in a total maximum grade of 4/10 for participation, irrespective of the total grade obtained for participation.

Evaluation forms in the second examination period:

- **80% end-of-term evaluation:** This part is dedicated to the oral exam with

open questions where the students' knowledge and critical reflection on the course content are assessed. Written preparation of the questions is allowed, 20 minutes questioning by 2 instructors.

- **20% continuous evaluation:** The written assignment is communicated to the student after the first session. The use of GAI is permitted in this assignment, provided a checklist is added including: an overview of used prompts with responses; different versions of the text (before and after using GAI and before and after personal adjustments), an explanation of how the tools were used responsibly, including a critical reflection.

Calculation of the examination mark

-Evaluation for the first examination period: 80% end-of-term evaluation; 20% continuous evaluation: participation (10%); written evaluation (10%). Unjustified absence from the peer-teaching sessions results in a total maximum grade of 4/10 for participation, irrespective of the total grade obtained for participation.

-Evaluation in the second exam period: 80% end-of-term evaluation; 20% continuous evaluation: written evaluation (20%).

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).

-No opportunity to take an exam at another time within the regular examination period: on a fixed makeup day for students who were ill.

-No opportunity for feedback on the exam results at another time: by appointment.

Addendum

A4MC