

# ET134-15 Intercultural Competence

**26/27**

**Department**

Applied Linguistics

**Level**

Undergraduate Level 1

**Module leader**

Joana Almeida

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module explores the knowledge, skills and competences for appropriate and effective intercultural communication. To this end, we draw on methods and theoretical frameworks from cross-cultural and developmental psychology, cross-cultural communication, applied linguistics, educational sciences, as well as from insights from cross-cultural training, evaluation, and the business field.

The module is designed to give you an interdisciplinary overview of intercultural competence models and equip you with relevant skills for your professional life regarding the development and assessment of intercultural competence. It also equips you with strategies to reflect critically about and learn from your own encounters across cultures.

### Module aims

This module aims to:

- Critically examine and apply key multidisciplinary conceptualisations of intercultural competence.
- Critically examine and apply methods and tools for assessing intercultural competence.
- Develop and evaluate research-based intercultural interventions that can be used in research as well as in workplace projects that incorporate an evaluation component.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Conceptualisations of intercultural competence across disciplines.
- Conceptual pathways or typologies for categorising intercultural competence models.
- Competence and non-competence-based models of intercultural constructs.
- Evaluation and assessment of intercultural competence.
- Programme/impact evaluation of research-based intercultural interventions.
- Methods and tools for assessing intercultural competence.
- Intercultural learning outcomes.
- Ethics in assessing intercultural competence.

## Learning outcomes

By the end of the module, students should be able to:

- Identify and use different intercultural competence models.
- Engage critically with the different disciplinary assumptions behind intercultural competence models.
- Discern evaluation from assessment.
- Discern evaluation from research.
- Describe and apply instructional strategies for facilitating intercultural competence.
- Describe and apply methods and tools for assessing intercultural competence.
- Formulate learning outcomes (for intercultural competence development).
- Develop an assessment plan.
- Evaluate the quality and/or suitability of different intercultural assessment tools.
- Develop research-based intercultural interventions and evaluate their programme effectiveness (programme/impact evaluation).
- Problematised ethical challenges in assessing intercultural competence.
- Reflect critically on your own development of intercultural competence.

## Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

## Research element

In this module, you are asked to develop and evaluate a research-based intercultural intervention that you can use as part of your dissertation module project and/or in your future profession or workplace. Moreover, all contents are informed by a research-based approach that allows you to bridge the gap between theory and practice, as well as between research and evaluation.

## **Interdisciplinary**

This module draws on methods and theoretical frameworks from cross-cultural and developmental psychology, cross-cultural communication, applied linguistics, educational sciences, cross-cultural training, evaluation, and the business field.

You are familiarised with theoretical frameworks and assessment methods for conceptualising and assessing intercultural competence, and we work together to discern different disciplinary assumptions behind a range of models and assessment instruments/tools. Through this, you acquire skills in thinking through the integrative habit of mind advocated by interdisciplinary approaches as you learn how to create a common ground between varied (and at times, conflicting) disciplinary insights.

## **International**

This module is designed to give you an interdisciplinary overview of intercultural competence models and equip you with relevant skills for developing intercultural research-based interventions in your research, such your dissertation module project, or in professional projects of international scope that incorporate an evaluation component. As with all our research modules, students are encouraged and actively supported to think globally and locally in their work and their project designs.

## **Subject specific skills**

- Identify and describe different conceptualisations of intercultural competence, and underlying disciplinary assumptions (through an interdisciplinary approach).
- Identify and apply a range of instructional strategies, assessment methods and tools for developing and assessing intercultural competence.
- Evaluate the quality and/or suitability of different intercultural assessment tools.
- Develop and evaluate the programme effectiveness of research-based intercultural interventions that can be used as part of students' research or of professional projects that incorporate an evaluation component.
- Formulate intercultural learning outcomes.
- Problematised ethical challenges in assessing intercultural competence.

## **Transferable skills**

- Identify and apply assessment methods and tools.
  - Discern evaluation from assessment, and evaluation from research.
  - Create a common ground between different disciplinary insights (interdisciplinary approach).
  - Communicate complex ideas effectively in writing.
  - Communicate clearly and contribute effectively to oral discussions.
  - Read academic papers effectively and critically.
  - Work collaboratively in teams.
  - Plan and manage time and workload to meet deadlines.
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## Study

### Study time

| Type           | Required                    |
|----------------|-----------------------------|
| Lectures       | 9 sessions of 2 hours (12%) |
| Seminars       | 9 sessions of 1 hour (6%)   |
| Other activity | 6 hours (4%)                |
| Private study  | 117 hours (78%)             |
| Total          | 150 hours                   |

### Private study description

Inclusive of guided reading and further independent study for the presentation and written assignment, as well as revisiting lectures and outcomes from in-class learning activities.

### Other activity description

Revision sessions and individual presentations

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A

| Assessment component                                                                                                                                                                                                                                                                      | Weighting | Study time | Eligible for self-certification |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|---------------------------------|
| Presentation on intercultural competence conceptualisation or assessment challenges                                                                                                                                                                                                       | 20%       |            | No                              |
| Individual oral presentation according to the students' chosen option for the essay assignment, along with an outline for the essay. Each student will devise the format of his/her presentation provided it meets the contents assessed in the chosen option for the written assignment. |           |            |                                 |

## Weighting

## Study time

## Eligible for self-certification

Reassessment component is the same

Assessment component

2000 word assignment

80%

Yes (extension)

Essay on intercultural competence conceptualisation and assessment challenges. Different essay options will be provided to students.

Reassessment component is the same

## Feedback on assessment

Oral feedback will be provided to the students after individual presentations. Students will also receive online written assessment feedback via Tabula, according to the departmental marking. They can also request a personal meeting with the module leader to discuss feedback.

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## Availability

There is currently no information about the courses for which this module is core or optional.