

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Angleška kultura
<b>Course title:</b>	English Culture

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Magistrski program Poslovni komuniciranje v medkulturnem okolju, 2. stopnja		1	1.
Master's in Intercultural Business Communication, 2 <sup>nd</sup> Cycle		1	1 <sup>st</sup>

**Vrsta predmeta / Course type** Obvezni / Obligatory

**Univerzitetna koda predmeta / University course code:** IBC19

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30					170	8

**Nosilec predmeta / Lecturer:** Dr. Neva Čebtron / Prof. Dr. Michael Byram

**Jeziki / Languages:** Predavanja / Lectures: Angleški / English  
Vaje / Tutorial: Angleški / English

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** **Prerequisites:**

	none
--	------

**Vsebina:** **Content (Syllabus outline):**

	<p>It is a commonplace that globalisation has changed economic relations and created a global marketplace. It is also commonly asserted that globalisation has contracted time and space such that, certainly in communication terms and perhaps soon in terms of physical mobility, there are no frontiers. If true, this means that people no longer meet 'others' only from their own communities and environments, but also 'others' from communities until now considered 'foreign' and 'distant'.</p>
--	---

Ambitious statements about 'intercultural dialogue' and 'living together' or 'competences for democratic culture' rest on the supposition that people can acquire 'intercultural competence', a capacity beyond what they need for harmonious living within their own communities. This competence is necessary in two kinds of interaction:

- within those societies/states – the vast majority, perhaps all – which are plural in their social composition, with many different groups of many different kinds living together in a single polity; often using more than one - sometimes many - different languages and having their own cultures
- across the frontiers of states each with its different national culture(s) and language(s).

In short: the purpose of the course is to analyse intercultural communication and, second, to analyse the intercultural competence needed to make intercultural communication in English successful.

#### **Topics/themes**

Session 1 (2 hours) - mobility and languages  
Session 2 (2 hours+ 2 hours of guided work) - identity and national identity  
Session 3 (2 hours+ 2 hours of guided work) - culture and national culture  
Session 4 (2 hours) – prejudice and stereotypes  
Session 5 (2 contact hours + 2 hours of guided work) – language and culture  
Session 6 (2 contact hours + 2 hours of guided work) – multilingualism and plurilingualism  
Session 7 (2 contact hours + 2 hours of guided work) – language and power  
Session 8 (2 contact hours + 2 hours of guided work) – media discourse and power  
Session 9 (2 contact hours) – ethnocentrism and othering

#### **Temeljni literatura in viri / Readings:**

##### **Selected readings:**

Dion, K.L. (1983) Names identity and self. *Names* 32, 4, 245-257

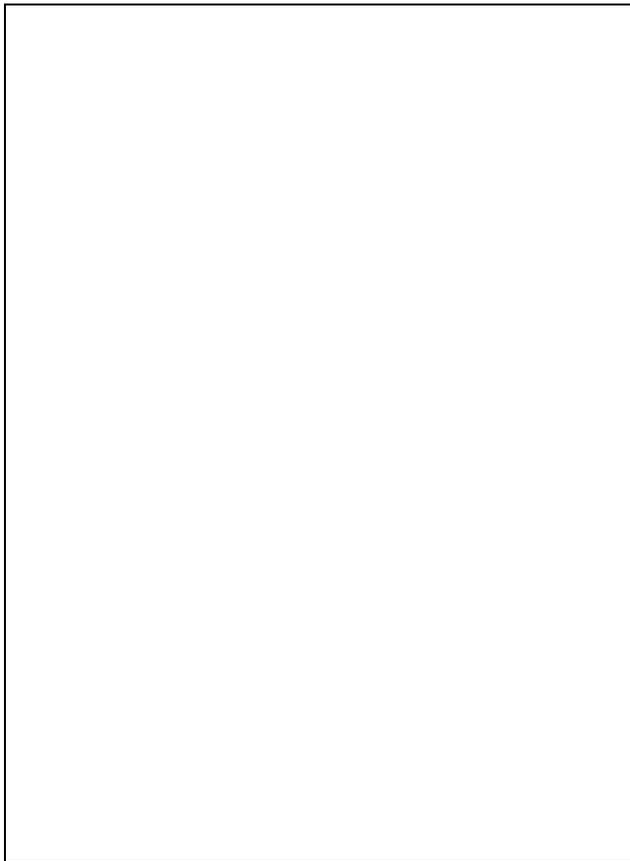
Hoffman, E. 1989, *Lost in Translation. A life in a new language*. New York: Penguin Books. pp 99-124

Mills, J. 2001, Being Bilingual: Perspectives of Third Generation Asian Children on Language, Culture and Identity. *International Journal of Bilingual Education and Bilingualism* 4, 6, 383-402

- Wei, Li (2018) Translanguaging as a practical theory of language. *Applied Linguistics* 39, 1, 9-30 (open access article) <https://doi-org.ezphost.dur.ac.uk/10.1093/applin/amx039>
- Armour, W. S. 2001, 'This Guy is Japanese Stuck in a White Man's Body': A Discussion of Meaning Making, Identity Slippage, and Cross-cultural Adaptation *Journal of multilingual and multicultural development* 22, 1, 1-18
- Barrett, M. (2007) 'Children's knowledge, beliefs and feelings about nations and states construed as historical and cultural communities'. In Barrett, M. *Children's knowledge, beliefs and feelings about nations and national groups*. Hove and New York: Psychology Press (pp 97-117)
- Berger, P. and Luckmann, T. (1966) *The Social Construction of Reality*. Penguin: Harmondsworth (pp 149-166 - 'primary socialization and secondary socialization')
- Ellemers, N. 2012, The group self. *Science* 336, 848-852. <http://www.sciencemag.org/content/336/6083.toc>
- Zhao, Zhenzhou (2014) Pedagogisation of national identity through textbook narratives in China: 1902–1948, *Citizenship Studies*, 18:1, 99-112,
- Loewen J. (2007) *Lies my teacher told me*. New York: The New Press.
- Pavlenko, A. (2003). "Language of the enemy": Foreign language education and national identity. *International Journal of Bilingual Education and Bilingualism*, 6, 313-338.
- Risager, K. 2006, *Language and culture. Global flows and local complexity*. Clevedon: Multilingual Matters. pp 185-192
- Atkinson, D. (2004). Contrasting rhetorics/contrasting cultures: why contrastive rhetoric needs a better conceptualization of culture. *Journal of English for Academic Purposes* 3, 277–289.
- Jieani, Y. (2006) *Discourses of Denial: Mediations of Race, Gender, and Violence*. Vancouver: UCB Press.
- Holliday, A. (2013). *Understanding intercultural communication: negotiating a grammar of culture*. London-New York: Routledge Taylor & Francis Group.
- Holliday, A. (2016). Cultural travel and cultural prejudice. In Aquino, M. B. & Frota, S. (Eds.), *Identities: representation and practices*. Lisbon: CELGA-ILTEC, University of Coimbra, 25-44.
- Beaven, A. et al (2015). *I REST, Intercultural Education Resources for Erasmus Students and their Teachers*. Koper: Annales University Press.
- Byram, M. (2012). Conceptualizing intercultural (communicative) competence and intercultural citizenship. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication*. London and New York: Routledge Taylor & Francis Group.
- Byram, M., & Zarate, G. (1995). Defining and assessing intercultural competence: Some principles and proposals for the European context. *Language Teaching*, 29, 14-18.

**Cilji in kompetence:**

**Objectives and competences:**



a) General objectives:  
On the basis of information and knowledge obtained from classes and specialised literature discussed and proposed in the course, students conduct observations and discussions on-line to become familiar with the theoretical insights and application of the same in intercultural communication. Through the instrument of self-assessment and monitoring of their progress, students explore core aspects of a multicultural and multilingual society, thus developing critical thinking skills.

b) General competences:  
- the ability to research, analyse and reflect on individual processes and procedures  
- the ability to work independently.

c) Subject-specific competences:  
- a critical understanding of the nature of intercultural competence (IC) and intercultural communicative competence (ICC)  
- knowledge of relevant theory and models of IC and ICC  
- knowledge of, and ability to operate, approaches to analysis of instances of ICC  
- an ability to reflect on their own IC and their experiences of ICC  
- an ability to critically analyse research on IC and ICC.

**Predvideni študijski rezultati:**

Znanje in razumevanje:

**Intended learning outcomes:**

By the end of the module students will be able to:

a) Knowledge and understanding:

- demonstrate an understanding of the concepts of 'intercultural competence' and 'intercultural communication'. and related concepts such as 'culture', 'language repertoire', 'world citizenship' etc
- demonstrate critical knowledge and understanding of models of 'intercultural competence' and 'intercultural communication'.

b) Application:

- critically analyse the concepts referring to (successful) intercultural understanding and communication, and their own experience of intercultural communication

c) Reflect on:

- review and critically analyse research on 'intercultural competence' and 'intercultural communication'.

**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<p><b>Oblike dela:</b> Frontalna oblika poučevanja</p> <p><input type="checkbox"/> Delo v manjših skupinah oz. v dvojicah</p> <p><input type="checkbox"/> Samostojno delo študentov</p> <p><input type="checkbox"/> e-učenje</p> <p><input type="checkbox"/> drugo (vpišite):</p> <p><b>Metode (načini) dela:</b></p> <p><input type="checkbox"/> Razlaga</p> <p><input type="checkbox"/> Razgovor/ diskusija/debata</p> <p><input type="checkbox"/> Delo z besedilom</p> <p><input type="checkbox"/> Proučevanje primera</p> <p><input type="checkbox"/> Igra vlog</p> <p><input type="checkbox"/> Druge vrste nastopov študentov</p> <p><input type="checkbox"/> Reševanje nalog</p> <p><input type="checkbox"/> Študijski obiski podjetij ipd.)</p> <p><input type="checkbox"/> Vključevanje gostov iz prakse</p> <p><input type="checkbox"/> Udeležba na okrogli mizi, na konferenci</p>	<p><b>Types of learning/teaching:</b></p> <p>Frontal teaching</p> <p><input checked="" type="checkbox"/> Work in smaller groups or pair work</p> <p><input checked="" type="checkbox"/> Independent students work</p> <p><input checked="" type="checkbox"/> e-learning</p> <p><input checked="" type="checkbox"/> other (insert): student presentations</p> <p><b>Teaching methods:</b></p> <p><input checked="" type="checkbox"/> Explanation</p> <p><input checked="" type="checkbox"/> Conversation/discussion/debate</p> <p><input checked="" type="checkbox"/> Work with texts</p> <p><input checked="" type="checkbox"/> Case studies</p> <p><input checked="" type="checkbox"/> Role-play</p> <p><input checked="" type="checkbox"/> Different presentation - by students</p> <p><input type="checkbox"/> Solving exercises</p> <p><input checked="" type="checkbox"/> Field work (e.g. company visits)</p> <p><input type="checkbox"/> Inviting guests from companies</p> <p><input type="checkbox"/> Attending round table and conference</p> <p>In Semester 1 (Nov-Dec), the focus will be on introducing key ideas in intercultural competence and communication by a mixture of short lectures, activities and discussion. Between December and April, students will prepare a presentation of a reading (article or extract from a book) to be presented and discussed in the whole group in Semester 2 (April). In Semester 2, after the presentation and discussion of their topic (with teacher and peer feedback) students will write an essay based on and developing from their presentation which will be marked with feedback before the final oral exam based on their presentation, their essay and the course as a whole. At the end of the course students hand in a portfolio of completed worksheets and weekly assignments.</p>
--	--

Delež (v %) /

**Načini ocenjevanja:**

Weight (in %)

**Assessment:**

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	<b>25;50;25%</b>	Type (examination, oral, coursework, project): <b>Presentation (with peer assessment) , essay and portfolio and self assessment</b>
--	------------------	--

**Reference nosilca / Lecturer's references:**

**Dr. Neva Čebtron**  
Born in Slovenia, Neva Cebtron earned her Research Master Degree in Linguistics and her PhD Degree into corpus based approaches to comparative linguistics and intercultural studies at the University of Ljubljana, Slovenia. She also specialized into History of Chinese art at the Central Academy of Art in Beijing, China, She first worked at the Faculty of Maritime and Transport Studies, University of Ljubljana, Slovenia, where she taught ESP, and is currently employed at the Faculty of Humanities, University of Primorska, Koper,

Slovenia. Her professional interests focus on linguistic aspects of intercultural communicative competence, corpus linguistics, cognitive linguistics, translatology and communicology.

She has participated in a number of international research projects dealing with sociolinguistic issues in developing intercultural communicative competence (PERMIT, LABICUM, MERIDIEN, IEREST, LSP-HERITAGE, INNOVUP, LanGuide) and produced teaching materials and research articles in this field. She has also coordinated an EU - Leonardo da Vinci Programme sponsored project CCBC ([www.2cbc.net](http://www.2cbc.net)). Her work has been presented at numerous professional conferences in Slovenia, Great Britain, Germany, Austria, Italy Morocco, India, China, Uzbekistan and Belgium. Her research has been published in a number of professional publications.

She has been in charge of the Confucius Classroom Koper at the University of Primorska since its inception in 2014.

**Recent publications:**

ČEBRON, Neva. An Investigation into Intercultural Communication Issues in High School Curricula in Italy, Slovenia and Turkey. *Journal of foreign language teaching and applied linguistics*, ISSN 2303-6397, Spring 2014, str. 149-189, tabele. <http://j-fltal.org/storage/j-fltal-15.pdf>, doi: [10.14706/JFLTAL141112](https://doi.org/10.14706/JFLTAL141112). [COBISS.SI-ID [1538899140](https://cobiss.si/1538899140)].

ČEBRON, Neva, GOLUBEVA, Irina, OSBORNE, John. Intercultural activities through the eyes of students : feedback from the IEREST project. *Journal of Linguistic and Education*, ISSN 2065-6599, 2015, vol. 8, str. 59-72, tabele. [COBISS.SI-ID [1541462468](https://cobiss.si/1541462468)].

ČEBRON, Neva. Tracing intercultural and interlinguistic moves within and beyond student mobility programmes : the case of the IEREST project. *Studies in Second Language Learning and Teaching*, ISSN 2084-1965, 2017, vol. 7, no. 2, str. 211-232, graf.

prikazi. [http://sslit.amu.edu.pl/images/stories/Volumes/vol.7.no.2/SSLIT%207\(2\)%20211-232%20Cebron.pdf](http://sslit.amu.edu.pl/images/stories/Volumes/vol.7.no.2/SSLIT%207(2)%20211-232%20Cebron.pdf), doi: [10.14746/sslit.2017.7.2.3](https://doi.org/10.14746/sslit.2017.7.2.3). [COBISS.SI-ID [1539904708](https://cobiss.si/1539904708)].

ATABONG, Aminkeng, ČEBRON, Neva, et al., BEAVEN, Ana (urednik), BORGHETTI, Claudia (urednik). *IEREST : intercultural education resources for Erasmus students and their teachers*. Koper: Annales University Press, 2015. 126 str., ilustr. 1 USB ključ. ISBN 978-961-6964-44-9. [COBISS.SI-ID [281079552](https://cobiss.si/281079552)].

ČEBRON, Neva. Zrcaljenje raznojezičnosti v večjezičnem okolju : primer raziskave v slovenskem delu Istre. V: POŽGAJ-HADŽI, Vesna (ur.), LJUBEŠIČ, Marko (ur.), ZIHERL, Jerica (ur.). *Ususret dijalogu : zbornik posvećen Mirjani Benjak*. Novigrad; = Cittanova: Muzej - Museo Lapidarium; Pula: Filozofski fakultet, Sveučilište Jurja Dobrile; Ljubljana: Znanstvena založba Filozofske fakultete, 2019. Str. 90-104. ISBN 978-953-7608-25-5. [COBISS.SI-ID [1541301956](https://cobiss.si/1541301956)]

**Prof. Dr. Michael Byram**

Michael Byram is Professor Emeritus in the School of Education at Durham University and Professeur invité at the University of Luxembourg.

He read French, German and Danish at King's College Cambridge, and wrote a PhD on Danish literature. He then taught French and German at secondary school level and in adult education in an English comprehensive community school. Since being appointed to a post in teacher education at Durham in 1980, he has carried out research into the education of linguistic minorities, foreign language education and student residence abroad.

He was for many years Director of Higher Degrees (i.e. Masters and Doctoral degrees) in the School of Education. He has supervised and examined students in the UK, other European countries and East Asia and South America.

His books include *Teaching and Assessing Intercultural Communicative Competence; Language Teachers, Politics and Cultures* (with Karen Risager); His latest monograph is *From Foreign Language Education to Education for Intercultural Citizenship*. He is the joint editor with Adelheid Hu of the *Routledge Encyclopedia of Language Teaching and Learning*, and was until recently a Special Adviser to the Language Policy Division of the Council of Europe.

### **Recent publications**

Jia Yuxin, Byram Michael, Jia Xuerni, Song Li, Jia Xualai (2019) *Experiencing Global Intercultural Communication. Preparing for a Community of Shared Future for Mankind and Global Citizenship*. Beijing: Foreign Language Teaching and Research Press.

280 pp

Byram, Michael and Stoicheva, Maria. (eds) (2019) *The Doctorate as Experience in Europe and Beyond*. London: Routledge. pp 291

Wagner, M., Cardetti, F. & Byram, M. (2019) *Intercultural Citizenship Across the Curriculum: The Role of Language Education*. New York: ACTFL.

Byram, M. (2020) An Internationalist Perspective on Internationalisation. In: Paloma Castro, Ulla Lundgren and Jane Woodin (Eds) (2020) *Internationalisation, intercultural dialogue and educationalist approaches: Looking for good examples*. London: Routledge

Byram, M (2020) "Intercultural Competence". In C. Chapelle (ed) *The Concise Encyclopedia of Applied Linguistics*. Oxford: Blackwell-Wiley. pp 585-588.

Byram, M. (2020) The Responsibilities of Language Teachers when Teaching Intercultural Competence and Citizenship - An Essay. Special issue on *Development in Intercultural Competence Research* edited by Dai Xiaodong & Guo-Ming Chen *China Media Research* 16, 2, 77-84.

Byram, M., Porto, M. and Yulita, L. (2020) Education for Intercultural Citizenship. In: Sara Laviosa and Maria González Davies (eds.) *The Routledge Handbook of Translation and Education*. London: Routledge. pp 46-61.