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| Title of the course | The intercultural dimension in language education |
| Description | <p>This course is focused on education for intercultural understanding as a way to promote mutual understanding and acceptance of difference in multicultural and multilingual societies. It aims at helping learners to interact with speakers of other languages and to be aware of their own identities by developing a human relationship with people from other languages and cultures. The intercultural dimension is nowadays part of language education and it aims to develop learners an intercultural competence to help them to see the interaction as an enriching experience.</p> <p>In this course, we will discuss the implications the components of the intercultural dimension have for the practice of foreign language education. Students will compare educational systems and approaches from different countries. They will also develop an intercultural competence in language education related to the ability to engage effectively with others and to understand and accept other perspectives. It is linked with competences for democratic culture related to the ability to display solidarity and interest in solving problems affecting the wider community, that is, how to live together as democratic citizens in diverse societies.</p> |
| Learning outcomes | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Acquire knowledge, skills and competences relevant to the intercultural dimension in language education. • Develop of intercultural awareness by exploring different cultural perspectives. • Develop of an international understanding of communication. |
| Contents | <ol style="list-style-type: none"> 1. Language and intercultural communication 2. The intercultural dimension in foreign language teaching 3. Components of Intercultural competence 4. Assessment of intercultural competence 5. Decision-making on developing and supporting intercultural learning |
| Methodology | <p>Participants in this course are expected to engage in and explore intercultural encounters and report on their learning processes. They are also expected to analyze and design teaching resources to develop and support intercultural learning. The methodological procedures which will be using in this course are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning.</p> |
| Evaluation | <p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p> |
| Bibliography | <p>Beacco, J-C. et al. (2016). <i>Guide for the development and implementation of curricula for plurilingual and intercultural education</i>. Strasbourg: Council of Europe.</p> |



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- Beacco, J-C. y Byram, M. (2007). *From Linguistic Diversity to Plurilingual education. Guide for the Development of Language Education Policies in Europe*: Strasbourg: Council of Europe.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M., Gribkova, B. y Starkey, H. (2002). *Developing the intercultural dimension in language teaching. A practical introduction for teachers*. Strasbourg: Council of Europe.
- Candelier, M. et al. (coords.) (2012). *FREPA. A Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and Resources*. Strasbourg: Council of Europe.
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