

Language and Intercultural Communication

Course Profile

Course Summary

This postgraduate level course examines communication across cultural boundaries. It covers language-related phenomena and themes across cultures including the intercultural, cultural othering, politeness and im/politeness, verbal and non-verbal communication, identity, intercultural pragmatics, intercultural language teaching, and interculturality and globalisation. Drawing on linguistic data, it explores intercultural situations involving speech communities in Australia, China, Japan, South Korea, Indonesia, France, USA, Tonga, Portugal, Finland, Georgia, South Africa, UK, among others. In doing so, the course also takes account of perspectives including, but not limited to, social psychology, discourse analysis, semiotics, pragmatics, ideology, and cultural studies for a comprehensive understanding of intercultural communication.

Assumed Background:

The course makes no assumptions about previous training in linguistics, cultural studies or communication studies. Knowledge of one or more languages other than English is an advantage, but it is not essential.

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:

1. Explain the role of language and culture in intercultural communication
2. Examine linguistic and discourse features of speech practices occurring in intercultural situations
3. Critically analyse the literature and present an argument using evidence from intercultural communication research
4. Analyse the factors facilitating and hindering intercultural communication
5. Reflect on their experience and contribute to an improved understanding of interculturality

Course Syllabus

Week	Topic	Content
1	Introduction to the course	<ul style="list-style-type: none"> • Scope • Objectives • Learning activities • Study requirements • Assessments
Selected Readings: <ul style="list-style-type: none"> • Course Profile 		
2	Structuralist approaches to language and culture	<ul style="list-style-type: none"> • Language as a structural system • Linguistic relativity • Cultures as national attributes • Societal norms and cultures • Cultural embodiment
Selected Readings: <ul style="list-style-type: none"> • Kramsch, C. (2014). Language and culture. <i>AILA Review</i>, 27, 30-55. doi:10.1075/aila.27.02kra • Wierzbicka, A. (1992). <i>Semantics, culture, and cognition: Universal human concepts in culture specific configurations</i>. Oxford: Oxford University Press. Chapter 11: Australian English. 		

<ul style="list-style-type: none"> • Yu, N. (2014). Embodiment, culture and language. In F. Sharifian (Ed.), <i>The Routledge handbook of language and culture</i> (pp. 227-239). New York, NY: Routledge. 		
3	Language and culture: Beyond structuralism	<ul style="list-style-type: none"> • Language as a communicative system • Language as discourse • Cultural semiotics • Linguaculture
<p>Selected Readings:</p> <ul style="list-style-type: none"> • Liddicoat, A. J., & Scarino, A. (2013). <i>Intercultural language teaching and learning</i>. Malden, MA: Wiley-Blackwell. Chapter 2: Languages, cultures and the intercultural. • Scollon, R., Scollon, S. W., & Jones, R. H. (2012). <i>Intercultural communication: A discourse approach</i> (3rd ed.). Malden, MA: Wiley-Blackwell. Chapter 1: What is a discourse approach? 		
4	The intercultural	<ul style="list-style-type: none"> • Intercultural Contact (IC) • The Third Space • Cultural hybridity • Symbolic dimensions of the intercultural • Translanguaging and interculturality
<p>Selected Readings:</p> <ul style="list-style-type: none"> • Bhabha, H. K. (1994). <i>The location of culture</i>. London: Routledge. Chapter 8: Dissemination. Time, narrative and the margins of the modern nation. • Hua, Z., & Wei, L. (2020). Translanguaging, identity, and migration. In J. Jackson (Ed.), <i>The Routledge handbook of language and intercultural communication</i> (pp. 234-248). New York, NY: Routledge. • Kramsch, C., & Uryu, M. (2020). Intercultural contact, hybridity, and third space. In J. Jackson (Ed.), <i>The Routledge handbook of language and intercultural communication</i> (pp. 204-218). New York, NY: Routledge. 		
5	The Cultural Other	<ul style="list-style-type: none"> • Emic and Etic Perspectives • Cultural bias & prejudice • Stereotyping • Ideological loading in “the Other” • Raciolinguistics and racism
<p>Selected Readings</p> <ul style="list-style-type: none"> • Karniel, Y., & Lavie-Dinur, A. (2011). Entertainment and stereotype: Representation of the Palestinian Arab citizens of Israel in reality shows on Israeli television. <i>Journal of Intercultural Communication Research</i>, 40(1), 65-87. doi: 10.1080/17475759.2011.558385 • Ladegaard, H. J., & Cheng, H.F. (2014). Constructing the cultural Other: Prejudice and intergroup conflict in university students’ discourse about “the other”. <i>Language and Intercultural Communication</i>, 14(2), 156–75. • Wright, S. C., & Taylor, D. M. (2007). The social psychology in cultural diversity: Social stereotyping, prejudice, and discrimination. In M. A. Hogg and J. M. Cooper (Eds.), <i>The Sage handbook of social psychology</i> (pp. 361-387). Thousand Oaks, CA: Sage. 		
6	Language and identity in intercultural communication	<ul style="list-style-type: none"> • Community of Practice • Intercultural sensitivity in multiracial contexts • Shifting gender identities and interculturality • Linguistic construction of transgenderism • Cultural rituality • Religious attire, identity, and linguaculture
<p>Selected Readings:</p>		

<ul style="list-style-type: none"> • Besnier, N. (2003). Crossing genders, mixing languages: The linguistic construction of transgenderism in Tonga. In J. Holmes and M. Meyerhoff (Eds.), <i>The handbook of language and gender</i> (pp. 279-301). Oxford: Blackwell. • Clément, R., & Noels, K. A. (1992). Towards a situated approach to ethnolinguistic identity: The effects of status on individuals and groups. <i>Journal of Language and Social Psychology, 11</i>, 203– 32. • Spreckels, J., & Kotthoff, H. (2007). Communicating identity in intercultural communication. In H. Kotthoff & H. Spencer-Oatey (Eds.), <i>Handbook of intercultural communication</i> (pp. 467-490). Berlin: De Gruyter Mouton. 		
7	Intercultural pragmatics	<ul style="list-style-type: none"> • Greetings • Request • Apology • Compliment • Complaint
<p>Selected Readings:</p> <ul style="list-style-type: none"> • Nilsson, J., Norrby, C., Bohman, L., Marian, K. S., Wide, C., Lindstrom, J. (2020). What is in a greeting? The social meaning of greetings in Sweden-Swedish and Finland-Swedish service encounters. <i>Journal of Pragmatics, 168</i>, 1-15. • Wierzbicka, A. (2003). <i>Cross-cultural pragmatics</i>. Amsterdam: De Gruyter Mouton. Chapter 2: Different cultures, different languages, different speech acts. 		
8	Verbal and non-verbal communication across cultures	<ul style="list-style-type: none"> • High/Low-context communication • Address Terms • Power and Intimacy • Action and Emotion • Space and Silence • Gestures
<p>Selected Readings:</p> <ul style="list-style-type: none"> • Kim, Z. H., & Lausberg, H. (2018). Koreans and Germans: Cultural differences in hand movement behaviour and gestural repertoire. <i>Journal of Intercultural Communication Research, 47</i>(6), 439-453. doi:10.1080/17475759.2018.1475296 • Lim, T-S. (2017). Verbal communication across cultures. In L. Chen (Ed.), <i>Intercultural communication</i> (pp. 179-197). Amsterdam: De Gruyter Mouton. 		
9	Politeness and Im/politeness	<ul style="list-style-type: none"> • Face, Face-Threatening Act, Face Systems • Maxims of politeness • Universality and specificity of politeness and im/politeness • Im/politeness and social practice • Rapport management
<p>Selected Readings:</p> <ul style="list-style-type: none"> • House, J. (2012). (Im)politeness in cross-cultural encounters. <i>Language and Intercultural Communication, 12</i>(4), 284-301. doi:10.1080/14708477.2012.722097 • Leech, G. (2014). <i>The pragmatics of politeness</i>. Oxford: Oxford University Press. Chapter 4: Politeness: The model. 		
10	Discursive analysis of intercultural situations	<ul style="list-style-type: none"> • In the workplace • In migrant settings • In study abroad • In tourism

Selected Readings:

- Amarasinghe, A. D. (2012). Facework strategies of Sri Lankans working in Australia. *Journal of Intercultural Communication Research*, 41(2), 193-215. doi:10.1080/17475759.2012.692333
- Cordeiro, M. J. (2011) Portuguese 'to go': Language representations in tourist guides. *Language and Intercultural Communication*, 11(4), 377-388. doi:10.1080/14708477.2011.613476
- Zhu, W. (2017). A cross-cultural pragmatic study of rapport-management strategies in Chinese and English academic upward request emails. *Language and Intercultural Communication*, 17(2), 210-228. doi:10.1080/14708477.2016.1253707

11	Digital intercultural communication	<ul style="list-style-type: none"> • Multimodality in digital intercultural communication • Emotional distance • Third Space Literacy • Digital intercultural pragmatics • Mediation of cross-cultural adaptation
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Selected Readings:

- Potter, J., & McDougall, J. (2017). *Digital media, culture and education: Theorising Third Space Literacies*. Dordrecht: Springer. Chapter 2: Third Spaces and Digital making.
- Sandel, T. L. (2014) "Oh, I'm Here!": Social media's impact on the crosscultural adaptation of students studying abroad. *Journal of Intercultural Communication Research*, 43(1), 1-29. doi:10.1080/17475759.2013.865662
- Theodoropoulou, I. (2015). Politeness on Facebook: The case of Greek birthday wishes. *Pragmatics*, 25(1), 23-45.

12	Intercultural language teaching	<ul style="list-style-type: none"> • Intercultural competence and awareness • Designing classroom activities • Methods of culture teaching • Intercultural curricula • Assessment
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Selected Readings:

- Byram, M., & A. Feng, A. (2004). Culture and language learning: Teaching, research and scholarship. *Language Teaching*, 37, 149-168.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden, MA: Wiley-Blackwell. Chapter 5: Designing classroom interactions and experiences.

13	Interculturality and globalisation in the 21 st century	<ul style="list-style-type: none"> • Cultural dis/continuity • Inter-religious tolerance • Cosmopolitan practice • Interculturality and environmentalism • World Englishes, ELF and linguacultures
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Selected Readings:

- Canagarajah, S. (2013). From intercultural rhetoric to cosmopolitan practice: Addressing new challenges in Lingua Franca English. In D. Belcher & G. Nelson (Eds.), *Critical and corpus-based approaches to intercultural rhetoric* (pp. 203–226). Ann Arbor, MI: University of Michigan Press.
- Eko, B. S., & Putranto, H. (2019). The role of intercultural competence and local wisdom in building intercultural and inter-religious tolerance. *Journal of Intercultural Communication Research*, 48(4), 341-369. doi:10.1080/17475759.2019.1639535
- Ladegaard, H. J. (2007). Global culture - Myth or reality? Perceptions of "National Cultures" in a global corporation. *Journal of Intercultural Communication Research*, 36(2), 139-163. doi:10.1080/17475750701478729

Assessments

Online Quiz: 10%

Tutorial Participation: 10%

Essay: 40%

Collaborative Digital Storytelling: 40%

1. Online Quiz

Weighting: 10 % over 10 weeks

Mode: Individual work

Format: Multiple choice, true or false, fill in the blank

Description: Students are required to complete an online quiz (10 questions each) every week based on required weekly readings from weeks 2-11. The quiz is available every Wednesday in a given week until the day of the lecture the following week. The quiz must be completed before the lecture of the designated week. Students are not allowed to complete the quiz after the lecture.

Submission: Blackboard

2. Tutorial Participation

Weighting: 10%

Mode: Individual work

Format: Group discussions

Description: Students are required to participate actively in weekly tutorials. Assessment will be made on the basis of attendance and contributions to group discussions.

3. Essay

Weighting: 40%

Mode: Individual work

Description: An essay of 2500 words (excluding references) is required for submission on Turnitin in Week 10. A list of essay topics relevant to intercultural communication will be distributed in Week 2. Students are to choose a topic from the list and critically examine it using relevant literature.

Appointment can be made to consult about the topic, how to approach it, etc.

Submission: Turnitin

Criteria and marking: Available on Blackboard.

4. Collaborative Digital Storytelling

Weighting: 40%

Mode: Group work

Description: Students are required to work in groups to create a ten-minute digital story focusing on a topic relevant to intercultural communication. The digital story may be developed in any range of narratives (e.g., web-based stories, interactive stories, hypertexts). Any form of digital tools such as iMovie, Microsoft Photos and WeVideo may be in use. Students will be divided into groups of four based on their cultural backgrounds. Attempts will be made to ensure good representation of cultural diversity, so that where possible, a group consists of people of four different cultural backgrounds, or at least people of two different cultural backgrounds. Group members must select an intercultural communication topic; for example, apology, silence, address terms. They must identify how they would like to present the topic, whether they simply want to reflect on the topic where everyone talks about their experiences, or to create a short movie where everyone acts in it. Students are encouraged to be creative and engaging in their work, however, they must ensure that around 7 minutes must be dedicated to the story while the other 3 minutes to its analysis. Incorporation of relevant concepts and theories is compulsory. A transcript must be submitted along with a video format of the story.

Technological assistance may be provided by the ICT Unit of the University.

Criteria and marking: Available on Blackboard.

Submission: Submit the transcript to Turnitin and the digital story in a video format via a link in the assessment folder.

Recommended Readings:

- Agyekum, K. (2002). The communicative role of silence in Akan. *Pragmatics*, 12, 31–51.
- Atkinson, D. (2020). Intercultural rhetoric and intercultural communication. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (2nd ed.) (pp. 124-137). New York, NY: Routledge.
- Barron, A. (2019). Using corpus-linguistic methods to track longitudinal development: Routine apologies in the study abroad context. *Journal of Pragmatics*, 146, 87-105.
- Besnier, N. (2003). Crossing genders, mixing languages: The linguistic construction of transgenderism in Tonga. In J. Holmes and M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 279-301). Oxford: Blackwell.
- Blum-Kulka, S., House, J., Kasper, G. (eds). (1989). *Cross-cultural pragmatics: Requests and apologies [Advances in Discourse Processes XXXI]*, O.R. Freedle (ed.). Norwood NJ: Ablex.
- Brown, Penelope & Stephen C. Levinson. (1978). *Universals in language usage: Politeness phenomena*. In Esther N. Goody (Ed.), *Question and politeness* (pp. 56–311). Cambridge: Cambridge University Press.
- Byram, M. (2003). *From foreign language education to education for intercultural citizenship*. Clevedon, UK: Multilingual Matters. Chapter 12: Curricula for intercultural citizenship education.
- Chen, R., & Yang, D. (2010). Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics*, 42, 1951–1963. doi:10.1016/j.pragma.2009.12.006
- Cook-Gumperz, J., & Gumperz, J. J. (2002). Narrative accounts in gatekeeping interviews: Intercultural differences or common misunderstandings?. *Language and Intercultural Communication*, 2(1), 25-36. doi:10.1080/14708470208668073
- Croucher, S. M. (2008). French-Muslims and the *hijab*: An analysis of identity and the Islamic veil in France. *Journal of Intercultural Communication Research*, 37(3), 199-213. doi:10.1080/17475750903135408
- Fan, C. (1996). Language, gender and Chinese culture. *International Journal of Politics, Culture and Society*, 10(1), 95–114.
- Friedman, J. (2006). Culture and global systems. *Theory, Culture and Society*, 23(2– 3), 404-406.
- García, M. d. C. M., & María Luisa Pérez Cañado, M. L. P. (2005). Language and power: Raising awareness of the role of language in multicultural teams. *Language and Intercultural Communication*, 5(1), 86-104. doi: 10.1080/14708470508668885
- Gilchrist, E. S., & Camara, S. (2012). Cultural dis/continuity in African-American and Ghanaian mothers' voices and identities. *Journal of Intercultural Communication Research*, 41(1), 81-108. doi: 10.1080/17475759.2011.651152
- Gordon, D. (2004). "I'm tired. You clean and cook": Shifting gender identities and second language socialization. *TESOL Quarterly*, 38(3), 437–57.
- Gumperz, J. J., & Roberts, C. (1991). Understanding in intercultural encounters. In J. Blommaert & J. Verschueren (Eds.), *The pragmatics of intercultural and international communication* (pp. 51-90). Amsterdam: John Benjamins.
- Gutierrez, K., Baquedano- Lopez, P. & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture and Activity*, 6(4), 286– 303.
- Haugh, M. (2005). The importance of 'place' in Japanese politeness: Implications for cross cultural and intercultural analyses. *Intercultural Pragmatics*, 2, 41–68.
- Haugh, M. (2013). Im/politeness, social practice and the participation order. *Journal of Pragmatics*, 58, 52-72.
- Heinz, B., Cheng, H-I (C)., & Inuzuka, A. (2007). Greenpeace Greenspeak: A transcultural discourse analysis. *Language and Intercultural Communication*, 7(1), 16-36. doi:10.2167/laic186.0
- Hogg, M.A. and Abrams, D. (2007). Intergroup behaviour and social identity. In M. A. Hogg and J. M. Cooper (Eds.), *The Sage handbook of social psychology* (pp. 407-431). Thousand Oaks, CA: Sage.
- Jusim, L. (2017). Précis of social perception and social reality: Why accuracy dominates bias and self-fulfilling prophecy. *Behavioral and Brain Sciences*, 40, 1– 65.

- Khrebtan-Hörhager, J., & Avant-Mier, R. (2017). Despicable others: Animated Othering as equipment for living in the era of Trump. *Journal of Intercultural Communication Research*, 46(5), 441-462. doi: 10.1080/17475759.2017.1372302
- Kim-Cragg, HR., & Doi, J. (2012). Intercultural threads of hybridity and threshold spaces of learning. *Religious Education*, 107(3), 262-275. doi:10.1080/00344087.2012.678148
- Kotthoff, H. (2007). Ritual and style across cultures. In H. Kotthoff and H. Spencer-Oatey (Eds.), *Handbook of intercultural communication* (pp. 173-197). Berlin: De Gruyter Mouton.
- Kramersch, C. (2011). The symbolic dimension of the intercultural. *Language Teaching*, 44(3), 354–67.
- Kramersch, C. (2004). *Language, thought and culture*. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 235–261). Oxford: Blackwell. doi:10.1002/9780470757000.ch9
- Kress, G. (2012). Thinking about the notion of ‘cross-cultural’ from a social semiotic perspective. *Language and Intercultural Communication*, 12(4), 369-385. doi:10.1080/14708477.2012.722102
- Kung, F-W. (2016). The reorientation of international expatriates’ language and cultural identities from a religious ethnic community institution and community of practice: A multicultural and multilingual perspective. *Language and Intercultural Communication*, 16(4), 535– 51.
- Ladegaard, H. J. (2020). Constructing the cultural Other: Prejudice and stereotyping. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 191-203). New York, NY: Routledge.
- Ladegaard, H. J. (2013). Demonising the cultural Other: Legitimising the dehumanisation of foreign domestic helpers in the Hong Kong press. *Discourse, Context and Media*, 2(3), 131– 40.
- Langan, J., & Shi, X. (2020). Gender, language, identity, and intercultural communication. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 219-233). New York, NY: Routledge.
- Langlotz, A., & Locher, M. A. (2012). Ways of communicating emotional stance in online disagreements. *Journal of Pragmatics*, 44, 1591-1606.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Malden, MA: Wiley-Blackwell. Chapter 8: Assessing intercultural language learning.
- Matsumoto, D. and Hwang, H.- S. (2011) Nonverbal communication: The messages of emotion, action, space, and silence. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 130-147). London: Routledge.
- Matsumoto, D., & Hwang, H. S. (2012). Culture and emotion: The integration of biological and cultural contributions. *Journal of Cross-Cultural Psychology*, 43(1), 91–118.
- Matsumoto, Y. (1988). Reexamination of the universality of face: Politeness phenomena in Japanese. *Journal of Pragmatics*, 12(4), 403– 426.
- Nshom, E. (2016). Predictors of Finnish adolescent’s prejudice towards Russian immigrants and the effect of intergroup contact. *Journal of Intercultural Communication Research*, 45(1), 31-44.
- Okamoto, S. (2004). Ideology in linguistic practice and analysis: Gender and politeness in Japanese revisited. In S. Okamoto & J. Shibamoto-Smith (Eds.), *Japanese Language, Gender and Ideology* (pp. 38-56). Oxford: Oxford University Press.
- Ribeiro, S. P. M. (2016). Developing intercultural awareness using digital storytelling. *Language and Intercultural Communication*, 16(1), 69-82. doi:10.1080/14708477.2015.1113752
- Risager, K. (2014). Linguaculture: The language-culture nexus in transnational perspective. In F. Sharifian (Ed.), *The Routledge handbook of language and culture* (pp. 87-99). New York, NY: Routledge.
- Risager, K. (2020). Linguaculture and transnationality: The cultural dimensions of language. In J. Jackson (ed.), *The Routledge handbook of language and intercultural communication* (2nd ed.) (pp. 109-123). London and New York: Routledge.
- Scollon, R., Scollon, S. W., Jones, R. H. (2012). *Intercultural communication: A discourse approach* (3rd ed.). Malden, MA: Wiley-Blackwell. Chapter 3: Interpersonal politeness and power.
- Shafran, R. W. (2019). Level of directness and the use of please in requests in English by native speakers of Arabic and Hebrew. *Journal of Pragmatics*, 148, 1-11.
- Silverstein, M. (2004). ‘Cultural’ concepts and the language-culture nexus. *Current Anthropology*, 45(5), 621–652. doi: 10.1086/423971

- Spencer-Oatey, H. (2002). Managing rapport in talk: Using rapport sensitive incidents to explore the motivational concerns underlying the management of relations. *Journal of Pragmatics*, 34, 529-545.
- Tamam, E. (2010). Examining Chen and Starosta's Model of Intercultural Sensitivity in a multiracial collectivistic country. *Journal of Intercultural Communication Research*, 39(3), 173-183. doi: 10.1080/17475759.2010.534860
- Tajeddin, Z., Alemi, M., & Razzaghi, S. (2014). Cross-cultural perceptions of impoliteness by native English speakers and EFL learners: The case of apology speech act. *Journal of Intercultural Communication Research*, 43(4), 304-326. doi: 10.1080/17475759.2014.967279
- Tanaka, L. (2014). Language, gender, and culture. In F. Sharifian (Ed.), *The Routledge handbook of language and culture* (pp. 100-112). New York, NY: Routledge.
- Tang, C. H., & Zhang, G. Q. (2009). A contrastive study of compliment responses among Australian English and Mandarin Chinese speakers. *Journal of Pragmatics*, 41, 325-345.
- Torop, P. (2014). Cultural semiotics. In F. Sharifian (Ed.), *The Routledge handbook of language and culture* (pp. 170-180). New York, NY: Routledge.
- Williams, Q. E. (2016). Ethnicity and extreme locality in South Africa's multilingual Hip Hop Ciphaz. In H. S. Alim, J. R. Rickford, A. F. Ball (Eds.), *Raciolinguistics: How language shapes our ideas about race* (pp. 113-133). Oxford: Oxford University Press.
- Ye, Z. (2019). The politeness bias and the society of strangers. *Language Sciences*, 76, 1-11.