THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Fostering Intercultural Learning and Growing: From Theory to Practice
Course Code	:	ENG3437
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

With the globalization and internationalization of higher education, there is a growing number of opportunities for students to cross borders, countries and culture to start a new language and cultural learning journey in a different educational context. It is crucial to prepare our students with relevant theory and research together with some practical examples, facilitate their understanding of their intercultural education and help them achieve positive learning outcomes by relating their international/intercultural learning experiences to the topics in this course. This course is designed for students in the university with recent or current international experience (study abroad, exchange program, immersion program, internships or educational visit). It will guide students with understanding theories and topics such as language/cultural shock, acculturation challenges and strategies, intercultural adjustment, intercultural relations, identity expansion, global citizenship and intercultural competence in a second language from perspectives of international education (intercultural contact and diversity) and cross-cultural psychology (the stress and coping theory, cultural learning theory and the social identification theory). Through deep and critical self-reflection, blog sharing, group discussion, and interview, this course will enhance student awareness of linguistic and cultural differences, develop effective communication skills and strategies, strengthen intercultural communication competence, and shape their values, beliefs and identity as a global citizen.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$	Demonstrate a sound and critical understanding of the concepts and theories involved in intercultural education and learning;
$CILO_2$	Demonstrate a sound and critical understanding of different intercultural attitudes, communication and adaptation;
$CILO_3$	Develop an awareness of cultural diversity and how it influences their life in terms of intercultural learning; and
$CILO_4$	Critically reflect on their own and others' cultural experiences in references to the concepts and theories of intercultural education and adaptation.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

$CILLO_1$	Apply effective language and terms to evaluate intercultural experience in both oral and written modalities; and
$CILLO_2$	Use appropriate language and organization to critically analyse past or recent intercultural experience and relevant literature.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities

● Definitions, theories and key concepts in intercultural education and learning	*CILOs 1,2,3,4* *CILLOs 1,2*	Reading, Lecture, In-class discussion
● Overview of different approaches to intercultural education and learning	*CILOs 1,2,3,4* *CILLOs 1,2*	Reading, Lecture, In-class discussion
● Topics related to cultural difference and intercultural experience (e.g., attitudes, values, language and cultural shock,)	*CILOs 1,2,3,4* *CILLOs 1,2*	Reading, Lecture, In-class discussion, Assessment Tasks
● Topics related to intercultural learning and adaptation (e.g., intercultural contact and diversity, intercultural adjustment, identity expansion, intercultural citizenship, and intercultural competence in a second language)	*CILOs 1,2,3,4* *CILLOs 1,2*	Reading, Lecture, In-class discussion, Assessment Tasks

5. **Assessment**

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Personal Cultural Profile A brief presentation in class on your personal cultural profile i.e. reflection on different elements such as communication culture/language, nationality, location, gender, history, religion (More guidelines will be given in class. Separate assessment rubrics are developed for this task). **Presentation format**: PowerPoint slides; video; drawing; sketch. Materials should be placed on Moodle. Useful resources will be uploaded on Moodle to help you complete this task.	10% Individual work	*CILOs 1,2, 3,4* *CILLOs 1,2*
(b) Group Project: Vlog (15 mins) In this Vlog project, students form a group of three and share a recent or past intercultural experience through blog and evaluate the experience and how it affects them in significant ways (e.g., the most impressive cultural events or critical events) with applying the concepts covered in the lesson (e.g., acculturation challenges, language/cultural shock and strategies, intercultural adjustment, etc.). This project can be creative in nature. Students can include artefacts such as pictures and videos took during the intercultural experience to enrich their vlog and provide concrete examples for evaluation. **Format:** YouTube will be used as the medium for this	40% Group work	*CILOs 1,2,3,4* *CILLOs 1,2*

assignment to make sharing as easy as possible. Please make sure you make your video unlisted. The instructor will allocate students to be presenting in each session based on a reverse alphabetical order during the third class and presentations will start from the fourth class. Useful resources will be uploaded on Moodle to help you complete this task.		
(c) Final Essay (1500 words) In this essay, you will take stock of your learning (reflect on what you have gained from this period of intense reflection your international experience) and set goals for future expansion of your intercultural competence and identity (describe concrete plans for further international experience/intercultural engagement/L2 use). You could revisit critical incidents that you encountered. Have your views changed? If yes, in what ways? Why? In this essay, you should link some of your ideas to relevant theories/research/readings (e.g., quote appropriate sources, refer to the experiences of other authors/your peers). **Format:** Essay in academic style Useful references and resources will be uploaded on Moodle to help you complete this task.	50% Individual work	$CILOs_{1,2,3,4}$ $CILLOs_{1,2}$

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

Books

Hall, B.J. (2005). Among cultures: The challenge of communication. London: Taylor and Francis.

Hansel, B. (2007). The Exchange Student Survival Kit (2nd ed.). Boston: Intercultural Press.

Jackson, J. (2008). *Language, identity, and study abroad: Sociocultural perspectives*. London: Equinox Publishing.

Jackson, J. (2020). *Introducing language and intercultural communication*. New York, NY: Routledge.

Martin, J.N., & Nakayama, T.K. (2018). *Intercultural Communication in Contexts*. New York, NY: McGraw-Hill Education

Suggested Journal Articles

Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131-154.

Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of Research in International Education*, 8(3), 349-373.

Gu, M. (2018). Teaching students from other cultures: An exploration of language teachers' experiences with ethnic minority students in Hong Kong. *Journal of Language, Identity and Education,* 17(1), 1-15.

Maber, E. J. (2016). Cross-border transitions: Navigating conflict and political change through community education practices in Myanmar and the Thai border. *Globalisation, Societies and Education*, 14(3), 374-389.

Stewart, K., & Gachago, D. (2016). Being human today: A digital storytelling pedagogy for transcontinental border crossing. *British Journal of Educational Technology*, 47(3), 528-542.

Vyas, L. & Yu, B. (2018). An investigation into the academic acculturation experiences of Mainland Chinese students in Hong Kong. *Higher Education*, 76(5), 883-901.

Yu, B. & Shen, H. Z. (2012). Predicting roles of linguistic confidence, integrative motivation and second language proficiency on cross-cultural adaptation, *International Journal of Intercultural Relations*, 36, 72-82.

Yu, B. & Wright, E. (2016). Socio-cultural adaptation, academic adaptation and satisfaction of international higher degree research students in Australia. *Tertiary Education and Management,* 22(1), 49-64.

Yu, B. & Wright, E. (2017). Academic adaptation amid internationalisation: The challenges for local, mainland Chinese, and international students at Hong Kong's universities. *Tertiary Education and Management*, 23(4), 347-360.

Yu, B. & Zhang, K. (2016). "It's more foreign than a foreign country": Adaptation and Experience of mainland Chinese Students in Hong Kong. *Tertiary Education and Management,* 22(4), 300-315.

Yu, B. (2010). Learning Chinese abroad: A longitudinal study of the role of language attitudes and motivation in the adaptation of international students at a Chinese university. *Journal of Multilingual and Multicultural Development*, 31(3), 301-321.

Yu, B. (2013). Asian international students at an Australian university: Mapping the paths between integrative motivation, competence in L2 communication, cross-cultural adaptation and persistence with structural equation modelling. *Journal of Multilingual and Multicultural Development,* 34(7), 727-742.

9. Related Web Resources

www.retrievalpractice.org
https://bjorklab.psych.ucla.edu/
http://laplab.ucsd.edu/
https://www.britishcouncil.hk/en/teach/online-teaching-resources
https://www.tirfonline.org

10. Related Journals

Applied Linguistics
Group Processes & Intergroup Relations
Higher Education
Higher Education Research and Development
Intercultural Education
International Journal of Intercultural Relations
Journal of Cross-cultural Psychology
Journal of Multilingual and Multicultural Development
Journal of Research in International Education
Language Learning
Learning and Individual Differences
Learning and Instruction
Multilingualism
Studies in Higher Education
Teaching and Teacher Education
Tertiary Education and Management

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

13 August 2025