

## Liverpool John Moores University

Title: THE YEAR ABROAD IN FOCUS  
Status: Definitive  
Code: **5001LASSS** (108363)  
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool Business School  
Teaching School/Faculty: Liverpool Business School

Team	Leader
William Haworth	Y

**Academic Level:** FHEQ5  
**Credit Value:** 12.00  
**Total Delivered Hours:** 24.00  
**Total Learning Hours:** 120  
**Private Study:** 96

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Seminar	24.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Review		16.7	
Report	Reflection		11.1	
Report	Interview		22.2	
Report	Reflection		22.2	
Report	Review		11.1	
Report	Reflection		16.7	

### Aims

*To develop a greater understanding of issues affecting the state of contemporary society in the country where the target language is spoken and where the students will spend his/her year abroad.*

*To encourage and enable students to reflect on their own expectations, those of Liverpool JMU and of the host university and potential work-placement organisations*

*when they participate in the sandwich year of study and/or work abroad.  
 To develop an awareness and understanding of issues in relation to intercultural diversity, communication and 'culture shock' in the country where the student intends to spend his/her year abroad in order to prepare him/her for and enhance his/her experience of living, studying and working in the country concerned.  
 To brief students on the cities and partner universities where they might live and study prior to their making their preferred choices for a placement abroad, with the help of Socrates exchange students from partner universities as well as of Liverpool JMU students who have returned from their year abroad.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Have a better understanding of issues which might have an impact on current affairs in the country where they will spend their year abroad.
- 2 Define and record their own expectations as well as those of JMU and their host university/potential work placement during their year abroad.
- 3 Demonstrate their understanding of strategies for coping with culture shock and communication/intercultural communication difficulties in the country where they will spend their year abroad.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Country profile	1	
Questions I want to answer	2	3
Interview exchange student	1	3
Personal review	2	3
Review website	2	
Personal planning	2	

## **Outline Syllabus**

*The teaching programme will introduce students to key issues of which they must be aware in the countries with which university partner agreements exist. The programme will then focus on individual countries, prior to students undertaking specific study of issues relating to their country of interest. The reflective and practical issues of preparing for living and study abroad will follow on from the background societal studies.*

## **Learning Activities**

Group activities, pair work, team work and individual study. Activities may cover, for example, topic-based discussion, case studies, development of a personal portfolio of guided activities (reflective log, CV). Students will be required to provide a report on their return from their year abroad in which they analyse the extent to which their own expectations and their anticipation of the expectations of other stakeholders were matched in their experiences abroad.

## References

<b>Course Material</b>	Book
<b>Author</b>	Barnard, G
<b>Publishing Year</b>	1995
<b>Title</b>	Cross-cultural communication :a practical guide
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Cassell
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Brick, Jean
<b>Publishing Year</b>	2004
<b>Title</b>	China :a handbook in intercultural communication
<b>Subtitle</b>	
<b>Edition</b>	2nd ed
<b>Publisher</b>	Sydney, NSW : National Centre for English Language Teaching and Research, Macquarie University
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Daniels, Gordon and Reinhard Drifte (eds).
<b>Publishing Year</b>	1986
<b>Title</b>	Europe and Japan :changing relationships since 1945
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Paul Norbury.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hampshire, D
<b>Publishing Year</b>	2003
<b>Title</b>	Living and working in France :a survival handbook
<b>Subtitle</b>	
<b>Edition</b>	5th Edition
<b>Publisher</b>	London : Survival

<b>ISBN</b>	
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<b>Course Material</b>	Book
<b>Author</b>	Hampshire, D.
<b>Publishing Year</b>	2003
<b>Title</b>	Living and working in Spain :a survival handbook
<b>Subtitle</b>	
<b>Edition</b>	4th ed
<b>Publisher</b>	London : Survival
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Lewis, R. D
<b>Publishing Year</b>	2000
<b>Title</b>	When cultures collide :managing successfully across cultures.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Nicholas Brealey
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Marx, E
<b>Publishing Year</b>	1998
<b>Title</b>	Breaking through culture shock :what you need to succeed in international business
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Nicholas Brealey
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Reilly, S
<b>Publishing Year</b>	1998
<b>Title</b>	Living, studying, and working in France :everything you need to know to fulfill your dreams of living abroad
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Henry Holt
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Storti, C
<b>Publishing Year</b>	2001
<b>Title</b>	Art of crossing cultures
<b>Subtitle</b>	
<b>Edition</b>	2nd ed.

<b>Publisher</b>	Intercultural Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Sussex Univ International & Study Abroad Office
<b>Publishing Year</b>	2001
<b>Title</b>	Student's guide to living in Austria, Belgium, France, Germany, Italy, Spain and Switzerland
<b>Subtitle</b>	[floppy disk]
<b>Edition</b>	
<b>Publisher</b>	Sussex Univ
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Wegs, J. Robert, Robert Ladrech
<b>Publishing Year</b>	1996
<b>Title</b>	Europe since 1945 :a concise history
<b>Subtitle</b>	
<b>Edition</b>	4th Edition
<b>Publisher</b>	St. Martin's
<b>ISBN</b>	

## Notes

This module provides students with an understanding of concepts relating to their country of study. In addition to offering information of a practical nature relating to preparation for daily living, study and work in a new country, it also develops students' conceptual thinking to help them prepare themselves fully for living abroad independently and for gaining maximum benefit from the experience.

Cross-cultural communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Intercultural communication is a related field of study. During the Cold War, the economy of the United States was largely self-contained because the world was polarized into two separate and competing powers: the East and the West. However, changes and advancements in economic Nowadays no one is surprised to see foreigners and foreign students in the streets of a city. But few people understand how to communicate with a representative of another country, came to a mutual understanding. The purpose of this study is to examine the problems of cross-cultural communication around the world and get some idea of the people involving in them. Theoretical methods have been used to achieve this goal. The result of this study is to confirm the facts concerning the necessity and importance of analysis of scientific works of recent years indicates a growing interest in peculiar Cross Cultural Communication. The Lewis Model and the Differences between Cultures - Communications - Term Paper 2018 - ebook 12.99 € - GRIN. 4 Practical relevance of crossing culture. 5 Managing and leading in different cultures 5.1 Germany 5.2 Mexico 5.3 Japan 5.4 Intercategory comparisons. 6 Summary. Bibliography. List of figures. Fig. 1: Core Beliefs of Japan.

Introduction. Culture is a way of thinking and living whereby one picks up a set of attitudes, values, norms and beliefs that are taught and reinforced by other members in the group. This set of basic assumptions and solutions to the problems of the world is a shared system that is passed on from generation to generation to ensure survival. A culture consists of unwritten and written principles and laws that guide how an individual interacts with the outside world. Members of a culture can be identified by the fact that they share some similarity. They may be united by religion, by geography, Cross-cultural communication can be challenging. Here's what to know to successfully communicate and collaborate with colleagues from different cultures. "What makes communication so challenging is that the background and cultural norms of each country can be greatly different," explains Sharon Schweitzer, JD, Intercultural Trainer, Cross-Cultural Coach, and Author of *Access to Asia* (Wiley), named to Kirkus Reviews Best Books of 2015. She is also the Founder of Access to Culture. Working on Common Cross-cultural Communication Challenges. by Marcelle E. DuPraw and Marya Axner. Six Fundamental Patterns of Cultural Difference. Different Communications Styles. Different Attitudes Toward Conflict. Different Approaches to Completing Tasks. Different Decision-Making Styles. Different Attitudes Toward Disclosure. Different Approaches to Knowing. Respecting Our Differences and Working Together. Cross-cultural communication might be hindered by a number of factors: ethnocentrism (i.e. ignoring other cultures), parochialism (focusing too much on local peculiarities) and stereotyping (because reality can be too complex to model) [14]. Data Mining Cultural Aspects of Social Media Marketing. The hypothesized relationship between cross cultural communication competence and collective efficacy was confirmed and statistically measured through regression analysis. The study is guided by the fact that most learners use their mother tongue (isiXhosa) in classrooms as well as outside classrooms. Theoretically, this study is underpinned by the constructivist view of language learning and English as an international language. Communicating across cultures is harder than it seems. InterNations gives you tips on putting the theory of overcoming cultural differences into practice! In this article, we will briefly look at theories of culture and provide a short introduction to cross-cultural communication for expats, with plenty of practical advice. Also in this article: Intercultural Communication. Defining Culture. On the previous two pages, we have outlined the theory of intercultural communication. But what about the practice? In practice, you have already taken the first, essential, step towards cross-cultural competence: You know that cultures are multi-layered and that various differences exist between cultures. Moreover, it's also of supreme importance to be aware