

**UNIVERSIDAD DE COSTA RICA  
 ESCUELA DE LENGUAS MODERNAS  
 BACHILLERATO EN INGLÉS/BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS  
 SECCIÓN DE CURSOS DE COMUNICACIÓN ORAL**

**PROPOSED COURSE OUTLINE**

<b>Course name:</b> Intercultural Communication	<b>Course code:</b> LM-1481
<b>Pre-requisite:</b> LM-1471	<b>Type:</b> Obligatory for students in the BA in English and the BA in English Teaching
<b>Level:</b> 4th year	<b>Period:</b> 8th semester
<b>Credits:</b> 3	<b>Expected Time Dedication:</b> 9 hours <i>Class work:</i> 4 hours <i>Out-of-class work:</i> 5 hours
<b>Course delivery mode:</b> Face-to-Face (Group 01) and virtual (Group 02)	

**I. DESCRIPTION**

LM-1481 Intercultural Communication is the last required oral course for the degree of Bachillerato en Inglés and Bachillerato en la Enseñanza del Inglés. For the first semester of 2026, the course will keep its name and code, but it will be taught as a professional/research seminar intended to help students transition into the industry, academia, and/or graduate studies. Therefore, students will be exposed, gather, analyze, and present information about topics, organizations, companies, businesses, enterprises, services, products, and/or study programs related to education, translation/interpreting, literature, cultural literacy, and bilingualism/multilingualism. The course is designed to complement LM-1482, English Rhetoric IV; LM0357, English Grammar VI; and FD0554, Seminar in English Teaching, by teaching students to present their work *orally*, using a traditional physical poster, a digital poster, or an e-poster. Posters may focus on the presentation of scholarly work (academic posters), on a topic (educational posters), or on a product, service, organization, or graduate program (promotional posters) in their field. This course will be taught virtually, and Moodle (Mediación Virtual, MV) will be used as the course learning management system.

**II. OBJECTIVES:** Students will

- A. General Objective:** Effectively, accurately, and efficiently use a poster to present their research on a topic, a product, a service, an organization, a potential employer, or a graduate study program in their field, while maintaining high levels of intelligibility, comprehensibility, and fluency.

## **B. Specific objectives:**

1. Become acquainted with
  - a. graduate study programs to which they have access at the University of Costa Rica and in other higher education institutions both nationally and abroad;
  - b. professional organizations, companies, businesses, enterprises, services, and products in their field of study;
  - c. potential employers in their areas of expertise
  - d. topics related to translation/interpreting, education, literature, bilingualism/multilingualism, and cultural literacy.
2. Correct shared and idiosyncratic mistakes.
3. Leverage their knowledge of informative and persuasive speaking during the presentation of their academic, educational, or promotional posters.
4. Recognize different types of posters.
5. Critically evaluate their own and others' poster presentations.
6. Exploit paralinguistic, vocal, and other non-verbal communicative resources in the presentation of their work.
7. Comply with the guidelines of the American Psychological Association to cite their sources both in speaking and writing.
8. Follow best practices and recommendations to design and properly format their posters.
9. Employ strategies to develop a successful research project proposal.
10. Conform with suggestions for choosing and focusing a topic and for refining research questions.
11. Conduct a literature review.
12. Distinguish between different types of published articles.
13. Weigh the value of published articles for answering their research questions.
14. Implement suggestions for locating relevant literature for their research studies.
15. Design an original, properly organized, and accurately worded questionnaire to effectively and efficiently collect data.
16. Identify the possibilities and limitations of questionnaires as a data collection method.
17. Pilot their original questionnaires.
18. Use a poster to orally report on the progress and results of their research study.
19. Define key concepts from statistics (e.g., population, sample, parameter, statistic, sampling error, real limits).
20. Describe discrete and continuous variables.
21. Provide examples of different concepts studied in class (e.g., discrete variables, interval scales of measurement,
22. Compare the four scales of measurement (nominal, ordinal, interval, ration)
23. Contrast correlational, experimental, and non-experimental research.

### III. CONTENTS

- A. Questionnaire/survey research
- B. Descriptive statistics
- C. Posters
- D. English segmentals and suprasegmentals
- E. Topics in education, translation/interpreting, literature, bilingualism/multilingualism, and cultural literacy (for research projects)

### IV. METHODOLOGY

This professional/research seminar is intended to aid your transition into the industry, academia, and/or graduate studies. For this purpose, the course comprises readings, lectures, workshops, presentations by guest speakers, and conversations with professional organizations and directors of graduate programs. It also features a questionnaire study through which you will have the opportunity to apply your knowledge of research and descriptive statistics while also learning about a topic, organization, company, business, enterprise, service, product, and/or study program of your interest and in your field of study. This study will be conducted in pairs.

Though not obligatory, attendance to all sessions is highly recommended for students to achieve the course objectives. Students are also strongly encouraged to read course materials conscientiously and opportunely, do their homework as soon—or before—it is assigned, and actively participate in class activities. Instructors will keep an attendance record, but attendance will not count towards your final grade.

For all sections, MV will be used as the course learning management system. Students taking the course virtually are required to turn on their cameras. Sessions—or parts thereof—may be recorded for pedagogical purposes. Your instructor will let you know when he/she will start recording.

### V. EVALUATION

The final grade for the course will be determined on the following basis:

Task	Percentage
Quizzes (at least 2)	15%
Language log (pronunciation, vocabulary, and grammar)	5%
Partial report I	15%
Partial report II	15%
Tribunal Exam I	25%
Tribunal Exam II	25%
<b>TOTAL</b>	<b>100%</b>

All oral evaluations will be audio and video recorded. Students are strongly encouraged to make their own recordings of oral presentations as well. **Written evaluations taken by the section taking** the course virtually may be recorded as well. You can find more information about the tasks above in the following paragraphs.

- A. **Quizzes:** Quizzes may be written or oral, and they will focus on theory, theory application, key terms, relevant structures, and phonetic transcriptions
- B. **Language log:** The language log will serve as a record of your continuous and sustained work on pronunciation, vocabulary, and grammar. Alphabetically organized, the log will be used to (a) write down any mistakes pointed out by your instructors or classmates, and (b) keep a record of vocabulary and structures relevant to your area of study and/or process of becoming a researcher. The latter words and structures could come from readings, guest talks, lectures, etc. Your instructor will provide you with more specific information about the log.
- C. **The Questionnaire Study:** The study itself will be evaluated in stages comprising three partial reports (Partial Report I, Partial Report II, Tribunal Exam I) and a final report (Tribunal Exam II); see below. You will work in pairs throughout the research process, from the selection of the topic to the presentation of the final research report. Topics for research must fall within the broad areas of education, translation/interpreting, literature, bilingualism/multilingualism, and cultural literacy. You may focus on a topic, organization, company, business, enterprise, service, product, or study program in these areas. Despite the relative freedom in the selection of your topic, please keep in mind that **you should be able to answer your research questions using a questionnaire and computing descriptive statistics with your data.** Your instructor will help you make sure this is the case. You must design **your own questionnaire** and use it to collect data from **at least 20 to 30 participants.** Please note that you **may**—and are in fact advised to—work with a topic you have used before or are currently doing research on in another course if your study for this course complies with the course requirements. Here are some possible topics in different areas. **These topics have not been narrowed down yet.** Feel free to visit with your instructor regarding other options and sample studies using questionnaires and/or descriptive statistics.
  1. **Translation/interpreting:** Health risks among translators/interpreters; continuous education in translation/interpreting; disparities in the translation/interpreting job market; access to translation/interpreting services; entrepreneurship among translation/interpreting professionals
  2. **Education:** Supply of qualified teachers; college dropout; graduate studies in education; disparities in access to education
  3. **Literature:** Careers in literature; satisfaction with the master's degree in English literature; reading programs in prisons; literature and the empowerment of vulnerable groups
  4. **Bilingualism/multilingualism:** Strategies to become multilingual; the role of foreign language learning in social mobility; perceived benefits of bilingualism/multilingualism among X

**5. Cultural literacy:** Global citizenship; the role of X in the global community; cultural diversity; cultural appropriation

- D. Partial Report I:** For Partial Report I, you will share your research topic, personal reasons for choosing the topic, research objectives and questions, as well as your annotated bibliography with both your instructor and the class. The team will have **10 minutes** to share this information. After 10 minutes, you will have to answer a couple of questions from your instructor and/or classmates for a period of **five minutes**. On the day of the presentation, and to be allowed to present, you will have to share a detailed outline of your presentation with the course instructor. Since this is the last oral communication course, you are expected to put all your knowledge of informative and persuasive public speaking into practice. You are also expected to use effective visual aids, use presentation supports appropriately, and exploit non-verbal communicative resources during your presentation.
- E. Tribunal Exam I:** For Tribunal Exam I you will present your refined topic, objectives, and questions to your classmates and the two course instructors. You will then continue with the presentation of your complete literature review and the first complete draft of your questionnaire. This exam should focus on these last two components: the literature review and the questionnaire. Your presentation should last no more than **12 minutes**. You will then answer questions from the jury and/or your classmates for a period of **eight minutes**. On the day of the presentation, and to be allowed to present, you will have to share a detailed outline of your presentation with the course instructor. You are expected to comply with the same requirements of Partial Report I regarding public speaking performance, answers to questions, and use of visual aids, presentation supports, and non-verbal communicative resources. **The instructors reserve the right to invite guests to your tribunal exams.**
- F. Partial Report II:** For Partial Report II, you will *briefly* share your refined topic, objectives, questions, and review of the literature. You will then move on to the presentation of questionnaire and piloting results. The emphasis of this report should then be on the piloting process and the data collection instrument. On the day of the presentation, and to be allowed to present, you will have to share a detailed outline of your presentation with the course instructor. You are expected to comply with the same requirements of Partial Report I regarding public speaking performance, time constraints, answers to questions, and use of visual aids, presentation supports, and non-verbal communicative resources.
- G. Tribunal Exam II:** For Tribunal Exam I you will present your refined topic, objectives, and questions to your classmates and the two course instructors. You will then briefly walk the audience through the available literature and the procedures you followed to collect and analyze your data. Finally, and most importantly, you will present your results, discuss your findings, and share your conclusions. You will have **12 minutes** for your presentation, and you will answer questions from your classmates and/or the course instructor for a period of **eight minutes**. On the day of the presentation, and to be allowed to present, you will have to share a detailed

outline of your presentation with the course instructor. **The instructors reserve the right to invite guests to your tribunal exams.**

## VI. NORMS

- A. All students of the University of Costa Rica must comply with institutional regulations, including, but not limited to those in the
1. Reglamento de orden y disciplina de los estudiantes de la Universidad de Costa Rica ([www.cu.ucr.ac.cr/normativa/orden\\_y\\_disciplina.pdf](http://www.cu.ucr.ac.cr/normativa/orden_y_disciplina.pdf))
  2. Reglamento de Régimen Académico Estudiantil ([www.cu.ucr.ac.cr/normativa/regimen\\_academico\\_estudiantil.pdf](http://www.cu.ucr.ac.cr/normativa/regimen_academico_estudiantil.pdf))
  3. Reglamento de la Universidad de Costa Rica en contra de la discriminación ([www.cu.ucr.ac.cr/normativa/discriminacion.pdf](http://www.cu.ucr.ac.cr/normativa/discriminacion.pdf))
  4. Reglamento de la Universidad de Costa Rica en contra del hostigamiento sexual ([www.cu.ucr.ac.cr/normativa/hostigamiento\\_sexual.pdf](http://www.cu.ucr.ac.cr/normativa/hostigamiento_sexual.pdf))
  5. Código de ética de la Universidad de Costa Rica ([www.cu.ucr.ac.cr/uploads/tx\\_ucruniversitycouncildatabases/normative/codigo\\_etica.pdf](http://www.cu.ucr.ac.cr/uploads/tx_ucruniversitycouncildatabases/normative/codigo_etica.pdf))
- B. Plagiarism and self-plagiarism are serious academic offenses and will be harshly penalized.
- C. Guidelines of the latest edition of the Manual of the American Psychological Association (APA) (<https://apastyle.apa.org/products/publication-manual-7th-edition>) are to be followed in all assignments.
- D. Regarding the use of artificial intelligence, student must comply with the Resolución de Rectoría R-469-2025: Lineamientos generales para la implementación de la inteligencia artificial en la Universidad de Costa Rica ([www.cu.ucr.ac.cr/gacetas/2025/a70-2025.pdf](http://www.cu.ucr.ac.cr/gacetas/2025/a70-2025.pdf))

## VII. BIBLIOGRAPHY

- Avineri, N. (2017). *Research methods for language teaching: Inquiry, process, and synthesis*. Palgrave Macmillan.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Gravetter, F. J., & Wallnau, L. B. (2014). *Essentials of statistics for the behavioral sciences* (8th ed.). Wadsworth.
- Phakiti, A. & Paltridge, B. (2015). *Approaches and Methods in Applied Linguistics Research* London: Bloomsbury.
- Perry, F. L., Jr. (2011). *Research in applied linguistics: Becoming a discerning consumer* (3<sup>rd</sup> ed.). Routledge. <https://doi.org/10.4324/9781315394664>

## VIII. TIMETABLE

WEEK	IN CLASS	OUT-OF-CLASS
<b>Week 1</b> <b>(Mar.9-13)</b>	<ul style="list-style-type: none"> <li>• Introductions (instructor, course)</li> <li>• <b>Lecture:</b> Research Paradigms, Approaches, Methods, and Designs: An Overview</li> <li>• Make teams for research study</li> <li>• Assign dates for presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Paltridge and Phakiti (2015). Developing a Research Project</li> <li>• Read syllabus</li> <li>• Brainstorm three possible topics for your study, one preliminary research question for each, and the reasons behind your research interest</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key terms from reading</li> <li>• Discussion of reading</li> <li>• Presentation of potential topics, questions, and reasons for research interest</li> <li>• Diagnostic tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Edit topics and questions</li> <li>• <b>Reading:</b> Avineri (2017). The Noun and the Verb of the Literature Review by Avineri</li> <li>• Brainstorm search terms</li> </ul>
<b>Week 2</b> <b>(Mar.16-20)</b>	<ul style="list-style-type: none"> <li>• Discussion of reading</li> <li>• Presentation and feedback on search terms</li> <li>• <b>Lecture/Workshop:</b> The search strategy</li> <li>• Instructions for Partial Report I</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Perry (2017). How to Locate Research?</li> <li>• Literature review (hereafter lit. rev.) officially starts</li> <li>• Creation of spreadsheet with info. about reviewed literature starts</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key terms from readings</li> <li>• Discussion of reading</li> <li>• Feedback on diagnostic tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Lit. rev. continues</li> <li>• Choose key study and analyze its literature review</li> <li>• Class work on shared communication and pronunciation weaknesses starts</li> </ul>
<b>Week 3</b> <b>(Mar.23-27)</b>	<ul style="list-style-type: none"> <li>• <b>Lecture/Workshop:</b> Creating an annotated bibliography</li> <li>• Discussion of sample lit. revs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lit. rev. continues</li> <li>• Start creating annotated bibliography of 10 studies</li> <li>• Prepare for guest talk</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Guest talk:</b> Reviewing the Literature by Dr. Marisela Bonilla</li> </ul>	<ul style="list-style-type: none"> <li>• Lit. rev. continues</li> <li>• Creation of annotated bibliography finishes</li> <li>• Prepare for Partial Report I</li> </ul>
<b>Easter</b> <b>(Mar.30-Apr.3)</b>		
<b>Week 4</b> <b>(Apr. 6-10)</b>	<ul style="list-style-type: none"> <li>• Presentation of <b>partial Report 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing of lit. rev. report starts.</li> <li>• <b>Reading:</b> Gravetter and Wallnau (2014). Introduction to Statistics</li> <li>• Select problems from Gravetter and Wallnau (2014). Introduction to Statistics</li> </ul>
	<ul style="list-style-type: none"> <li>• Presentation of <b>partial Report 1</b></li> </ul>	

<b>Week 5</b> <b>(Apr. 13-17)</b>	<ul style="list-style-type: none"> <li>• Activities related to assigned reading</li> <li>• <b>Lecture:</b> Data Collection Methods: An Overview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Avineri (2017). Making Questionnaires Work for You</li> <li>• Writing of lit. rev. finishes</li> <li>• Prepare for listening to guest talk</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key words from reading</li> <li>• Discussion of reading</li> <li>• Guest talk: Working with Questionnaires by TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting of questionnaires and informed consent starts</li> </ul>
<b>Week 6</b> <b>(Apr. 20-24)</b> <i>Semana Universitaria</i>	<ul style="list-style-type: none"> <li>• Feedback on Partial Report I (instructor-student conferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting of questionnaire and informed consent continues</li> </ul>
	<ul style="list-style-type: none"> <li>• Feedback on Partial Report I (instructor-student conferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting of questionnaire and informed consent finishes</li> <li>• Preparation for Tribunal Exam I</li> <li>• Work on shared communication and pronunciation weaknesses finishes</li> </ul>
<b>Week 7</b> <b>(Apr.27-May 1)</b>	<ul style="list-style-type: none"> <li>• Final details for Tribunal Exam I</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for Tribunal Exam I continues</li> </ul>
	<ul style="list-style-type: none"> <li>• Tribunal Exam I starts (Apr.29)</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire piloting starts</li> </ul>
<b>Week 8</b> <b>(May 4-8)</b>	<ul style="list-style-type: none"> <li>• Tribunal Exam I continues</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire piloting continues</li> </ul>
	<ul style="list-style-type: none"> <li>• Tribunal Exam I finishes (May 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire piloting finishes</li> <li>• Prepare for conversation with professional organizations</li> </ul>
<b>Week 9</b> <b>(May 11-15)</b>	<ul style="list-style-type: none"> <li>• General feedback on Tribunal Exam I</li> <li>• <b>Conversation with representatives of professional translation/interpretation organizations in Costa Rica</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work on more idiosyncratic communication and pronunciation weaknesses starts</li> <li>• Data collection starts</li> <li>• <b>Reading:</b> Gravetter and Wallnau (2014). Frequency Distributions + Select exercises</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key words from reading</li> <li>• Discussion of reading</li> <li>• Checking of select exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection continues</li> <li>• Preparation of distribution tables and graphs starts</li> <li>• <b>Reading:</b> Gravetter and Wallnau (2014). Measures of Central Tendency + select exercises</li> </ul>
<b>Week 10</b> <b>(May 18-22)</b>	<ul style="list-style-type: none"> <li>• Checking of select exercises</li> <li>• <b>Lecture/Workshop:</b> Computing and Displaying Measures of Central Tendency in Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection continues</li> <li>• Preparation of Excel sheets to compute measures of central tendency</li> <li>• Prepare for conversation with professional organizations</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key words from reading</li> <li>• <b>Conversation with professional organizations in language teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• Data collection finishes</li> <li>• <b>Reading:</b> Gravetter and Wallnau (2014). Measures of Variability + select exercises</li> </ul>

<b>Week 11</b> <b>(May 25-29)</b>	<ul style="list-style-type: none"> <li>• Checking of select exercises</li> <li>• <b>Lecture/Workshop:</b> Computing and Displaying Measures of Variability in Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis starts</li> <li>• Preparation of Excel sheets to compute measures of variability</li> </ul>
	<ul style="list-style-type: none"> <li>• Transcription of key terms from reading</li> <li>• <b>Guest talks:</b> <ol style="list-style-type: none"> <li>1. Interdisciplinary Research: Literature and Cultural Studies by MSc. Mónica Bradley</li> <li>2. Interdisciplinary Research: Literature and Cultural Studies by M.A./M.L. Mariana Valverde</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis continues</li> <li>• Prepare for Partial Report II</li> </ul>
<b>Week 12</b> <b>(June 1-5)</b>	<ul style="list-style-type: none"> <li>• Presentation of Partial Report II</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis finishes</li> <li>• <b>Reading:</b> Dörnyei (2007). Writing a Quantitative Research Report</li> </ul>
<b>Week 13</b> <b>(June 8-12)</b>	<ul style="list-style-type: none"> <li>• Transcription of key words from reading</li> <li>• <b>Lecture:</b> Presenting your research in a poster</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the methods section of the poster</li> <li>• Prepare for conversation with directors of graduate programs</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Conversation with directors of graduate programs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the results section of the poster</li> </ul>
<b>Week 14</b> <b>(June 15-19)</b>	<ul style="list-style-type: none"> <li>• Feedback on Partial Report II (instructor-student conferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the discussion and conclusion section of the poster; review new literature if necessary</li> </ul>
	<ul style="list-style-type: none"> <li>• Feedback on Partial Report II (instructor-student conferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for Tribunal Exam II starts</li> </ul>
<b>Week 15</b> <b>(June 22-26)</b>	<ul style="list-style-type: none"> <li>• Tribunal Exam II begins</li> </ul>	
	<ul style="list-style-type: none"> <li>• Tribunal Exam II continues</li> </ul>	
<b>Week 16</b> <b>(June 29-July 3)</b>	<ul style="list-style-type: none"> <li>• Tribunal Exam II finishes</li> </ul>	
	<ul style="list-style-type: none"> <li>• No classes</li> </ul>	

AGREGAR FECHAS DE AMPLIACION Y ENTREGA DE NOTAS