



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

NAZIOARTEKO  
BIKAIN TASUN  
CAMPUSA  
CAMPUS  
DE EXCELENCIA  
INTERNACIONAL

# INTERCULTURAL COMPETENCES COURSE

**DATES:** From the 16th  
of February to the 2nd  
of March  
**SCHEDULE:** Fridays  
15:00 - 20:00 and  
Saturdays 09:00 - 14:00

**VENUE:** Online  
**ENROLMENT:** 8th to  
22nd of January  
**CONTACT:** International  
Relations Office  
946 01 7903

[www.ehu.eus](http://www.ehu.eus)

## SUMMARY

The course will take place on the 16<sup>th</sup>, 17<sup>th</sup>, 23<sup>rd</sup> and 24<sup>th</sup> of February and the 1<sup>st</sup> and 2<sup>nd</sup> of March. The schedule on Fridays is from 15h to 20h and on Saturdays from 9h to 14h. It consists of 6 subjects, divided in 3 different modules or topics:

<b>Module</b>	<b>INTERCULTURAL COMMUNICATIVE COMPETENCE</b>
Subjects	Communicative competence in everyday situations
	Communicative competence in formal and/or academic contexts
<b>Module</b>	<b>PSYCHOSOCIAL APPROACH TOWARDS DIVERSITY, INTERCULTURAL COMMUNICATION AND MANAGING EMOTIONS</b>
Subjects	Intercultural communication and managing emotions
	Intergroup relations and diversity
<b>Module</b>	<b>CULTURE AND INTERCULTURALITY</b>
Subjects	Popular Culture and Interculturality
	Cinema and Interculturality

## COACHING TEAM

**Ángel Chaparro Sainz:** Professor of Translation Studies and Northern American Literature and Culture at the UPV/EHU. An expert in the American West, music and literature, minorities and literary translation.

**Ruth Milla Melero:** Professor in the Department of Didactics of Language and Literature at the UPV/EHU. PhD and expert in foreign language teaching and language acquisition in multilingual contexts.

**José Pizarro Carrasco** is a social psychologist who has conducted research on how emotions and affective processes influence social relationships. He recently received his Ph.D. focused on the role of self-transcendent emotions and participation in collective rituals.

**Gorka Román Etxebarrieta:** Professor in the Department of Didactics of Language and Literature at the UPV/EHU. PhD in Political Science. He is about to complete a PhD in Psycho-Didactics. An anthropologist and philologist. A specialist in discourse analysis, culture identity and political sciences.

## MODULE: INTERCULTURAL COMMUNICATIVE COMPETENCE



Within the development of the intercultural competence, it is crucial to provide the students with tools to improve their communicative competence. The purpose of these sessions is to offer technological, written and oral resources that could allow making use of and improving the linguistic abilities in order to communicate efficiently in different situations, which may occur while studying in an intercultural environment.

### Competences

1. Understanding of oral, written and audiovisual discourses, based in different contexts of social and cultural life and especially in the academic and mass media field, highlighting the communicative peculiarities of each one of them and interpreting in a critical way its contents in order to respond efficiently to different communicative situations.
2. Expressing yourself and interacting orally and in writing by means of coherent, correct and adequate discourses in different communicative situations and with different objectives; particularly in the academic and social field. Showing a critical, respectful and cooperative attitude in order to respond efficiently to the different necessities of communication.
3. Appreciating a foreign language and languages in general as a means of communication and understanding between people of different origins, languages and cultures in order to comprehend other ways of organizing the experience and personal relations.

4. Reflecting on different elements of the foreign language, using adequate concepts and proceedings in order to improve the comprehension, analysis and production of oral and written texts and to boost transferences between the languages.
5. Using the information and communication technology in searching, selecting and processing the information in an autonomous, critical and ethical manner in order to communicate and cooperate in different contexts of social and cultural life.

### **Contents**

The work will be focused on the contents related to linguistic abilities containing oral and written comprehension, oral and written expression and oral interaction in different kinds of discourses as well as diverse sociocultural and sociolinguistic aspects.

### **Methodology**

During both sessions, the work will be divided into different tasks in order to practice the four linguistic abilities, with the focus on communication, that is, boosting the interaction and communicative competence and trying to make the sessions as much participatory as possible. The linguistic abilities will be included in the performance of each task. The tasks will be separated in accordance with the required register, formal (session 1) or informal (session 2). By means of that, students will be exposed to diverse communicative situations in English both in writing and orally and will be able to acquire the practical tools necessary for future experiences in multicultural environments.

## MODULE: CULTURE AND INTERCULTURALITY

The purpose of this module is to reflect on and analyze the cultural dimension of an individual experience in a distinct country and/or a distinct culture. Despite offering a theoretical and general vision, the object of these sessions is to analyze the practical part and the popular dimension of this experience. That is, we will examine different aspects that transform or influence our everyday life and our assimilation of those experiences: music, literature, cinema, mass media, television, social media, fashion, gastronomy... All these cultural manifestations have been developed in accordance with a very concrete historical, political and/or social contextualization, but, at the same time, the cultural expressions have also worked efficiently in order to articulate a mix of cultures, a dialogue among different individuals, a discussion about fixed definitions and ideologies. That is why we believe that it is useful for students who are going to face an experience in a country whose culture is different from their own to receive education in interculturality, allowing them to develop conscious strategies to decipher and assimilate new languages, paradigms and cultural contexts.



In recent years, intercultural experiences have been widely referred and explored in movies. Recent research on interculturality has also paid special attention to this cultural production. That is why we have opted to offer a second session that focuses specifically on movies and TV series. This second session will also be approached from a dual perspective, attending first to theoretical perspectives and moving then

forward towards a more practical interpretation of the discussed issues and concerns. Both sessions will be interrelated and the theoretical background exposed in the first general session will prove handy as well when working with the content for the second.

## **Competences**

1. Observation and comprehension of intercultural and culturally diverse situations in mass media, popular culture and entertainment spheres.
2. Creation of competences, strategies and resources to understand, assimilate and recognize the ideological, economic and political complexity of cultural production.
3. Exploration and development of critical practice in the consumption of contents, stereotypes and cultural markets.
4. Boosting critical capacity as well as conscious and careful consumption of popular culture.

## **Contents**

- ✓ General topics: interculturality and popular culture.
- ✓ Specific topics: mass media; fashion; minorities and literature; music and cinema; taboos and stereotypes.
- ✓ Specific examples: Basque reality in other cultures; masculinities and femininity; minorities of the United States as a practical example; music and audiovisual examples.

## **Methodology**

The session will be divided in three well-differentiated parts, starting from the most general topics in order to proceed to more specific illustrating examples. Each part will be articulated through the particular implementation of practical activities and exercises, boosting the usage of TICs tools and a proactive format of teamwork and critical reflection.

## MODULE: PSYCHOSOCIAL APPROACH TOWARDS DIVERSITY, INTERCULTURAL COMMUNICATION AND MANAGING EMOTIONS



We will approach some of the theoretical foundations of the relation between people, society and culture as well as the intergroup relations. Then, the topics will include the characteristics of intercultural communication and the strategies for effective communication.

### Competences

1. Managing and analyzing in a critical way the theoretical and the applied content based on sources of information and reference documents.
2. Being able to make connections and communicate in an effective way and being able to work both individually and in a team, cooperating efficiently with others.
3. Reinforcing independent learning abilities and the importance of lifelong learning.

### Contents

Session 1: Social and personal identity; intergroup relations;

Session 2: Emotions in communication with others; language and culture; cooperative principles; courtesy and image conflict;

### Methodology





There have been two theoretical-practical sessions planned within the frame of social psychology and diversity. The methodology used will be dialectic, participatory and in cooperation with the students.