

# INTERCULTURAL COMPETENCES



**Dates:** 15th to 30th of March

**Hours:** Fridays from 15h to 20h and Saturdays from 9h to 14h.

**Venues:**

*Campus of Araba:* Las Nieves / Elurreta building

*Campus of Bizkaia:* Faculty of Economics and Business (Sarriko)

*Campus of Gipuzkoa:* Carlos Santamaría Centre.

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## TIMELINE

	Fri., 15 <sup>th</sup> march	Sat., 16 <sup>th</sup> march	Fri., 22 <sup>nd</sup> march	Sat. 23 <sup>rd</sup> march	Fri., 29 <sup>th</sup> march	Sat., 30 <sup>th</sup> march
ARABA	Communicative competence in formal and/or academic contexts	Communicative competence in everyday situations	Intercultural communication and managing emotions	Intergroup relations and diversity	The experience of a Culture Shock among international students	Popular culture and Interculturality
BIZKAIA	Intergroup relations and diversity	Intercultural communication and managing emotions	Popular culture and Interculturality	The experience of a Culture Shock among international students	Communicative competence in everyday situations	Communicative competence in formal and/or academic contexts
GIPUZKOA	Popular culture and Interculturality	The experience of a Culture Shock among international students	Communicative competence in formal and/or academic contexts	Communicative competence in everyday situations	Intercultural communication and managing emotions	Intergroup relations and diversity

## COACHING TEAM

**Irene Balza Tardaguila:** Professor of Development of Linguistic Competence in Foreign Languages and of Didactics of Foreign Languages at the UPV/EHU. PhD in Linguistics and a researcher in the fields of generative syntax and semantics.

**Magdalena Bobowik:** Professor and Researcher at the UPV/EHU in the field of social psychology, intergroup relations and cultural psychology. PhD in Psychology and an expert in the topics of immigration, social identity, intergroup and intercultural relations and positive psychology.

**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.

**Elena de Lorenzo Urien:** Professor of Community Health Nursing at the Escuela de Enfermería de Vitoria-Gasteiz. PhD and an expert in cultural competence.

**Virginia Díaz Gorriti:** Professor in the Department of Social Psychology and Methodology of Behavioural Sciences at the UPV/EHU. A philosopher, musicologist and linguist.

**Ruth Milla Melero:** Professor of Communicative Competence and Didactics of Foreign Languages at the UPV/EHU. PhD and expert in Language acquisition in multilingual contexts.

**Gorka Roman 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.

**Larraitx Zumeta Sánchez:** Professor and Researcher at the UPV/EHU in the field of social psychology. PhD in Psychology and an expert in of intergroup and intercultural relations, collective gatherings, shared flow and positive emotions.

## 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 which could allow to make use of and improve 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 organising 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 favour 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: POPULAR CULTURE AND INTERCULTURALITY

The purpose of this module is to reflect on and analyse 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 analyse the practical part and the popular dimension of this experience. That is, we will examine different aspects which 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 contextualisation, but, at the same time, the cultural expressions have also worked efficiently in order to articulate a mix of cultures, a dialogue among different, 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.

### 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. In each part, there will be particular activities included, 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 analysing 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 withing the frame of social psychology and diversity. The methodology used will be dialectic, participatory and in cooperation with the students.



## MODULE: THE EXPERIENCE OF A CULTURE SHOCK AMONG INTERNATIONAL STUDENTS

This module has been designed to contribute to the development of the intercultural competence of the students and facilitate the adaptation to the cultural shock in order to maximise the effect of international mobility among the students.

### Competences

Upon the completion of the module, the participants will be able to:

- ✓ Identify the possible impact of mobility on students, especially on cultural competence
- ✓ Explain the impact of culture on human relations
- ✓ Define the concept of cultural competence
- ✓ Identify the factors that influence the development of cultural competence
- ✓ Analyze the experience of cultural shock and its repercussions.
- ✓ Describe strategies that facilitate adaptive coping during mobility.
- ✓ Implement strategies that promote the development of cultural competence.

### Contents

- ✓ What our students are learning from the mobility: Effects of mobility on personal growth, professional development and cultural competence.
- ✓ Definition, dimensions and attributes of cultural competence.
- ✓ Introduction to Culture: What is Culture?; Aspects of cultural programming; Culture as a dynamic process; Levels of culture; Culture seen as an iceberg; Culture and its impact on human relations.

- ✓ Culture shock and/or acculturative stress: What is a culture shock and how is it generated?; Process of acculturation among international students; Repercussions of Culture Shock; Modulating factors of a culture shock; Positive effects of a cultural shock among the students; coping strategies to be implemented as an international student.
- ✓ Pedagogical strategies to develop cultural competence: A reflection model to analyze critical incidents; The models of cultural analysis

### **Methodology**

In order to strengthen the development of the established competences, the work will be organised using participatory methodologies which will boost the activity of students and their level of learning commitment.

The sessions will be expository-participatory together, including teamwork. Moreover, pedagogical strategies (games, film discussions...) will be used, fostering the process of learning via reflection, debate and in a pleasant atmosphere.