

● Language and intercultural communication

Intellectual Output 4: PPT 3, course material unit 1.3

1.3 Learning goal

Participants understand processes in second language learning and challenges for second language speakers in communication and interaction.



1.3 The process of learning a second language (Article 1)

the ability to link words to their meaning develops gradually:

We recognise words before understanding the meaning
incomplete picture of a word's meaning to start with

Research on multilingualism shows that it takes about:

1 to 2 years to develop a everyday language
6 and 8 years to master a subject language



Language in CGC conversations can be regarded as a subject language

Linguistic and emotional insecurity in communicating on a second language

- 1.3 Migrant clients linguistic challenges in interaction

Goffmans' concepts and perspective on interaction to understand feelings from linguistic shortcomings



The concept of face work (Goffman)

- People try to present themselves as having a positive value for others by doing a so-called face work.
- to maintain our respect with others, we avoid to reveal what we perceive as personal shortcomings or weaknesses.
- A smile can mask feelings of uncertainty



● Research shows

newly-arrived immigrants/refugees notice their inferior language situation in counselling and do their best to maintain their self-respect despite their shortcomings.

***I can pretend to
listen and smile
and understand
but in my body,
in my brain,
I'm thinking of
something else.
(Arash in Sundelin, 2015)***

CGC with second language speakers

- As in all communication between people, there may be uncertainty about to what extent understanding has been reached.
- Challenges regarding understanding for both the client and the counsellor



Writing assignment in pairs:

Conclusions about the counsellors' role and strategies in supporting refugees/migrant clients learning of a new language.