

- **Language and intercultural communication**

Intellectual Output 3: PPT 5, course material unit 3.1

● 3.1 Learning goal

The participants understand the meaning and benefits of using methods and tools that support clients learning and understanding of career issues



● Article 2 – supporting immigrant clients learning about career opportunities

It is a challenge for most people to familiarise themselves with education and working life in today's society, but it is an even greater challenge for newly-arrived migrants who find themselves in a new societal context.

A Swedish study of counselling with newly-arrived students showed that the students' learning about career issues is at the centre of the conversations.



In comparison, it's not so easy if you come here and know nothing or haven't been to school in your home country. And then when I started learning Swedish, it's not so easy to study so quickly. But it takes time, I know. If I compare things in Sweden, it's very difficult to get a job. So if you go looking, they say "have you got an education?" or something like that. Life here is so weird. (she cries)

(Fatima in Sundelin, 2015)

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

● Migrant clients' possible learning challenges

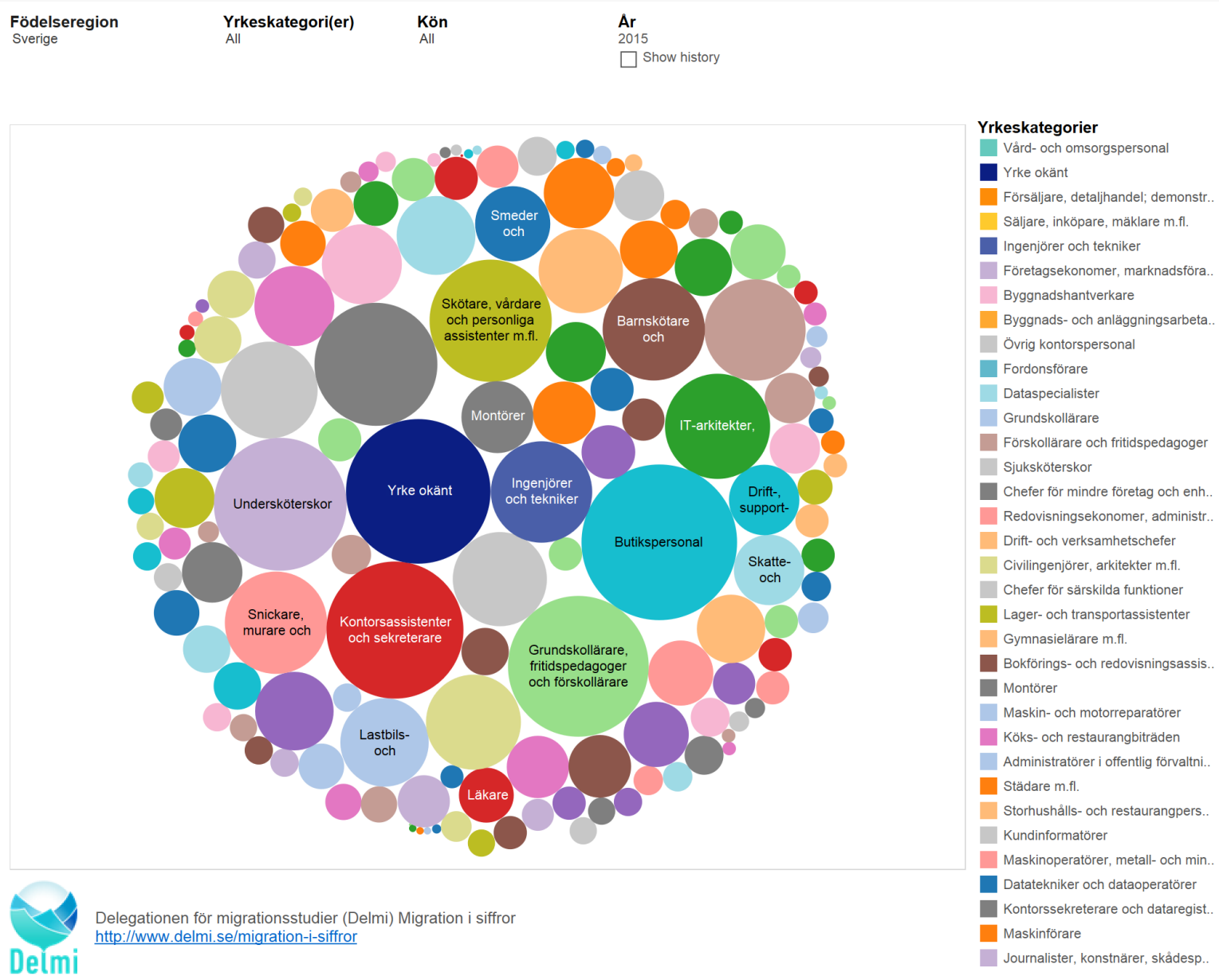
Language

Migration stress - post traumatic stress

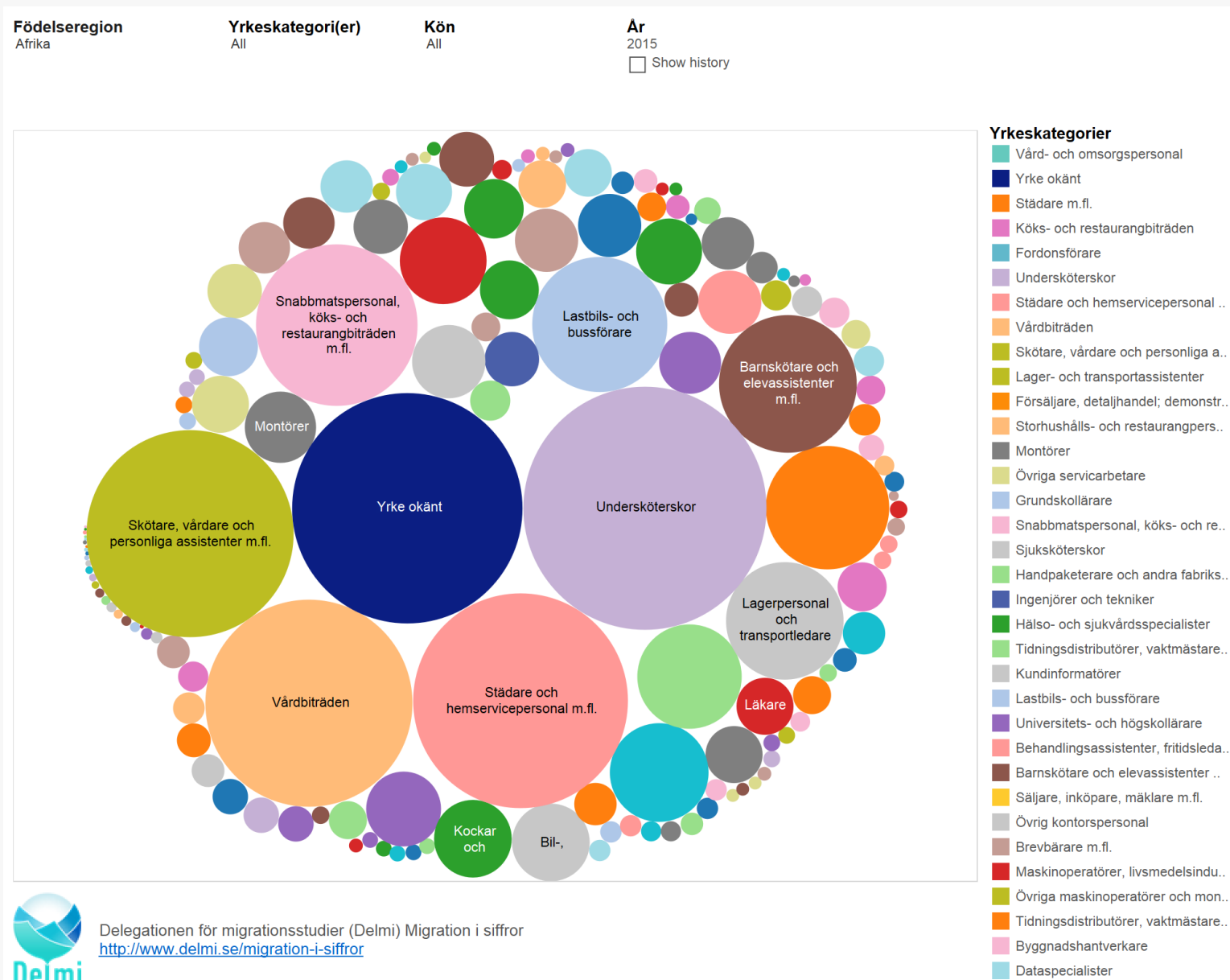
Transformative learning (Illeris)

- Loss of belonging – change of identity
- Exhaustion: involves both emotional and cognitive processes
- Limited opportunities to support from network/relatives

"Career map" – Example Swedish background



"Career map" – Example African background



Basic communication tools that support learning (Summary, article 1)

Conversational support

- communication skills: paraphrasing and summarising
- Linguistic breaks
- Meta communication about the counselling process.
- Language openness, for example switching between languages

Clearness

- Clear language and adapted pace.
- Clarify and simplify choice situations.
- A clear framework regarding the CGC function
- Recurrent reconciliation of the client's understanding

To support learning on career issues

Creativity

- Educating function:
- Ability to explain and describe complex systems.
- Ability to use visualizing and activating methods

Time

- Education – separate choice processes from learning processes
- Repetition

● "Learning challenges" in CGC conversations

The emotional and existential dimension of learning:

Learning about career issues implies not only cognitive understanding but is also connected to how individual perceive themselves and their future opportunities

1. Career information as a threat to clients identity:

Meta communication "you are not enough"

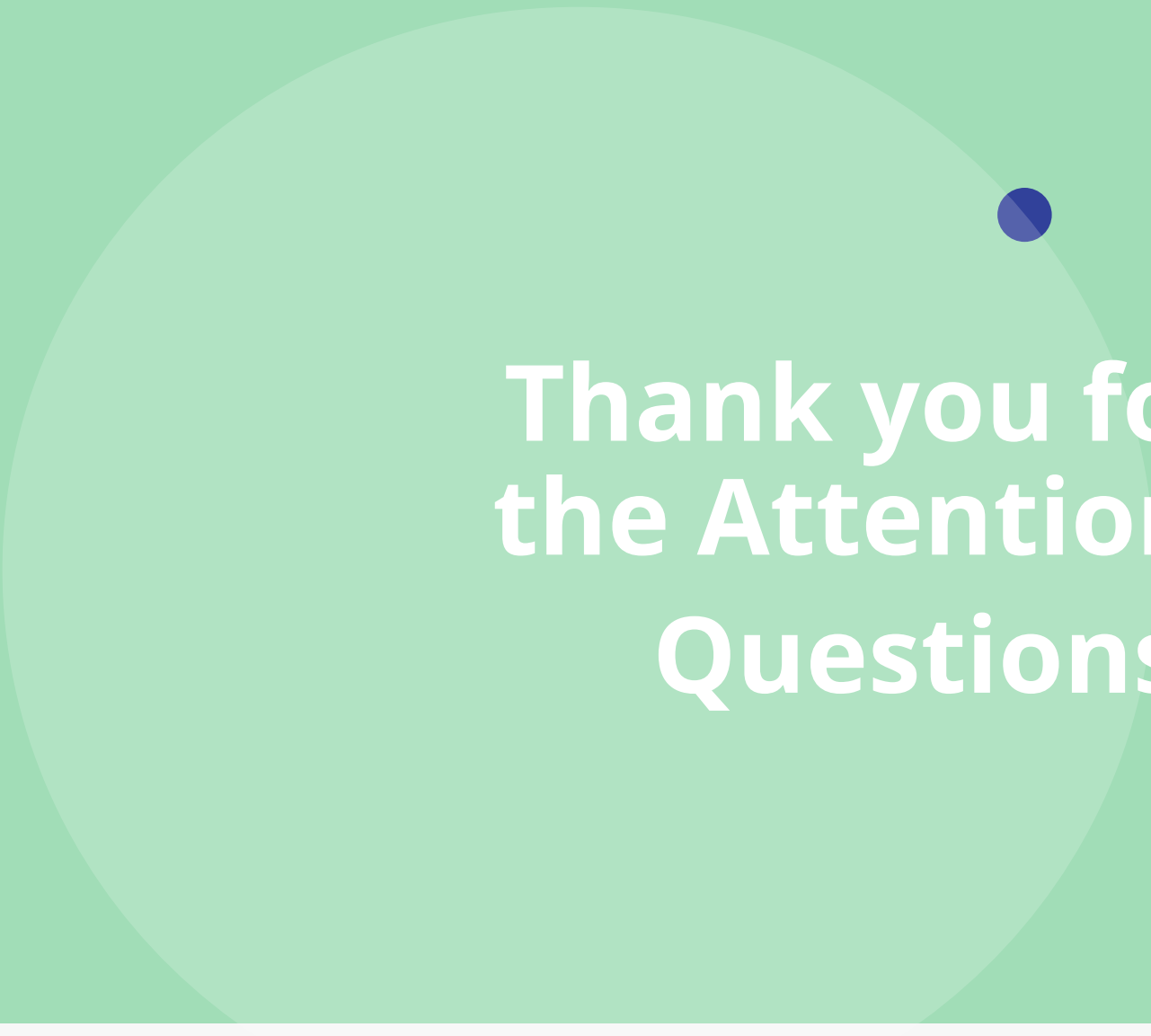
2. Clients resistance towards information:

The information is too far from clients position

Solutions?



- Be aware of the existential and emotional aspects
- Highlight clients strengths and resources
- Separate decision-making from learning
 - in the counselling conversation
 - teach career issues - provide learning opportunities outside counselling conversations



**Thank you for
the Attention.
Questions?**