

O4 course, module 3: Language and intercultural communication (Sweden)

Overall content module 3, Language and intercultural communication

The aim of the module is to develop the course participants understanding of language as a meaning making resource for career mobility and in career guidance and counselling (CGC) with migrants/ refugees, and the participants' ability to manage language asymmetries and intercultural communication in CGC. A starting point for the module is Kolb's theory about experimental learning which suggests that learning activities should give the participants an embodied learning experience where thoughts, emotions and actions are involved. The module will employ a mixture of different learning activities: lectures, group work, reflections (individually and group), discussions and workshop. The participants will during the module explore several CGC methods that aims to give the participants a personal experience. The participants will recurrently re-late the content to CGC work settings and the professional role of a career counsellor.

Methods and Material

Mix of input presentation, film and group and single work, plenary discussion and practical exercise. Flip chart and pens, paper and pencils, Post-it notes, handouts, articles, video/ Youtube, moderation cards

1.1	15 min	<p>Develop the participants capacity to support refugee clients learning of language of the receiving country and understand the challenges for learning that might exist.</p> <p>The participants become aware of and recognize the experience, knowledge and opinions in the group about how language affect refugees career mobility</p>	<p>Introduction of the unit: Learning goals and content</p>	<p>Lecture</p>	<p>PPT 2 based on article 1 (course material) (T04)</p>
1.3	25 min	<p>Participants understand the processes in second language learning and challenges for second language speakers in communication and interaction.</p>	<p>Orientation about individuals learning processes and development of a second language (common language – the language of the world of career)</p> <p>Challenges for second language speakers in interaction</p> <p>Management of linguistic shortcomings in interaction processes (Face work, Goffman)</p>	<p>Introduction Group exercise to create an embodied understanding of emotional and cognitive challenges in communicating on a second language.</p> <p>(Humoristic alternative: film illustrating the complexity of understanding a new language)</p> <p>Lecture: Summary of individuals’ second</p>	<p>See Appendix I (T06) on suggested exercises</p> <p>Material: cards, post-it notes, pencils etc</p> <p>Video 1 (T07): https://www.youtube.com/watch?v=RAGcDiODRtU&t=8s</p> <p>PPT 3 (T08), based on article 1 (course material) (T03)</p> <p>PPT 3 (T08), based on arti-</p>

				language learning processes and management of linguistic shortcomings.	cle 1 (course material) (T03)
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3.1	20 min	The participants understand the meaning and benefits of using methods and tools that support clients learning and understanding of career issues	<p>How to support migrant clients learning about career issues.</p> <p>Motivation for the urgency to develop strategies that support refugees/migrant clients learning about career issues.</p> <p>Migrant clients learning challenges Illustration of the different images of “the world of work” depending on ethnical background (Example Sweden).</p>	<p>Introducing lecture about the course unit</p> <p>Suggested introduction Exercise to create understanding of refugees’ experiences and learning challenges:</p> <p>Participants are asked to tear a piece of paper in three parts. On the first piece the participants write down something they like to do. On the second piece, they are asked to write the name of a place that means something to them. On the third piece they are asked to write a name of a person that is important to them.</p> <p>In the next step the participants are asked to tear each piece apart, one at a time: you’ll never get the chance to do this, to visit this place or to meet this person anymore. The exercise is rather emotional. Sharing of the experience of the exercise</p> <p>Group reflection: What visualizing and activating methods do you use in your work today? Why?</p>	<p>PPT 5 (T14), based on article Sundelin (2017)</p> <p>Flip chart</p>
3.2	30 min	The participants know	Tools and methods for acti-	Workshop. Group activity. The methods	Appendix 2 (T15) Modera-

		some visualising and activating methods/tools that support refugees/ migrant clients learning about career issues.	vating clients and visualising career information. Participants' reflections about learning and career issues.	in Appendix 2 are suggested. Individual summary: I will try this next week ...	tion cards: vocational and educational pictures. Flip chart
			Optional: Alternative 1		

2.1	15 min	The participants will be able to recognize challenges in intercultural communication and supportive strategies for managing language asymmetries in CGC	<p>Orientation about challenges in CGC with refugee clients:</p> <p>Language asymmetries</p> <p>Intercultural communication</p> <p>Expectations of CGC The language of career issues</p> <p>Strategies for managing intercultural communication and language asymmetries in CGC.</p>	Lecture	<p>PPT 4 (T09), based on O2 report, article 1 (T03) and 2 (T10)</p> <p>Hand out 2 (T11): Example of “career language and concepts”</p>
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2.2	25	The participants will be able to recognize personal strategies and skills for supporting clients participation and understanding in CGC	Participants will reflect on their own career counselling style in relation to the content of the lecture, inspired by a SWOT-analysis	<p>Counselling activity in pairs Interview using mind mapping as a counselling method.</p> <p>The task is to use mind mapping as a tool to interview each other about their personal counselling style in relation to the lecture of 2.1. Shift between the role of counsellor and client and map out each other's Strengths and Weaknesses to manage language asymmetries and intercultural communication.</p> <p>Group reflection on the activity and conclusion about Opportunities:</p> <p>What skills, knowledge, attitude etc do counsellors need to develop to manage CGC with refugee clients?</p> <p>How to develop this?</p>	Paper, pens and crayons
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			Optional: Alternative 2		
2.3	25 min	<p>“The art of speaking through interpreters”:</p> <p>The participants become aware of the success factors for cooperation with interpreters in CGC</p>	<p>Orientation about communication, opportunities and obstacles in CGC with interpreters</p>	<p>Lecture</p> <p>Film about professional conversations with interpreters</p> <p>Individual reading – case descriptions in article Sundelin (2017)</p>	<p>Video 2 (T12): https://csp.screen9.com/video?auth=6Tn8dOGfssyIBBcBlGbeONlbQg6gJyFJpWJmmQmlDmlUCebx2EL&J35ePoDQCjP19UezjqfxoOsSpT3cd-z0JRfojxTjc1TxC7-VlvVJPLXhMxkVbfau9sWp7mihPZngmbnsAbu4ZzoeOyVDbFqn67T38T8vNfvBxsAGCpNaqBxQ8EZP Alw</p> <p>Hand out 3 (T13): Case descriptions from article Sundelin (2017), working with interpreters in CGC</p>
	15 min	<p>Each participant knows what to develop to succeed in conversation through an interpreter</p>	<p>The participants identify and reflect on opportunities and obstacles from the film and own experience.</p>	<p>Group discussion</p> <p>Individual conclusion: My challenge in the next conversation with an interpreter is to...</p> <p>Or The challenges for counsellors working with interpreters seems to be ...</p>	<p>Flip charts</p>

