

• Language and intercultural communication

Intellectual Output 3: Course material, PPT 1.1

● 1.1 Learning goals

Develop the participants capacity to support refugee clients learning of the language of the receiving country and understand the challenges for learning that might exist.





1.1 Theme 1



The participants become aware of and recognize the experience, knowledge and opinions in the group about how language affect refugees career mobility.



1. Group discussion on question:

Why is it important for refugees to learn the language of the receiving country? In general, and in relation to questions of career mobility.



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 advanced: 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

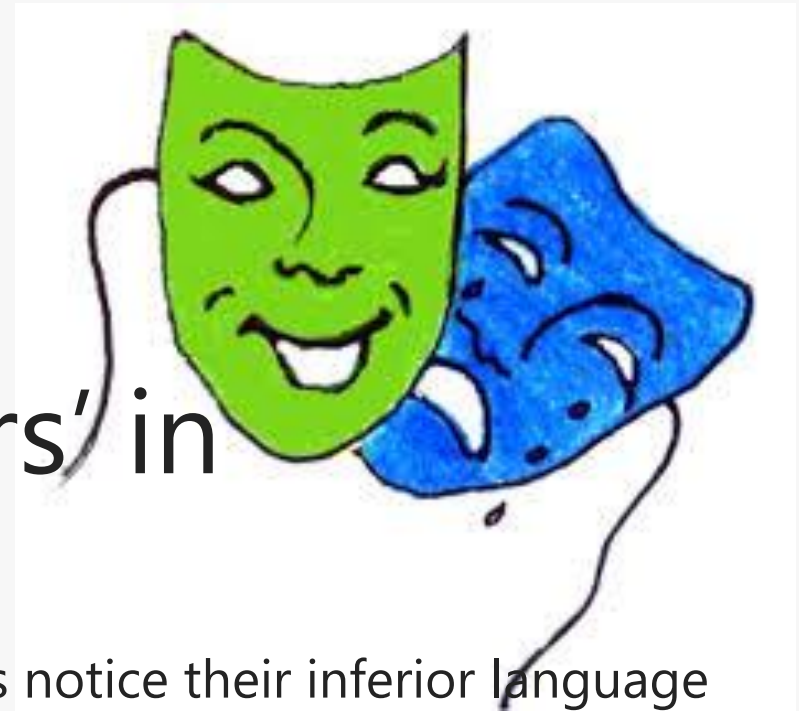
Goffmans' concepts and perspective on interaction to understand feelings from linguistic shortcomings.



● The concept of face work (Goffman)



- People try all the time to present themselves as having a positive value for others by doing 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.



Second language speakers' in CGC conversations

Research shows that 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)



Counsellor's challenges in intercultural meetings (article 1)

Difficulties to estimate people's reactions and feelings in intercultural meetings:

- When we communicate with people who are very different from us, and who also have limited access to the language, we can run into difficulties concerning our conclusions about what other people mean and feel.



Example S (student) C (Counsellor)

S **It's good for me to do practice work, I feel better.**

C So the practice work is a bit like what you feel and you get a job that feels good.

S Then I'm into society, with the people.

C If you do another year of Language Introduction, do you think you would feel safer about doing the Social program? In that case would you be better, and not feel it was so difficult to take the Social program?

Excerpt from Sundelin (2015)



- The student seems to be talking about the importance of belonging in Swedish society, whereas the counsellor seems to understand it as a question about getting a job and managing an education.



- The counsellor's lack of personal experience of migration might affect the ability to understand when clients make the migrant position important in thoughts about the future.

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.

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