ANNEX 1: The BRIDGE Competence Framework for Language & Culture Animateurs

Introduction

BRIDGE will implement and evaluate a 'Language Clubs' program and supports language teachers to learn intercultural mediation skills – a community-based 'learning for inclusion' program - that engages marginalized and invisible long-term settled migrants in having a voice to add to their own and their community's social capital.

The specific objective of the project is, therefore, to promote integration, social inclusion and civic participation of long-settled migrants by developing the role of language teachers/volunteers for social inclusion. This objective will be realized through the 'Language & Culture Animateur' program.

What is the BRIDGE Competence Framework for Language & Culture Animateurs?

The 'Language & Culture Animateur'' can be thought of as a social and cultural mediator who leads language learning activities in informal settings and makes a bridge between long-settled migrants on the margins and other community actors and institutions. In order to achieve its aim, BRIDGE will develop a competence framework. This framework entails the redefinition of competences as it builds on intercultural competence framework complementing it with 'domain-specific' competences (intercultural mediation competences, required by language teachers and volunteers in general) and

'Community animation' competences (required to involve hard to reach long-settled migrants).

Who is it intended for?

Language teachers/volunteers, working with particularly 'hard to reach' long-settled migrants, functioning as
Language and Culture Animateurs in this project.

What are its main aims?

The project aims at identifying competencies of the *Language and Culture Animateurs* and develop a tool to assess these competences. The structure of the framework and tool is linked to the BRIDGE Language & Culture Animateur Training Program.

Background

As stated in The Standards for Foreign Language Learning in the 21st Century, *Language and communication are at the heart of the human experience*. Learning other languages and understanding the culture of the people who speak to them is a 21st Century skill which is vital to work and live successfully in multicultural and plurilingual context of today's world. There is a consensus in the language teaching community regarding the goals of a language program. This new approach requires developing learners' communicative competence to maintain real life communication effectively. This is reflected by the five goals (the 5 Cs) of language learning in the current literature in the domain (Partnership for 21st Century Skills):

Communication: The ability to convey and receive messages based on the three modes of communication; *interpersonal*; *interpretive*; and *presentational*. These modes necessarily reflect how people communicate in real life.

Culture: The teaching of a foreign language and its culture are inextricably intertwined. Learners need to understand the target culture through consciously learning about pertinent artefacts, practices, and perspectives of the people of that culture.

Connections: Learners who have access to the knowledge in variety of topics in the target language and have the opportunity to discuss these with the native speakers of that language develop an elevated sense of global awareness.

Comparisons: When learners are exposed to a new language and culture, they develop an understanding of their own language and culture. This enables them to attain an awareness of how language works and how cultures reflect the perspectives, practices, and artefacts of the people who speak that language.

Communities: Learning a foreign language is also being aware of the application of that language beyond the classroom setting. Establishing a learning community is essential to enable the learners experience with real-life situations.

Within the underlying principles of these five goals, BRIDGE project aims at designing:

- A Competence Framework for Language and Culture Animateurs
- A program to train interculturally competent Language and Culture Animateurs
- An English Club to build a community for long-settled immigrants

BY DOING SO...

Our Language and Culture Animateurs will be equipped with the qualifications including:

- Intercultural Communicative Competence
- Critical Knowledge and Understanding of Cultures
- Mediation Skills to Make Connections between Native and Other Cultures

- Leadership Skills to Raise Awareness of the Participants to Make Comparisons between

  their Local Culture and the Culture of the Host Community
- Organizational Skills to Build a Community for Intercultural Exchanges

THE BRIDGE FRAMEWORK COMPETENCE DOMAINS

The BRIDGE Framework aims to describe the key competences required of Language and Culture Animateurs. The competence framework falls into six broad categories, namely, Intercultural *Interaction Skills, Sensibility, Cultural Knowledge and Critical Cultural Awareness, Willingness, Adjustment Skills, and Intercultural Mediation and Leadership*. These categories include three core elements as depicted in the following figure:

These Values and Attitudes are in the heart of all six domains of the BRIDGE Framework. For instance, Intercultural Interaction Skills entails *openness* and *respect*, as values and attitudes, leading to a recognition that people should listen to an engaging dialogue with those who are perceived to be different from themselves. The framework also includes Knowledge and Skills for six main areas. The descriptors of these areas are reflected in the following table.

TABLE 1. Descriptors of Main Competence Areas

Competence Area	Competence Definition
Intercultural Interaction Skills	*Intercultural Interaction Skills* include effective use of host country's language(s), understanding nonverbal language of people from other cultures, understanding cross-cultural communication styles and using appropriate strategies for reducing stress during intercultural interaction. This entails having a good base of communication with the capacity to deliver the message in the way that the speaker of the other language(s) could interpret while attributing the same meaning to reciprocal messages with minimal loss and distortion in intercultural contexts where different languages are spoken.
2. Sensibility	*Sensibility* refers to openness to other cultures, suspending stereotypes about other cultures, and appreciation of other cultures without relying on stocked ideas and perceptions with empathy for others' needs. This pertains willingness to accept otherness and cooperation between cultures by developing the ability to build positive attitudes and characteristics towards diversity.
Cultural Knowledge and Critical Cultural Awareness	*Knowledge of other cultures* includes information such as the social norms and taboos in other cultures, how other cultures might be varied in terms of race, class, gender, age and sexual orientation, and various social groups in other cultures. This should lead the awareness of how the reactions of other people might reflect their cultural perspectives, similarities and differences between cultures, reactions of other people to his/her identity, and the factors that might help or hinder his/her intercultural understanding.
4. Willingness	*Willingness* encompasses the motivation to get involved in intercultural interaction with other cultures and the readiness to expand the knowledge about other cultures and embrace the richness and variety of other cultures.
Adjustment Skills	*Adjustment skills* involve the self-evaluation of one's performance from other people's perspectives, and adjusting the behaviors, dresses or manners in the cultural contexts where it is required. This requires the perception and accommodation of culture in the widest possible sense, not limited to the national perspective
Intercultural Mediation and Leadership	*Intercultural mediation* in the context of this project is defined as a methodology which looks beyond the barriers of language, culture and politics in order to find a common understanding of the active intervention by stimulating active participation and empowering hard-to-reach groups. This requires an effective leadership quality to provide advice guidance and support. The definition of intercultural mediation in this sense includes the traditional meaning of conflict resolution, but also includes finding commonalities to promote community mediation between different cultures in order to avoid conflict and promote integration.

Table 2 depicts the BRIDGE Framework Attainment Criteria for each dimension. These attainment criteria identify the practices and behaviors that BRIDGE Language and Culture Animateurs are supposed to be equipped with. For example, they are effective communicators in diverse multilingual environments. They use communication for a range of purposes, such as, to *inform*, *persuade*, and *motivate*. To realize this, Language and Culture Animateurs are able to identify and use materials to integrate key areas of intercultural differences (like *politeness*, *punctuality*, and *directness*) into their activities in their language clubs. As a further example, they work effectively in a *climate of ambiguity* and *changing priorities*. Hence, in a situation of

intercultural and interpersonal conflicts that may arise during in-club interactions, they successfully handle cultural issues by adapting to varied roles. Moreover, BRIDGE Language and Culture Animateurs are responsible leaders using their linguistic and cross-cultural skills to influence and guide others toward a goal. They are able and willing to consult learners and involve them in the planning process, prompting feedback, and adapting in response to the resulting needs.

The targeted skills for the BRIDGE Language and Culture Animateurs are displayed in Table 2 along with the corresponding dimensions.

TABLE 2. The BRIDGE Framework Attainment Criteria

Dimensions	Attainment Criteria
Intercultural Interaction Skills	Using target language effectively in interaction; using strategies to overcome the stress caused by a different culture; reducing stress during interaction; understanding the body language of others; understanding the cultural communication styles of others; socializing with others; perceiving the reactions of other people in an interaction; cooperating with others to accomplish tasks of mutual interests; building effective and appropriate communication with others.
2. Sensibility	Toleration for different understandings of humor; taking one step back and evaluating own actions; suspending negative judgment and prejudices regarding own and other cultures; making judgments without relying on own culture, values and standards; suspending the stereotypes away during the interaction.
Cultural Awareness	Awareness of the reactions of other people that might reflect their cultural knowledge and perspectives; similarities and differences between own and other cultures; reactions of other people to one's own social identity; the factors helping or hindering intercultural understanding; consequences of one's choices which would make him/her more or less acceptable to other cultures; own personal values that might affect one's approach to ethical dilemmas and their resolutions.
3. Critical Cultural Awareness	Using native language in communication when needed; awareness of the social norms and taboos in other cultures; of the variety regarding race, gender, sexual orientation in other cultures; of the various social groups in own and other cultures.
4. Willingness	For expanding knowledge about own and other cultures; motivation towards learning about other cultures; curiosity and openness to other cultures.
Adjustment Skills	Evaluation of oneself from other people's perspectives; adjusting dress and behaviors as appropriate to avoid offending other people; accepting other people when they perform practices that might discomfort one.
Intercultural Mediation and Leadership	Leadership by "*mediating*" as a tool of synthesis between various identities, cultural, religious and ethnic components; and by acting at both individual and collective level on the basis of a deep knowledge of all the diverse backgrounds involved. Intercultural mediators actively intervene in social dialogue by cooperating marginalized and hard-to-reach groups successfully in teams.

THE BRIDGE COMPETENCES SELF-ASSESSMENT TOOL

Introduction

The content of the BRIDGE Competence Framework is grounded in an analysis of existing conceptual schemes of competence models: Intercultural Communicative Competence (ICC) (Byram, 1997; Başol, 2017), Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) (Council of Europe, 2001), Competences for Democratic Culture (Council of Europe, 2016), European Profile for Language Teacher Education – A Frame of Reference (Kelly et al, 2004), 21st Century skills (Partnership for 21st Century Skills, 2001) and The Equals Framework for Language Teacher Training & Development (Evaluation and Accreditation of Quality in Language Services (Equals, 2016). The BRIDGE Competence Framework proposed in this document is an attempt to provide an account which, synthesizes and builds upon the existing competence models by taking into account the required qualifications of a new professional profile proposed in BRIDGE Project, Language & Culture Animateur.

In the development of the framework and the resulting assessment tool, firstly, competence schemes which describe relevant sets of values, attitudes, skills, knowledge and understanding that need to be attained by language & culture animateurs in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations were identified. Second, the competences that describe the required qualifications were collated and classified into six main domains: the first five provide descriptions of intercultural competence in general and the last includes more specialized competences that are required by language & culture animateurs. Third, the competences included in the framework were developed into "can do" statements to be used as a self-assessment instrument. The first draft of the framework and the assessment tool were then circulated among project partners for feedback and comments for clarity, comprehensiveness, and contextual relevance. The feedback received in this consultation process was used to fine-tune the details of the framework and guided us in the finalization of BRIDGE Competence Framework and the assessment tool.

The following assessment tool was constructed as a self-reporting instrument. It includes 40 items designed as can-do statements, which are meant to evaluate knowledge/understanding, skills, values/attitudes and awareness related to intercultural mediation skills. The assessment tool addresses the individual constituents of the BRIDGE Framework in particular as it includes statements describing the six dimensions of the competence model. Thus, it holistically evaluates the competences which describes the qualifications of language & culture animateurs whose role is promoting integration, social inclusion and civic participation of long-settled migrants. The purpose of the "can do statements" is to present information about what one has accomplished and what one still needs to develop. Thus, the assessment tool enables teachers/volunteers to assess and map their competence levels on the key competences needed to provide effective and high-quality service to the marginalized groups and then, set their next learning goal accordingly in their process of skill development.

THE BRIDGE COMPETENCES   SELF-ASSESSMENT TOOL

PLEASE RATE EACH ITEM BELOW BETWEEN 1 AND 7 BY PUTTING AN (X), 1 AS THE SENTENCE DOES NOT DESCRIBE ME AT ALL", AND 7 AS "THE SENTENCE EXACTLY DESCRIBES ME. HERE ARE 35 ITEMS IN THIS SCALE.

1. I CAN USE THE TARGET LANGUAGE EFFECTIVELY IN AN INTERACTION WITH OTHERS FROM DIFFERENT CULTURAL BACKGROUNDS.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

2. I CAN USE STRATEGIES TO OVERCOME THE STRESS CAUSED BY A DIFFERENT CULTURE.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

3. I CAN USE APPROPRIATE STRATEGIES FOR REDUCING MY STRESS DURING AN INTERCULTURAL INTERACTION.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

4. I CAN UNDERSTAND THE BODY LANGUAGE OF THE SPEAKERS OF OTHER CULTURES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

5. I CAN UNDERSTAND HOW THE MEMBERS OF OTHER CULTURES REFLECT THEIR CULTURAL COMMUNICATION STYLES DURING AN INTERACTION (E.G. COURTESY CONVENTIONS AND PROTOCOLS, TURN TAKING ETC).

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

6. I CAN SOCIALIZE WITH OTHER PEOPLE EASILY

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

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7. I CAN PERCEIVE THE REACTIONS OF THE PEOPLE AROUND ME EASILY IN AN INTERCULTURAL INTERACTION .

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

8. I CAN COOPERATE WITH OTHER PEOPLE TO ACCOMPLISH TASKS OF MUTUAL I

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

9. I CAN COMMUNICATE EFFECTIVELY AND APPROPRIATELY WHEN I AM WITH THE INDIVIDUALS FROM OTHER CULTURES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

10. I AM AWARE THAT THE REACTIONS OF THE MEMBERS OF OTHER CULTURES MIGHT REFLECT THEIR CULTURAL VALUES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

11. I AM AWARE OF THE SIMILARITIES AND DIFFERENCES BETWEEN MY OWN AND OTHER CULTURES AND LANGUAGES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

12. I AM AWARE OF THE REACTIONS OF THE PEOPLE FROM OTHER CULTURES TO MY SOCIAL IDENTITY (E.GRACE CLASS, GENDER, AGE, SEXUAL ORIENTATION).

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

13. I AM AWARE OF THE FACTORS THAT HELP OR HINDER (BLOCK) MY INTERCULTURAL UNDERSTANDING.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

14. I AM AWARE OF THE CONSEQUENCES OF MY CHOICES WHICH WOULD MAKE ME MORE OR LESS ACCEPTABLE TO THE PEOPLE OF OTHER CULTURES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

15. I AM AWARE OF MY PERSONAL VALUES WHICH WOULD AFFECT MY APPROACH TO ETHICAL DILEMMAS AND THEIR RESOLUTIONS.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

16. I CAN USE MY NATIVE LANGUAGE EFFECTIVELY IN AN INTERACTION WITH OTHERS FROM DIFFERENT CULTURAL BACKGROUNDS.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

17. I AM AWARE OF THE SOCIAL NORMS AND TABOOS IN OTHER CULTURES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

18. I AM AWARE THAT OTHER CULTURES MIGHT BE VARIED IN TERMS OF RACE, CLASS, GENDER, AGE, AND SEXUAL ORIENTATION ETC.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

19. I AM AWARE THAT THERE ARE VARIOUS SOCIAL GROUPS IN OTHER CULTURES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

.

20. I AM AWARE THAT THERE ARE VARIOUS SOCIAL GROUPS IN MY CULTURE

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

21. I AM WILLING TO EXPAND MY KNOWLEDGE ABOUT OTHER CULTURES .

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ME

22. I AM WILLING TO EXPAND MY KNOWLEDGE ABOUT MY OWN CULTURE

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ME

23. I AM MOTIVATED TOWARDS LEARNING ABOUT OTHER CULTURES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

24. I AM CURIOUS AND OPEN TO LEARNING ABOUT OTHER CULTURES (E.G. LIFESTYLES, VIEWS OF THE WORLD, IDEAS, AND EXPERIENCES).

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

25. I CAN EVALUATE MYSELF FROM OTHER PEOPLES PERSPECTIVES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

26. I CAN ADJUST MY DRESS AS APPROPRIATE TO AVOID OFFENDING THE MEMBERS OF OTHER CULTURES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

27. I CAN ADJUST MY BEHAVIORS AS APPROPRIATE TO AVOID OFFENDING THE MEMBERS OF OTHER CULTURES .

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

28. I CAN ACCEPT/TOLERATE PEOPLE FROM OTHER CULTURE(S) WHEN THEY PERFORM PRACTICES WHICH MIGHT DISCOMFORT ME (E.G. DIFFERENT VIEWS OF THE WORLD, BELIEFS, LIFESTYLES ETC.)

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

29. I CAN TOLERATE DIFFERENT UNDERSTANDINGS OF HUMOR EVEN IF THEY DISCOMFORT ME

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

30. I CAN TAKE ONE STEP BACK AND EVALUATE MY ACTIONS IN INTERCULTURAL INTERACTION .

1	2	3	4	5	6	7

DOES NOT DESCRIBE ME AT ALL | | | | | | | | EXACTLY DESCRIBES ALL ME

31. I CAN SUSPEND MY NEGATIVE JUDGEMENT AND PREJUDICES ABOUT OTHER CULTURES IN AN INTERCULTURAL INTERACTION.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

32. I CAN SUSPEND MY NEGATIVE JUDGEMENT AND PREJUDICES ABOUT MY CULTURE IN AN INTERCULTURAL INTERACTION.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

33. I CAN MAKE JUDGEMENTS ABOUT OTHER CULTURES WITHOUT RELYING ON MY OWN CULTUREVALUES AND STANDARDS.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

34. I CAN PUT ASIDE STEREOTYPES ABOUT OTHER CULTURES IN AN INTERCULTURAL INTERACTION

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

35. I CAN PUT ASIDE STEREOTYPES ABOUT MY CULTURE IN AN INTERCULTURAL INTERACTION.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

36. I CAN IDENTIFY AND USE MATERIALS THAT CULTURALLY NAPPROPRIATE FOR THE LEARNERS

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

37. I RESOLVE INTERCULTURAL DIFFICULTIES AND PROMOTE INCLUSIVITY

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

38. I CAN ASSIST LEARNERS TO UNDERSTAND AND COMPARE CULTURAL DIFFERENCES (BEHAVIORS, TRADITIONS, MANNERS, ETC.) WITH APPROPRIATE MATERIALS AND ACTIVITIES.

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

39. I CAN FORESEE AND HANDLE EFFECTIVELY EMERGING AREAS OF INTERCULTURAL DISAGREEMENT AND INCIDENTS

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME

40. I CAN USE WEB SOURCES TO EXPAND MY OWN UNDERSTANDING OF INTERCULTURAL ISSUES

	1	2	3	4	5	6	7	
DOES NOT DESCRIBE ME AT ALL								EXACTLY DESCRIBES ALL ME