



The BRIDGE Competence Framework for Language & Culture Animateurs



Proj. n: 612199-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN

## **ANNEX 2: The BRIDGE Project Online Training Modules**



# Language & Culture Animateur Training

## Introduction



# Welcome!

# About BRIDGE



# WHAT IS BRIDGE?

BRIDGE is training language teachers and volunteers to teach English to migrants in informal Language Clubs and learn how to do this better by understanding cultural animation principles

We believe that language teaching to migrants, especially long-settled migrants, can be done most effectively in Language Clubs and we will guide you to set them up and run them in your community



# Why BRIDGE?



The BRIDGE project aims to integrate migrants already permanently resident in Europe: women and men who live in our cities and suburbs, who have children in our schools and who need to communicate in the most common situations of everyday life but are unable to do so because they don't speak our language.





# What is a LANGUAGE & CULTURE ANIMATEUR?

The BRIDGE animateur gives life to a space, making it the centre of learning and activities for people who need to learn the language:

- where people from different countries, backgrounds, cultures, religions, life experiences, interests and needs feel comfortable to walk in;
- where they find a welcoming, positive environment;
- where the learning starts from them and their daily communication needs.



# What is a BRIDGE LANGUAGE CLUB?

A BRIDGE Language Club is an informal learning space where BRIDGE Language & Culture Animators are able to organise language learning sessions for migrants.

We will discuss Language Clubs in detail in Module 7.



# Who is BRIDGE for?

BRIDGE works with English language teachers and volunteers who wish to become better equipped to teach in informal settings, managing multicultural groups, and set up Language Clubs in their community.



We work in Italy,  
Spain, UK, Sweden  
and Turkey.

In the future, we hope that language teachers and volunteers from many other countries will use the BRIDGE model to become Language and Culture Animateurs.



# Why is BRIDGE important #1?



Language teachers and volunteers working within multi-cultural settings, especially with long-settled migrants who don't speak the national language, may need competences that relate to cultural mediation and the establishment and running of informal learning settings, such as LANGUAGE CLUBS.

# Why is BRIDGE important #2?

2

We know from our research and experience that many long- settled migrants live in our communities but cannot speak the language. This affects primarily women and BRIDGE Language Clubs will address them in particular, to support them in their daily lives, as well as supporting communities to be better integrated.

YET

...

# Why is BRIDGE important #3/4?

3

Language teachers and volunteers are often not equipped with specific knowledge about intercultural mediation and teaching in informal settings.

4

Long-settled migrants are not targeted by standard integration policies.

# How to do this Course: Face to Face & Online



# 3 ways of doing this course

**You can become a Language & Culture Animateur following this course in 3 different ways:**

## 1. Face to Face:

BRIDGE partner organisations in Italy, UK, Spain, Sweden, Turkey. By contacting one of the You can find contacts

here:



## 2. Online with a trainer (guided):

If F2F activities are not possible, BRIDGE partner organisations may choose to organise guided online training programmes.

## 3: Independent online learning

Doing it online for your personal interest. To do this, visit BRIDGE Learning Village:



# How long does it take?



## FACE TO FACE

8 modules

There are in this course combined with activities led by our trainers. Face to face sessions will be accompanied by some independent study of our BRIDGE materials and resources.

## ONLINE

For the Online Course, you should allow **10 hours** to do this (including reading of our BRIDGE materials and resources).



# At the end...



## FACE TO FACE OR ONLINE WITH A TRAINER

You will be given a Certificate of Participation in the BRIDGE training course for Language & Culture Animateur and will be able to test your role in an established Language Club – or set one up in your community!

## ONLINE (INDEPENDENT)

By contacting BRIDGE project partners, you can receive Certificate of Participation in the BRIDGE training course for Language & Culture Animateur and (depending on your location) you might be able to test your role in an established Language Club – or set one up in your community!

# Course contents



# The Modules

There are 8 modules in total, covering the same areas and competences as the online Self- assessment survey:



Completing this survey at the start and at the end of the training course, you will be able to assess your progress.

In particular, Module 6 and Module 7 focus on the role of the Language & Culture Animateur and on how to set up and run a Language Club.

# Module contents

1. Opening – Self-assessment and becoming a BRIDGE L&C Animateur
2. Intercultural Awareness
3. Self-reflection and Emotional Intelligence
4. Adjusting to multicultural environments
5. Intercultural mediation and leadership
6. The BRIDGE L&C Animateur
7. Language Club establishment and running
8. Closing – Self-assessment and Action Planning



Language &  
Culture  
Animateur

Congratulations  
on taking your  
first step to  
becoming a  
BRIDGE  
LANGUAGE &  
CULTURE  
ANIMATEUR!

# Congratulations!

You've completed the Introduction

Don't forget to check our [Learning Village](#),  
where you will find materials and resources  
to help and inspire.



# Language & Culture Animateur Training

## Module 1: The BRIDGE Language & Culture Animateur



# Welcome!



# My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary. You can download a simple learning diary template [here](#)



# Module 1 contents:

## We will look at:

- The role of a Language and Culture Animateur
- How to reflect and assess yourself as a Language and Culture Animateur
- The BRIDGE self-assessment process

## By the end you will you will be able to:

- ✓ Understand the role of the Language and Culture Animateur  
Assess your skills and knowledge as a
- ✓ Language and Culture Animateur and understand in which areas you wish to improve
- ✓ Be able to start your learning journey

# About the L&C Animateur



# Why the word “ANIMATEUR”?

*“animateur” is a person who animates, gives life, impulse and movement to a setting*

The BRIDGE project uses the word “ANIMATEUR” because the role is about giving life to a space, the BRIDGE Language Club, making it the centre of learning activities for people who need to learn the language of the country where they live. il



# Why this role?

1

Language teachers and volunteers working within multi-cultural settings, especially with long-settled migrants who don't speak the national language, may need competences that don't relate strictly to teaching the language;

2

Language teachers and volunteers are often not equipped with specific knowledge about:

- ❖ teaching in informal settings and with non-traditional methods
- ❖ managing multi-cultural groups
- ❖ setting up language clubs in their community and running them.

# Identikit of a Language & Culture Animateur

- ✓ An English language teacher / volunteer who teaches English as a second or foreign language
- ✓ Someone who wants to support the integration / social inclusion of migrants in the community
- ✓ Someone who wants to learn more about teaching to multi-cultural groups
- ✓ Someone who wants to improve their cultural awareness & knowledge



# Why become a L&C Animateur #1

People who teach English to foreign nationals and migrants often come across a number of difficult situations with learners:

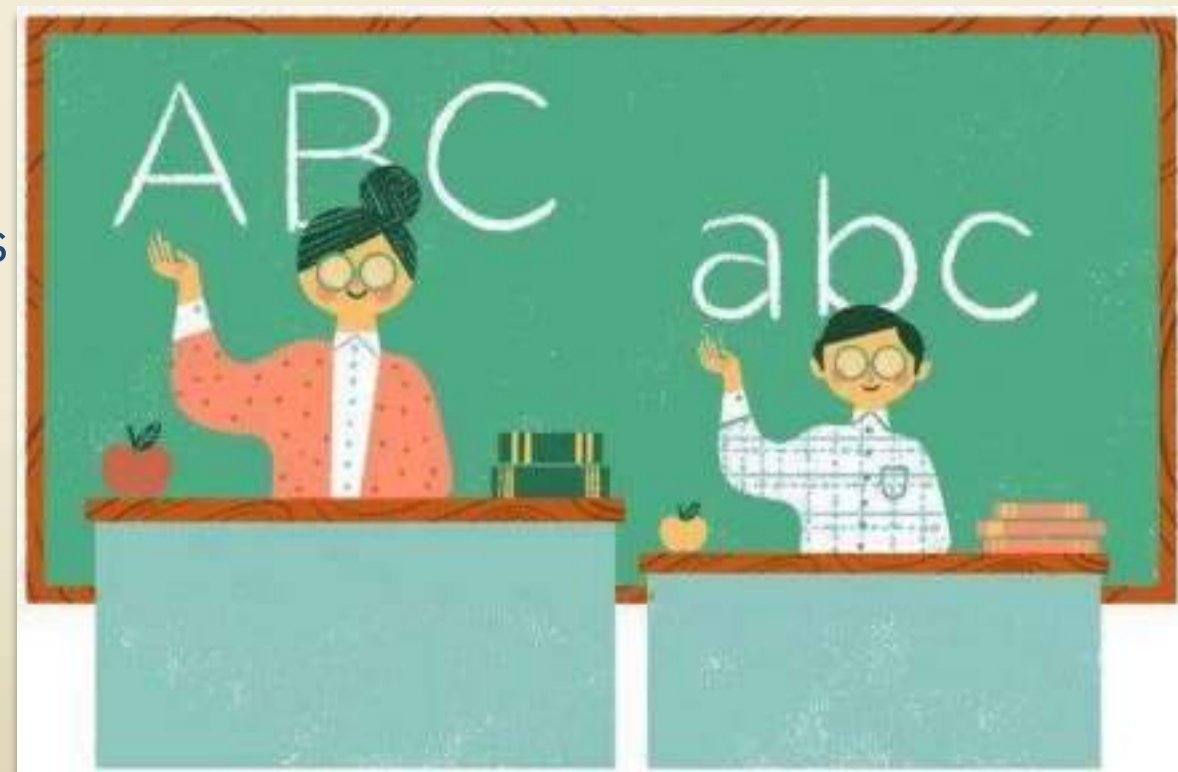
- Learners have immediate language learning needs and they want to “learn fast to get by” - vocabulary over grammar and structure
- Learners respond in unexpected ways to common situations leading to misunderstandings and tension
- Learners are unable to attend regularly



# Why become a L&C Animateur #2

People who teach English to foreign nationals and migrants often come across a number of difficult situations with themselves:

- Feeling of not understanding different cultures, including body language
- Feeling of not managing multi-cultural groups effectively (tensions, conflicts arise)
- Feelings of frustration when teaching methods don't work





# And more...

...and managing a variety of complex situations and feelings, group dynamics and expectations...



# Quick Break

Let's take a break.

In the next session we will look at how to assess your skills and knowledge as a Language and Culture Animateur and see if BRIDGE is for you.



# Is BRIDGE for you? A self-assessment tool

# A recap

BRIDGE works with English language teachers and volunteers:

If you wish to become better equipped to:

- teach in informal settings;
- manage multicultural groups;
- learn how to set up & run a Language Club in your community...



Next steps...

# What is the BRIDGE self-assessment?

An **OPPORTUNITY** to sit down & reflect on yourself as a language teacher / volunteer and how you might wish to improve, finding out...

- How you relate to your learners
  - How much you understand your own culture and others
- Would you be able to set up an informal language club in your community? Would you like to?



# Where to start?

To find the self-assessment questionnaire, follow this link:

<https://www.bridgemigrants.eu/en/news/self-assessment-survey>

Multiple choice answers

to questions about...

- Your experience
- Your motivation
- Your knowledge
- Your understanding of yourself and others



# How long does it take?



About 15 minutes

There are 11 pages, which will guide you through the process.

RESULTS ARE  
ANONYMOUS

You will receive your results by email and will be able to check your progress by comparing your “before & after” results

# Before & after results

- Take the questionnaire when starting the course – this is your baseline assessment
- Take the questionnaire at the end of the training course
- Compare your results from “before” and “after” the BRIDGE L&C Animateur course and see where you have made progress





# At the end...

You will be asked to provide your email address

...and

you will receive an email with your own results

Thank you for completing the questionnaire! Here is your copy.

## **Intercultural Interaction Skills**

**Use verbal and non-verbal language effectively and appropriately.**

6

**Put others at ease and manage any anxiety I may feel.**

5

**Understand that body language or manner of speaking in my culture may have different meanings in other cultures.**

4

**Understand a range of different cultural communication styles and conventions.**

6

**Socialize with other people easily.**

4

This is the first  
step to  
becoming a  
BRIDGE  
LANGUAGE &  
CULTURE  
ANIMATEUR!

# Congratulations!

You've completed Module 1:  
The BRIDGE Language & Culture Animateur

Don't forget that in the [Learning Village](#), you will also find materials and resources to help and inspire.



# Language & Culture Animateur Training

## Module 2: Intercultural Awareness



# Welcome!

# My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



# Module 2 contents:

## We will look at:

- The meaning of intercultural awareness
- Non-verbal communication & body language
- Examples of common cultural norms in different cultures
- Effective intercultural communication

## By the end you will you will be able to:

- ✓ Understand the importance of non-verbal communication
- ✓ Have better awareness of how varied body language is across the world
- ✓ Get tips on how to interpret verbal and non-verbal “messages”
- ✓ Get tips on how to deliver your message appropriately

# About intercultural awareness





# What is “intercultural awareness”?

Intercultural awareness is, quite simply, having an understanding of both your own and other cultures, and particularly the similarities and differences between them: they may be large or small, and they matter very much when you are meeting or interacting with people who are from another cultural background.



# Why is it needed?

1

Intercultural awareness is **the foundation of communication**. People see, interpret and evaluate things in different ways, what is considered as appropriate in one culture could be inappropriate in another - **misunderstandings, tension & conflict can arise without people knowing WHY**.

2

Cultural differences in social norms, values, beliefs, and behaviors represent the most common tension factors in a multicultural learning settings – **being aware of cultural differences supports teachers and learners to work together better** and achieve good results.

# How do people communicate?

## 1. Verbal communication

- ❖ Words
- ❖ Tone of voice

## 2. Non-verbal communication

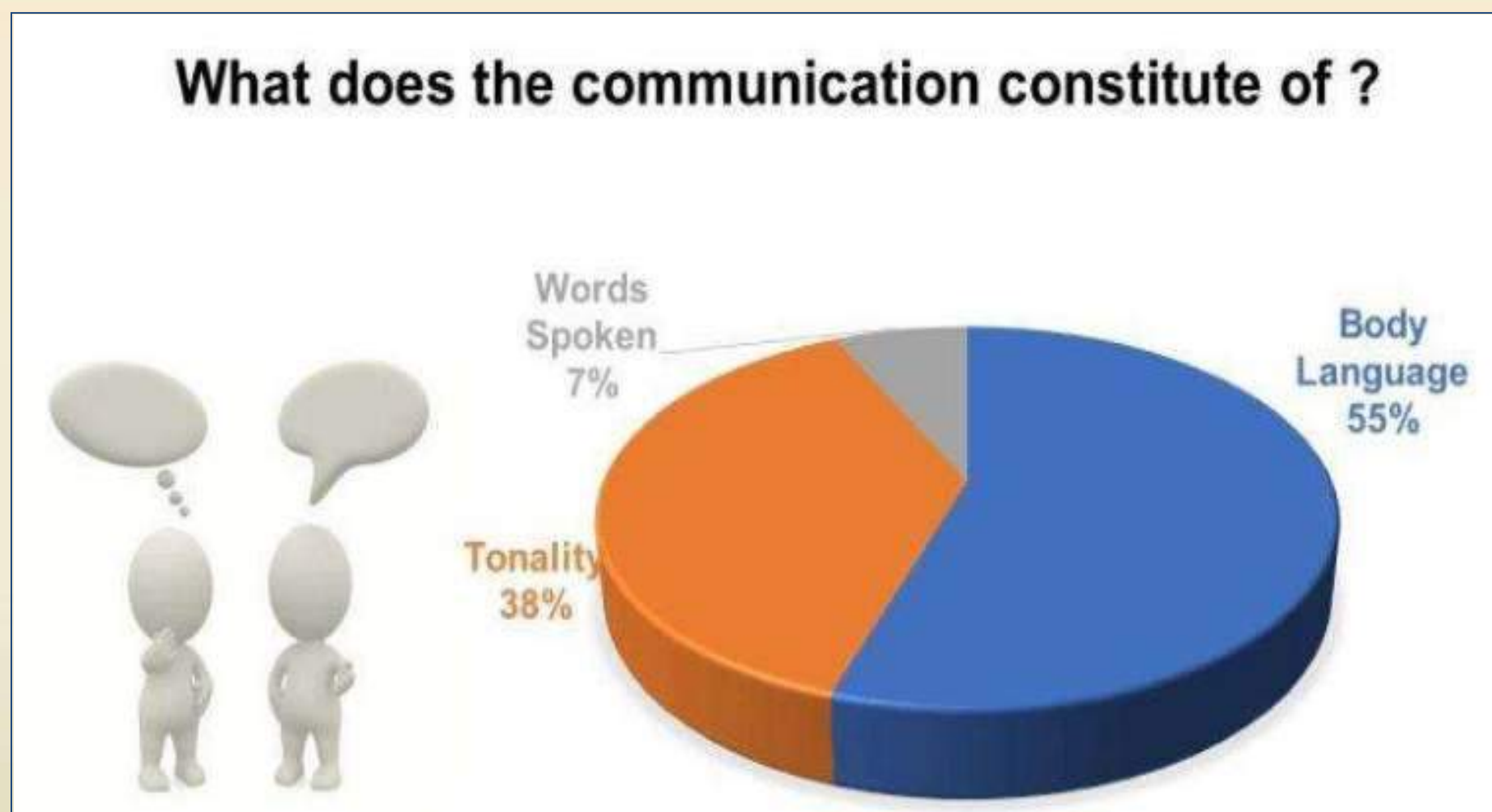
= Body language

- ❖ Gestures
  - ❖ Facial expression
- ❖ Eye contact
- ❖ Position

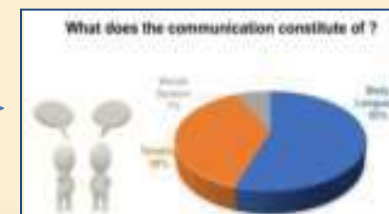


# Delivering a message #1

- ✓ Verbal communication is only 45% of the message
- ✓ Non verbal communication is 55% of the message that you deliver when you communicate



# Delivering a message #2



Based on the percentages shown in this figure  
take 2 minutes to think about the questions below:

- Q1: How aware do you think you are of your own body language?
- Q2: Do you think you can interpret other people's body language correctly?
- Q3: Do you think there are differences in how we interpret body language based on cultural background?

Write your answers on your learning diary and keep them to review them at the end of this Module



# Quick Break

Let's take a break.

In the next session we will look at how body language changes across different parts of the world and how this influences the way we give and understand a “message”



***‘There’s language  
in her eye, her  
cheek, her lip’.***

William Shakespeare, *Troilus and Cressida*



# Body Language across the world

## #1: HANDSHAKE

### **WESTERN CULTURE:**

A firm handshake is authoritative and confident



**FAR EAST:** Firm handshake is aggressive

**TURKEY:** Firm handshake is rude and aggressive

**ISLAMIC COUNTRIES:** Men never shake the hands of women  
**PARTS OF AFRICA:** a soft handshake is the standard outside the family



# Body Language across the world

## #2: EYE CONTACT

### **WESTERN CULTURE:**

Making eye contact is a sign of confidence and attentiveness.

Assumption that if someone looks, they're disinterested.



### **MANY ASIAN, AFRICAN, AND LATIN AMERICAN COUNTRIES,**

Unbroken eye contact is considered aggressive and confrontational. These cultures tend to be quite conscious of hierarchy, and avoiding eye contact is a sign of respect.

### **MIDDLE EASTERN COUNTRIES:**

same-gender eye contact tends to be more sustained and intense than the western standard. N.B.: In some of these countries, eye contact beyond a brief glance between the sexes is deemed inappropriate.

# Body Language across the world

## #3: TOUCH

**WESTERN CULTURE:**  
There is not a uniform  
“western culture”  
perception of touch!



**NORTHERN EUROPE AND THE FAR EAST:** non-contact cultures.  
There is very little physical contact beyond a handshake with  
people we don't know well. Even accidentally brushing  
someone's arm on the street warrants an apology.

**MIDDLE EAST, LATIN AMERICA, AND SOUTHERN EUROPE:**  
high-contact cultures, physical touch is a big part of socializing

# Body Language across the world

## #4: PERSONAL SPACE

### WESTERN CULTURE:

There is not a uniform “western culture” perception of personal space!



### PHYSICAL CONTACT VARIATION BY CULTURE:\_\_\_\_\_

**High Contact** cultures tend to stand close when speaking and make physical contact more often. **Latin America, Southern Europe and most Middle Eastern nations** are examples.

**Medium Contact** cultures stand quite close when speaking and will touch on occasion. Such cultures include **Northern Europe and North America**.

**Low Contact** cultures stand at a greater distance and generally avoid physical contact. **The Far East** is an example.

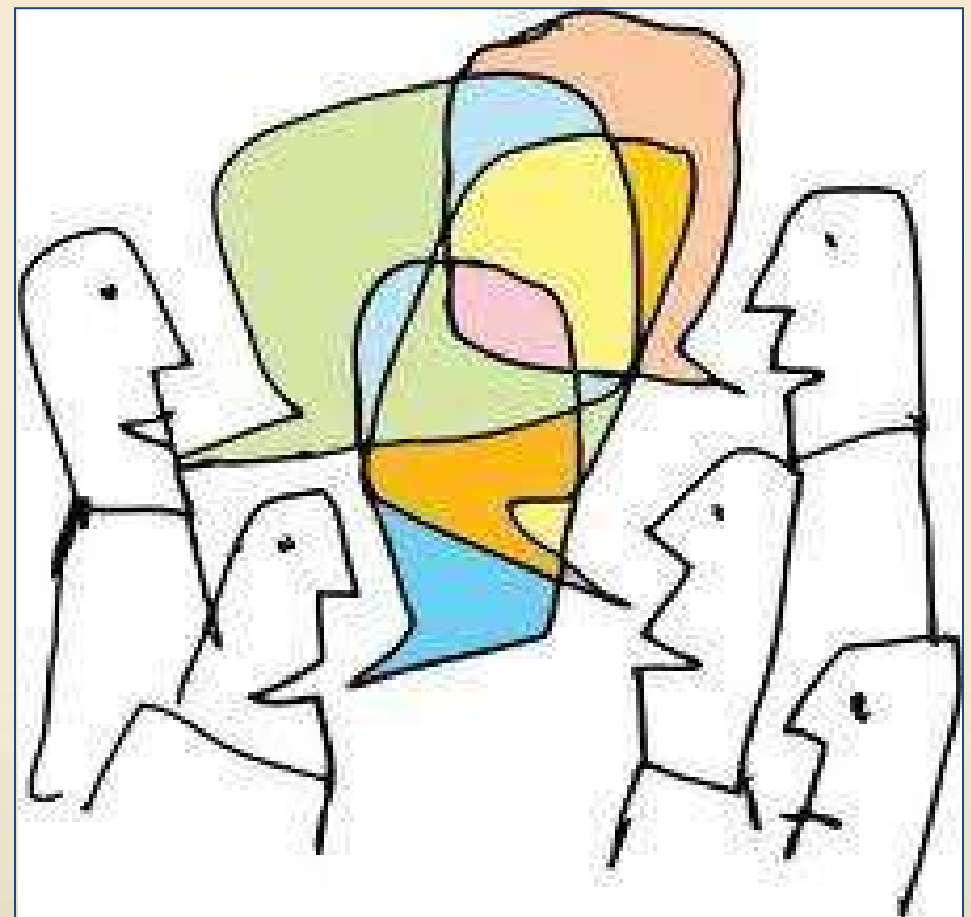
# Effective Intercultural Communication

**COMMUNICATION IS EFFECTIVE WHEN THE RECIPIENT UNDERSTANDS THE MESSAGE IN THE WAY THE SENDER MEANS IT TO BE RECEIVED.**

We have just seen just a few examples of how cultural background can influence:

- the way our “messages” are understood
- how we understand other people’s “messages”

**BECOMING AWARE OF THE DIFFERENCES IN HOW PEOPLE GIVE AND UNDERSTAND “MESSAGES” IS THE FIRST STEP TO OVERCOME BARRIERS AND ACHIEVE EFFECTIVE INTERCULTURAL COMMUNICATION**



# Tips for your Language Club

## # 1 Be curious and open-minded!

Three things are necessary:

- \* **When listening:** pay attention to verbal and non-verbal expressions
- \* **When talking:** pay attention to your learners' body language and your own
- \* **When questioning:** be aware of your tone of voice and body language

# Tips for your Language Club

## **# 2 Be aware and respectful**

Try to be empathic: try to “read the room” and react appropriately

## **# 3 Be consequent**

Decision making: word and action must agree as much as possible

(Azghari, 2005)

# A Tool for your Language Club

For effective communication in your Language Club you need to know who your learners are:

- Where are they from?
- What's their native language?
- What do they understand through body language?

The best way to do this is to **ASK THEM** directly through a simple questionnaire, like the ***Handout Tool for Cultural Awareness Analysis*** that you can find in the Learning Village [here](#).

# A Tool for your Language Club

**The BRIDGE *Handout Tool for Cultural Awareness Analysis* can be used as:**

- a QUESTIONNAIRE that you give your learners when they start – this will help you understand your group and prevent/manage potential cultural tensions
  
- a GAME that you can play with the group – this will help group dynamics, facilitate mutual knowledge and be a fun way to start your Language Club





# Congratulations!

You've completed Module 2:  
Intercultural Awareness

Don't forget that in the [Learning Village](#), you will find materials and resources to help and inspire.

Click here:





# Language & Culture Animateur Training

## Module 3:

## Self-reflection and Emotional Intelligence



# Welcome!

# My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



# Module 3 contents:

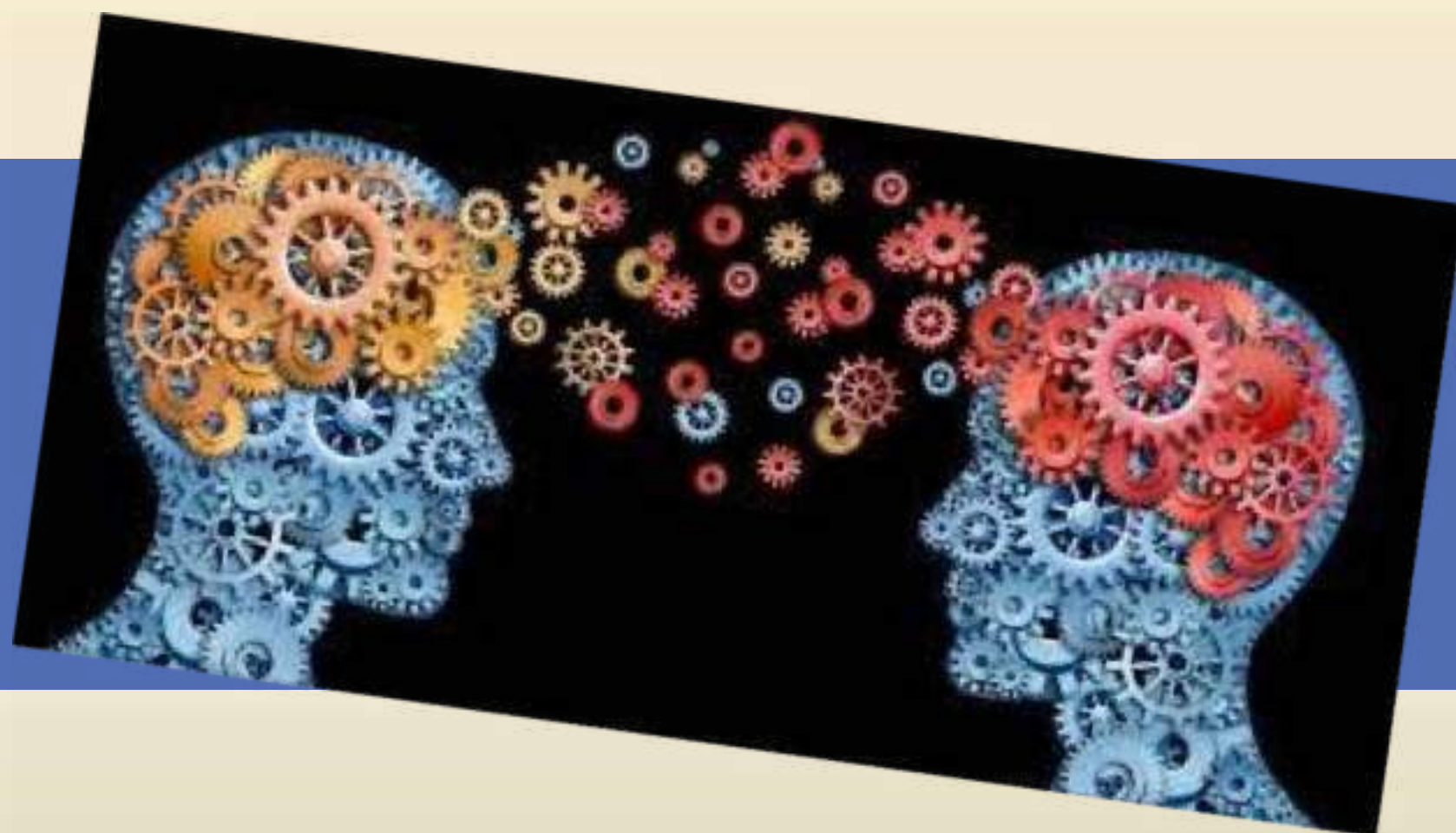
## We will look at:

- What it means to be open to other cultures
- The concepts of “empathy” and “active listening”
- The ability of suspending judgment
- Self-reflection: assessing your own openness and motivation

## By the end you will you will be able to:

- ✓ Reflect on the your ability to feel and show empathy
- ✓ Practice “active listening”
- ✓ Reflect on your ability to suspend judgment and avoid stereotypes
- ✓ Assess your own openness to other cultures and motivation to work with intercultural groups

# About Empathy



# What do we mean by “empathy”?

Empathy is the **ability to emotionally understand what other people feel**, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling.



# Different types of empathy

- 1. Cognitive:** Simply knowing how the other person feels and what they might be thinking.
- 1. Emotional:** When you feel physically along with the other person, as though their emotions were contagious.
- 1. Compassionate:** With this kind of empathy we not only understand a person's predicament and feel with them, but are spontaneously moved to help, if needed.





# Why is empathy needed by a Language & Culture Animateur?

1

In general, empathy is important to understand people's response to a new environment and new people, to things they hear or see, including other people's body language

2

Empathy is important for a **Language & Culture Animateur** in order to establish positive relations and good group dynamics, to create a welcoming environment where people feel they can express themselves and not be judged

# Being a better listener

In **Module 2**, we looked at how we communicate:

- ✓ Verbal communication is only 45% of the message
- ✓ Non verbal communication is 55% of the message that you deliver when you communicate



# Showing empathy: active listening

One fundamental way to show empathy  
is to **LISTEN ACTIVELY**.  
What does it mean?

\*Active listening requires you **to listen attentively to a speaker**, understand what they're saying, respond and reflect on what's being said, and retain the information for later. This keeps both listener and speaker actively engaged in the conversation.

**But this is not all...**



# How to listen: give feedback!

Always give verbal and non-verbal feedback to show you are listening (e.g., smiling, eye contact, leaning in, mirroring).

And then...



# Quick Break

Let's take a break.

In the next session we will look at some  
specific active listening techniques



## How to listen: a technique in 5 steps

- #1 Be neutral and nonjudgmental
- #2 Be patient (periods of silence don't need to be "filled")
- #3 Ask questions to clarify
- #4 Reflect back what was said
- #5 Summarize



In the following slides, we will look at each of the above 5 points

# #1 Being non-judgmental

## WHAT DOES IT MEAN TO BE NON-JUDGEMENTAL?

Being non-judgemental does not mean that you are ignoring your own feelings or are being blind to their behaviour. It means that you are choosing to separate the person's behaviour from who they are as a person.

**Ask yourself:** Can you really be non-judgemental?

Being non-judgemental means observing objectively rather than imposing your own ideas of what is right or wrong about a particular behaviour or expression. Observing our own reactions as well as observing others' behaviour is a way to empathise with and understand rather than judge other people.

## #2 Being patient

### **ACCEPTING PERIODS OF SILENCE**

Silence often makes us uncomfortable and sometimes we feel a need to “fill it”.

- We often interrupt silence
- We often finish someone else’s sentences

However, this can disrupt the other person’s train of thought. Being patient and quiet allows the other person time to gather their thoughts and finish what they intended to say. It shows respect.

#### **3 TIPS**

- ✓ Keep quiet –accept being uncomfortable
- ✓ Look out for signals that the other person has finished talking
- ✓ Allow some “wait time” before responding



## #3 Asking questions

The questions you ask will determine the kind of answer you receive. Hence, it is important to ask the right questions and to use different types of questions depending on what you want to know.

Type of question	Description / example
<b>CLOSED</b>	Narrow focus. Invites 'yes/no' or very short answers. "How old are you?". "Do you live in Brighton?"
<b>OPEN</b>	Encourages discussion. "How do you feel about that?" "What do you think of ..."
<b>PROBING</b>	"Exactly what happened next?" This could follow an "open" question to get further information
<b>REFLECTIVE</b>	"That confrontation with your customer bothered you?" Repeat back emotional content of a person's statement
<b>LEADING</b>	"I suppose you're sorry now are you?" This invariably leads to the answer you expect.
<b>HYPOTHETICAL</b>	"What would you do if ...?" Posing a hypothetical situation
<b>MULTIPLE</b>	String of questions/statement, often not helpful - better to break them up

Have a look at the Handout [here](#):

## #4 Reflecting back what was said

It might feel unnatural, but restating or rephrasing what the other person has said **confirms your understanding** and gives them the **feeling of being heard**.

- it gives them the opportunity to clarify things or to elaborate on what they meant;
- they may realise that they didn't actually mean what they said;
- it can help you to refocus the conversation to a specific point you are keen to explore more.

## #5 Summarizing

This is similar to “restating” but it is done at the end and provides both the speaker and the listener to ensure the message was correctly “sent” and “received”. **Its benefits are:**

- For the speaker:** it gives them a chance to 'hear themselves', to review their thoughts and feelings from a more detached position, enabling them to gain more of an overview of what they have said.
- For the listener:** it helps to acknowledge that their listening is not perfect (we do make mistakes and it is ok to do so) and that they care enough about the quality of their listening that they want to improve it through use of a summary.

**N.B.: Avoid giving opinions about what was said: this inhibits effective communication as it is no longer a summary, but a commentary.**



# Practising active listening daily

**Practising active listening techniques can be done in daily life,**  
for example:

❖ sit down with a friend or family member and ask them to tell you about their day...

❖ Have coffee with a colleague and ask them to tell you about their first day at work...

As you listen to them, **focus on them** and their story, and **try to use active listening techniques**. It will come more naturally to you the more you practice.



# BECOME A BETTER LISTENER!

Every conversation is an opportunity for you to  
be a better listener!



# Self reflection

Think about your own motivation for working with people coming from different cultures:

- How open are you to work with them?
- How interested are you in finding out about them?
- How prepared are you to actively listen to them?



**Go back to your initial self-assessment test results to see if your responses would be different today...**



**Write down your answers in your learning diary**

# Congratulations!

You've completed Module 3: Self-reflection  
and Emotional Intelligence

Don't forget that in the [Learning Village](#), you will find  
materials and resources to help and inspire.

Click here:





# Language & Culture Animateur Training

## Module 4:

### Adjusting to multi-cultural environments





# Welcome!

# My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



# Module 4 contents:

## We will look at:

- Being flexible in the context of working with multi-cultural groups
- Adjusting behaviour, manners, language & body language
- Self-assessment – the online Tool and how to monitor its results

## By the end you will you will be able to:

- ✓ Reflect on the your self-assessment results
- ✓ Use your self-assessment test results going forward
- ✓ Have better awareness of your own needs to “adjust”
- ✓ Find resources to help you “adjust” in the areas that are relevant to you

# Flexibility & multi-cultural environments

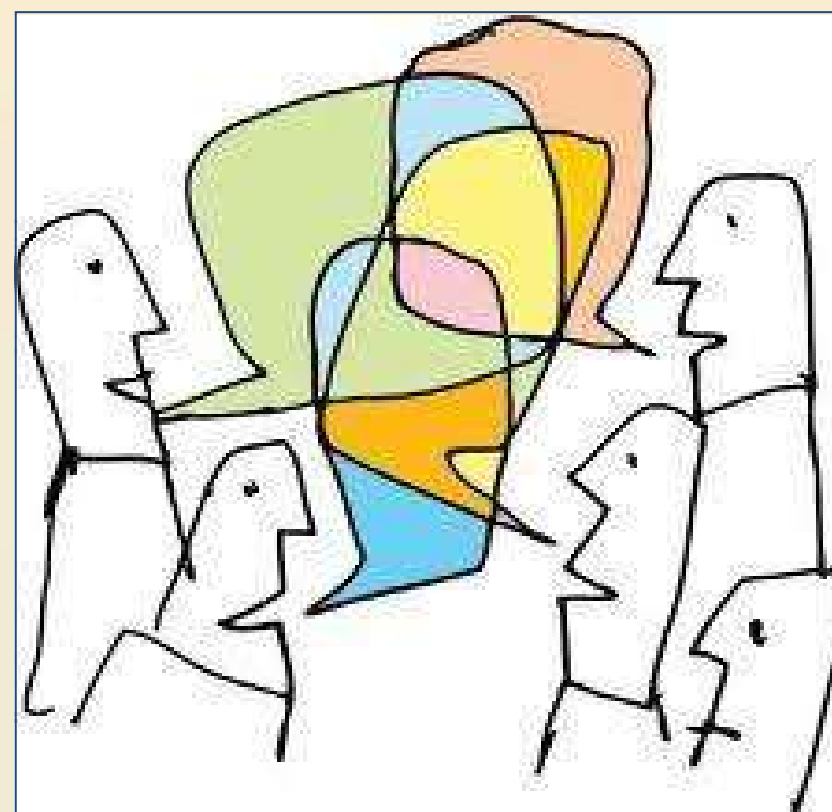


# Going back to Module 2...

**In Module 2 we looked at intercultural awareness and how different cultures perceive body language.**

**Go back to it, if you wish: it's very important to remember that our messages may be interpreted in such different ways!**

This may be influenced by culture, habits, religion. In any case, it must be known and addressed if we want to have effective communication.



**It is not possible to describe all cultural and religious differences here, but much information is available online when you know what cultures/religions you are working with in your LanguageClub**

# Being flexible in multi-cultural groups

Being flexible means understanding the importance of **integrating knowledge and an open-minded attitude** and putting them into practice in everyday communication. It's about **ADAPTING / ADJUSTING**

In particular:

- being aware of ourselves & our own cultural habits / norms
- being aware of the existence of different cultural habits / norms within the group
- Learning to “**adjust**” a little bit, adapting to the group and the individual people within it



# Adaptive communication

Adaptive communication is the **ability to recognize individual differences communication and adapt our approach accordingly.**

It requires :

- the ability to assess and decode **verbal and nonverbal communication**, understand how people give and receive “messages”;
- adapt our communication style** (language & body language) to the context

**Adaptive communication skills help us to communicate mindfully**



# “Adjusting”: 3 keys

## 3 keys for “adaptive communication”

- 1 **Knowledge:** learn as much as possible about other cultures within the group;
- 2 **Attitude:** learn more about ourselves (self-assessment);
- 3 **Skills:** strengthen our ability to integrate knowledge and attitude with intercultural practice





# Adapting communication style

We all need to adapt our communication to the people we are communicating with and **we do this in everyday life**. This comes naturally to us, for example:

- ❖ When talking to small children we often use a sweeter tone of voice
- ❖ When talking at a work meeting we may use technical vocabulary
- ❖ When we talk to a foreign person, we tend to slow down our words and sentences



In the next slide, you can find some resources about being flexible and adapting your communication style

## Some useful resources

The links below were chosen to give you some resources to explore the area of adapting for the purpose of better communication, especially in a multi-cultural setting.

Have a look at them for inspiration!

- 1 <https://theewgroup.com/blog/adapt-communication-cultural-differences/>
- 2 <https://triec.ca/competency/adjust-and-adapt-communication-styles-to-be-effective-in-a-diverse-workplace/>

And a video:



# Self reflection

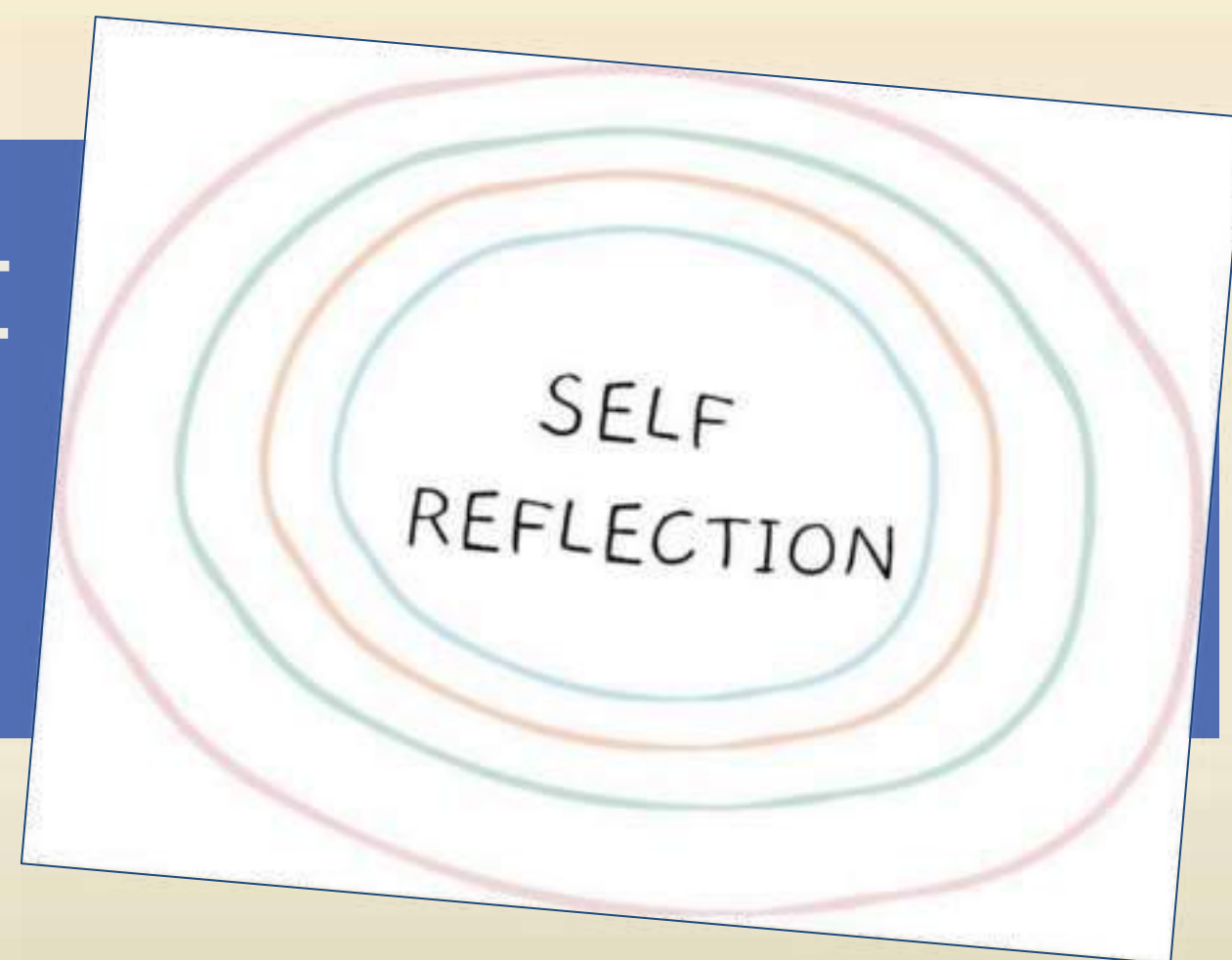
- Think about your self-assessment test results: Would you respond differently to any of the questions about yourself today?
- Can you identify areas of yourself and your communication style that you feel you'd like to improve?
- How prepared are you to adapt your communication style?



**Write down your answers in you learning diary**



# Self-assessment in BRIDGE



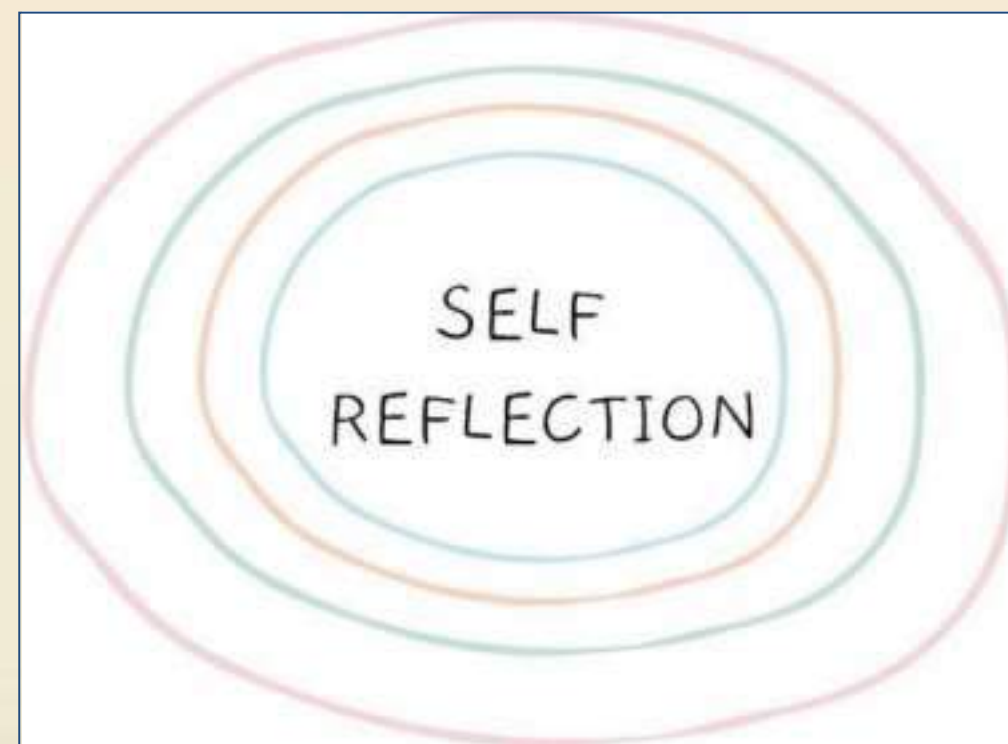
# Self-assessment in BRIDGE

As we saw in Module 1...

Self-assessment in BRIDGE is about  
self-reflection

It was developed as a **TOOL** and an **OPPORTUNITY** to sit down & reflect on yourself as a language teacher / volunteer and how you might wish to improve, finding out, among other things

- How you relate to your learners
- How much you understand other cultures
- How much you understand your own culture



# The power of self-reflection

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1

The test results are **FOR YOU**: reflect on how you relate to others and see your own body language: what does it say? Does it show openness and respect for different cultures?

2

We will ask you to repeat the self-assessment test online at the very end of this course. BUT you can look at your test results and reflect on the questions at any time. This will help you monitor yourself and your changes as you reflect on your yourself.

3

Look at your results again today: has anything changed in your perception of yourself? Would you respond differently to any of the questions about yourself?

# Congratulations!

You've completed Module 4: Adjusting to multi-cultural environments

Don't forget that in the [Learning Village](#), you will find materials and resources to help and inspire.

Click here:





# Language & Culture Animateur Training

## Module 5:

### Intercultural mediation and leadership





# Welcome!

# My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



# Module 5 contents:

## We will look at:

- Empowering people
- Stimulating active participation
- Leadership - who is a leader?
- Finding common ground to create a "community"
- Conflict prevention and conflict resolution

## By the end you will you will be able to:

- ✓ Understand the concept of "empowering" people
- ✓ See examples of how to stimulate participation
- ✓ Get a better idea of how to be a "leader" for your group
- ✓ Understand how finding "common ground" can be key to to avoiding and / or managing conflict

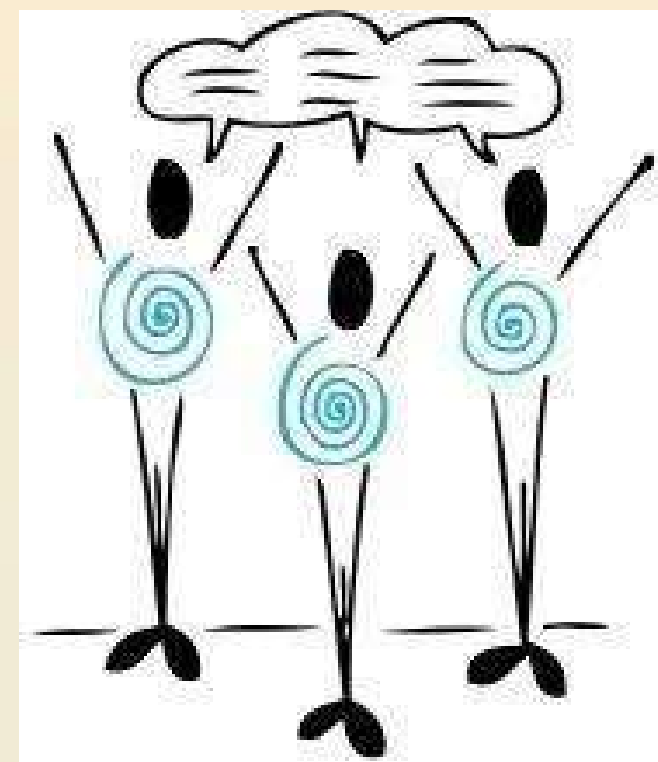
# Empowering people



# Empowerment: the L&C Animateur

**EMPOWERMENT** is the process of helping someone become stronger and more confident, especially in controlling their life, knowing and claiming their rights.

As learning the language of the country where you live is the most important first step in the empowerment process **the ultimate goal of a L&C Animateur is to empower their learners.**



**As a future L&C Animateur, you are giving people a voice.**

**It is important that you are aware of your role going beyond teaching the language.**

# Participation as empowerment



Stimulating participation within a small group with a “mediator” is a first step to **EMPOWER** people to participate more widely in bigger contexts.

In the following slides, we will look at how to support a process of personal empowerment within your Language Club learners, by stimulating participation.

# Stimulating participation

## “Silence is a symptom”

Silence and lack of engagement is a sign that people are holding back. It is important to understand **WHY**. For example, they could:

- Lack self-confidence
- Fear not being understood (language barrier)
- Fear not being able to communicate thoughts, feelings, impressions etc. (communication barrier)
- Fear causing tensions / conflict
- Lack trust in process / people
- Lack motivation



**Encouraging participation requires understanding and addressing what's holding people back.**

Of course, it is important to remember that sometimes, people just need some silent time to reflect and consider what they want to say or do.

## 6 tips to encourage participation

- 1. WARM UP:** Facilitate some quick exercises to develop empathy and connection. Let people share small personal stories with a partner. Working in pairs makes it safer for participants to open up
- 1. LET PEOPLE VOLUNTEER TO SPEAK:** this can start a flow of conversation involving others
- 1. BEGIN MEETINGS WITH QUICK CHECK IN:** let everyone say something at the start of a meeting to break the ice.
  
- 1. PLAN THE MEETING:** Ensure you get everyone to say something each time
- 1. SHOW THAT YOU CARE:** make sure everyone knows that you care about their thoughts and feelings, also through your body language
- 1. SHOW YOUR OWN VULNERABILITIES:** If you want people to feel comfortable discussing mistakes, start by embracing yours. If you want people to embrace their vulnerabilities, begin by showing your own.



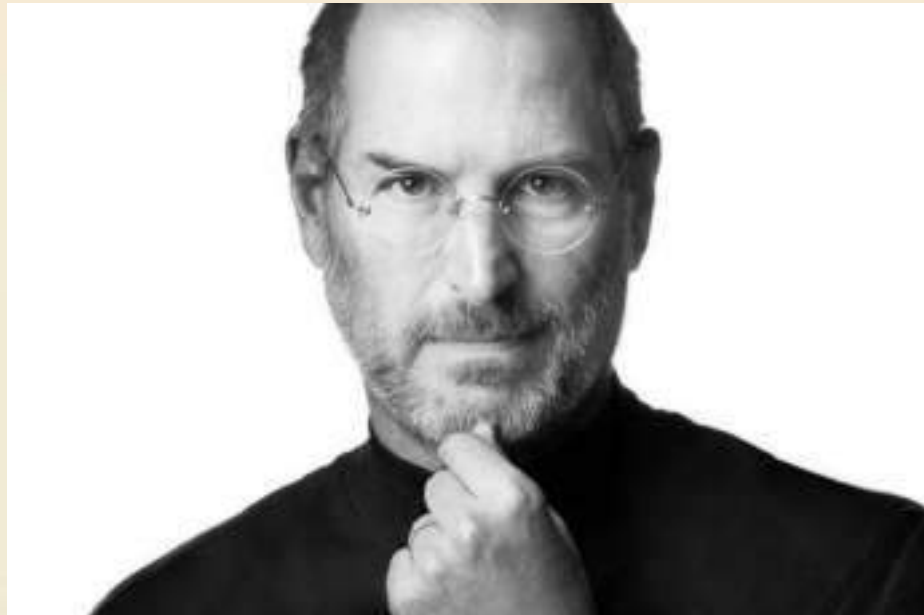
# What is leadership?



# Leadership: what is it?

**“Leadership is about inspiring people to do things they never thought they could.”**

**– Steve Jobs**



**Leadership encompasses the ability to "direct", influence or guide other people or groups.**

**It is a process by which someone can guide the behaviour and work of others towards the accomplishment of a goal.**

## 6 good leadership qualities...( + 1)

- 1. Effective communication:** being able to express yourself openly and build empathy with other people is the foundation of effective leadership. And what is the #1 most important part of communication? **Active Listening** (see **Module 3**)
- 2. Empathy:** have enough open-mindedness to understand peoples' motivations, hopes, dreams, and problems so that they can forge a deep personal connection with them (see **Module 3**)
- 3. Humility:** a focus on problem-solving and group dynamics rather than focusing on themselves.
- 4. Resilience:** are positive and lead by example, responding to difficult situations in a calm, collected manner. They focus on solutions rather than on problems.
- 5. Vision:** giving people a vision of the future, inspiring loyalty, enthusiasm, and commitment. They remind everyone of the big picture and challenge people to outdo themselves.
- 6. Influence:** leadership and influence are not interchangeable and respect has to be earned, not given.

## ... +1: great leaders are helpful

They take care of the people they lead. Everyone within a group is different and needs different help. Some need to be challenged; others to be coached; most want to feel supported. Take the time to understand, rather than assume what each one needs. Before sharing your input, understand what people need...by asking...

➤ **How can I help you?**



This question is powerful. Not only it shows that you want to help people succeed, but it's personal too. You are inviting people to express their specific needs. Offering help requires intellectual humility. Learn to listen. Treat people as they want to be treated. Don't assume that everyone needs the same. Asking "How can I help you?" engages participation.

# Quick Break

Let's take a break.

In the next session we will look at finding  
“common ground” as a way to prevent  
and/or manage conflict



# Understanding conflict



# Understanding conflict

Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions.

Remember that **conflict is natural** and happens in every ongoing relationship. Conflict is a sign of a **need for change** and an **opportunity for growth, new understanding, and improved communication.**



Conflicts can be of many types: verbal, religious, emotional, social, personal, organizational, community and so on.

# 5 phases of a conflict

## Start phases -

where a conflict can be prevented

**1: Prelude** - It involves all the factors which possibly arise a conflict: differences in interests, dissimilarity in cultural, religion, educational background etc...

**2: Triggering Event** - No conflict can arise on its own. There has to be an event which triggers the conflict.

## Development phases -

where a conflict must be managed

**3: Initiation Phase** - Heated arguments, abuses, verbal disagreements ...

**4: Differentiation Phase** - individuals voice their differences. The reasons for the conflict are often raised in the differentiation phase.

## 5: Resolution Phase

this phase explores the various options to resolve the conflict.



# Preventing conflict

In **phases 1 and 2**, conflict can still be prevented. In order to prevent conflict, you need to **be aware of existing factors** (phase 1) and the **possibility of a triggering event** (phase 2)

❖ One way to prevent conflict, is to bring out in the open all the differences in the group (see Module 2 Handout: **Tool for cultural awareness analysis**)

❖ Secondly, as a leader, you should be able to find **“common ground”** within the group



Later, we will look at how to find common ground as a strategy to prevent and manage conflict

# Managing conflict #1

In **phases 3 and 4**, conflict must be managed and resolved.

1. **Accept conflict:** it is natural
2. **Be a calming agent:** your response to the conflict can escalate or decrease the intensity of the problem. To be calming, provide an objective or neutral point of view
3. **Listen actively:** This will help clarify the specific problem
4. **Use neutral language:** When people are in conflict they often use inflammatory language, profanity, name calling, and exaggerations that escalate the conflict. **More tips in the next slide**



## Managing conflict #2

5. **Separate the person from the problem:** View the problem as a specific behavior or set of circumstances rather than attributing negative feelings to a person

6. **Agree to disagree:** When managing conflict, seeking the “truth” can trap you rather than set you free - it is better to accept that people may have different “truths”

7. **Focus on the future:** create a plan to address the present conflict and those that may arise in the future

8. **Avoid second-hand reports/rumours:** Encourage people to deal directly with the person they are in conflict with

9. **Maintain confidentiality:** ensure that you don't discuss conflict externally unless legally obliged to.



# Finding common ground



# Finding “common ground” to prevent and manage conflict

In a multi-cultural setting, finding “common ground” means agreeing a way of being together that’s respectful of everybody’s cultural backgrounds and allows the group to create a positive atmosphere. **It is a PROCESS.**

**N.B.: Every group is different and should develop its own “common ground”**

**It is the role of the L&C Animateur to lead a process of finding common ground.**

- In Module 2, we discussed how to use the [Tool for cultural awareness analysis](#)
- This can be your step 1 to start the process and involve the group in finding its own way of being together

In the next few slides, you will find some more practical advice

## Advice #1: ASK

Asking learners directly to share the common cultural “norms” of their countries of origin can help to:

- ✓ correct any cultural misunderstandings
- ✓ involve the whole group in fun games
- ✓ create a positive group atmosphere



Our advice is to do this in your first session with the group and again if new people join.

## Advice #2: SHARE

When learners share information about their background culture, participate and share your own!

Learners may already know them but this can help to:

- ✓ provide them with more information about you and the national culture
- ✓ be part of fun games and a positive group atmosphere
- ✓ support you in setting groundrules



## Advice #3: AGREE RULES

For a group to work well, everyone will need to adapt!

Setting and agreeing “GROUND RULES” is fundamental to:

- ✓ ensure that everyone feels respected
- ✓ ensuring people feel comfortable
- ✓ support your role as a “mediator”





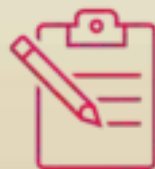
# Self reflection

Think about yourself in a conflict situation:

- How do you deal with conflict in your own life?
- How do you help others in a conflict situation?
- Which tips can you follow easily?
- Which tips would be hard for you to follow?



**Write down your answers in you learning diary**



# Congratulations!

You've completed Module 5: Intercultural mediation and leadership

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