TRANSLATING CULTURE

TRAINING MANUAL

TRANSLATION OF CULTURAL LANGUAGE

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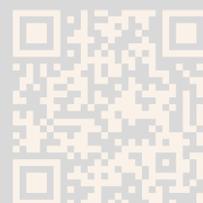
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TRANSLATING CULTURE
TRAINING MANUAL

2023

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PART 1

TRANSLATING CULTURE THEORY

MODULE 1

Guidelines on how to use the TOCL training curriculum
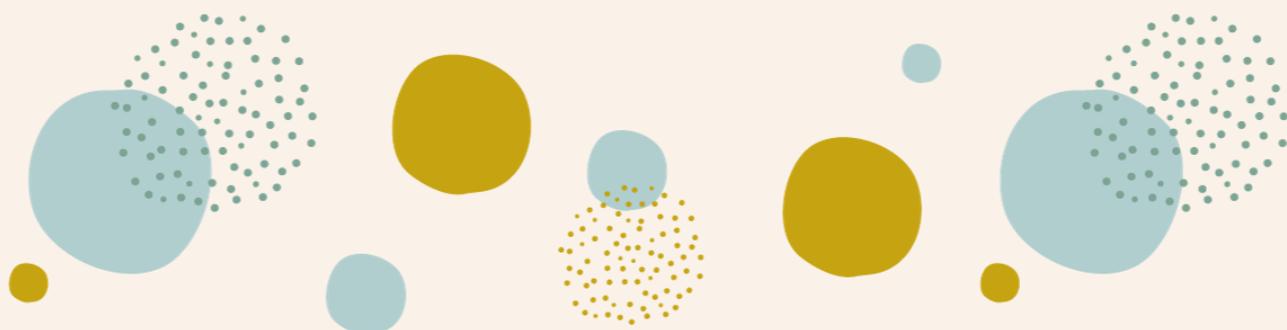
Module Overview

Introduction

TOCL – Translation of Cultural Language is an Erasmus+ project that highlights the importance of cultural and linguistic diversity for sustainable societies. Our focus is to preserve the differences in cultures and languages, fostering acceptance and respect for others. Having realized the importance of being open to cultural differences when teaching languages to different cultures, the TOCL consortium countries (Spain, Italy, Cyprus, Slovenia, and Greece) have developed a unique approach to facilitate migrant inclusion.

For several years the migrant crisis and the need for migrant social inclusion have become a priority across the EU. It is recognized that, besides first emergency care, livelihood care, labour support and language education, cultural education plays a paramount role in fighting the marginalisation of migrants and ensuring their social inclusion. In fact, cultural education has assumed a starring role in EU policies. Following this trend, there is a need to educate migrant communities on cultural elements specific to the hosting countries and regions while addressing their language knowledge. The need is to support cultural integration while implementing language training through the use of the appropriate translation of relevant cultural texts.

To give a response to such need, TOCL's objectives are to:

- contribute to migrants' knowledge and participation in the host country's community by learning the hosting culture, consequently facilitating social inclusion;
- use 'Translating Culture' (TC) as an innovative approach in order to educate migrants present in host countries on cultural matters;
- support and develop the competences/knowledge of professionals working with migrants by training them on "Translating Culture" methodology;
- develop both a training methodology/curriculum and translated materials to be used by professionals (during their educational action, as support for the existing language education) with migrants to deliver cultural education.

The project supports the creation of the Translating Culture (TC) methodology. It will be used as an innovative approach to educate migrants present in host countries on cultural

matters, and to support and develop the competences/knowledge of professionals working with migrants. The TC methodology will be uploaded to an interactive platform that will work as the training environment for all the developed educational contents and tools. The platform will also engage migrant learners via the assessment of their knowledge of the language, it will allow them to select further training steps linked to other migrant training contents and boost the self-analysis of soft and hard skills so that the acquired language and cultural knowledge will properly fit into a larger educational program.

The desk research and the fieldwork supported by the Methodology Document aims to contribute to the training needs analysis regarding the skills and requirements of language teachers, linguistic mediators, cultural facilitators, educators, social workers and operators at NGOs.

Therefore, the purpose of the proposed Methodology Document is to investigate the current and emerging training requirements of practitioners that provide their services in Europe today. The aim is to capture their need in terms of training skills and the skills mismatches in linguistic practitioners' community, from their point of view. In particular focusing on:

a) what exists in the EU in terms of 'translating culture' actions to beneficiaries;
b) the cultural aspects which professionals and institutions working with migrants and migrants themselves consider necessary and relevant for migrants to know in order to manage in the hosting society.

The R2 Translating Culture training methodology, having the form of a training manual for trainers, represents an integral part of language training and courses to introduce migrants to the knowledge of national linguistic tools. The TC training methodology will be complementary and integrative to the already existing language teaching activities, making it possible to effectively introduce adult learners to the host country's culture. It will focus on the use of written material to be translated and used during language courses and it will enable trainers to convey a new approach and innovative techniques on how to extract cultural references from literary works and other types of written sources relevant to their cultural interest and tailored to their national background. Putting together the two concepts of 'translation' and 'culture', this methodology brings in the innovative idea that it is possible to complement standard language courses for migrants with cultural education.

In the following modules we will be addressing:

Activity 2: the creation of the contents and syllabus of the identified training sessions of TC training methodology and manual. This involves:

● the identification of the main parts and topics
● the selection of practical samples (2/country) to be added to the training session as evidence on how the methodology will be put into practice

The aim of this introductory module is to introduce professionals training migrants to the Translating Culture Methodology by presenting the training contexts and enable them to start using the TC Methodology as an integral part of their language courses.

Target Group

Professionals working with migrants

This category includes practitioners working as linguistic mediators, cultural facilitators, educators, social workers, language teachers, operators at NGOs working with migrants involved and trained in the activities (generally referred to as professionals). They will acquire increased knowledge on how to deliver cultural education to migrants and they will be offered a training methodology/curriculum with learning sessions. TOCL's innovative methodology will focus on how to widen professionals' competencies in working with migrants, increase their ability to properly train them on cultural education, and blend the existing language training courses with the TOCL approach (thus being more effective). At the end of TOCL, these professionals would have gained increased competencies in and wider knowledge of cultural education. Moreover, the training material will be improved. In particular: A1) the min. of 60 workers participating in the focus groups, the min. of 15 professionals that will release semi instructed interviews (R1) will be impacted by the concept of TC A2) the beneficiaries of C1 and colleagues trained by them (75 workers directly touched by the TOCL methodology) will be impacted by the TC methodology A3) these numbers will be expanded to the network of workers of the partnership's contacts and people. The aim is to affect a large number of NGOs and workers, stakeholders operating in the field, as well as operators active in the cultural training and in translation fields.

The Training Modules/Curriculum

The identified training modules and partners in charge are defined as follows:

Module 1. Guidelines on how to use the TOCL training curriculum *(Yourtranslator - Greece)*
Module 2. Principles in teaching TC (Translating Culture) in language courses for migrants *(Second Tree - Greece)*
Module 3. Teaching culture in a multicultural context *(CEMyRI - Spain)*
Module 4. The TC approach: Equivalence and Adaptation *(Yourtranslator - Greece)*
Module 5. Translating Culture Method - An application *(ZRC Sazu - Slovenia, Mygrants - Italy, Synthesis - Cyprus)*
Module 6. Wrapping Up - Moving Forward *(Open Cultural Center - Spain)*

How to use the training modules/curriculum

The TOCL methodology has been developed across 6 modules; therefore, we would recommend that the training is used by trainers in its entirety. At the same time, if you think that only a specific module fits your needs, and you would like to use them separately, we wouldn't discourage this approach either. Module 5 concerns the most practical elements of the TOCL approach. In this section we discuss both what cultural topics can be the most fruitful, fun and helpful to the migrants to discuss and learn about, but also those which are most operational to intercultural teaching. We put into practice the ideas of cultural equivalence and adaptation across various cultural traditions to emphasise cultural similarities. Also, we prioritise the migrant students' self-expression within the new hosting culture via these topics. We also provide lesson plans intended to demonstrate these principles of TOCL. They are also intended to demonstrate just how easily a class which once emphasised language over culture, can be flipped to emphasise culture. The lesson plans also show how you as a language practitioner can adapt your materials and exercises to be exercises in culture rather than to practice language. As the material in some modules can be country-specific, we encourage trainers to adapt the material or related examples to their countries of interest so that the training is more relevant to the beneficiaries. We also encourage trainers to adapt the proposed activities across the methodology according to the language level of their classes.

Key concepts

LANGUAGE: It is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of man-made symbols. It makes social interaction possible and influences how people perceive concepts and objects. A language is a system of communication consisting of a collection of sounds and written symbols used by the people of a specific country or region when speaking or writing.

CULTURE: Culture is a broad and varied term that refers to a wide range of mostly intangible aspects of social life. Sociologists define culture as the values, beliefs, systems of language, communication, and practices that people share and that can be used to define them as a group. Material objects shared by a group or society are also considered part of culture. In other terms, all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation.

CULTURAL KNOWLEDGE: The knowledge about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group. An understanding of the mental parts of culture: beliefs, rules, and attitudes. It includes the norms, values, symbols, constructions of reality, and worldviews of a certain culture.

CULTURAL LANGUAGE: A language that is learned by many members of other speech communities for the sake of access to the culture of which it is the vehicle.

CULTURAL EDUCATION: A process of teaching and learning of the cultural elements, and how to use them in a specific cultural environment or a language that is learned by many members of other speech communities for the sake of access to the culture of which it is the vehicle. Raising students' awareness of basic cultural concepts and practices and their effortless engagement with cultural and artistic themes.

TRANSLATING CULTURE: Translating a text while retaining the original text's effect and generating the same emotions and reactions in the target text receivers as the original text did in the case of the source text audience. An act of describing for members of one cultural community how members of another interpret the world and their place in it. Also, combining different forms of negotiation that people engage in when they are displaced from one cultural community into another, or it refers to the displacement itself.

EQUIVALENCE: To substitute a target language statement for a source language statement that accounts for the same situation. When a word or phrase means exactly the same thing in both languages, we call that an equivalence; the similarity between a word (or expression) in one language and its translation in another - This requires a deep understanding of both cultures, not just the language.

ADAPTATION: Adaptation is a translation method that focuses on altering the source text so that it corresponds to the culture, style, grammar, semantics and syntax of the target language - this approach may not produce completely accurate translations. Adaptation

is a creative translation method that makes the text culturally appropriate, accurate and understandable.

Purpose and Objectives

This introductory module aims to familiarise both learners and trainers with the TOCL Methodology and approach and help trainers immerse themselves into the TOCL approach through this introductory session by getting to know the classroom.

Module Learning Outcomes

Opening any training session/module requires the creation of the learning atmosphere so that learners can build the necessary confidence and trust. Thus, some opening activities are listed here, which will not be included in the next modules. Icebreakers and energizers can be used as tools to help participants to transition into the proper headspace for what lies ahead, and to re-focus during the learning experience.

Training Materials - None

Session Overview

Session Overview	
Session 1 (Ice Breaking Activities)	*Two truths and a lie* *One Word at a Time*

Session 1

Ice Breaking Activities

Session objectives:
- create a relaxed environment where participants can share ideas and participate more fully in the class.
- encourage participants to share ownership for the learning environment of the class.
- build rapport among participants and foster a productive learning environment.
- prepare participants for collaborative group work.

Introduction and/or Key Concepts:

During a training program, a great energetic start is crucial simply because it sets the tone for whatever comes next. If the training starts with a fun, energetic activity to set the tone, it makes your job as the trainer easier in keeping it that way for the rest of the day. According to research, one of the best ways to get your class off to a great start, make a good first impression, build an element of surprise, stimulate interest, and get participants excited about your training program is to start with a good tried and tested ice breaker.

Duration (*x* hours)	Activity	Instructions	Activity Objective	Material Needed
	Activity name	*Give instructions for the trainer to carry out this activity*	*Specify what learners will have achieved or learned through the*	*List the material needed for the*

			activity	activity
10-15 min	*Two Truths and a Lie*	1. Split the class into small groups of 4 to 6 people. 2. Ask each person in the group to write three statements about themselves: 2 true and 1 false. 3. Explain that each person, in turn, will need to share their three statements with the rest of the group, who will have to guess which statement is the false one. 4. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal the truth. 5. Continue like this until each person in the group has shared their statements.	*An energiser to get participants to know each other and feel at ease. This activity is also useful for groups whose members know each other if you need a warm-up activity that stimulates creativity.*	*none*
10-20 min	*One Word at a Time*	*This ice-breaker can be done with any number of participants but it works better if there are at least 5.* *1. Ask everyone in the group to stand in a circle and agree on a random topic. It can be anything from food to dogs, to rugby.*	*This is a good warm-up activity and it can also be useful to discuss the importance of adapting to changing situations and thinking on one's feet.*	

		2. Hand out a stick to one person in the group.		
		3. Explain that each person should contribute with one word to the story (and one word only at a time) but only while they are holding the stick and then they should pass it on to the next person (decide whether the stick should move clockwise or anticlockwise).		
		4. Encourage the participants to say the first word that comes to their minds. It does not matter if it makes sense or not.		
		5. Try to move around the circle quickly and increase the speed gradually.		

Links/references

https://symondsresearch.com/quick-icebreakers/

https://www.trainerslibrary.com/materials/category_docs.aspx?id=28&area=4

https://www.mtdtraining.com/blog/10-ways-break-ice-training-session.htm

https://www.liveabout.com/my-best-one-word-icebreaker-1918427

MODULE 2

Principles in teaching TC in language courses for migrants
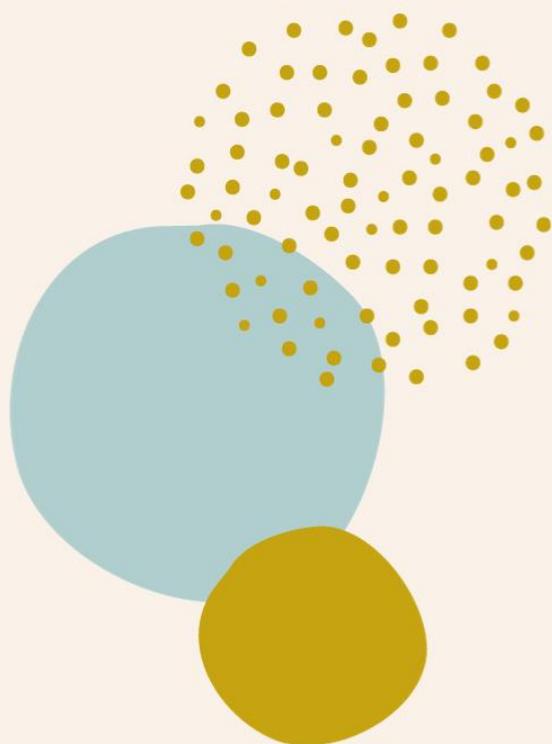
Module Overview

Introduction

This module will introduce core principles to be followed by educators delivering the TOCL methodology to migrants and refugees. In this context, the term "principles" are understood as the primary code of conduct to follow when preparing to educate migrant and refugee learners. These guiding principles are as follows:

- Unpack preconceptions: Self-reflect carefully to ensure that every student is treated as an individual, with their own strengths, weaknesses, and unique characteristics.
- Build trust in the classroom: Assess decisions carefully to ensure that the student experience is consistent and fair, creating a solid foundation for trust to grow between educators and their students.
- Establish a shared classroom culture: Take measures to ensure the creation of an educational environment which encourages self-reliance, resilience and a strong sense of equality amongst students and educators.

This module also intends to raise awareness of the power relations and unconscious biases which can exist in a classroom setting, and explore how an excessive preoccupation with cultural sensitivity can become an obstacle to learning and integration.

Purpose and Objectives

The aim of this module is to provide tools, guidelines, and best practices that enable educators to create a classroom environment which is participatory, accountability-focused, rooted in equality and consistent.

Module Learning Outcomes

The information included in this module will enable educators to:

- Use a variety of self-reflection tools to unpack and evaluate situations in which biases or preconceived ideas may be impacting their relationship with learners.
- Consistently promote a culture of trust, fairness, accountability and empowerment within their classroom.
- Confidently address topics that could create tension or discomfort, and to better understand how these moments are valuable in an educational setting.
- Gain a deeper understanding of how to foster collaborative relationships with

students.

- Develop and evaluate possible responses to the challenges brought about in implementing these principles.
- Identify the similarities and differences between the "non-migrant" and "migrant" language classrooms.

Training Materials

Participant worksheets, laptop, projector, whiteboard, whiteboard markers, whiteboard cleaner

Session Overview

Session Overview	
Session 1 Unpack Preconception	Introduction to the principle Best practices: ● Treat every student as an individual ● Practise self-reflection
Session 2 Build Trust in the Classroom	Introduction to the principle Best practices: ● Be honest and transparent ● Be fair ● Be consistent ● Be caring and show your personality
Session 3 Establish a shared culture classroom	Introduction to the principle Best practices: ● Build resilience ● Build self-reliance ● Engage with students ● Encourage feedback, questions, and participation ● Build an informal and inclusive classroom environment suitable for learning ● Encourage connections between students ● Pay close attention to students

Session 1

Unpack Preconceptions

Session objectives:

By the end of the session, participants will have:

- Covered why preconceptions around labels like "refugee" or "asylum seeker" can often lead to misleading stereotypical generalisations associated with vulnerability and sensitivity, rather than a temporary status which does not tell us anything about a person's personality or preferences.
- Looked into the many similarities that exist between the "refugee/migrant" language classrooms and any other, and the importance of treating students as unique individuals rather than a product of preconceptions.
- Used self-reflection to explore how cultural and linguistic biases can negatively impact their relationship between educator and student, as well as on students' learning.
- Unpacked real-life situations to evaluate the best courses of action to prevent preconceptions from negatively impacting decision-making.

Introduction and/or Key Concepts:

Successful language learning classrooms, regardless of location, context and learner demographics, share the same core characteristics: educators know their students well, work to tailor classes to their needs and feel a duty of care towards them; while students feel comfortable, supported and capable of progress. The emphasis which is often placed on how refugee or migrant classrooms are different from standard language learning environments, can result in a de-prioritisation or loss of these core characteristics, in place of an intense focus on learners' statuses. As a result, educators can become preoccupied with their learners as refugees or migrants, leading to an increase in the negative impact of stereotypes, biases and preconceptions.

Everyone has biases, they are universal and can come into play in every interaction we have with another person. Educators, like anyone, may hold biases or preconceived ideas about what students of migrant or refugee background may need from, or bring to, the classroom. Biases in general, and in this context specifically, have both sympathetic and unsympathetic origins. One educator may justify treating a migrant student differently based on assumptions about their traumatic experiences due to their nationality, or assumptions about their cultural norms based on the community they are from. An educator may have the sense that dialogue about many topics is impossible or damaging.

Another may justify treating a migrant student differently because they believe the migrant is uneducated or in some way "uncivilised".

While these biases could be rooted in the preconception of migrants as victims (that they are vulnerable, sensitive, in need of protection, incapable of self-determination) or villains (that they are worthy of contempt and suspicion), the outcome in both cases is surprisingly similar: the person is seen not as they are, but as the individual seeing them imagines them to be. The impacts of this in the classroom can be particularly damaging: based on these assumptions, educators may omit lesson content to avoid sensitive topics, resulting in a lack of knowledge that the student would otherwise have; they may avoid asking students questions resulting in an interpersonal distance that wouldn't otherwise exist; they may be less demanding of students, resulting in poorer learning outcomes.

To achieve the key principles set out in this methodology, it is important that educators embark on relationships with a cohort of refugee or migrant students as they would any other. This does not mean having no expectations, pre-conceptions or biases about students (as we have said, we carry those with us always) but to make sure that we are challenging the result of the biases that we hold: the tendency towards thinking we know who students are before we do. In a classroom, there are always differences between students - a teacher may treat a student who has just been to a funeral differently to others in the class, they may handle an anxious student differently to a bold, outgoing student; the important fact is that this treatment is based on knowledge and is proportionate. To assume the experience of all refugee or migrant students without knowledge of their experience, personality or desires, removes agency from them.

Refugees and migrants are proficient individuals who can engage in discussion, disagree, offer counterarguments and evolve. Their contributions are as worthy of assessment, scrutiny and criticism as anyone else's. It is only by addressing embedded biases and stereotypes, that educators can begin to engage meaningfully with students. Stereotyping based on a students' ethnicity, nationality, cultural difference or on any other inherent characteristic, is misguided and demeaning. When it is assumed that a person is simply the inevitable result of vague cultural traits, or a temporary condition they did not choose, this reinforces a hierarchy which sees refugees and migrants as categorically 'other', inevitably reinforcing their marginalisation (Fontana et al., 2023). Professionals must refrain from the various forms of fetishization of 'the refugee' which homogenise what are, in fact, an incredibly diverse set of experiences and identities (Fontana et al., 2023).

In order to avoid these pitfalls, it is important for migrant educators to practise a high degree of self-awareness. This is not easy, but, in doing so, migrant educators will learn to interact fully with their students, looking beyond the problematic hierarchies that even seemingly positive portrayals can invoke. The internal narratives which so often guide common opinions on what refugees are capable of, will be replaced by a much sharper image of what is true: that migrant and refugee students share many more similarities than differences.

To unpack the preconceptions educators hold towards migrant or refugee learners, educators should:

Treat every student as an individual:
- Keep in mind that some students' experience of learning environments will be good, some will be bad, others will have had no experience at all. Students may feel intimidated, have little idea of what studying means, or struggle with confidence in the classroom.
- Learn about your students' personal strengths, weaknesses, wishes, and goals.
- Do not fear talking to your students about their lives, or asking them questions. If an aspect of a student's personal life comes up, engage as you would with any other student. If an aspect of a student's personal life is impacting their performance in the classroom, broach the topic as you would in any other circumstance.
- Tailor your teaching resources and materials and methods based on what your students need, not what you imagine they need.

Practice self-reflection:
- Through reflection, educators should reject the perception that refugees cannot be treated like anyone else, because of their inherent difference, their otherness. Instead, professionals must reflect on their ability to approach refugees as individuals, not representatives of a homogeneous culture, so that they are able to express their individual identities (Fontana et al., 2023), avoiding adherence to stereotypes (e.g. refugees are victims or heroes). These narratives can damage newcomers' reception and self-perception (Fontana et al., 2023).
- Educators can share reflections on previous experiences working with refugees, and make it a habit to reflect on their actions, discuss preconceptions openly with others, and not be afraid to address them with their students too. This can be done, for instance, by asking their students' thoughts on how addressing a certain topic makes them feel rather than deciding on their behalf that it is inappropriate for them.

- Example of self-reflection questions (following interactions with students):
    - How did the interaction make you feel? Why?
    - In what ways was the interaction successful/not successful, in terms of trust building?
    - Did you notice and address underlying biases and preconceptions? Why/why not? How did you find this?
    - What impact did the interaction have on the student/students you were talking to?
    - Were there any other people around you during the interaction? What impact did it have on them?
    - Was any other colleague present during this interaction? Do you think they acted in the right way? Would you have done anything differently to them? Why? Did you learn anything from them?
    - What was the most difficult thing about the interaction?
    - Do you think you or the student should have acted differently?

Duration (*1 hour*)	Activity	Instructions	Activity Objective	Material Needed
10 min	Discussion	Ask participants to reflect on underlying expectations and assumptions during their past interactions with refugees. Example of guiding questions include: Do you have experience teaching migrants, refugees, and asylum seekers? What is the context like where you teach/work? What has been your past experience working with refugees/migrants, and what did your interactions look like? Is there a particular experience that sticks out to you regarding topics that you considered inappropriate for this target group? Did your interactions with refugees/migrants change throughout your time working with them?	Participants will reflect on their past experiences with refugees/migrants	Prepared guiding questions
20 min	Case Study	Introduce case study #1 *A teacher is preparing lesson material for their class. The topic they have been asked to teach is modes of transport. While planning the lesson, they intend to cover every piece of key vocabulary within this topic. They become worried. They intended to include the word 'boat', but are unsure if discussion and imagery around boats will upset someone in*	Participants will examine underlying biases or preconceived ideas by participating in a case study	At the discretion of the trainer

		their class. The teacher now feels indecisive on whether they should omit the word 'boat' from their lesson plan. If you were the teacher in this situation, what would you do?		
10 min	Debrief case study	Guide participants through a debrief of the case study.	Participants will reflect on their actions and decisions during case study one.	None
10 min	Introduce theory	Introduce participants to the theory session by giving them a print copy of the theory session and guiding questions.	Participants will read, understand, and criticise the theory from principle one.	Printed copies of the theory section Prepare the guiding questions

Links/references

Fontana, G., Pasic, D., & Paynter, E. (2023, March 26). 'I'm not a refugee, I'm a person': Rethinking power and community in humanitarian contexts. *Routed Magazine*, *21*(Creative migration policy).

Session 2

Build Trust in the Classroom

Session objectives:
By the end of the sessions, participants will have:
- Discussed the importance of building trust within the classroom, and with each student as an individual.
- Covered best practices for building trust in the classroom.
- Reflected on previous experiences involving lack of trust and explored the long-term consequences of actions that can undermine it.

Introduction and/or Key Concepts:
Building trust between teachers and students is important for the creation of a healthy learning environment and fruitful relationships. It creates the basis for collaboration and cooperation in the classroom. Students may have very different experiences and expectations of the relationship between "teacher" and "student" and its characterisation as one which is trustful and positive, may be new to them.

Trust can be hard to come by if you are a refugee or migrant, living in an unstable situation in a new country. Students from a refugee or migrant background may have had to fight for their most basic needs and had to be suspicious of promises made to them while "on the move". Experiencing discrimination or unequal treatment is not a rarity for many people in their new host country. Educators must show in every action they take, that things will be different within the walls of their classroom. This has to be demonstrated from their first interactions (Fontana et al., 2023).

Trust is built through honesty, fairness, consistency, and engagement. Building trust requires looking at the long term impact of a decision or choice, rather than seeking short term recognition, or an easy result. Educators must carefully reflect on their choices, considering the best possible response for building trust long-term (Fontana et al., 2023).

What follows are best practices for educators to build trust within the classroom:

Be honest and transparent:

- Show that your words can be relied on. Always be honest about what you can and cannot do. Saying "maybe" to avoid saying "no" undermines your reputation and relationship with your students, therefore undermining trust (Fontana et al., 2023).
- Be transparent about what you know. Highlight your lack of knowledge and clearly admit your mistakes, no matter how small. Explaining why you were wrong or made a mistake will encourage your students to do the same and will ensure they feel safe to make mistakes. By working together to understand problems and identify solutions, the agency of your students will be strengthened through self-efficacy (Fontana et al., 2023).
- Feel empowered to say no to things you cannot or do not want to do. This will model the same behaviour you wish to see in others, with a shared responsibility of students and educators towards creating a community in which everyone has an equal voice (Fontana et al., 2023).

Be fair:
- Unfairness, whether real (even unintended) or perceived, undermines the trust, and therefore the relationship between educators and students. By upholding the same standards for professionals and refugee learners, a culture of mutual trust can develop (Fontana et al., 2023). As many refugees have experienced discrimination based on their race, ethnicity, sexuality, or religion, this can unsurprisingly be interpreted as a form of discrimination (Fontana et al., 2023) and students could feel sceptical towards service providers, including educators. To ensure fairness within the classroom, educators should:
  - Ensure understanding: Procedures should be clear to everyone regardless of language barriers: if needed, ask a translator to help.
  - Equal opportunity: do not do anything with one person that you cannot consistently do with everyone, given the same conditions.
  - Equal treatment: be transparent and strict in applying classroom rules and procedures. Don't make exceptions to rules. Strict adherence by all is vital to maintaining fairness and building trust, and safeguards against perceptions of preferential treatment (Fontana et al., 2023). You can always suggest a change to any rule, through a thorough process of discussion that involves everyone in your classroom.

Be consistent:
- Don't act carelessly or rely on your gut feelings. Carefully assess the impact of your actions towards others, and foster a sense of mutual responsibility for upholding

or constructively challenging rules that exist for the well-being of the entire classroom community (Fontana et al., 2023).

- Set clear expectations and be consistent in those expectations. If students are clear on the expectations and receive consistent responses to their behaviour, they can better control their actions and will feel more relaxed and comfortable in the classroom, which increases participation and engagement.

Be caring and show your personality:
- Listen and pay attention to your students and their concerns. Discussions foster agency and a collective sense of responsibility, and also help develop and maintain a shared culture (Fontana et al., 2023). Refugees are capable, active members of the community who can and should participate in shaping their environment (Fontana et al., 2023).
- Be supportive, give positive feedback and show appreciation for their efforts: this encourages students to take chances and be vulnerable with you, and model this behaviour by being open with them.
- Show your personality, and do not be afraid to be light or employ humour: refugees have gone through difficult experiences, but they have not lost their humanity, and you can expect to disagree, discuss, and joke with refugees as with anyone else, which often leads to an enriching exchange (Fontana et al., 2023).

Duration (*1 hour*)	Activity	Instructions	Activity Objective	Material Needed
10 min	Brainstorm	Ask participants to brainstorm what key principles they think should be involved in creating trust (in the classroom but also outside), and reflect on factors and situations that can instead cause frustration, misunderstandings and loss of trust (e.g. language barriers, unfair treatment). Use guiding questions to facilitate discussions: What are your experiences of trust or a lack of trust within the classroom, as a student or as an educator? And what effect did the trust, or lack of, have on the classroom experience? Do you think having trust in the classroom is important? What does a classroom environment with trust look like? How have you built trust in your classrooms in the past? What can diminish trust in the classroom? How could the biases we have towards refugees impact the creation of trust?	Engage participants, anticipate topics that will be explored in more detail throughout the activities	Prepare guiding questions
20 min	Case study and discussion: Fairness and strict	Participants will be split into 3 smaller groups. Each group will be presented with the same classroom rule: 'if you arrive more than 5 minutes late, you're not allowed into the classroom'. Each of the 3 groups are given the same case study, each differing	Participants understand the consequences of making exceptions to the rules and explore	None

	rules	in its complexity.	solutions to loss of trust, where accountability and admitting mistakes is essential.	
		Group 1: *A student is late because they overslept.*		
		Group 2: *A student is late because they were taking their child to the school bus and the bus arrived late.*		
		Group 3: *A student is late because they had to take their unwell child to a hospital appointment, and the appointment ran over.*		
		Invite participants to discuss in their groups what everyone would do in their case study, and afterwards present the conclusions drawn to the other participants.		
		As a larger group, discuss the long-term consequences of making exceptions.		
		[10 min] Invite participants to discuss in pairs how to resolve a situation in which trust has been lost due to unfair treatment, and share ideas as a group.		
5 min	Debrief case study	Bring the entire group back together and guide participants through a debrief of the case study.	Participants will reflect on their actions and decisions during their case study.	None

15 min	Present theory section & discuss it	Introduce participants to the theory session by giving them a print copy of the theory session and guiding questions. What are your experiences of honesty and transparency within the classroom? How can these two values be built between students and educators? What challenges have you encountered in your own experiences with being fair and consistent in the classroom? When have you experienced positive feedback/reinforcement in the classroom, and supportive relationships being fostered? What visible impact did this have on the teacher-student relationship? Have you experienced a classroom setting where the needs and voices of students were neglected? What was the impact of this? Are there any elements of the theory that you feel are unnecessary for building trust? Do you feel there are additional necessary elements that have not been addressed?	Participants will read, understand, and criticise the theory from principle two.	Printed copies of the theory section Prepare the guiding questions
10 min	Practice using self-reflection questions	Ask participants to reflect on their experiences in one of the case studies, or a separate experience they have encountered with trust, using the reflection questions. Ask participants to explain how they feel the self-reflection questions help them identify the importance of building trust in student-educator relationships.	Participants will be able to employ the questions to reflect on the importance of trust in the classroom and the long term consequences of when trust is not	None

			present in the classroom.	

Links/references

Second Tree (2021). *RAP (Refugees Are People) Policy*

Fontana, G., Pasic, D., & Paynter, E. (2023, March 26). 'I'm not a refugee, I'm a person': Rethinking power and community in humanitarian contexts. Routed Magazine, 21(Creative migration policy).

Establish a Shared Culture Classroom

Session objectives:
By the end of the sessions, participants will have:

- Discussed what building a shared classroom culture means, and what elements should be included in it.
- Reflected on the practices that encourage student participation, feedback and collaboration – and how this promotes students' confidence, agency and growth.
- Developed an increased awareness of how educators' communication style impacts the relationship between them and their students.

Introduction and/or Key Concepts:

It is important to create a classroom environment where people know each other, where they feel comfortable and able to share or to say that they don't want to share. Building a shared classroom culture enables both educators and students to clearly distinguish between their learning space and the outside world and a place where students' sense of belonging can flourish, leading to the creation of a healthy psycho-social environment, which in turn improves educational outcomes.

This can mean taking an approach which is often discouraged within refugee classrooms; one which involves leaning into difficult discussions, tackling conflict head-on, asking students openly what they want, and mediating differences of opinion.

Give learners the autonomy to choose what they want.

Language learning in any environment can mean covering topics which could be perceived as being difficult or upsetting; for example, teaching the common topic of "jobs" to language learners who have recently been made redundant could bring about feelings of sadness or pain. It is common for educators of refugee or migrant students to be told to avoid topics that may be upsetting and, as a result, educators fear covering anything that could be associated with painful memories, or be taboo in their country of origin. This approach can have extreme and detrimental results for refugee learners.

Any student anywhere may have experienced trauma. Trying to imagine how to navigate the path of avoiding that trauma with classes of multiple individuals, is impossible and

reductive. A Syrian student may have had a terrifying experience of being bombed in their home, travelling on a dinghy to Europe, or being tortured as a political prisoner. However, it may be that their pain manifests through sensitivity to loud noises. An educator, in trying to avoid causing pain or difficulty to this student, may be tempted to avoid all talk of boats, war, politics or even the home, but (innocently and understandably) show a video that includes loud noises, causing pain to the individual.

To judge what is acceptable to be taught in the language classroom based on the fact that one student is a twenty-five year-old Congolese woman, while another is a fifty year-old Syrian man and another is a thirty year-old homosexual man who fled Afghanistan, is misguided. Not only is it impossible to remove all potential triggers, but it is also wrong. There are obvious educational implications that come from avoiding core language topics: students don't learn what they need. Moreover, deciding what your students cannot hear without their permission is infantilising. These are people that have survived the most difficult experiences in life. Instead of patronising them, educators should allow students to choose which topics they want covered and which to avoid. What is important in doing so, is that students feel comfortable at any moment saying they'd rather not talk about a particular subject. Rather than preventing or prohibiting learning on a topic, you create a space where people are comfortable to be open and decide which topics they want to cover and to avoid.

Engage in discussions over conflict or contentious topics.
Another tendency educators may have is to avoid conflict or certain contentious cultural topics in the classroom, as it may create discomfort. Similarly to above, this misguided attempt to evade a worst case scenario outcome, ultimately causes more damage.

Instead, educators should encourage and engage in discussions over conflicts or differing viewpoints. Learning involves changing (changing our mind, changing habits and behaviours, getting to know new things, getting to a different point than where you started from), and the process of changing often involves an element of discomfort: addressing difficult topics and not avoiding challenging interactions is beneficial to learning.

This is a difficult process. An educator may have multiethnic, multireligious classes. Some students may have been on opposite sides of the same conflict, some students may hold racist opinions towards classmates from another continent. It is therefore a difficult and long process to create a classroom culture of belonging and comfort.

Within a classroom with learners of diverse backgrounds, there will be many opportunities to speak about and exchange culture. When exchanging cultural aspects, there may be disagreements. Educators need to be aware that shying away from difficult conversations and avoiding conflict is presumptuous and prevents moments of "real-life" taking place inside the class.

Feel empowered to disagree with your students.
It is always important to face conflicts, to discuss them when they arise and to work towards the point that everyone feels empowered to tackle them. You can expect to disagree and converse with migrant or refugee students as you would with any other person. Engaging with someone means taking that person seriously, as well as carefully assessing and fully addressing what they have to say. It does not mean automatically hiding what you think or who you are, based on the idea that a refugee or migrant student cannot deal with it or will respond with irritability or violence. Migrants and refugees are not an explosive device that has to be handled with caution and fear, nor are they a danger. They are fully capable of hearing your perspective, or why you think they are wrong. For this reason, you should feel ready and empowered to appeal to their head, not to their gut instincts (Dawson et al., 2022).

What follows are best practices for educators to build a shared culture within the classroom:

Build resilience
- Listen to your students' concerns and be consistent in how you address them.
- Reinforce students' sense of control and autonomy by reacting in a consistent way and creating a structure and routine in the classroom.
- Create the feeling that your students are part of a community and promote relationships with their peers. If your student is in a healthy community, where there's trust and honest communication, they will be more likely to develop resilience and bounce back from adversity.

Build self-reliance
- Enable your students not just to remember and understand the content at that moment, but to build within them the skills they need to become autonomous learners. Doing so is empowering for students and allows them to use the skill of 'learning' in other parts of their lives.
- Encouraged students to share their own opinions and to rely on themselves: educators can promote self-reliance and problem-solving by turning their

students' questions back to them, when presented with an issue. In this way, the teacher encourages the students to answer their own question.

Engage with students

- Speak with your students on a personal level before or after class and get to know them as individuals. Ask and learn about how they are doing. It may be difficult because of the language barrier. In this case, ask stronger students to help translate.
- Engage in conversations with them to understand their perspective and don't shy away from sharing when you disagree with them.

Encourage feedback, questions, and participation

- Encourage students to tell you how to make the classes better for them. In doing so, you will tailor the programme to the needs of your students and encourage participation. It will demonstrate that you listen to them, that you trust their opinions, and that you are interested in what they want. It is important not to treat feedback as a box ticking exercise and that students see themselves as cared for and participative. This shows the teacher cares.
- Spend time at the end of the lesson to share self-reflections on how the lesson went and on the quality and relevance of the content, to show you are open to self-improvement and reflection. Educators can then encourage students to share their thoughts, or ask students if they prefer to share their preferences in the form of anonymous notes. Follow-up with an open discussion on how these changes could be implemented. Once students have seen that their feedback is welcome and addressed, a discussion can take place on whether feedback needs to be anonymous, with a focus on the consequences of not sharing feedback and why feedback is appreciated by educators.
- Praise your students when they give you constructive criticism or question the relevance of an activity and tell them they are helping you improve. If you disagree with the feedback, tell them and engage in a conversation over the feedback.
- Allow students to choose what types of lesson or material they would like in the classroom. Equip learners with the knowledge of good learning practices (games, for example) and allow them to choose.
- Share in the creation of rules with teachers and students. This enables students not only to remember and understand the content at that moment, but also to build the skills that encourage self-reliance and increase confidence.

- Offer office hours, so students can speak in person about their feedback and struggles. This will also give you the opportunity to get to know individual students better.

Build an informal and inclusive classroom environment suitable for learning
- Encourage laughter and use humour in the classroom. Laughter brings people together. Implement lessons, activities, and games that encourage laughter and humour. As well, refugees' previous learning experiences may have been in very formal and cold environments; educators can instead contrast this expectation by being light: making fun of themselves and also joking with their students as well as making fun of them. It breaks down barriers and is a way to say this level of conversation is possible with you.
- Dismantle the idea of the teacher as the authority figure with special right to respect. To promote a shared culture built on exchanging and disagreeing with different ideas, it is important for students to feel comfortable questioning, criticising, and joking with the teacher. Challenge the idea that "the teacher knows best" by having them participate in discussions regarding and help solve problems within the classroom.

Encourage connections between students
- De-emphasise differences between students by breaking down national, ethnic, and gender lines. Do so by encouraging students to work with those of different backgrounds from theirs and to form relationships with their peers.
- Encourage the sharing of ideas and opinions among students. Have students work together, particularly with students they may not usually choose to work with.
- Create activities, spaces, and mechanisms for students to find commonalities and connect with each other.
- Foster the idea that the classroom is their community to build, grow, and transform.

Pay close attention to students
- Observe your students closely and notice if you think they are uncomfortable. In the case you think a student is uncomfortable or unhappy, take them aside and ask questions about how they are feeling.

Duration (*1 hour*)	Activity	Instructions	Activity Objective	Material Needed
10 min	Warmer	Write some key words on the board (e.g. "rules", "humour", "feedback") and ask participants to discuss in pairs: What key elements are needed to create a positive classroom culture? Are the words on the board necessary? Which other elements would they include? What practices are essential in building this culture? What are the benefits of creating this culture? What are the consequences of not reflecting on this? As a group participants will compare ideas, adding more words to the board.	Participants will begin thinking of what makes a positive classroom culture.	None
20 min	Case study	Divide participants in groups, each group will work on a different case study highlighting the importance of different principles: e.g. being transparent in their actions; tailoring teaching content based on feedback and frequently encouraging student feedback; engaging with direct communication and addressing difficult topics, which may include sensitive content. After having discussed them in groups, participants will present their case study and learnings to the rest of the group.	Participants will recognize the outcomes of rash decisions and the importance in considering long-term consequences in decision making. Participants will demonstrate application of trust building skills.	Prepare the case study

		Examples of case studies: *You are in the refugee camp where you usually work with a female colleague and she is wearing a sleeveless top. A refugee comes up to her and tells her that her outfit is offensive and it upsets him. What do you do?* *A teacher is facilitating a discussion around the topic of religion in the classroom. One student states that they are against homosexuality, because this is a rule within the religion they have grown up in. Several other students express their disagreement with this, and the conversation grows tense. The teacher is undecided on whether or not to open the conversation further, or diffuse the tension by changing the topic. What do you do?*	Participants will be able to assess the long-term consequence of actions. Participants will understand that they should not assume that certain cultural topics might be too sensitive to approach with students.	
5 min	Reflection	Guide participants through a debrief of the case study.	Participants will reflect on their actions and decisions during case study three.	Prepare the debrief questions
15 min	Theory in Practise Discussion	Introduce participants to the session theory by giving them a print copy of the theory session and guiding questions. Which practices do you agree with? Which do you disagree with? Which do you find easiest and most difficult to implement in practice? Do you use any of these practices in your classroom?	Participants will read, understand, and criticise the theory from principle three. Participants will discuss,	Printed copies of the theory section Prepare the

		Which practices do you find most and least effective? Ask participants which elements of the theory do they agree with/which they disagree with and why. This will be discussed in smaller groups.	evaluate and critique the theory from principle three.	guiding questions
10 min	Feedback	Ask participants to offer feedback on the session and advice for future sessions. The trainer can choose whichever feedback collecting technique works best for them, such as 'stop, start, continue' feedback.	Participants will give feedback on the training so that the trainer can improve the delivery in future sessions.	Prepare a feedback activity

Links/references

Dawson, H., Macken, C., & Pledger, J. (2022). *D2.5 Training Curriculum*. *EMBRACE Project*

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. When society views refugees with the preconception that they are "victims" or "villains", the outcomes are similar.
   True / False

2. It is impossible to remove all possible triggers from a classroom.
   True / False

3. Trust cannot truly be undermined if the unfair treatment is only perceived. True / False

4. In order to build a shared classroom culture, educators should be ready to appeal to the gut instincts of migrant learners.
   True / False

5. It is important to show learners your personality.
   True / False

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1. *True*
2. *True*
3. *False*
4. *False*
5. *True*

MODULE 3

Teaching culture in a multicultural context
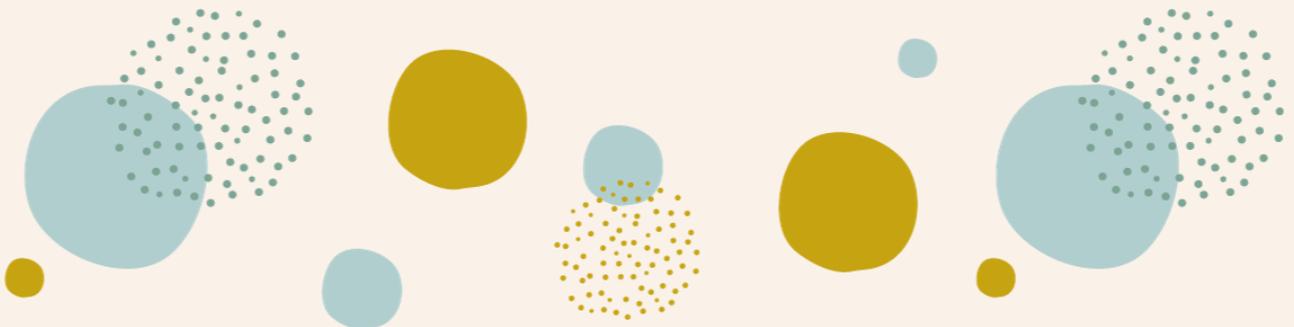
Module Overview

Introduction

Cultural diversity is a backbone feature of 21st century societies. Globalisation and its associated processes such as the appearance of the Internet, the increase in low-cost means of transport or the shortening of distances between spaces and the proximity of spaces in the virtual world (Featherston, 1990), have promoted an increase in human mobility in the information society.

Addressing the cultural component in the teaching of second languages became a priority in the European context from the 1970s, in response to the evidence of the ineffectiveness of reception strategies and incorporation of migrants in France, the Netherlands, Germany and Belgium. If the first step for the "assimilation" of migrants was to offer language courses to reduce the language barrier (multicultural approach). Later, the training in the mother tongue of the sons and daughters of migrants was incorporated to maintain "the linguistic and cultural connection" with their places of origin (Portera, 2008, p. 483). The 1990s saw the start of the transition from the multicultural perspective to the intercultural perspective, incorporating the teaching of culture in second language courses for migrants. In the 2000s, the EU developed the Common European Framework of Reference for Languages (2002) in which the cultural approach has been settled.

CLICK

More insights on evolution of cultural approaches

In this module we will work on how to approach culture in language courses for migrants from third countries from an intercultural perspective. This module is designed with a general audience in mind that is facing or is going to face culture through the teaching of a second language. Therefore, this module can serve *as a review of key concepts* for those who already have knowledge of interculturality, or *as a first approach* for those who are going to teach migrants or asylum seekers for the first time. Firstly, a theoretical review will be carried out on the intercultural competences to be acquired by language teachers. These tools will provide teachers with the skills to incorporate the teaching of the native or host culture, as well as the culture of origin of the students. The objective is for them to be able to create an intercultural space with the goal of improving the inclusion of students in the host society. Complementary sources and materials are provided to better engage with the theoretical content.

The second part of this module includes activities for the learning of intercultural competences. The first activity is oriented to trainers whereas the second activity is oriented to participants in language courses.

Theoretical approach

Intercultural pedagogy (Portera, 2008) proposes knowledge of different cultures from an inclusive perspective of respect and acceptance of difference, in which "the different cultures are structurally related to each other" (Byram and Fleming, 2001, p. 244). In this sense, second language classrooms become "spaces of difference", in which "learning culture through a language is, above all, wanting to discover the other, as well as agreeing to get involved on a personal level with what is discovered about the other" (Jiménez-Andrés and Arias-Badia, 2021).

Second language courses emerge to respond to the needs of migrants settled in EU countries since the late 1980s, and for recently incorporated migrants such as asylum seekers. The objectives pursued by those courses were: firstly, to promote the incorporation of migrants into society and, afterwards, to promote the

Figure 1. From multicultural to the intercultural approach.

Source: Museum 2 Blogspot.
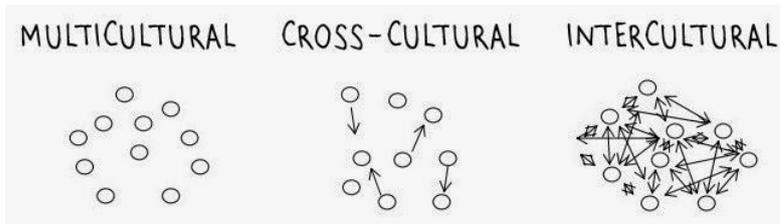
development of their identity, cover their basic needs and aspirations in life. Therefore, language courses must provide students with tools so that "they are able to communicate effectively in everyday life situations" and that "they themselves can decide autonomously and independently their degree of integration" (Miquel López, 1995, p. 249-253).

Second language classrooms become "cultural spaces" (Bhabha, 2001 in Selva Pereira, 2010, p.2) in which, through the teaching-learning process, students must acquire communicative competence understood as "the body of linguistic and usage, social and cultural knowledge, which allows speakers to act appropriately in each communication situation" (Miquel López, 1995, p. 242). Thus, the teacher "promotes a series of values and attitudes with the aim of training intercultural speakers and intermediaries" (García Benito, 2009, p. 293), but first the teachers themselves must be trained to acquire these competences.

Let's go further on intercultural communication

The development of the intercultural perspective started from the definition of competence in intercultural communication (CIC) (Byram, 1997; 2000), in which

intercultural communication comprises the sphere of **attitudes**, **knowledge** and **skills**. Intercultural communication could be defined as "the ability to interpret and connect discovery and interaction skills and critical knowledge skills" (Çiftçi, 2016, p. 313) effectively between people from different cultures.

Based on the work of Iglesias Vidal (2014), following the work of Brislin (1993), Gudykunst (1996) and Chen and Starosta (1998), as well as the work of Martorana et al. (2021) and Aguado Ondina et al. (2008), the intercultural competences and desirable abilities to be acquired would be (see Table 1):

Table 1. Summary of Intercultural competences, definition and abilities by competence.

Competences	Definition	Abilities
Knowledge-oriented intercultural competence	Generate knowledge that favours complex thinking, understand the influence of culture, the presence of stereotypes and prejudices in interactions	Ability to recognise the structural aspects that reproduce social inequalities, suggest actions for improvement
Knowledge of sociocultural diversity	Knowledge about the cultures present in a territory, culture as a generator of meaning and understanding of cultural practices	Competence in diversity recognition
Behaviour-oriented intercultural competence	Improvement of interpersonal relationships, and reduction of negative behaviours	Ability to relativise points of view
Affectivity-oriented intercultural competence	Work on emotions and overcoming stereotypes	Empathy Ability to manage and recognise emotions

Source: Prepared by the author based on the works cited above.

Nevertheless, to achieve the training of "intercultural speakers", the previous step is the incorporation of intercultural pedagogy in formal and non-formal training courses of second language teachers following the trend of the Common European Framework of Reference for Languages (2002). To do so, teachers/facilitators must deal with challenges such as the sociodemographic and educational heterogeneity of the students (Jiménez-Andrés and Arias-Badia, 2021) or the lack of didactic material adapted to the specific characteristics of this student body (Miquel López, 1995).

BYRAM'S MODEL APPLIED TO LANGUAGE TEACHING AND LEARNING

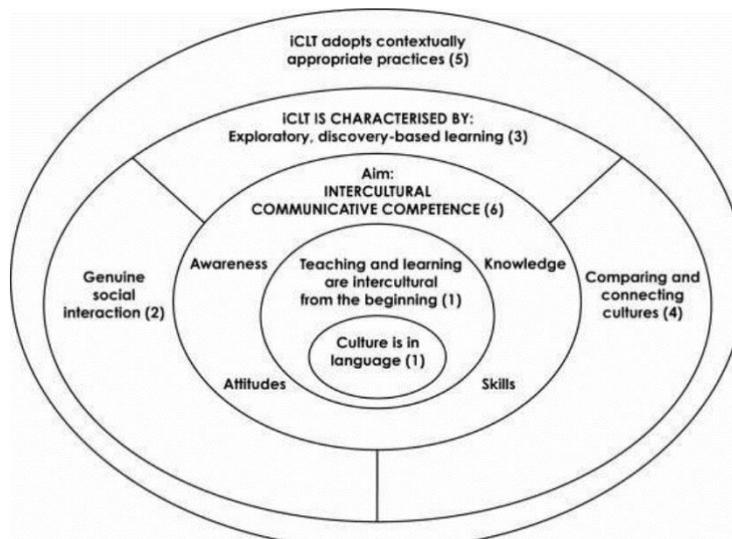*Figure 1. Byram Intercultural communicative competence model.*
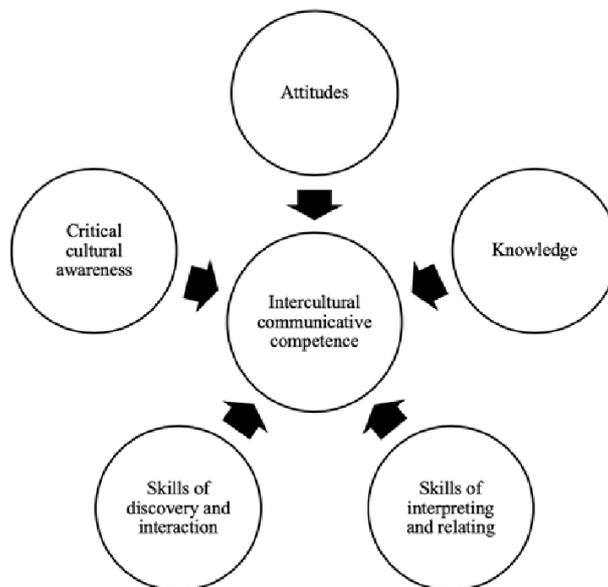
Source: Üzüm, B., Akayoglu, S. & Yazan, B. (2020)

Figure 2. Principles for effective intercultural communicative language teaching and learning (iCLT)

Source: Newton, J., Yates, E., Shearn, S., & Nowitzki, W. (2010).

How would we translate the intercultural competences and abilities into learning objectives in the classroom?

Following the work of Denis and Matas Pla (2009), the following learning objectives are proposed:

- *Become aware that their own culture is not universal*. Examples of specific everyday situations should be offered in which the learner discovers that there are other ways of organising and classifying reality.
- *Become aware of their representations of culture*. Discovering and analysing the clichés about the (dominant) host culture and the stereotypes about one's own culture, since by defining others, we define ourselves.
- *Relativise points of view within the host culture*. It is convenient to present culture in the classroom with a variety of sources and testimonials. It is important for learners to explore other ways of seeing the same reality, and in that way become aware of the richness, variety and diversity that the concept of culture encompasses.
- *Build bridges within the host culture*. The learner extends their knowledge (or recognition) of the mechanisms of the second language that will enable them to interact effectively with the other.
- *Agree to become involved in their learning of the other culture*. The learner must agree to get involved into deepening their cultural knowledge and to be willingness to integrate aspects of the other culture (making new elements their own). This will allow them to individually appropriate what they have found and mobilise it in case of need, inside and outside the classroom (Denis and Matas Pla, 2009, pp. 91-92).

SOURCES TO DEVELOP INTERCULTURAL COMPETENCES AND ITS INTEGRATION IN LANGUAGE COURSES

Assessing and depeloving intercultural competence	Integrating intercultural perspective into all levels of language courses

Source: The Ohio State University

How can students acquire these competences for a better cultural translation in the classroom?

Following the work of same authors, the following strategies are proposed:

✓ **Work on decision-making and readaptation of their strategy.** Making the learner experience real situations that require a quick reaction without the mediation of a cognitive analysis or conscious evaluation.

✓ **The negotiation of meaning.** When a learner searches for and explains the origin of their reaction in a certain context, it allows them to develop interaction skills with the other and they can express the reason for their attitude or behaviour. This can help reduce or avoid misunderstandings or misinterpretations.

✓ **The comparison with their own cultural context and the analysis of what is being compared.** The culture of origin must be used as a point of reference and comparison. Comparison with what is known is essential in the cognitive and affective processes that generate knowledge. Comparison has to be accompanied by a deep explanatory analysis so that the learner can distance themselves and place what they see in they sociocultural context and try to understand the differences.

✓ **The expression of what is known and of how I know it**. The individual's previous knowledge will condition their integration of new information. Prior knowledge may come from one's own culture and/or from what is known or believed to be known about the other culture, either through experience or from clichés, transferring it to the second culture.

✓ **The development of sensitive and affective perception, and the expression of what is perceived.** Everyone has their own classification system which they have developed throughout their life. It is understandable that when something new is discovered, it can be perceived according to that categorical classification. It is important for the learner to find themselves in situations where they have to speed up perception, they can express their feelings about it and compare them with those of others. Expressing and comparing feelings and sensations, the learner becomes aware that their categories are not universal and with them, their perception of the other is modified.

✓ **The confrontation of points of view and the analysis of what is confronted.** When confronting different visions of the same reality, it is important for the learner to highlight, describe, analyse and understand the perspective of the sender, to

realise that sender is only a witness to reality and that there are other witnesses with other approaches, that reality itself is an abstraction.

✓ **Interpretation of facts and relativisation**. Interpreting is looking for a meaning to a situation, usually based on hypotheses, the knowledge that one has, sometimes is incomplete or stereotyped. Interpretation usually causes generalisations, therefore, the learner must be aware that their interpretations, even if they are valid, are incomplete since a reality can have many variants when located in time and space.

✓ **The choice within what has been learned**. We normally select particular information from a second culture and integrate those elements or aspects that suit us on a personal level or that we simply like. In order for the learner to appropriate elements of the host culture, it is important to be creative with what they discover and be able to experience them on an effective level. It is about encouraging the learner to build their own intercultural personality, but they will be the ones who decide the elements that they are going to integrate.

Let's practice: **"Intercultural simulation"** activity.

Let's practice: **More resources to train intercultural communication**

Working on these spheres, intercultural skills that will favour the teaching-learning process of the second culture or host culture of migrants, and of the teachers in charge of translating culture in the classroom will be developed.

Purpose and Objectives

The objective of this module is for the teacher to acquire intercultural competences to be able to teach second languages in a multicultural context and with students who are heterogeneous in terms of their sociocultural and socio-educational origin. To establish the learning objectives, we take as reference those proposed by the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFRL).

Module Learning Outcomes

Considering the development of plurilingual and pluricultural competences described in the 2021 reference document, the learning objectives to be achieved in this module are:

Table 2. CEFRL competence descriptors: facilitating the space for pluricultural understanding

Descriptor	Level

(1) Mediates effectively and naturally between members of their own community and other communities, taking into account sociocultural and sociolinguistic differences. (2) Effectively leads a sensitive discussion, identifying the nuances and background of the conversation.	C2
(1) ***Acts as a mediator in intercultural encounters and contributes to creating a shared culture of communication*** by managing ambiguity, offering advice and support, and avoiding misunderstandings. (2) Anticipates potential misunderstandings about what has been said or written and helps maintain a positive interaction by commenting on and interpreting different cultural perspectives on the topic at hand.	C1
(1) ***Uses their knowledge of sociocultural conventions to establish a consensus*** on how to act in a given situation that is new to the people involved. (2) In intercultural encounters, ***demonstrates ability to recognize perspectives that are different*** from their usual vision of the world and expresses themselves in a way that is appropriate in the context. (3) Clears up misunderstandings and misinterpretations during intercultural encounters, suggesting an interpretation of what was really meant in order to clarify the situation and allow the discussion to move forward.	B2
(4) Fosters a shared culture of communication, expressing understanding and acknowledgment of differing ideas, feelings and viewpoints, and inviting participants to weigh in and react to each other's ideas. (5) ***Works collaboratively with people of different cultural orientations, discussing similarities and differences in viewpoints and perspectives.*** (6) When collaborating with people from other cultures, adapts their way of working to create shared ways of proceeding.	
(1) Facilitates cross-cultural communication by initiating conversation, showing interest and empathy through simple questions and answers, and expressing agreement and understanding. (2) Provides support during intercultural encounters, identifying the feelings and the different visions of the world of the other members of the group.	B1
(3) Facilitates an intercultural exchange using a limited repertoire to introduce people from different cultures and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures involved. (4) ***Contributes to developing a shared culture of communication, exchanging information on values and attitudes towards language and culture in a simple way.***	
(1) Contributes to an intercultural exchange using simple words/signs to ask others to explain something and get them to clarify what they say, while using a limited repertoire to express agreement, invite, thank, etc.	A2
(1) Facilitates an intercultural exchange by showing a welcoming and interested attitude with simple words/signs and non-verbal communication signs, inviting others to intervene and indicating whether they understand when addressed directly.	A1
No descriptor available.	

Source: Prepared by the author based on the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFRL).

This module is designed with a double orientation: towards second language teachers who need to develop intercultural competences to address cultural aspects with students

and; towards migrant second language students. For this reason, two ways of using this module are proposed, depending on who are the recipients of the teaching of intercultural competences.

How to use this module when training the trainers:

At the beginning of the training, start developing Session 1: Migrant stories. Ask the trainers to recreate migrant stories from their own families in order to increase empathy. After the activity, continue with the theoretical content combining it with some of the resources and complementary material included. Finish the implementation of the module developing Session 2: Deconstructing stereotypes.

How to use this module when teaching languages to migrants

Working on intercultural competences with migrants when teaching second languages is conceived as a transversal activity when approaching cultural aspects in the classroom. In this sense, the trainer once has learned how to develop the intercultural competences can work in class designing some activities from the complementary materials included in the module. Activity in Session 2 is designed to work with migrants in the classroom. Depending on the level of command of the second language, some of the theoretical content can be explained to the migrant students.

Training Materials
Assorted coloured post-it notes, coloured markers, roll of paper, adhesive tape, computer, internet connection

Session Overview

Session Overview	
Session 1 Migrant Stories	-Creation of migrant stories by students and teachers. -Selection of stories. -Description/recreation of the story indicating who is the migrant, reasons for migrating, place of origin, migration, place of destination. -Discussion.
Session 2 Deconstructing stereotypes	-Brief explanation of the concepts of prejudice and stereotypes. -Selection of a stereotype of the countries of origin for each participant in the session. -Presentation of the stereotype indicating true and false aspects. -Discussion of the question: "Are these stereotypes applied to your country of origin/culture of origin?"

Session 1

Migrant Stories

Session objectives

The objective of this session is to develop intercultural competences (IC) by recreating migrant trajectories. The migrant experiences to be chosen may have been lived by the participants in first person, or by relatives or friends. Following CEFRL assessment criteria, by the end of the session, participants will be able to:

• Recognise perspectives that are different from their usual vision of the world and express themselves in a way that is appropriate to the context.
• Foster a shared culture of communication, expressing understanding and acknowledgment of different ideas, feelings and points of view, and inviting participants to intervene and react to each other's ideas.
• Work collaboratively with people of different cultural orientations, discussing similarities and differences in viewpoints and perspectives.
• Adapt their way of working to create shared ways of proceeding when collaborating with people from other cultures.
• Facilitate cross-cultural communication by starting the conversation, showing interest and empathy through simple questions and answers, and expressing agreement and understanding.
• Provide support during intercultural encounters, identifying the feelings and the different visions of the world of the other members of the group.

These abilities will be acquired by working on intercultural skills through the development of sensitive and affective perception, and the expression of what is perceived, the expression of what is known and how I know it; and the interpretation of the facts and their relativisation.

Introduction and/or Key Concepts:
This session is designed to put intercultural competences into practice towards behaviour and affectivity *(See Theoretical approach of this module)*. Other complementary concepts[1] to be acquired during the session are:

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[1] Concepts and definitions retrieved from the IOM Glossary on Migration, available at:
https://publications.iom.int/books/international-migration-law-ndeg34-glossary-migration

Migration cycle: Stages of the migration process encompassing departure from, in some cases transit through one or more States, immigration in the State of destination and return.

Country of origin: In the migration context, a country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly.

Country of destination: In the migration context, a country that is the destination for a person or a group of persons, irrespective of whether they migrate regularly or irregularly.

Country of transit: In the migration context, the country through which a person or a group of persons pass on any journey to the country of destination or from the country of destination to the country of origin or the country of habitual residence.

Migration: The movement of persons away from their place of usual residence, either across an international border or within a State.

Immigrant: From the perspective of the country of arrival, a person who moves into a country other than that of his or her nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence.

Emigration: From the perspective of the country of departure, the act of moving from one's country of nationality or usual residence to another country, so that the country of destination effectively becomes his or her new country of usual residence.

Migrant: the term "migrant" as an umbrella term covering all forms of movements; the residualist approach excludes from the term "migrant" those who flee wars or persecution.

Duration (1 hour)	Activity	Instructions	Activity Objective	Material Needed
5 min.	Introduction (1)	Presentation of the activity explaining the development of the tasks and the materials available.	Understanding the overview of the activity and the tasks to be carried out.	Post-its Markers Paper Roll Scotch tape
20 min.	Recreation of migrant trajectories (2)	Each participant recreates the migration story of a person in several steps *(individual task)*: 1.Introducing the migrant describing: who she/he is, country of origin and starting situation. 2.Briefly indicate the motive to migrate. 3.Briefly indicate the migratory cycle. The information about each stage will be written briefly on a post-it.	Experience of a migrant story. Reflection on the stages of migration.	Post-its Markers
5 min.	Assembling the stories (3)	Each participant transfers the post-it with the migrant cycle to the paper, placing them vertically, from top to bottom.	Preparation of the ideas for discussion.	Post-its Paper Roll
20 min.	Presenting the migrant stories (4)	When all the participants have transferred their stories to the paper, in turns, they briefly describe the story to the group.	Communication of the migrant history to the group.	Post-its Paper Roll

10 min.	Reflective discussion (5)	Discussion about the possible effects of migration on their chosen stories, how they have felt recalling the stories.	Reflection on the effects of migration.	Post-its Paper Roll

Extra tips

In *activity 2* (Creation of migrant trajectories), it is recommended that the teacher/facilitator prepares the paper on which the post-it with the migrant stories will be stuck. To do this, he/she should write with the markers a title, ("Migrant stories and name of the class") at the top. Regarding activity 3, he/she must think about the distribution of the space on the paper where the post-its will be placed, so that there is enough space. The paper should be placed in a space where all the participants can stand around to work at the same time during activities 3, 4 and 5.

In *activity 3* (Assembling the stories), each participant has to write the name of the migrant (it can be fictitious or real, it will be the participant's choice).

For *activity 5*, it is recommendable that the teacher/facilitator have previously written and prepared the questions to ask by writing on a card. The questions would be: How did you feel recreating the migrant story? What can be the effects of a migratory cycle on people? How can it affect them in their day to day? How can it affect them in the context of a language learning class.

Session 2

Deconstructing stereotypes

Session objectives:

The objective of this session is to train intercultural skills through sharing partial knowledge about expressions associated with culture such as stereotypes. From this activity, students will be able to:

• Recognize perspectives that are different from their usual vision of the world and express themselves appropriately to the context.

• Foster a shared culture of communication, expressing understanding and acknowledgment of different ideas, feelings and points of view, and inviting participants to intervene and react to each other's ideas.

• Work collaboratively with people of different cultural orientations, discussing similarities and differences in viewpoints and perspectives.

• Facilitate an intercultural exchange using a limited repertoire to introduce people from different cultures and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures involved.

They will acquire these capabilities by working on intercultural skills through the negotiation of meaning, the comparison with their own cultural context and the analysis of what is compared, the expression of what is known and how I know it; and the confrontation of points of view and the analysis of what is confronted.

Introduction and/or Key Concepts

This session is designed to train: Intercultural competence oriented to knowledge, intercultural competence oriented to the knowledge of sociocultural diversity and intercultural competence oriented to behaviour *(See Theoretical approach of this module).*

Other complementary concepts to be worked on during the session and to be acquired are **prejudice**, **stereotype** and **discrimination**.

From Social Psychology, following the work of Navas Luque and Cuadrado Guirado (2012), these concepts have been defined, for instance, based on the model of the three components of attitude (Rosenberg & Hovland, 1960). In this model, prejudice is defined as a negative attitude towards some social group or its members.

Prejudice is made up of three components (Devine, 1995): an *affective or evaluative component* –which would be the most important–, a cognitive component, called stereotype, and a conative or behavioural component, known as discrimination.
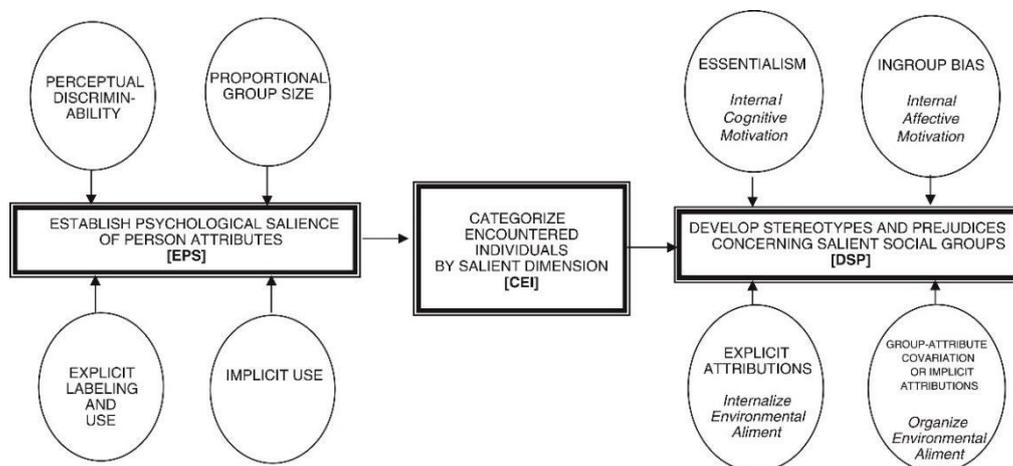
Source: Bigler, R. S., & Liben, L. S. (2007).

Prejudice is basically an unfavourable evaluation of a social group and its members; the emotional reactions will be predominantly negative.

The cognitive component or **stereotype** is defined by the information or knowledge that people believe they have about attitudinal objects (beliefs). These beliefs can be positive or negative depending on whether the type of evaluation that the individual makes about the attitudinal object is favourable or unfavourable. In other words, a stereotype is a set of attributes that people use to define or characterize the members of a social group (Ashmore & Del Boca, 1981).

The behavioural component refers to the behavioural intention or actions (positive or negative) that people exhibit in relation to the attitudinal object. In the case of prejudice, the intention of conduct or the conduct itself towards a certain social group or its members will be predominantly negative, for the same reason that emotions and beliefs are. Different authors have called this component **discrimination**, understood as any behaviour that denies individuals or groups of people equal treatment (Allport, 1954). Said conduct is not based on the abilities or merits of the individual or on her specific conduct, but rather on her belonging to a specific group (Navas Luque & Cuadrado Guirado, 2012, p. 384).

CLICK

Complementary material: **Stereotyping and prejudices**.

Duration (*1 hour*)	Activity	Instructions	Activity Objective	Material Needed
5 min.	Introduction (1)	Presentation of the activity explaining the development of the tasks and the materials available.	Understanding of the overview of the activity and the tasks to be carried out.	Computer Projector /Board Post-its / Paper Markers
10 min.	Presenting key concepts (2)	Brief explanation of stereotypes and prejudice, and their formation.	Acquisition of basic concepts.	Computer Projector /Board
15 min.	Selecting stereotypes (3)	Each participant selects a stereotype associated with their country/culture of origin. They must write down (one idea per post-it): 1. The stereotype 2. Explanation of the stereotype 3. A true aspect of it 4. A false aspect of it 5. The possible origin of the stereotype 6. Have there been cultural/social changes that explain the stereotype?	Participants reflect on different cultural aspects associated with a stereotype.	Post-its Paper Markers

15 min.	Presenting the stereotype (4)	Each participant presents the information that they have written in the previous activity and includes it on the paper.	Participants communicate diverse cultural knowledge to the class.	Post-its Paper Markers
15 min.	Reflexive discussion (5)	The participants reflect on the construction of the selected stereotypes, the cultural bias they represent and how they affect social changes to question their immutability and universality.	Reflect on similarities and divergences between the cultures/nationalities of the participants.	Paper

Extra tips

In **activities 1** (activity presentation) and **2** (Introduction of concepts), the teacher facilitator must have previously prepared the key concepts in a digital presentation with slides, or to work on the whiteboard. It is advisable to write down on a card the information that the participants must write in activity 3.

In **activity 3** (Selection of stereotypes), it is recommended that the teacher/facilitator prepare the paper on which the post-it with the stereotypes will be pasted. To do this, he/she should write with the markers a title at the top ("What is your stereotype?", for instance). Facing activity 4, he/she must think about the distribution of the space on the paper where the post-its will be placed, so that there is enough space. The paper should be placed in a space where all the participants can stand around to work on it at the same time during activities 4 and 5.

In **activity 4** (Presenting the stereotype), each participant presents the information about her stereotype as he/she sticks the post-it on the paper in a vertical orientation, creating a line from top to bottom.

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. In the classroom, students must acquire communicative competence understood as the set of knowledge, both linguistic and of use, social and cultural, that allow speakers to act appropriately in each communication situation.

    True / False

2. Transmitting culture through the teaching of a second language is a challenge due to the sociodemographic and educational heterogeneity of the students and the lack of didactic material adapted to the particular characteristics of the students.

    True / False

3. A stereotype is a negative attitude towards some social group or its members.

    True / False

4. Interpretation often leads to generalizations and the student must be aware that their interpretations are valid and complete.

    True / False

5. We can help students become intercultural speakers by establishing bridges between the culture of origin and the host culture.

    True / False

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1. *True.*
2. *True.*
3. *False. A stereotype is a set of attributes that people use to define or characterize members of a social group.*
4. *False. The interpretation usually causes generalizations, therefore, the apprentice must be aware that his interpretations, even if they are valid, are incomplete.*
5. *True.*

MODULE 4

Equivalence and Adaptation
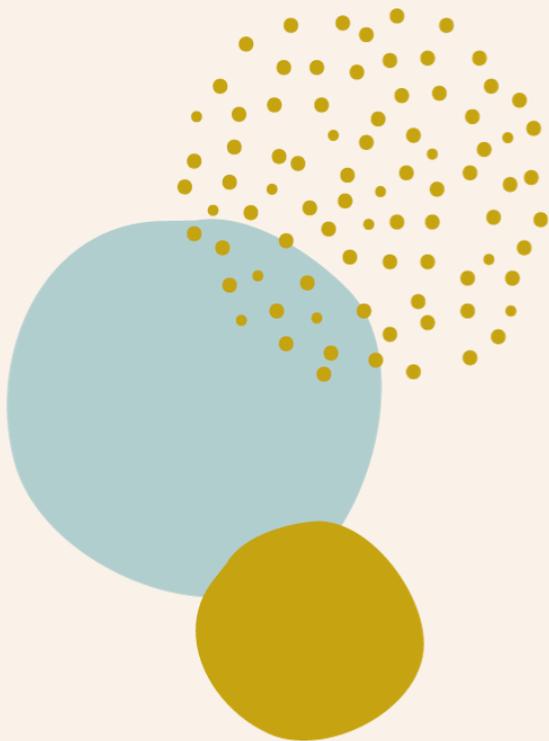
Module Overview

Introduction

How can translation complement language learning?

Translation can promote language acquisition in these three ways:

- Translating between languages can reveal their structural differences, as well as any similarities they may share, such as vocabulary or word order.
- Translation is ideal for language acquisition as it helps learners realize how different languages can convey a message in many different ways.
- Translation can engage 'both parts' of a learner's brain; the native language and the target language. It requires learners to become familiar with switching between languages at a moment's notice, thus strengthening their linguistic abilities.

Language learning and translation have always been complementary pillars of multilingualism. Translation is defined as the transmission of written text from one language into another and it can be seen as an act of cultural transfer, especially in the case of literary translation. Language is seen by many scholars as an expression of culture and individuality of its speakers. In fact, when a message is transferred from the source language to the target language, the translator is also dealing with two different cultures at the same time. Cultural references and the problems involved in their translation when there is a lack of equivalence between two languages and cultures have been the objects of many studies. In our case, we will try to see how culture-related items, such as celebrations, food items, games etc. have been transferred from the language of the host country to the migrant language.

The Translating Culture methodology will enable trainers to convey a new approach and use innovative techniques on how to extract cultural references from literary works and other types of written sources relevant to their cultural interest and tailored to their national background. Putting together the two concepts of 'translation' and 'culture', this methodology brings in the innovative idea that it is possible to complement standard language courses for migrants with cultural education. The TC methodology focuses on 2 techniques:

1) equivalence: to substitute a target language statement for a source language statement that accounts for the same situation, even though there is no formal or semantic correspondence.

2) adaptation: to replace a situation of the source language with an analogous situation of the target language (when the situation of the source language does not exist in the target language - a cultural gap - and another equivalent situation has to be created).

Purpose and Objectives

The above-mentioned theoretical approach is now applied in TOCL as an innovative way to transmit cultural knowledge (information and behaviour) while teaching language to migrants, placing language learning into the cultural framework of the hosting country.

Module Learning Outcomes

Professionals will learn how to use the new methodology to convey culture via translation through the techniques of equivalence and adaptation and they will get familiar with these techniques through the use of specific examples.

Training Materials

Whiteboard, YouTube videos, images, related links

Session Overview

Session Overview

Session 1 **Equivalence**	● *The concept of equivalence in the translation process.* ● *Practical use/examples of equivalence in the teaching process.*
Session 2 **Adaptation**	● *The concept of adaptation in the translation process.* ● *Practical use/examples of adaptation in the teaching process.*

Session 1

The concept of Equivalence

Session objectives:

By the end of the session, participants will be able to grasp the theoretical background of the concept of equivalence in translation and put it into practice in language learning through specific activities.

- Understanding the concept of equivalence
- Equivalence in translating animal sounds
- Equivalence in translating animal idioms
- Equivalence in translating everyday idiomatic expressions
- Equivalence in practice: Translate the Happy Birthday song

Introduction and/or Key Concepts:

The concept of equivalence: to substitute a target language statement for a source language statement that accounts for the same situation, even though there is no formal or semantic correspondence. This procedure serves to render a set phrase (idiom) from the source language with a set phrase from the target language that expresses the same idea, although in a different way. An expression from a language, which has the same meaning as, or can be used in a similar context to, one from another language, and can therefore be used to translate it.

Equivalence is the ideal method when translating proverbs, idioms, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.

The overwhelming majority of idioms in one language have their counterparts in other languages and they are similar in both meaning and form. Idiomatic equivalence is mainly due to the close relations and commonalities existing between two or more languages but some idioms can be culture-specific.

Duration (*x* hours)	Activity	Instructions	Activity Objective	Material Needed
20 minutes	Animal Sounds in different languages	Ask the participants to notice the different sounds on the provided images according to the language. Ask them to share animal sounds in their own languages.	Participants will come to realize how different cultures account for the same situation/sounds in different ways – with different words.	Attached images YouTube videos:
15 minutes	Animal Idioms	Give some examples: Slow as a snail Crafty as a fox Dirty as a pig Now ask the participants to share more examples in their own languages	Participants will share animal idioms in their own languages and they will be able to notice differences and similarities.	Whiteboard
30 minutes	Everyday Idiomatic Expressions	Some examples: -Wanting to do 2 different things at the same time -Family secrets you do not wish to reveal -When you are distracted and oblivious to what is going on -Don't intervene in situations without being asked to -Find a solution to a very complex and intricate issue Now ask the participants to share more examples in their	Participants will share everyday idioms in their own languages that describe the indicated situations. They will then notice differences and similarities between different languages and discuss with	Whiteboard

		own languages	fellow participants.	
20 minutes	Equivalence in practice: The Happy Birthday song	Ask the participants to share the Happy Birthday song in their own language and translate the lyrics to the rest of the participants to extract cultural connotations	Participants will notice the similarities and differences between birthday songs in different languages.	Youtube – Happy Birthday songs different languages

Links/references

Session 2

The concept of Adaptation

Session objectives:
By the end of the session, participants will be able to grasp the theoretical background of the concept of adaptation in translation and put it into practice in language learning through specific activities with the guidance of the instructor.

- Understanding the concept of adaptation
- Adaptation in the translation of traditions/celebrations
- Adaptation in the translation of sports/games
- Adaptation in the translation of food/meals
- Adaptation in practice: Translate a recipe in your own language

Introduction and/or Key Concepts:
The concept of adaptation: to replace a situation of the source language with an analogous situation of the target language (when the situation of the source language does not exist in the target language and another equivalent situation has to be created). This refers to those situations when cultural differences occur between the source language and the target language. Expressing something specific to the source language culture in a totally different way that is more familiar or appropriate to the target language culture. The technique of adaptation has often been discussed, supported or severely criticized in the field of translation studies. It is often dismissed as an abusive form of translation, or not considered translation at all, however, this technique is frequently listed among the possible valid solutions to various translational difficulties.

Adaptation has been defined as the procedure which can be used whenever the context referred to in the original text does not exist in the culture of the target text, thereby necessitating some form of re-creation.
Adaptations, also known as "Free Translations" are when we substitute cultural realities or scenarios for which there is no reference in the target language.
A simple example would be translating "Friday 13th" from English into Spanish. In this case we would need to adapt the translation to the cultural reality of the Spanish-speaking world and translate it as "Martes 13" (Tuesday the 13th). Another example: During a wedding ceremony in Britain, the groom is usually accompanied by a man who is called the best man; that is part of their tradition and so a part of their culture. In Turkish culture,

however, there is no best man, and the groom is rather accompanied by not one, but two men in the wedding. They are called sağdüş and soldüş and stand on the right and left sides of the groom respectively. So, when rendering a text where there is reference to a best man, anyone translating to Azeri Turkish speakers could possibly substitute it with the more familiar words sağdüş and soldüş.

Adaptations can be seen more clearly in the translations of TV shows or movies, where conversations or cultural references must be adapted for foreign audiences. Adaptation is also the chosen method when translating jokes, as an example. It's essential when expressing the meaning of phrases that don't exist among the target audience culturally or aren't common in the target culture. We replace the original phrase with another culturally acceptable and convenient one to the target locale. "Culture-friendly" is the whole idea behind this technique; it's how to fit in with another language's culture.

In some literary cases adaptation is needed to fill the gap between the Western and the Eastern thinking.

Duration (x hours)	Activity	Instructions	Activity Objective	Material Needed
30 mins	Traditions & celebrations	Use examples such as: - Greek Orthodox Easter - Western Christmas Provide specific examples, explain what each celebration is about and ask the participants to translate local festivals/celebrations in their own language.	Participants will be able to understand how adapting situations can have the same effect in people from different cultures, or find out similar celebrations across different countries. They also have the opportunity to discuss the importance of adaptation when translating texts that contain values and cultural references.	YouTube videos or related pictures of celebrations
	Sports & Games	Some examples: - Badminton - Cricket - "Partita a Scacchi", Marostica, Italy (human chess game)	The participants will compare sports & games in different countries and they will grasp the necessity of the adaptation technique. Biriba is played by two to six players, with	YouTube video showing a baseball game https://en.wikipedia.org/wiki/Bi

				riba
		- Caber Toss, Scotland, UK - Biriba card game (Greece) Ask the participants to share information on sports/games typical to their countries of origin. Use the above-mentioned examples to explain.	two decks and 4 Jokers comprising 108 cards. If 6 players play, one more deck and two jokers more are added. Biriba can also be played by three players with or without partnership rules.	
	Food & Meals	Examples: -Gyros & souvlaki (Greece) - Paella (Spain) - Risotto (Italy) - Tsoureki sweet bread (Greece) - Fish and Chips (UK) - Greek coffee (Greece) - Escargots (France) - Haggis (Scotland) Provide specific examples, explain what each food is and in which context it can be consumed and ask the participants to talk	The participants will examine culinary similarities and differences across countries and they will examine the use of the adaptation technique by thinking of similar dishes in their own culture.	Images of mentioned food/meals

		about similar food products, typical in their countries.		
	Translate a recipe in your own language	Ask the participants to translate a recipe of a famous local dish to their own language. Ask them in which cases they are going to use the adaptation technique (ex. measurements, ingredients - olive oil-other oils)? Ask the participants whether this local dish is related to a specific celebration (Christmas etc.) for further cultural connotations and discussion.	The participants will put the theory they've learned into practice.	Recipe of local dish

Links/references

https://www.jostrans.org/issue20/art_evans.pdf

https://www.kiwi.com/stories/7-unusual-traditions-around-europe

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. When a message is transferred from the source language to the target language, the translator is also dealing with two different cultures.
   True / False

2. Translation can promote language acquisition.
   True / False

3. Language learning and translation are not complementary.
   True / False

4. To substitute a target language statement for a source language statement that accounts for the same situation.
   Equivalence / Adaptation

5. To replace a situation of the source language with an analogous situation of the target language.
   Equivalence / Adaptation

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1. True

2. True

3. False. Language learning and translation are not complementary.
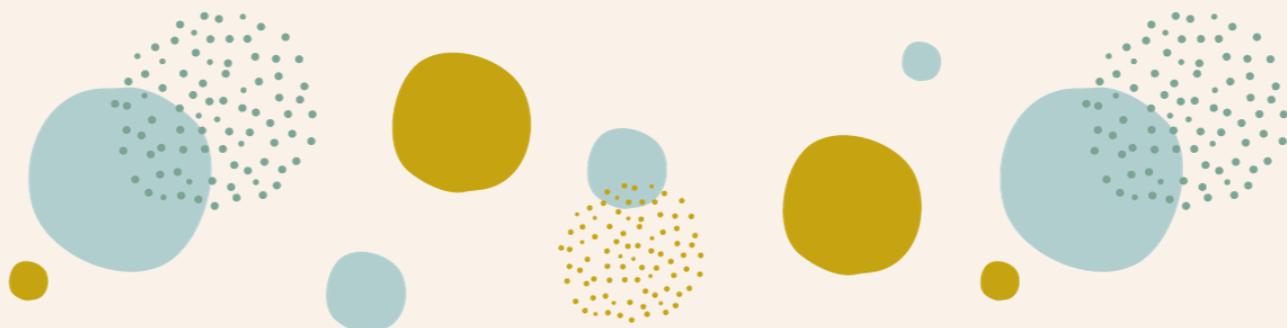
4. Equivalence

5. Adaptation

PART 2

TRANSLATING CULTURE IN PRACTICE

Translating Culture:
An Application

Introduction to the module

Module 5 *Translating Culture: An Application* is a combination of two modules: Cultural Topics and The Use of Cultural Materials. It concerns the most practical elements of the TOCL approach. In these sections we discuss both what cultural topics can be the most fruitful, fun and helpful to the migrant to discuss and learn about, but also those which are most operational to intercultural teaching. We put into practice the ideas of cultural equivalence and adaptation across various cultural traditions to emphasise cultural similarities. Also, we prioritise the migrant students' self-expression within the new hosting culture via these topics.

We also provide lesson plans intended to demonstrate these principles of TOCL. They are also intended to demonstrate just how easily a class which once emphasised language over culture, can be flipped to emphasise culture. The lesson plans also show how you as a language practitioner can adapt your materials and exercises to be exercises in culture rather than to practice language.

Section 1: Cultural topics

Module Overview

Introduction

Settling or integrating into a new country, society, or community implies that migrants acquire additional knowledge, skills and attitudes to support their integration process and successful life in the host country. To recognise and value the migrants' skills and competencies while being part of society, migrants require language and cultural understanding. (EU Commission, 2006) In many cases, the services and programmes that are part of the migrant integration processes in the host country take care of the introduction part and not the societal and cultural immersion locals and citizens get. (Schugurensky, 2009) Cultural education, which should be part of the immersion process, signifies an aspect of migrants understanding and accepting the host country's culture and values while respecting their own cultural identity and diversity. Language classes for migrants usually include folklore, food and festivities as part of cultural education of the teaching curriculum. However, successful integration is only possible by knowing and understanding the host country's values, social norms and concepts, body language, and non-institutional cultural elements. To accomplish this process, migrants need codes on how to start the processes of working life, education, keys of culture and customs, and active participation in society and life sectors. (IOM, 2005) The TOCL project research (R1) revealed that language practitioners' key educational point is acquiring knowledge to teach in a multicultural context. Teaching the host country's cultural aspects should occur on all language levels equally.

Module 5, titled *Cultural Topics*, aims to demonstrate the process of conveying the host country's culture through language teaching, as well as to enhance the level of understanding and conversing about the differences and similarities of a migrant's own culture. As part of this module, we have identified five key cultural topics: *Gastronomy*, *Society*, *History-Religion-Festivities*, *Institutional culture and bureaucracy*, and *Legal aspects of the host culture*. Each topic includes an array of cultural elements that not only describe a country's culture in a traditional sense but also portray the everyday life of people living

there. The 6 Sessions will cover all five cultural topics while highlighting that many cultural aspects are intertwined and connected to various subcultural topics at the same time.

Each session also includes lesson examples, e.g., practical portrayals on conveying cultural topics in language classes, using translated materials from the host country cultures and TOCL didactic tools. The lessons are written for intermediate speakers of the host language (B1) but are designed so that teachers can adapt them to lower or higher proficiency levels. Language teachers are encouraged to adapt the didactic materials, which may be modified as easy-reading or visual material.

This module's primary purpose is to introduce interactive exercises that professionals can perform in their language classes to create an authentic life setting in which students can experience more than one cultural topic at once.

Purpose and Objectives

This module will give you a practical overview of applying the Translating Culture (TC) methodology and its tools. The purpose is to give a practical presentation of six translated didactic materials connected to five key cultural topics that convey the host country's culture.

Objectives for host country language teachers and professionals in the field of language education:

- To receive a support system of tools on how to translate host country culture in migrant language classes

- To receive guidelines on how to use and include translated cultural didactic materials in language class curriculum

- To understand the means of conveying the culture of the host country in comparison with migrants' cultures

- To gather knowledge and skills on leading inclusive dialogue on cultural topics that are of delicate nature

- To gather knowledge on how to adapt various cultural aspects on all levels of language knowledge (from A1 to B2)

- To gather skills and tools on how to design session activities, appropriate to various types of language groups and classes

Beyond that, the module aims to:
- Develop intercultural skills

- Provide knowledge about the many challenges migrants face when entering a new culture and society

- Provide a critical educational approach in the field of cultural education

- Hone trainee skills on how to develop an inclusive and diverse learning environment

Module listening outcomes

The module aims for practitioners to understand the use and means of tailoring various cultural aspects of the host country's culture into language class curriculum.

Knowledge outcomes:
- Approaches and techniques to use various cultural aspects of the host country in a language class with people from different backgrounds

- Intercultural knowledge

- Knowledge of foreign languages and cultures

- Knowledge of new approaches to address and convey cultural elements of the host country

- Better understanding of migrant's experience with the host country's legal and institutional system, everyday life and society.

Trainees will also gain:
- Skills in respectful and inclusive communication

- Skills to conceive and design their cultural education approaches tailored to the needs of migrants attending language classes

- Skills to engage language class participants in various methodologies and techniques.

The Module also aims for trainees to gather multicultural attitudes, respect for different cultures, languages and religions, ethical awareness, sensibility to struggles of migrant inclusion practices, and abilities to debate and lead a dialogue, especially about sensitive topics.

Training Materials

The training materials used in each session include translated didactic material that represents the key cultural topics.

Examples of training materials per cultural topic:

Gastronomy	• Traditional recipes • List and description of dishes served at national/religious/cultural festivities • Description of foods and beverages, specific to particular region/regional festivity • Description of the connection between a traditional dish and cultural history
Society	• A short list and explanation of one or few cultural values, that is important to locals in the host country and the EU at large • Description of a free time activity that locals usually enjoy (e.g. coffee drinking, hiking, popular sport) • Description and explanation of one or few codes of behaviour that is expected in the society (e.g. punctuality, greetings) • Depiction (graphic) and explanation of expected behaviour in a particular community, among family members or in institutions
History, religion and festivities	• Description and explanation of a cultural/religious holiday or festivity: through short, easy-to-understand stories, through history etc. • One or few short, easy-to-understand stories (adapted folk tale, children story etc.) that depict cultural tradition and heritage • Easy-to-understand showcase of art and literature, significant to the host country • A visit or short description of a tourist attraction, connected to cultural heritage and history
Institutional culture and bureaucracy	• An example of a work/residency permit • An example of a work contract for various types of employment • An easy-to-understand presentation of the orientation in public administration institutions • A short, easy-to-understand list or depiction (graphic illustration) of the concept of work and entering the labour market
Legal aspects of host country	• An easy-to-understand list of migrant's rights and obligations in the host country • An easy-to-understand (graphic) depiction and explanation of rights of various social groups: children, women, LGBTQI+, disabled etc.

Session Overview

Session 1 *Gastronomy*	- Define gastronomy and explore its evolution - Examine how it is intertwined with the cultural identity of different countries and the role it plays in shaping the traditions, customs, and social practices of countries - Foster language learning through a hands-on, immersive, and engaging approach
Session 2.1 *Society 1 – Values and norms*	- The meaning of a cultural value - Accepting and respecting cultural values of host country in the process of migrant integration - Enhance migrants' language and orientation skills - Importance of non-verbal modes of communication, common in the host country
Session 2.2 *Society 2 – Codes of conduct*	- Overview cultural norms and codes of expected behaviour in the host country - Overview behaviour that may be considered acceptable or legal in migrants' country of origin versus the culture of the host country - Overview the fundamentals of community life and social dynamics in the host country - Enhance migrants' language and orientation skills to ease the integration process

Session 3 *History, religion and festivities*	● Understand the cultural norms and codes of expected behaviour in the host country ● Behaviour that may be considered acceptable or legal in migrants' country of origin versus the culture of the host country ● The fundamentals of community life and social dynamics in the host country ● Enhance migrants' language and orientation skills to ease the integration process
Session 4 *Institutional culture and bureaucracy*	● Overview of the fundamentals of the institutional sector and culture ● Understanding and speaking the "administrative language" ● Overview of the codes of conduct in public institutions of the host country ● Understanding of the orientation process in a new environment
Session 5 *Legal aspects of host country*	● Understanding rights and duties ● Improve understanding of legal language and processes relevant for integration and everyday life

Session 1.1

Understanding the role of gastronomy

Food has always been an integral part of human civilisation, and it plays a significant role in defining the cultural identity of a country. In this session, teachers will explore the cultural significance of gastronomy and its impact on culture: how it shapes the traditions, customs, and social practices and how it is intertwined with regional and local traits. They will also gain insights into the culinary traditions worldwide and learn how to appreciate and celebrate the diversity of food cultures. The approach can be multidisciplinary and include other cultural topics such as gastronomy in music, art, festivities, and literature. The topic is very broad, open to different perspectives and easily customizable for any receiving class and country: each one has its own gastronomical traditions, famous dishes and peculiar flavours. Gastronomy is also deeply interconnected with basic human needs, such as nourishment, and in some cultures it plays an important role in hospitality. In Italy, for example, food is the first thing you offer to a guest and it's a very important element of socialisation with family, friends, during holidays or celebrations and even on normal Sundays. People gather all together at the table and eat traditional dishes, lunches usually last many hours and include several courses, it is a moment to come together and relate, it plays an important role in cultural and everyday life.

Basic session objectives:
- Understand the definition of gastronomy and how it has evolved over time

- Examine how gastronomy is intertwined with the cultural identity of different countries and the role it plays in shaping the host country's traditions, customs, and social practices

- Explore the connection between different cultural fields, such as food and music or art

- Through interactive activities, presentations, and discussions, delve into the diverse culinary traditions of various countries and their unique gastronomic heritage

Example 1 Duration (1:30 hours)	Activity	Instructions	Activity Objective	Material Needed
15 minutes	Opening activity: Introduction to gastronomy	Discuss gastronomy, the core definitions and vocabulary related to local cuisine	Improve trainees' language skills, while learning cultural elements of the destination country	Translated materials with gastronomy vocabulary
40 minutes	Cultural role of gastronomy	Through videos, photos and texts discuss the importance of gastronomy in host culture, for example analysing traditional meals and the importance they have in family or community life, key dishes and products, or festivity meals	Improve language, speaking and vocabulary skills and cultural understanding of the destination country	Videos, photos and texts of cultural traditions related to food, online resources
30 minutes	Gastronomy intertwined with other cultural aspects	Analyse the presence of gastronomy in other traditional aspects of the host country: references to gastronomy in music, famous paintings portraying traditional food or meals, festivals etc.	Improve language, speaking and vocabulary skills, while learning about cultural mix between gastronomy and other relevant cultural settings, learn about traditional songs, or famous	Music, pictures, videos and other online available resources

			museums, paintings and events	
5 min	Wrapping up session and home assignment	Assign research and ask to study and write a recipe for their favourite traditional dish	Incourage self-immersive activities and language learning, while diving into specifics about the host country's culture	Online resources, computer or phone

Session 1.2

Gastronomy 2 - Practical insights

The second gastronomy session focuses on providing students with a practical insight into gastronomy and enhancing their participation and engagement in language learning. The session will involve the preparation and tasting of traditional cuisine. By the end of the module, participants will have gained a deeper understanding of the cultural significance of cuisine and will have practised their language skills through interactive activities related to the tasting and making of dishes.

Basic session objectives:

- Provide participants with an opportunity to taste and learn about traditional dishes

- Introduce participants to the technical aspects of cuisine, including ingredients and cooking methods

- Explore the cultural significance of cuisine and its role in local society

- Practise language skills through conversation and written exercises related to cuisine and tasting

Introduction to the session activity

This activity is a full immersion in gastronomy through an interactive cooking class, therefore the duration is longer. An alternative activity could be to ask the students to prepare the dishes of their traditions with the ingredients that they can find in the host country.

Duration (3:35 hours)	Activity	Instructions	Activity Objective	Material Needed
30 minutes	Introduction to cooking class	Prepare an introduction where you explain the significance of the dishes students are going to cook, analyse the relevant vocabulary (ingredients, instruments such as pans etc.)	Prepare students for the practical activity and teach them relevant vocabulary and the history of a particularly relevant dish	Translated vocabulary sheets, videos and images
3 hours	Preparation and Tasting of Dishes	Choose a simple but significative traditional dish (e.g. pasta for Italy) and prepare a cooking class with mother tongue experts	Develop participants' speaking, vocabulary and comprehension skills while engaging them with an interactive and immersive cultural activity	Cooking materials
5 min	Wrapping up session and assignment	Ask to write down the recipe and processes followed in the cooking class	Incourage self-immersive activities and language learning, while diving into specifics about the host country's culture	Online resources, computer or phone

Session 2.1

Society 1 – Host country values, community life, and communication

In this session, trainees will receive an insight into designing and implementing an activity session on one cultural aspect of the topic Society: the host country's cultural values, community life and non-verbal communication. In a sense, cultural values represent the culture's core beliefs or principles of right or wrong, meaning how members of a specific culture prefer to navigate their lives.

Basic session objectives:
- The trainees gather the meaning of living and experiencing a new society from a migrant perspective

- The trainees will be able to convey some of the tools for successful integration: getting to know the culture and customs, understanding various codes of behaviour and society expectations, entering working life, entering education, being active in different sectors of life etc.

- The trainees will be able to convey the significance of learning about the culture and society of the host country, through the language learning process

- The trainees will be able to conduct a respectful and inclusive dialogue about migrants' expectations and their adaptation process, the differences and similarities of their culture in comparison to the host country culture, as well as the issues and problems migrants, might face in their everyday life experiences.

Specific session objectives:
- The trainees will be able to demonstrate the different cultural, ethnic, and religious groups and practices in the country

- The trainees will be able to bring out curiosity about the host country and a realistic understanding of the new society migrants are now living.

- The trainees will be able to understand the values and norms of the host country compared to the values and norms of migrants' countries of origin.

- The trainees will be able to enhance migrants' language skills and to recognise better non-verbal modes of communication that are common in the host country.

Lessons, part of this session can overview various value-related topics, such as respect for elders and women, family values, egalitarianism, a clean environment, protection of children, ethnic tolerance, social solidarity and so on.

Title of session activity: Not littering – the cultural value of protecting the natural environment (Duration: 60 minutes)

Introduction to the session activity

As an example, we will highlight an activity session on the value of taking care of the environment, specifically not littering. Litter is mainly caused by deliberately or carelessly dropping used items in the human and natural environment. Many EU countries and societies that hold high regard for the protection of the natural environment stress that it is the responsibility of individuals as consumers and members of civil society, to internalise not littering as a norm of acceptable social behaviour and to understand the cultural value of clean surroundings.

This activity is suitable for B1 users, but can also be adapted for more or less proficient users of the host language. For more information, see *extra tips, adaptations, checkpoints, etc.* at the end of the table.

Duration	Activity	Instructions	Activity Objective	Material Needed
10 min	Opening activity: Litter scavenger hunt	Prior to the beginning of the class, the teacher hides/arranges (clean) plastic or other recyclable and non-recyclable materials according to the number of the participants and places recycling bins. The participants have 5 minutes to scavenge the "litter", and throw them into the correct bins. After that they sit in a circle, look into bins as a group, to see if they are recycled correctly and discuss why this is important.	*Enhance connectedness of the group* *Quick dive into the topic of activity*	Recycling bins (for various types of waste) (Clean) examples of litter, e.g. plastic straws, drink cartons, aluminium foil, napkins, food wrappers… Time watch

| 45 min | Main activity - Social values and norms: Not littering | Prior to the activity, participants receive translated material (recycling chart and illustrations about the value of not littering). They are asked to review the material. In class, the teacher starts the activity with a short presentation of the material in the language of the host country. The activity continues from a language point of view, by highlighting misunderstood words and meanings.
Follow-up: Students are split into groups (2-3) for 15 minutes and asked to discuss the topic, using their own experience and references from their origin countries. They can use paper or post-its to write down their reflections.
Participants are invited to re-join a general discussion. Group 'leaders' present their reflections and ideas.
The activity closes with a group discussion, guided by the teacher, about participants' views of the activity topic, following new social norms and respecting the host country's values. | *Participants receive an insight into the system of values in the host society and the EU community*

Participants understand the importance of respecting values

Participants receive an insight into their role as new members of the host community

Teacher gathers information and insight into different value systems

Teacher enhances skills of leading a respectful and inclusive dialogue on differences and similarities | (Translated) recycling chart

(Translated) graphic illustrations on the topic of littering in public and natural spaces, with easy-to-understand accompanying text

Paper, post-its, pens, markers |

5 min	Wrapping up session and home assignment	Participants receive handouts with questions and short-answer or multiple-choice answers, on the topic of community life and respecting social values. They are asked to use one week to observe the social behaviour of locals and answer questions.	*Participants are encouraged to use in-class knowledge in their past time and observe the new environment in more detail*	Handout

Key Concepts: Society, Host community, Cultural values, Non-verbal communication

Extra tips, adaptations, checklists, etc.: Depending on the language level of the participants, the session can take more or less time, and all the materials can be adapted. Teachers are free to use simplified cultural materials, such as cartoons or pictures, gestures, or more advanced ones that may also include paragraphs from legislature or regulations.

Session 2.2

Society 2 – Codes of expected behaviour in host country society and culture

In this session, trainees will receive an insight into designing and implementing a session on the topic of Society, especially regarding the norms, expectations and behaviour the host country culture requires from the members of its society and communities. Cultural norms are agreed-upon expectations and rules that set the standards of the behaviour in a particular society.

Basic session objectives:

- The trainees gather the meaning of living and experiencing a new society from migrant perspective

- The trainees will be able to convey some of the tools for successful integration: getting to know the culture and customs, understanding various codes of behaviour and society expectations, entering working life, entering education, being active in different sectors of life etc.

- The trainees will be able to convey the significance of learning about the culture and society of the host country, through the language learning process

- The trainees will be able to conduct a respectful and inclusive dialogue about migrants' expectations and their adaptation process, the differences and similarities of their culture in comparison to the host country culture, as well as the issues and problems migrants might face in their everyday life experiences.

Specific session objectives:

- The trainees will be able to carry out an understanding of the cultural norms of the host country in comparison to the cultural norms of migrants' countries of origin.

- The trainees will be able to clarify and illustrate the different codes of conduct and modes of expected behaviour in the host country.

- The trainees will be able to clarify the distinction between behaviour that may be considered acceptable or legal in migrants' country of origin, versus the culture of the host country.

- The trainees will be able to illustrate the fundamentals of community life in the host country and the society dynamics (work, school, family, past time).

Lessons, part of this session can overview various norm-related topics, such as wearing slippers at home, waiting in lines and taking turns, gift giving, respecting time concepts, saying "please" and "thank you", and so on.

Title of session activity: Punctual or tardy – culturally expected behaviour and socially accepted norms on the concept of time (Duration: 60 minutes)

Introduction to the session activity

This session will again partially focus on community life and non-verbal communication, but it will specifically look into socially expected behaviour and codes of conduct in public and private life. As an example, this session will highlight the activity of the prevalent understanding of the concept of time, namely punctuality and repercussions of tardiness. Stereotypes about the importance of time vary among EU countries, however the R1 field research showed in more than one example that language teachers often use the example of punctuality vs tardiness as a way to demonstrate host country cultural norms in everyday life.

This activity is suitable for B1 users, but can also be adapted for more or less proficient users of the host language. For more information, see *extra tips, adaptations, checkpoints, etc.* at the end of the table.

Duration	Activity	Instructions	Activity Objective	Material Needed
5min	Opening activity: How long is a minute?	At the beginning of the session, the teacher asks the participants to close their eyes for 60 seconds and after that to open it. Nobody measures the time. The teacher asks the participants to open their eyes after what they believe has been 60 seconds. As participants begin to open their eyes at different times, the teacher then opens a short discussion about our understanding of time. Even though everyone understands basic time measures, we experience and use time in different ways. Some people experience it as a short period, others as a long time.	*Quick dive into the topic of activity*	

35 min	Main activity – Cultural norms: The concept of time	Prior to the activity, participants receive translated material (illustration on the topic of respecting set times in a formal engagement). They are asked to review the material at least a day before. In class, the teacher starts the activity with a short presentation of the material in the language of the host country, with clear explanations of time-related terminology, like "punctuality", "tardiness", "hour" etc. The teacher stresses the importance of following cultural norms, such as respecting time frames. Participants are then split into groups for 10 minutes and asked to discuss and write down their reflection on their own cultural understanding of such norms and how they feel in a new environment when such norms are implied. The teacher asks them to draw from experience. Participants are invited to re-join a general discussion. Group 'leaders' present group reflections and ideas.	*Participants receive an insight into the system of cultural norms of the host country* *Participants understand the importance of following certain norms* *Participants receive an insight into their role as new members of the host community* *Teacher gathers information and insight into various cultural norms* *Teacher enhances skills of leading a respectful and inclusive dialogue on differences and similarities*	(Translated) graphic illustrations on the topic of respecting time frames time in a formal environment, with easy-to-understand accompanying text Paper, post-its, pens, markers, clock/watch (real or drawn)
20 min	Role-playing activity and wrapping up session	Participants are asked to volunteer for a short (3-5 min) role-playing session, revolving on respecting time frames. The teacher can also play one of the roles. Scenario: One of the participants acts as a person in a formal setting (employee in a public institution) who is waiting for a client. The other participant, acting as the client, is late/early for the appointment. The activity closes with a short group discussion, guided by the teacher, about participants' views of the activity topic, following new social norms and respecting the host country's values.	*The participants are encouraged to use their vocabulary of the local language and various forms of expressing regret, gratitude, non-verbal communication. etc.*	

Key Concepts: Society, Host community, Cultural norms, Code of behaviour, First contact and impression, Social concepts.

Extra tips, adaptations, checklists, etc.: Depending on the language level of the participants, the session can take more or less time, and all the materials can be adapted. Teachers are free to use simplified cultural materials, such as cartoons or pictures, gestures, or more advanced ones that may also include paragraphs from legislature or regulations.

Session 3

Cultural Traditions - History, Religion, Festivities, Art and Heritage

Cultural traditions refer to the customs, beliefs, and practices that are passed down from generation to generation within a particular culture or society. These traditions can encompass a wide range of aspects of human life, including language, food, music, dance, art, and religion. Cultural traditions often serve as a way for people to connect with their heritage and roots, and to express their identity and sense of belonging. They can also provide a sense of continuity and stability in a rapidly changing world, and can help to foster social cohesion and community. In the context of language learning, the study of cultural traditions can be a valuable way to immerse oneself in the culture and history of the language being studied. By understanding the customs and practices of a particular culture, learners can gain a deeper appreciation for the language and its nuances, and can develop a more nuanced and sophisticated understanding of the culture and society in which it is spoken. Through a combination of historical overviews, exploration of key events and figures, analysis of historical texts and documents, and discussions of the impact of history on culture, learners will improve their language skills while gaining a more nuanced appreciation for the language and the people who speak it. All these cultural topics are intertwined: e.g. a religious event can be a national festivity, or a historically relevant event can be celebrated with parades. These relations between topics allows for a full-immersion experience in the destination culture and values while learning and repeating relevant vocabulary. Our consortium selected these topics as we thought they could be the most relevant, but the subject is open to different interpretations, adaptations, and expansions based on the teacher's interests, knowledge and the different sensibility and composition of the class in which they will be taught. Specifically, the topic of religion could be a very sensitive argument, it could be adapted by comparing religious celebrations or practises that are similar in different religions or, on the contrary, focusing on the differences and peculiarities of each one.

Basic session objectives:
- Analysing the impact of history, religion, festivities and art on culture
- Studying historical texts and documents to gain insight into culture and language

- Studying key religious principles and values that shape culture, communities and social behaviour

- Understand the influence of culture and time on the production of art, music, literature

- Understand the cultural significance of festivities (also intertwined with religious and historical traditional celebration) on communi

Introduction to the session activity

This is imagined as a group of lessons (not a single class). Activities include a field trip to a relevant cultural heritage site, such as a museum, church or public building, therefore the duration for that class would be longer.

	Activity	Instructions	Activity Objective	Material Needed
Lesson 1: 1 hour	Impact of history on culture, art and festivities	Watch a video or read a text providing an overview of the country's major history events. Learners can take notes and write down the key passages they hear and read. Discuss how historical events have impacted other cultural aspects, such as national festivities, traditional songs, flags, coins or artistic production	To provide an introduction of the country's history and its impact on the culture, learning key events to foster inclusion and integration in the community while improving language skills	Videos, texts or timelines providing an overview of the country's history
Lesson 2: 1 hour	Religion	Analyse the religious traditions of the country, the major beliefs and their influence on culture, such as traditional food, national holidays, key values.	To deepen learners' understanding of society and culture while enriching their vocabulary and speaking skills	Texts, paper, pens, presentation software, videos, pictures, texts
Lesson 3: 1 hour	Art and Heritage	Analyse the most important and significant artistic productions (e.g. in the case of Italy "La Gioconda", "La Divina Commedia", "David" etc.) and their influence on cultural traditions and behaviours (such as idioms drawn from Divine Comedy). Use a multidisciplinary approach, drawing also on the previously discussed topics, such as art in religious monuments, art depicting	Deepen knowledge on the destination country's culture, traditions, values, and artistic value while enlarging vocabulary and communication skills	Texts, images, videos

		historical events etc. You could show painting depicting historical events studied in the previous lesson and make it a game to guess which event is represented		
Lesson 4: 6 hours	Visit cultural heritage sites	Organise a group field trip to visit a relevant cultural heritage site, such as a museum, church or public building.	Learners can gain a deeper understanding of culture while developing their language and listening skills. The field trip would provide a unique perspective on culture, and foster a deeper appreciation for it.	None

Session 4

Host country's institutional culture and everyday life bureaucracy

This session overviews the trainees' understanding of the institutional and bureaucratic systems and organisations that oversee migrant integration. It will also briefly look into various formal environments, such as the labour market, educational establishments, social work centres, the court, administrative offices, etc. Orienting oneself and navigating these systems can be daunting for any newcomer with limited or non-existent language knowledge.

Session objectives:

- The trainees gather the meaning of experiencing institutional culture, civic administration and bureaucracy from migrants' perspective

- The trainees will be able to convey some of the tools for successful integration: orientation in the civic administration sector, understanding and navigating various public institutions and bureaucratic obstacles that non-native speakers experience.

- The trainees will be able to convey the significance of learning how to understand and speak the "administrative language", through the language learning process

- The trainees will be able to clarify and illustrate the different codes of conduct in public institutions.

- The trainees will be able to illustrate the fundamentals of the institutional sector and culture: residency permits, application forms, entering the labour market, entering the educational system, etc.

- The trainees will be able to carry out an understanding of the orientation process for newcomers in respect to their own experience as locals.

- The trainees will be able to conduct a respectful and inclusive dialogue about migrants' expectations and their adaptation process, the differences and similarities of their culture in comparison to the host country culture, as well as the issues and problems migrants might face in their everyday life experiences.

Lessons, part of this session can overview various institution or bureaucracy-related topics, such as applications and permits, polite behaviour and forms of communication, understanding the use of certain personal documents, carrying out appointments and formal telephone conversation, and so on.

Title of session activity: The dreaded application form – navigating the institutional culture (Duration: 60 minutes)

Introduction to the session activity

The session focuses on clarifying certain language aspects that migrants may encounter: explaining the meaning of certain types of institutional terminology or encouraging language class participants in expanding their vocabulary. As an example, the activities will highlight the process of applying for permanent residency, which encompasses many language aspects (reading in the language of the host country, carrying out polite and formal conversation) as well as to understand the particular kind of institutional culture these settings entail.

This activity is suitable for B1 users, but can also be adapted for more or less proficient users of the host language. For more information, see *extra tips, adaptations, checkpoints, etc.* at the end of the table.

Duration	Activity	Instructions	Activity Objective	Material Needed
10 min	Opening activity: Introductions	The teacher asks the participants to sit in a circle. The teacher, while holding a ball, introduces themselves, stating their name, age, education, background, nationality, family and role in the institution. The trainer gives (throws) the ball to a nearest participant and asks them to state the same information about themselves. The ball is exchanged throughout the class and then begins to travel backwards: when a person receives a ball from someone, they state the latter's information (using 3rd person). In this way participants get to introduce themselves but also remember details about each other.	*To enhance the connectedness of the group.* *For participants to learn how to introduce themselves and practise leading a conversation.* *For teachers to encourage the use of local language and vocabulary.*	Small ball (rubber, yarn, paper...)

| 50 min | Main activity – Role-playing: Applying for permanent residency. | Prior to the activity, participants receive translated material (permanent residency application form). They are asked to review the material at least a day before.
In class, the teacher starts the activity with a short presentation of the material in the language of the host country, with a clear explanation of formal terminology used in public administration forms.

Participants are split into pairs and encouraged to act out a role-playing scenario between a public official and residency applicant, using host country language. It is implied that the applicant made a mistake when filling out the form.

Participants are then invited to volunteer for the same activity in front of the class. The teacher stresses the importance of using polite language forms and expected behaviour.

The activity session closes with a discussion, guided by the teacher, about the real-life experience of the participants, in such occasions or institutional settings. | *Participants receive an insight into host country's institutional cultures, and the norms that prevail there*

Participants understand the importance of following culturally written and unwritten procedures

Participants receive an insight into their role as new members of the host community

The participants are encouraged to use their vocabulary of the local language and various forms of polite conversation.

Teacher gathers information and insight into migrants' everyday life experiences

Teacher enhances skills of leading a respectful and inclusive dialogue on differences and similarities | (Translated) example of a residency permit |

Key Concepts: Institutional culture, Public institutions, Bureaucracy, Orientation, Civic administration, Labour market, Education

Extra tips, adaptations, checklists, etc.: Depending on the language level of the participants, the session can take more or less time, and all the materials can be adapted. Teachers are free to use simplified cultural materials, such as cartoons or pictures, gestures, or more advanced ones that may include paragraphs from legislature or regulations.

Session 5

Human Rights - Legal aspects

This module is designed to improve the understanding of culture through the exploration of written materials regarding the legal system and rights and duties, which migrants have to navigate daily. The methodology for teaching through written texts relevant to national culture, focuses on developing reading and writing skills through the exploration of relevant written materials. This approach allows learners to engage with the language in a meaningful way, while also gaining insight into culture.This approach can help trainers to create lessons that are relevant and practical, making the learning process more meaningful for learners.

Session objectives:

- Introducing trainees to the legal system and their rights and duties

- Enhancing language skills through legal vocabulary and concepts and the analysis of vocabulary, documents and processes relevant to migrants, such as citizenship, marriage, asylum system

- Fostering intercultural competence by discussing cultural elements related to the legal system and human rights

- By the end of the module, trainees will have developed their reading and writing skills

Duration (2 hours)	Activity	Instructions	Activity Objective	Material Needed
30 minutes	Reading and discussing basic rights and duties of immigrants in the country	Guide learners through an analysis of provisions related to human rights, gender and LGBTQI+ rights, such as anti-discrimination laws and hate speech laws.Trainers can also use court cases to foster discussions	Improve language skills but also fosters a civic responsibility	Copies of legal documents or online access to them
1 hour	Analysis of relevant legal procedures	Analyse the most relevant documents and procedures that migrants might have to undergo, such as the request for citizenship, a work permit, marriage licence, school papers etc.	It gives trainees practical instruments that they will use in their everyday life, while improving language, reading and writing skills	Documents accessible online
Lesson 5: 30 minutes	Role-playing exercises to practise communication skills related to legal issues	Role-playing exercises related to the legal field and terminology	Role-playing exercises allow learners to practise communication skills related to legal issues, such as asking for legal advice, discussing legal problems, and interacting with legal professionals.	None

| 5 minutes | Wrapping up and home assignment | Assign to language learners news articles and opinion pieces related to legal aspects of the host culture, to translate into their native language. This approach helps learners develop their language skills and promotes cultural understanding and empathy. | Provide current and relevant information on legal issues and help learners develop their language skills while also gaining insight into society and culture. | Copies of relevant newspapers or online access to them |

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. It is easy to identify and explain our own culture.

   True / False

2. Cultural norms guide our social behaviour.

   True / False

3. Most of the culture is visible (things we can see or hear).

   True /False

4. Orientation in a new society or culture is an easy process for migrants, since they have plenty of institutional support.

   True / False

5. History and religion are often intertwined and contribute to defining the heritage and values of a country.

   True/ False

6. It is easy to navigate the legal system of a new country.

   True / False

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1. *False: It is often hardest to understand our own cultures because we do not reflect it. It is part of us.*
6. *True: Norms are rules and expectations through which the society guides the behaviour of its members.*
7. *False: Most of culture is invisible, which is why it is difficult to truly understand another culture without a lengthy immersion.*
8. *False: Orientation and navigation of the various formal systems is one of the most daunting tasks for any migrant, regardless of their language knowledge.*
9. *True: History and religion are major factors in determining traditions, festivities, culture and artistic production of a country.*
10. *False: It is very difficult to navigate a different legal system in a language that is not our mother tongue.*

Section 2: The use of cultural materials

Module Overview

Introduction

What does this module consist of?

This module consists of three lesson plans (sessions) where didactic tools, like handouts, giving lectures, use of whiteboards are used to celebrate 3 different aspects of culture, each geared towards 3 different abilities in the language learning process. Greek is selected as the lesson plans are about Cypriot culture, just as an example lesson plan. However, throughout the methodology, the lesson plans and the materials, culturally specific content will need be adjusted to your context. This is so that, as a languages' teacher you can easily see where to adapt the materials provided to your cultural context. The different lingualist abilities we cater to are: beginner (A1), lower-intermediate (A2-B1) and finally upper intermediate (B2-C1). The didactic tools are provided in the training materials themselves as culturally centric, rather than linguistically centric, examples of the didactic tools used include, handouts created for the TOCL project, as well as white-boards, coloured pens and papers, presumably already in possession of the teacher/institution.

Further still, we will cover an exploration of different didactic tools and their use within the Translating Culture (TC) framework.

Purpose and Objectives

It is understood that for the target group, language-teachers working with migrants, didactic tools' functions, applications and theory are well understood expertly. Therefore, exploration of different didactic tools is discussed in its relevance to the TC framework only and not explained afresh for the teachers. In each exercise, expression of the self via the new culture and via one's own culture are key-components and indeed objectives of the sessions, in keeping with the goals of TC. We hope to provide here three tailor-made lesson plans, such that any language teacher in any locality (once adapted out of a Cypriot context), could hold a class teaching culture.

Module Learning Outcomes

The module aims to provide 3 sessions, each a lesson plan in of itself where didactic tools are used to teach culture.

The module also aims to show how didactic tools and materials can be used to teach culture rather than just language. - Specifically, how to adapt your normal lesson plans to focus on culture.

Each of the 3 sessions, further has a specific learning outcome,
First: to write one's own name phonetically in the Greek script - one could adapt this to the writing systems of their hosting country,
Second: to creatively demonstrate one's own traditions of cuisine and the hosting country's cuisine via a presentation, in this case, the examples used are Cypriot foods.
Third: to explore poetry traditions of the hosting country, in our example case, that of Cavafy.

Again, all materials are tailored to Cyprus by way of example, and would need to be modified to the hosting culture by the teacher themselves should they not be Cypriot.

Training Materials

When talking about didactic tools and materials of the teacher in a TC context, the tools being pens, whiteboards, and learning materials, being handouts handouts, we need to talk about **adaptation**. In this case, unlike adaptation in translation, we are talking about the **adaptation of learning materials** and utilisation of tools, that you as a languages' teacher already possess, **to a classroom which teaches culture**.

The lesson plans provided in the following sessions are each **adaptations of a lesson plan which originally had a linguistic focus**, but the **emphasis has been spun onto culture**, and the **goal of each session has become about finding a sense of self in the new culture**, whether through poetry, cuisine or the writing system of a language.

Let's take the second session as an example. As you'll see, the lesson plan is based on one which originally emphasised linguistic skills. So for example, rather than having to match ingredients to different aspects of a dish (as the session requires), students would instead have to match together words like "cook" and "chef" or "eat" and "eater", and be sure to avoid "cook" and "cooker" as a false match. Here, a simple vocabulary matching exercise, that of verbs to their nouns, has suddenly become an exercise in culture.

Another subset of linguistic skills, presentation skills was also covered originally in the lesson plan, the teacher would demonstrate presentation skills and then focus on the use of the presentation structure by the students, e.g. did they include an introduction? were all points covered? was the grammar correct? Here in a TC context instead, the

point of the presentation, as a didactic tool, is rather so that the students can demonstrate cultural knowledge and creativity, and find themselves in the culture of the hosting country.

We want you to focus on how similar these lesson plans are to the average linguistic one, and how your lessons plans are already perfect starting points for your classes on culture.

As another example, the third session, on poetry, would normally be a heavily vocabulary building exercise, as poetry's words can be very obscure. But here, as you'll see, the focus has become about cross cultural comparison.

Another note: The materials included are supplementary to each lesson plan, the full list of which is in the Bibliography of this module.

Session Overview

Session Overview	
Session 1 Shared Heritage: Alphabets	• *Students understand the place of their script in the history of scripts* • *Students practise writing in the host language* • *Students write their own name in the script, as phonetically as possible*
Session 2 Cultural Presentation	• *Use of presentations and pictures to educate about the hosting culture's food* • *Exploration of ingredients used both in the host culture's cuisine and in the migrants'* • *Students present their own invented food using the presentation skills taught in the hosting culture's language*
Session 3 Poetry	• *Students explore the ideas associated with poetry from different cultures* • *Students explore the themes of a hosting country's poet.* • *Students present their own culture's poetry and relate it thematically to each other cultures' poetry and that of the hosting culture.*

Session 1

Shared Heritage: Alphabets

Session objectives:

In this session, participants will explore the shared heritage around alphabets. This exemplifies the methodology of TC. That is to describe one's own relationship with the world and one's interpretation of place in it. The origin and evolution of these alphabets emphasises the movement of people and adaptation to new environments and is further a reflection of how we make sense in our new environment. In particular, by the end of the session, students should learn how to write their own name in the Alphabet of the hosting country. If the alphabet is shared, in particular this will happen with Latin-based alphabets. Then the attempt should be to represent their name as phonetically as possible in the host country's alphabet. This is a very acute attempt at a representation of one's self in the new environment. Being able to write one's own name, the end goal of the activity, in the hosting country's language, promotes cultural inclusion and integration.

A further objective is equivalence, or in practice an adaptation of the cultural item of alphabets in this case, also in keeping with the conventions of TC as well as teaching a core skill of the language: literacy.

Finally, it is the responsibility of the teacher, and a goal of the session, that they become familiarised in the alphabetic phonetic representations of the migrants own alphabets. This demonstrates that although the direction of cultural translation is toward the hosting country, the teacher is the responsible guide.

Scripts can prove a difficult thing for learners to learn, especially at an early level and it may be the case that the migrant comes from a language, economic or age, such that they don't have literacy. This is something to be highlighted and celebrated and only emphasises the adaptation that must occur.

Here, the didactic tools of handouts will be used to write the alphabet and support phonetic transcription between the two.

Introduction and/or Key Concepts:

It is perhaps not well known enough that the Greek, Latin, Cyrillic, Hebrew and Arabic alphabets enjoy a shared heritage in the Phonecian one (The Phonecian Abjad),

originating in Lebanon and Syria. This was spread quickly by the merchant Phoenicians, being spread by boat across the Mediterranean world.

This should be the emphasis of discussion with the students. - It might be the case that students are already very literate in the hosting country's writing conventions. This needn't be a reason not to complete the exercise as the students, like most of us, do not know their shared history. This can be represented with the attached material (1) and (2) which are both guides to the evolution of these alphabetic symbols.

The teacher should be well-versed in the writing conventions of Arabic, English, French and Ukrainian, or whatever the writing system of the migrants in the class such that they can write their own name in these scripts.

The didactic tools here are provided as materials and themselves are quite linguistic already, though the adaptation from you as a teacher will come from your knowledge of the migrant's own writing systems (if extant) as well as the writing system of the host culture.

Duration (*1 hour, 15 minutes*)	Activity	Instructions	Activity Objective	Material Needed
15 minutes	Warmer - Tell the students about the evolution of alphabets	The trainer should hand out attached materials (1) and (2) to the class or present them on the board.	Learners will have understood their heritage's place in the development of alphabets.	Materials (1) and (2) - guides to the evolution of the Latin, Greek and Arabic, Cyrillic and Hebrew writing systems.
10 Minutes	Refresher	Refresher of the Greek Alphabet, students must go through Material 3 and sound out the words with the teacher	(Re)-familiarisation with the Greek Alphabet	Material (3) - a phonetic guide to writing in Greek from English, French, Arabic and Ukrainian.
25 minutes	Students must render words in Greek	Give the student material (4) and ask them to represent the word in the Greek alphabet based on the equivalence guide (3)	Students to practise the process of writing in Greek. Either with the prompted written words in (3) from Arabic, French, English and Ukrainian and/or by the teacher saying these out loud	Materials (4) a task sheet of words in Arabic, French and English which need to be successfully transliterated into the Greek alphabet
10 minutes	Feedback	The teacher corrects and makes amendments and comments on spaces for potential improvements	It is very likely that student's names will contain sounds that are not easily represented in the host country's language. Many sounds in Arabic, French, Ukrainian and English do not have equivalents in Greek. It is important that the feedback addresses this in preparation for writing their own names	None

5 Minutes	Teacher's Name	The Teacher demonstrates the principle by writing their own name in Arabic, French, English and Ukrainian as needed so that students understand they must do the reverse	Students see the exchange of culture in both directions	*None*
5 minutes	Names	The Teacher invites the students to write their own names in the Greek Alphabet	Students must attempt to write their names, with the concessions or adaptations detailed in the prior step	*None*
5 minutes	Names Presentation	The students present their name written in the Greek alphabet	The students know how to present their name in the hosting language's writing system	*None*

Links/references

Materials 1, 2, 3, 4

Extra tips, adaptations, checklists, etc.

It is vitally important that you familiarise yourself with the writing techniques of the migrants' languages prior to the class, using the equivalence guide (3) provided ahead of the class. Be mindful of Arabic, which has 4 forms for each letter, depending on its position in the word.

Session 2

Cultural Presentation (Example: Food)

Session objectives:

After this class, participants will have presented one aspect of their culture to the class, but in a more innovative way than usual. They must make a presentation about an invented food from their region. This way, we learn more about the culinary traditions of the regions of the migrants and of the home country. Again, the methodology of TC is exemplified. The students learn more about the hosting culture while understanding their place within it, culinarily and have the opportunity to show their own culture's cuisine's relationship with that of the hosting culture.

Equivalence is demonstrated, in that the same ingredients are used across various cultures. In particular this class is also a focus on the didactic tool of presentation with an emphasis on creativity to make it as fun as possible.

Introduction and/or Key Concepts:

In this case, beyond knowledge of your own culture's dishes, not much theoretical content is required. It is of course advised that you familiarise yourself with the material prior to the class.

The didactic tools presented here are materials with exercises familiar to a language teacher, such as presentation, to demonstrate how little adaptation can be necessary to achieve the aims of TC.

Duration (*1, 40*min - 2hrs)	Activity	Instructions	Activity Objective	Material Needed
10 minutes	Pictures of Cypriot national dishes.	On the walls of the room, prior to the class, you should place pictures of the national dishes of Cyprus. There are fifteen pictures in total - do not reveal their names, leave the names on tables or in one communal space, not matched up to the pictures. Ask the students to get up, walk around the room and then return to the tables and identify which words go with which pictures.	Students discover new national dishes of Cyprus but also reinforce their integration by noticing some classics, e.g. halloumi.	Material (5), pictures of the national dishes of Cyprus, along with Material (6), their names in Greek / Turkish, cut up and pinned around the room. Writing Paper for the Students
5 minutes	Matching ingredients to national dishes	On their table, there are some ingredients in Greek and Turkish, have the students try to match each ingredient to a Cypriot dish. Ask them to think how they would try to make the dish, if they don't already know which ingredients go with which dishes. This is a group activity.	Students reflect on their own use of ingredients from their culture in trying to understand Cypriot cuisine.	Material (7), A list of Ingredients for Cypriot Cuisine

10 Minutes	Feedback	You should demonstrate the correct answer, and teach any new ingredients or dishes' meaning to the group.	Students learn more about the cuisine in detail	None
10 minutes	Demonstration of Language	Here, the students must create sentences in front of their matched up ingredients and dishes. For example _____ φτιάχνεται με _____ Students must create such a sentence for each dish on their own. They create them on the sheet - Material 8	Students practice a medio-passive verb "φτιάχνεται" (which means 'is made with' as they will need it for the next activity	Material 8 - a blank sheet where the students' invented foods should go.
5 minutes	Students Speaking	Students then say and pronounce the created phrases in unison.	Pronunciation is perfected.	None
15 Minutes	Explanation of the following activity	Students listen to your explanation of the next section		
30 minutes	The Research and Poster Creation Activity	Students will have 30 minutes to develop a poster about a new food they've invented from their region. They must draw a picture of the new food, but further the following questions must be answered: 1. How many people can it feed? 2. Is it served hot or cold? 3. When do you eat it, both, time of year and time of day?	Students expand on presentation skills	Paper and coloured pens along with Material 8 - a blank worksheet where students may draw their newly created food.

		4. What ingredient of it is typical of your region? 5. Is it very popular or is it an acquired-taste? 6. Is it expensive or cheap or well-priced? 7. How does it taste? Let the students know they can do some research by looking up ingredients and ideas on their phones. Let them know you are available as a resource for further guidance.		
10 minutes	Rehearsal of Presentation	The students have the chance to quickly rehearse what they will say about their invented food.	Students prepare	None
5 mins each, 25 mins overall	Presentation	Watch and enjoy! - Ask follow up questions and prompt students to speak if lacking confidence.	Students present	None
10 Minutes	Discussion	We ask, how are the invented foods similar to Cypriot foods? How are they similar to each of the student's ideas from their different regions, both in terms of ingredients but also in terms of the extra 6 questions?	Students should reflect further on their food and their culture's place within Cypriotness.	None
5 minutes		Anonymised Feedback		

Links/references

Materials 6, 7, 8 and 9

Extra tips, adaptations, checklists, etc.

In order to adapt this class to your cultural context, I would recommend trying to find foods which themselves were perhaps influenced by culinary traditions outside of the hosting country's. For example, the similarities between Arabic Harees and Spanish Gazpacho or Greek Gyros and Arab Shwarma.

Further, this class could be adapted to a variety of levels. It is currently staged at A2-B2, but I recommend removing the presentation task for example if you wanted to stage it more for A1-A2/B1.

Session 3

Poetry: Cavafy

Session objectives:

By the end of the lesson, students will have become familiar with Cavafy's poem Ithaca and will have made attempts to relate it to poetry in their own language, about similar themes. The poem will be studied together and spoken about and then related back for homework as part of the TC framework. The students will, as homework, bring poems which complement the themes of Ithaca.

This session explicitly involves a didactic material and cultural text, a poem and the didactic tool of poetic analysis.

Introduction and/or Key Concepts:

This session is aimed at more advanced students whose knowledge of Greek has reached high levels. The aim is to perform cultural translation, with as little adaptation as possible, on the work of Cavafy/Kavafis/Καβάφης. In this lesson plan it is a reading of the poem Ithaca, chosen for its themes of destination and journeys.

Duration (*1h25 hours*)	Activity	Instructions	Activity Objective	Material Needed
15 minutes	*Discussion*	*The teacher now leads a discussion around the definition of poetry and what can be what can't be poetry. The question to ask is "When does poetry begin and end? What does poetry usually do that prose does not? What themes are often present in poetry?* *If the culture from which the students come has different ideas of what is and what is not poetry, note these as different to Cyprus's, though still of interest to the class.*	*Learners understand the progression of the class and begin to come to a Cypriot idea of a poem. It may be that poems have different structures in their cultures.*	*White Board and Pen to write down students' responses*
15 Minutes	Discussion between students	Have the students try to collect together famous poems they know, from their culture, from that of Cyprus or from the world. If any struggle to think of poems, I recommend appealing to traditional songs or even popular music. They should write down what they discover and why they like the work.	*The students learn more about each other's cultural backgrounds as well as each other's aesthetic tastes.*	*Paper to write on*
15 minutes	Discussion	Here, we return to the white board discussion, the collected poets, songs etc. are written up on the board. The teacher should then elicit the subject	The students begin to notice commonalities of the human condition repeated again and	White board.

		matter from each of the pieces. The students and the teacher should then discuss if any consistent or common themes begin to emerge, say romance, death, journeys, travel, wisdom, men and women, guilt.	again throughout each other's pieces. The differences are celebrated as interesting where they do occur.	
10 Minutes	Short Lecture + reading	The text, Ithaca/Ιθάκη by Cavafy is introduced by the teacher and read out loud - After reading out loud, the text is distributed among the class for 5 minutes to read alone	Familiarity is gained with an example of Katharevousa if this is not yet known well by the students.	Text Ithaca - Material 9
10 Minutes	Reading + Thematic Analysis	The students are then invited to search the poem for the themes we've now written up on the board. Perhaps some are found, perhaps all, perhaps none. - The students are also encouraged to see if any new themes are emerging.	Further familiarity is gained with Ithaca, but further, the students are being encouraged to look for traces and similarities between their and this literary tradition.	Text Ithaca - Material 9
10	Discussion	The students share their findings and interpretations with the class - with the teacher taking notes if any new themes have been found. The teacher further introduces two analyses of Ithaca form three sources. If these do not reflect the students' interpretations, this is fine, as one of the points of poetry is that it can have many interpretations. We choose, in this class to celebrate the theme of	The students learn more about the ancient Greek context of the piece, and the various interpretations of Cavafy's work and why it is now celebrated in Greek speaking communities.	Text - Analyses of Ithaca - Material 10

		journeys due to the migrant nature of the students.		
10 Minutes	Homework Setting	The theme of journeys is celebrated at the end of the class with the students invited to complete a homework where they find a poem from their culture also on the theme of journeys for next time. -		

Links/references

Materials 9 and 10

Extra tips, adaptations, checklists, etc.

If desired, this class's discussion can be extended to include the migrants' own experiences of their journey. This is often a traumatic experience and highlighting the comparison should perhaps only be explored if the students suggest a reflection in themselves

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. Although you are an experienced languages teacher, you still need to study a new didactic method in order to teach culture.

   True / False

2. Didactic tools include things like whiteboards, pens, and classroom management.

   True / False

3. A key aim of your adapted classes should be to have the student express their own culture but not to find a sense of self within the new culture.

   True / False

4. A grammatical matching exercise is a good example of an exercise which can be adapted to culture.

   True / False

5. Discussion of the students' own migratory journey's should be avoided at all costs.

   True / False

6. If you desire to help familiarise the student with the writing system of the host country, then you need to learn the student's writing system.

   True / False

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1. *False - You can use the existing didactic tools you have been trained in.*
2. *True*
3. *False - Both are key aims of your classes.*
4. *True.*
5. *False. - But sensitivity to it should be exercised.*
6. *False. - You don't need to, but it helps massively.*

MODULE 6

Wrapping up and Moving forward
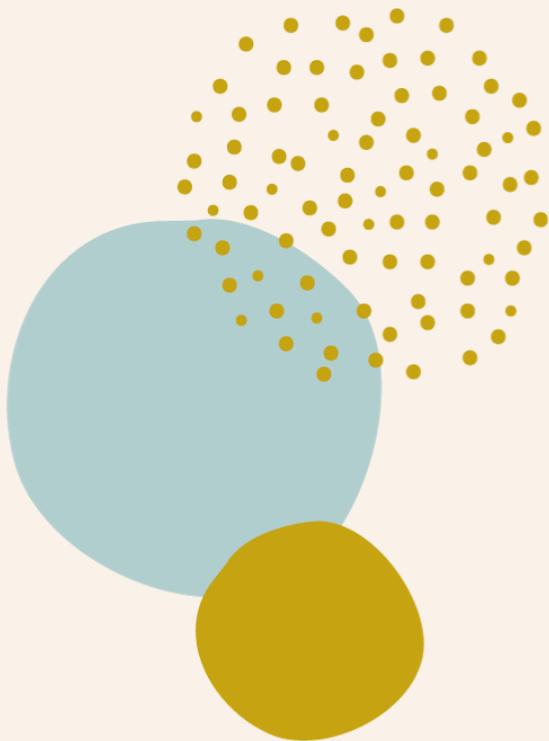
Module Overview

Introduction

This module consists of three sessions focused on condensing the key points of the previous course modules, and providing actionable ideas for expanding upon the TOCL methodology. The final two activities are student based lesson plans which can be adapted to the various levels of the Common European Framework of Reference for Languages (CEFR). The primary activity is designed for teachers to formulate an approach to challenges that may arise when deploying TOCL in the classroom.

Purpose and Objectives

It is important to note that while critical concepts have been outlined throughout the course, their deployment in a pedagogical context may require different adaptations depending on the distinct classroom dynamics. In the first session the aim is to give teachers an opportunity to develop an introduction to challenging thematic topics in the form of case studies, before they arise. The second session is a practical recommendation for ways TOCL can be applied to other language teaching systems with individualistic learning components. The final module, 'reverse TOCL' was created to give students the opportunity to share a critical component of their home culture with their host community.

Module Learning Outcomes

- Use real life classroom examples to practise pragmatic approaches to contentious scenarios that may arise.
- Understand ways to incorporate TOCL into technical aspects of language learning.
- Be able to apply TOCL in reverse, i.e. impart an aspect of the student's culture onto the host community.

Training Materials

Whiteboard, pens, paper, phone or tablet for application download, miscellaneous.

Session Overview

Session Overview	
Session 1 (Key Concepts and Challenges)	Review / wrap up of key concepts and challenging scenarios that may arise in the classroom.
Session 2 (Taking TOCL out of the classroom)	Taking TOCL out of the classroom - how can it be adapted to inform other language projects?
Session 3 (Reverse TOCL)	TOCL in reverse - how can we apply TOCL methods to teaching the host community about migrant communities?

Session 1

Key Concepts and Challenges

Session objectives:
Participants will review key concepts from the previous modules and develop their own approach to overcoming culture specific challenges in the classroom. While not all key concepts will be addressed, those that may require the most attention on the part of the educator have been highlighted. There is no designated approach to these scenarios, only the requirement that each be addressed while maintaining respect for the students' backgrounds, appropriate classroom conduct, and the integrity of the educators.

Avoiding victimisation:
Key concepts: "Unpack preconceptions"

While individual circumstances should be taken into account, it is integral to treat students as singular and not the embodiment of labels with implicitly negative, marginalised, or disadvantaged connotations such as 'refugee' or 'migrant.' Victimisation can be deleterious to creating an environment of mutual trust and respect. Students must be allowed agency to engage, discuss, and disagree. In the classroom they should feel empowered to maintain their uniqueness and freedom to self-determine. It is incumbent upon the teacher to treat each student as an individual, while making themselves aware of their separate educational background, strengths, weaknesses, and goals.

Addressing triggers:
Key concepts: "building trust in the classroom"

Topics which may be considered controversial or contentious in some societies should not be avoided, but should be approached once an open and trusting environment has been established in the classroom. To achieve this environment It is important to admit your own mistakes, as well as accepting critique and suggestions.

Interculturality:
Intercultural pedagogy proposes knowledge of different cultures from an inclusive perspective of respect and acceptance of difference, in which "the different cultures are structurally related to each other" (Byram and Fleming, 2001, p. 244). In this sense, second language classrooms become "spaces of difference", in which "learning culture through

a language is, above all, wanting to discover the other, as well as agreeing to get involved on a personal level with what is discovered about the other".

Equivalence and Adaptation:
Equivalence: finding the words or concepts that refers to the same situation in the language of origin of the students. To express the same idea in a different way.
Adaptation: when a concept or situation doesn't exist in the language of origin, to find an analogous concept or situation that is familiar to the students.

Shared heritage elements:
Alphabets are an example of how shared heritage elements can be used to transmit language while maintaining an environment of inclusion. Examining alphabets, recipes, art etc. of both the host country and that of the students enables students and teachers to have a more inclusive view of how their culture fits into the panorama of history.

Codes of conduct:
Understanding social codes of conduct are critical to acceptance in host societies. Unknowingly causing offence can create needless contention and confusion. Codes of behaviour are not universal and should be individually addressed regardless of how 'obvious' they may seem to adequately prepare migrants for congenial relationships with their community.

The following activity was designed to develop targeted approaches to topics that may present a challenge to the teacher when presenting to students with different cultural, moral, or bureaucratic backgrounds etc. They are based on true scenarios, or combinations of scenarios that have occurred in the classroom.

Duration (*55 min*)	Activity	Instructions	Activity Objective	Material Needed
5 minutes	Split into groups	Split students into groups of 2-4. Print the list of scenarios, cut them up separately, and have each group choose 1-2 randomly.	*Appoint topics to groups.*	*List of scenarios on separate pieces of paper.*
15 minutes	Response development	Groups have 20 minutes to develop a short introduction to the topics, based on the scenarios they have drawn.	*To develop concise approaches to potentially contentious situations that may arise in the classroom.*	*Paper and pens.*
20 minutes	Presentation	One person from each group presents their scenarios and developed introductions to the group as a whole. (At least 3 bullet points).	*To present the possible approaches to the group.*	*None*
15 minutes	Discussion	Short group analysis on which approaches they found useful, and identification of possible weak points in others.	*To identify key components of the approach.*	*None*

Scenarios:

1) You have prepared a lesson on LGBTQ rights in your city based on a legal document publicly available at your town hall. One student in your class has previously expressed that the topic makes them uncomfortable, while you are aware that another has fled their country due to its laws regarding their sexual orientation. How do you introduce the topic in a way that makes all members of the class feel that they are in a 'safe space?'

   Concept link: 'Code of Conduct'

2) A student has brought up a recent news story about a particularly harrowing report of an ongoing conflict (i.e. Bucha). Part of the class has recently arrived from a conflict zone. How do you guide the conversation to have a productive discussion while being aware of the potential triggers?

   Concept link: 'Avoiding Triggers'

3) Your class is a mix of men and women from a region where women are traditionally less outspoken. You have noticed that your female students are reluctant to participate in class discussions and speaking exercises. How do you encourage their engagement while maintaining an environment where they feel comfortable

   Concept link: 'Avoiding Victimisation'

4) A student has previously expressed their approval of a punishment for a crime that would be considered harsh or disproportionate in your country. Your lesson today is about institutional culture which includes this crime. How would you respond to a student who believed the punishment for the crime is too minimal, or states disapproval of lack of punishment for activities that are crimes in their country but not yours?

   Concept link: 'Codes of Conduct'

5) Your lesson today involves examining a piece of art (music, painting, etc.). While it was not your intention, it becomes apparent that the artist's origins are contentious as they hail from a region involved in an ongoing conflict. (e.g. Tchaikovsky - Russia Ukraine war.). How do you complete the lesson while respecting the heightened feeling of the students in the class towards the artist?

   Concept link: 'Adressinging Triggers'

6) A student sharply questions your relationship status which you are uncomfortable sharing with the class. After setting as much they don't let the question drop. How do

you proceed in a way that maintains an environment of trust?

Concept link: 'Codes of Conduct'

Session 2

Taking TOCL out of the Classroom

Session objectives:
Taking TOCL out of the classroom - how can it be adapted to inform other language projects?

Introduction and/or Key Concepts:
The Covid-19 pandemic disrupted traditional learning systems with UNICEF estimating that 91% of globally enrolled students (1.6 billion) were impacted. The pandemic forced education online making access impossible for some, and more accessible for others. While it is clear that there is no replacement for the interactive aspects of in-person classes, remote classes and applications that offer learning options available at a pace and time the student controls are necessary for those who do not have the convenience of remaining in one location or adhering to a set schedule.

The Ojala app was developed specifically for migrants on the move in the Canary Islands. It is a Spanish language learning application targeted to learners from language groups which are usually unavailable on mainstream language learning apps such as Wolof and Darija as well as Modern Standard Arabic, French, and English. It focuses on language needed for daily tasks such as shopping, Covid preparedness measures, and general salutations. The curriculum is accessible to those who are illiterate with video and pictorial functions designed to give the user a visual representation of the language. It is free to download and currently has around 3,000 users.

Ojala is one of the first remote language learning systems designed with migrants as its target audience and can be used as a supplement to TOCL focused Spanish language classes. It represents an excellent example of how language tools and programs must be adapted differently to address the linguistic, temporal, or literate needs of migrant learners. It can be used on its own, or as a tool that can be incorporated into in-person lessons as additional material.

While it is currently only available as a tool for teachers of the Spanish language, there is the possibility of adding new language sets in the future, with a focus on features adapted to the TC methodology.

Duration	Activity	Instructions	Activity Objective	Material Needed
15 minute	Review	Students have already downloaded the app and completed the first lesson "saludos y Despedidas."(greetings and goodbyes). Students are asked to open and review the first lesson.	*To visually review the first lesson on the app, which has been given previously as homework.*	*Ojala app* *Mobile device* *Individual*
15minutes	Equivalence	The teacher draws nine columns on the board and places a card with the visual representation of each greeting from the Ojala app in each column. Ask all students to come to the board and write the closest equivalent of the salutation in their country/language for each picture.	*Students will identify their greeting equivalent and visually associate it with the depiction in the app.*	*Whiteboard, markers*
30	Practice	Number each picture (1-9). In pairs students take turns rolling a pair of dice. The student who rolls the dice must state the salutation according to the number on the board first in	*To practise the greetings in Spanish and further associate them with the equivalent in their own language.*	*Multiple pairs of dice*

		Spanish, then in the language of their country. The first pair to have each individual completed all 9 salutations wins.		

https://play.google.com/store/apps/details?id=com.actionforeducation.ojala&hl=es

Extra tips, adaptations, checklists, etc.

It should be explained that the equivalence activity can be written in the characters of their own language, the objective is for the students' own association with the visuals.

How can we apply TOCL methods to teaching the host community about migrant communities

Session objectives:
Goal: students teach their own step oriented lesson focused on a predetermined element of their culture.

One of the TOCL language class participants will deliver a workshop to members of the host community focusing on an emblem of their culture. This has a broad scope in terms of possible activities such as a dance class, a lecture about an artist, a recipe, or a custom etc. The workshop will be delivered in the language of the host community, employing the culturally adapted language elements the student has acquired as part of their TOCL education. The goal is to apply the methods of TOCL in reverse, to allow for the host community to have a deeper understanding of migrant cultures, and to strengthen bonds between the two groups.

The activity structure can be adjusted to the course level. The activities themselves are interchangeable and can be elected by the teacher and students. The general structure of the course style is adaptable.

Introduction and/or Key Concepts:
Throughout the training session direct examples have been given as to the implementation of the TC methodology in the classroom context. This final section on module 6 seeks to provide ideas and opportunities for extending TOCL to other areas of learning, and examples of class structure in which it can be used in reverse i.e. to transmit cultural elements of significance to the student group to participants within their host culture while practising the target language.

Berry and Taban (2021) note that refugees, particularly those belonging to (ethnic/linguistic/religious) minorities are highly susceptible to loss of ethnic identity, lifestyle, and language. Social justice advocate Terence Lester describes a stark difference between assimilation, limited inclusion, and belonging in which he defines the latter: "you belong here; this place is better because you are here, and you are free to take up space."

While the purpose of the TOCL methodological development is focused on an enhanced integrative approach to language learning, it is not intended to supplant the culture of its audiences. The following activity is based on a successful workshop hosted at OCC Spain, wherein a Palestinian member of the community taught language exchange participants a traditional dance 'Dabke' imparting an important aspect of her heritage onto members of her host society.

Duration (*x* hours)	Activity	Instructions	Activity Objective	Material Needed
Variable	*Homework*	*As homework students have been asked to select an important element of their culture that can be taught through instructional language within 30 minutes or less.*	*Students practise instructional language and reflect on a cultural element they would like to impart.*	*None*
Variable	Introduction	The student teacher delivers a brief introduction on the activity they have elected to teach, its importance to their culture, and why they have chosen it.	*To inform the host community as to the cultural significance of the chosen activity.*	*Dependant upon the activity*
Variable	Instruction	The student teacher arranges the group into smaller sets or pairs as the elected activity dictates. Using a step-by-step instruction guide which has been developed during class, the student gives directions for the elected activity.	*For the host culture, and other participants to learn an element of culture from a member of their community.*	*None*
Variable	Discussion	The group reflects on their experience of the activity, ways it was similar or different to their own culture, if they found it difficult to complete etc.	*To give the group an opportunity to reflect on the activity and its significance, cultural parallels, and complexity.*	*None*

Extra tips, adaptations, checklists, etc.

Suggested Pre-lesson - Body Parts:

Students will repeat names of parts of the body in unison as the teacher points to those areas on a labelled picture.

Students recite the parts individually.

In pairs, students quiz each other: "Show me the _____" (to be completed with a part of the body) and the partner must point to the part indicated.

Make a set of cards with one part of the body written on each card. Set them out in the front of the class so visible to all students. Using the picture, the teacher names a part of the body, and a student comes and selects the corresponding card.

Give out sets of cards to pairs of students. Have them point to a part of the body in the picture, and the partner selects the corresponding card.

To promote written competence, using the picture, the teacher points to a part of the body, and the students write the name of the body part in their notebooks. Have the students compare their lists.

Play human-body-parts bingo, students complete their bingo cards with the names of body parts. The teacher points to a part of the body in the picture, while students cross them out without announcing the part out loud.

Students will repeat names of parts of the body in unison as the teacher points to those areas on a labelled picture.

Students recite the parts individually.

In pairs, students quiz each other: "Show me the _____" (to be completed with a part of the body) and the partner must point to the part indicated.

Make a set of cards with one part of the body written on each card. Set them out in the front of the class so visible to all students. Using the picture, the teacher names a part of the body, and a student comes and selects the corresponding card.

Final (self) assessment

This unit test will consist of T/F questions helping students to test their awareness and learning against the topics presented in the units.

1. Potentially triggering, or culturally sensitive topics should be avoided in the classroom?
   True / False

2. Some codes of conduct can be treated as universal.
   True / False

3. Thematic equivalents can be more useful than direct translations.
   True / False

4. The first step to learning a language must be literacy.
   True / False

5. Students should try to replace their own customs with that of the host community.
   True / False

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1. *False*
2. *False*
3. *True*
4. *False*
5. *False*

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Module 2

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NOTES

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