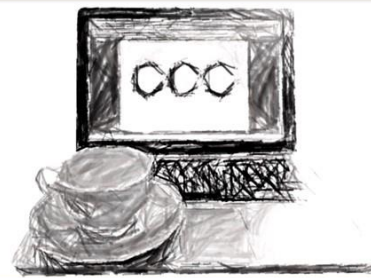




**SIETAREUROPA**

*Discover Learn Share*



Please save the date for our upcoming CCC Breaks, all dates are online [here](#).

**CCC-Break 3: 10.04.2020. Burning Question:** Should we dedicate more time to culturally adapted language when facilitating CD programs?

Knowing more about the participants' language skills is important to be able to fulfill their needs when designing courses.

The main concern was born when listening to participants who often said that although they enjoyed and understood the courses, they still felt they did not have the language skills to be culturally effective. This meant that allowing more time to discover the learner's background during course time and carrying out more pre-course research on this diversity allowed for greater value, 'one size does *not* fit all'. Adapting terminology, idiomatic language, level of language of the training course, level of language of the trainer, clarity of instructions, pronunciation is important for successful courses.

Finding out more about the learners' language background (s) *before* they come into class, in an attempt to be able to preempt language challenges, makes a difference. An intake questionnaire with the following questions could help:

- The learner's native language (s).
- The languages the learner grew up with
- What languages did the learner's parents/carers speak?
- The learner's level of the language of the course. (Lingua franca being English)
- To what level the learner knows/studied this language.
- Level of education?
- Has the learner done a language course?

The answers to these questions allow for adaptation to the level of language used with a group, how idiomatic can the language be, can jargon be used, what text to use or not use on ppts, and helps in pairing up learners so they can assist each other.

The question 'Do you understand' would do better to ask concept question like 'Did you ....', 'were you...', open questions using the 'wh' question words, than close questions with yes/no answers. Other linguistic devices that are a cause for concern are idioms like 'to beat around the bush', metaphors like 'the activity was a breeze', or 'She mumbled the instructions'. Honorifics and status also play a part in deciding what language one uses on the work floor but by being at least aware of the risk of losing one's audience one can be prepared with activities that further help the learner and the practitioner.

# SIETAR Europa Cross Cultural Coffee Breaks


## Summary

Is it the duty of the practitioner to update their skills on a regular basis in language skills and cultural adaptation knowledge? Questions to be considered are 'to what level has the practitioner studied the language used in the course', 'is the practitioner aware of the language differences with the participants' or 'if the practitioner has a store of activities that cover language differences. Can recording oneself give greater understanding of how you use language when teaching? When analyzing the recording one can look out for elements such as pronunciation, speed, pauses, facial expressions, intonation, word/phrase use, volume, just to name a few. Besides the fun element of this exercise (or sometimes cringeworthy 😊) is that it helps to make sure one is not overdoing anything and remains intelligible and entertaining.

To conclude and to try and answer the question it would seem that there is not one kind of 'culturally adaptive language' but a series of elements that all form part of the bigger picture that is cultural competence training.

<https://view.genial.ly/5e8edcbb602d4b0e262cc555/interactive-image-culturally-adapted-language-nw65-c>

Thanks for this summary of our CCC Break discussion to:

	<p><b>SEU Moderator:</b> Camilla Degerth, <a href="mailto:camilla.degerth@gmail.com">camilla.degerth@gmail.com</a>, or connect via: <a href="https://www.linkedin.com/in/camilla-degerth/">https://www.linkedin.com/in/camilla-degerth/</a></p> <p><b>Contributor:</b> Nikki Webster, <a href="mailto:nikki.webster@nhlstenden.com">nikki.webster@nhlstenden.com</a>, or connect: <a href="https://www.linkedin.com/in/nikki-webster-b370b810/">https://www.linkedin.com/in/nikki-webster-b370b810/</a></p>
--	---

# SIETAR Europa Cross Cultural Coffee Breaks

## Summary



Thanks for the intriguing discussions to our participants:

