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1. Introduction

This Abstract Consortium Summary Report constitutes the TOCL Result 1- Activity 6, being an abstract of the Consortium Summary Report (CSR). Its aim is to summarise the TOCL Translating Culture research findings from the partnership countries – Cyprus, Greece, Italy, Slovenia, and Spain – (R1-A4) which were based on the guidelines, instructions and forms provided by the TOCL Methodological Document elaborated within activity A1-M1, namely “Exploring Translating culture”.

This report briefly presents the national findings about cultural aspects to be approached, the existing training and material provision, and the need for training and material provision in developing the Translating Culture Methodology.

The report is drafted by the Spanish partner, CEMyRI-UAL, as the main referent for this activity (R1), with the support, data and information provided by all the partners. It is structured as follows: Chapter 2 presents the overall field research process and the data-gathering activities carried out to collect information on professionals and their training needs, and to support the elaboration of the Translating Culture Methodology. Chapter 3 presents a short synthesis of the data grouped into four themes: Profiles of migrants and cultural aspects to acquire; Professionals’ cultural training provision and materials; Professionals’ experience: tools, materials and strategies for successful migrants’ inclusion. Chapter 4 presents the definition of the main cultural aspects to be approached in the TC Methodology.

2. National data collection activities

The national research has been conducted in the TOCL partnership countries by each partner. Following the guidelines contained in the Methodological Document (R1-A1), the data collection was carried out in two phases: 1) Desk analysis research (A2, M1-M2), and 2) Field research conducted through semi-structured interviews (R1-A3) and focus groups.

- 1) During the desk research, a first approximation has been carried out to find out how the host countries transmit cultural education to immigrants, through language teaching and translation techniques. Also, three good practices per country have been identified (all included in Annex A of CSR).
- 2) In order to collect the experience of professionals in teaching their national languages as a foreign language to migrants and transmitting the culture through language courses, we have implemented a qualitative methodology based on two instruments: in-depth interviews and focus groups.

The aim was to gain insider information on gaps or mismatches in training needs and skills in relation to the interpreters' professional community.

The interviews and focus groups were carried out in 2022. The interviews were conducted face-to-face or through online platforms such as Google Meet, depending on the interviewee's availability and their location (some were working on islands, at the borders or in different towns at a national level).

TOCL included participants with migrant backgrounds being: migrants that have attended language courses and/or professionals with migrant background. In particular, per TOCL country: CYPRUS: 15 professionals, 3 migrants; GREECE: 14 professionals, 3 migrants; ITALY: 15 professionals, 3 migrants; SLOVENIA: 16 professionals, 3 migrants; SPAIN: 14 professionals, 4 migrants.

For more information about the profiles of the participants (education and professional experience) see the CSR.

3. Synthesis of the national data analysis

Next, the main findings obtained from the field research are presented briefly but an extended version with complete information is available in the CSR. In general terms, in none of the TOCL consortium country exist a nationally approved training or curriculum for translating national culture. Cultural education is approached as a non-formal practice usually used alongside an approved syllabus and learning material. It is up to language education experts and professionals to choose the content deemed more important and exciting for language students.

However, in Spain, for instance, professionals involved in the national asylum and international protection programmes receive a short training which includes the approach of some cultural but "stereotypical" aspects of the Spanish culture.

3.1 Profiles of migrants and cultural aspects to acquire from teachers' perspective

In all the TOCL consortium countries, the majority of the beneficiaries of migrant language courses are asylum applicants, people with recognised refugee status and third-country nationals.

Professionals in the field from Cyprus, Greece, Italy, Slovenia and Spain distinguish between the students familiar with the Latin alphabet and those not, regardless of their literacy level. They also come with different language knowledge and backgrounds.

Table 2. Profiles of migrant students per TOCL consortium country.

	CYPRUS	GREECE	ITALY	SLOVENIA	SPAIN
Migrant Background	Asylum seekers, third-country nationals. Middle East Eastern Europe	Afghanistan, Iran, Iraq, Kurdistan, Syria, Yemen, Somalia, Chad, Libya, Palestine, Cameroon	University students, EU immigrants. Sub-Saharan Africa, Afghanistan, Bengali, Pakistan, Bangladesh	Asylum seekers, refugees, third-country, nationals, EU immigrants.	Asylum seekers, third-country nationals. Morocco and Sub-Saharan Africa. Syria, Ukraine
Education	Secondary School	Different educational levels	Primary School and Secondary School	Different educational levels	Different educational levels
Language literacy	Low command in Greek	Low command in Greek and/or English	From medium command in Italian to illiterate	Some command of Slavic to none. Command a language with the Latin alphabet	No command on Spanish, Command a language with Latin alphabet
Socioeconomic Background	From high socioeconomic background to low socioeconomic background	Low socio-economic background	From high socioeconomic background to low socioeconomic background	From high socioeconomic background to low socioeconomic background	From high socioeconomic background to low socioeconomic background

When talking about culture, the majority of the participants affirm that **gastronomy** is a key vector to teaching other cultural aspects from a transversal point of view. Teaching **traditions** and **religious festivities** connected to gastronomy is a common strategy implemented in language courses at all levels. In fact, traditions and religious festivities are the other relevant cultural aspects to be taught from their point of view. Other aspects are:

Historical events, national festivities, cultural artistic expression.

Literature, songs, and sayings are other expressions of cultural aspects useful and implemented in their classes.

Related to culture and values, the fieldwork highlights that values related to Human Rights to promote tolerance is fundamental to be taught to migrants in the consortium countries. In particular, **non-discrimination by gender**, particularly promoting **women's** rights is a key topic addressed in their narratives. Related to this, non-discrimination by gender also appears to promote awareness and equality towards **LGTBIQ+** groups. Non-discrimination is also addressed related to the respect of

different **religions and cultural diversity**.

Some countries have noted a need to address legal aspects in relation to the **democratic system** established by the main legislative documents, the election system, and immigration law (Spain, Slovenia). A summary of cultural aspects and values to be approached is displayed in Table 3.

Table 3. Summary of cultural aspects and values identified in TOCL Consortium countries.

CULTURAL ASPECTS	VALUES
<ul style="list-style-type: none"> - Being on time and negative reflections on tardiness. - The role of women in society – emancipation, women’s reproductive rights. - Public transportation and the basics of independent life – how to get around and converse in public life. - Understanding bureaucracy, the system, organisation and institutions that oversee migrant integration - Working environment and entering the labour market. - Body language and mannerisms. 	<ul style="list-style-type: none"> - Basic rules of conduct and ways of polite conversation. - The concept of being on time and negative reflections on tardiness. - The meaning of conducting a polite conversation. - Equality among men and women. - The equal importance of education for all genders. - Understanding and valuing agreements made – such as being on time, performing one’s work etc. - Respect and appropriate care for children, the role of the family. - Understanding the functioning of health, employment, social, economic and educational systems. - Understanding the value of comprehensive care for oneself and others; and accepting offers of comprehensive care.

3.2 Professionals’ Cultural training provision and materials

Cultural training provision depends on the reality of each TOCL consortium country whereas it is noteworthy that the European Union has developed the *Common European Framework of Reference for Languages Learning-Teaching (2020)*. Within it, it is stated what cultural aspects should be addressed. In the same vein, most of the participants interviewed during the field research pointed out the lack of material provision in translating national cultures.

In Slovenia, professionals have been trained in teaching either second or foreign education, and nearly all also attended in-house, national or international training in

cultural education and inclusion of culture in language education. Many now work as trainers transmitting cultural education in migrant integration courses and Slovenian language classes.

In Spain, all the participants state that there is no particular training provision in translating culture to migrant students of the Spanish language. They have learnt to teach cultural aspects included in the education programme of Spanish as a foreign language, mainly through The *Cervantes Institute Educative Plan*. These courses are oriented toward a standard student of Spanish, usually wealthy migrants such as European students with medium to a high socioeconomic situation. Another short course is the one delivered by the NGOs participating in the Spanish Asylum System and International Protection System.

In **Cyprus, Greece, and Italy**, the cultural training of professionals depends on their own motivation and is acquired through books, assisting conferences and so on.

However, when asked about the need for training provisions and materials, the responses of the participants in the field research coincide with the aspects displayed in the table below (Table 4).

In relation to the materials and resources provision to teach culture in language courses, all the fieldwork participants agreed that there are not enough resources to transmit culture independently in regard to the level of the language taught.

In **Spain**, the educative programmes developed by Red Cross and CEPAIM in asylum and international protection include few handbooks in collaboration with the Cervantes Institute.

Table 4. Summary of the flaws found in training and materials for teaching cultural aspects.

TRAINING PROVISION	MATERIALS PROVISION
<ul style="list-style-type: none"> - Non-existing training in emotions, conflicts resolution and intercultural mediation. - Non-existing training to learn the cultural traits, political context and history of the major national groups in the host societies. 	<ul style="list-style-type: none"> - Insufficient audio-visual materials - Insufficient written resources. - Insufficient existing hands-on activities - Non-existence of materials in two languages (Spanish-Arabic e.i.)

In general terms, we can conclude that the fact of developing a translating cultural training is well perceived by the participants in the fieldwork who show a high interest

in the possibility to access to a non-formal education and materials related to this topic. Due to de lack of educative programmes and resources, professionals develop their own strategies to teach the national cultures as we describe next.

3.3 Professionals experience: tools, materials and strategies for successful migrants' inclusion

Professionals look for materials to elaborate their own learning units depending on their courses. They usually combine audio-visual and written material to teach the language. In this sense, the majority of the participants pointed out that they approach the teaching practice from an inclusive point of view.

Hands-on activities are one resource that participants demand. They affirm that there is no provision for these activities and they design them looking for inspiration from books and online content.

In addition, they look for material that is closely related to the migrants' **day-to-day life**, which is not common in the pre-designed materials intended for international students.

Religion could be approached by explaining the main celebrations and asking the students how a wedding or birth is celebrated in their countries of origin, looking for similarities and differences.

History should be addressed in the classes, for example through visiting monuments.

Other cultural aspects to be taught are politeness and the culture related to the labour market, punctuality, and the ways of dressing depending on the context.

Regarding **pedagogical strategies**, the participants affirm that the most useful strategies are hands-on activities. To engage students in the teaching process, role-playing, storytelling, acting activities, and music and games are the best approach to teaching languages and to promoting the transmission of culture. Through these practices, students can position themselves in other roles and feel more confident approaching topics that they could perceive as sensitive due to cultural differences.

4. Areas of implementation in Translating Culture Methodology

In the next sections, we highlight the aspects to be included in the Translating Culture Methodology. These aspects are connected to the results obtained after analysing the qualitative data obtained from the in-depth interviews and focus groups. Before summarising the main aspects identified regarding the cultural aspects and didactic tools to be addressed, two key aspects have arisen as principles upon which we will incorporate into the TC Methodology:

1. The field research has shown that the key educational point for language practitioners is to acquire knowledge to teach in a multicultural context. In this sense, the majority of the participants in the TOCL countries have not received training in intercultural competencies, such as empathy, conflict management, emotional management (anger, fear, insecurity) and recognition of other cultural traits from the countries of origin of their students. They point out that is fundamental for trainers to develop empathy and management of emotions because the students are suffering from the consequences of the migration process. Usually, they do not feel confident and is mandatory to create a space of comfort and security prior to commencing language instruction.
2. All the cultural aspects could and should be addressed in language courses independently of the level of knowledge. It is a shared of participants from all countries that it is possible to adapt every topic and coinciding materials to all levels.

Having these aspects as starting points in developing TC Methodology, the main aspects raised from R1 "Exploring translating culture" are displayed in Table 5.

Table 5. Summary of the cultural aspects and didactic tools to address in TC Methodology.

CULTURAL ASPECTS	DIDACTIC TOOLS
<ul style="list-style-type: none"> - The concept of time (tardiness, respecting punctuality) - The role of women in EU society (women's rights, equal opportunities, reproductive rights) - Legislation and bureaucracy systems (rights and obligations, work permits, residency permits, forms, contracts; introduction to the social, health, economic, employment and education system; understanding social transfers and the system of aid) - First contact (greetings, handshakes, apologising, expressing gratitude) - Concept of work (work ethics, value of work) - Public/private life and environment (sport, nature, free time, recycling, family life and dynamics) - Cultural heritage and tourist attractions 	<ul style="list-style-type: none"> - Audio (podcast) - Videos with subtitles (and parts of movies) - Singing songs (ex. Happy Birthday song) - Traditional dances - News in easy-to-understand language - Image cards for the development of vocabulary - Role playing (what it is and how to use/organize it) - Story telling - Activities/exercises - Games (word games, etc.) - Discussion and engagement of significant others (peer education) - Intercultural workshops with locals
INTERCULTURAL COMPETENCES	



- Empathy
- Active Learning
- Awareness other cultures
- Emotions management
- Conflict resolution
- Cultural sensitivity

In relation to the resources and materials to develop R2 and R3, along R1 "Exploring translating culture" have been identified:

- Three good practices per country from the desk research activity.
- Two "Samples of translated tools" to be included in the Manual (R2) and the e-learning tool (R3) per country through the field research.
- Good practices from field research.

5. Conclusions

After analysing the field research performed by the TOCL consortium countries in Result 1 "Exploring translating culture", it is possible to affirm that the goals proposed for this result have been accomplished because:

- The participants in the field research have pointed out the relevance of translating culture through language courses.
- To develop an inclusive training approach to avoid ethnocentric positions when translating culture.
- Main cultural aspects and values have been identified to develop the TC Methodology.
- Training needs regarding materials and intercultural aspects have been identified.
- Pedagogical strategies have been identified to transmit culture through language courses.
- Good Practices have been identified to be part of R2 and R3.
- Two samples to be included in R2 and R3 have been identified.

These aspects are the first step to developing TOCL Result 2 "Translating Culture Training Methodology" and to contribute to Result 3 "Training culture tool kit & e-platform".