



TUTORIAL for Trainers

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TUTORIAL FOR TRAINERS

Migrants as 'Adults-in-Mobility' (AM) and civil servants, public service providers generally as 'Adults-professionally-in-Contact-with-Mobility' (ACM) often find themselves in situations involving various levels and dimensions of communication. These situations offer a number of challenges arising from perceptions of different cultures, various modes of communication and different interpretations of any of the elements present in the communication context. A good understanding of these various factors is essential to have fair and fruitful interactions between persons moving from one country to another (AMs) and professionals providing them a public service (ACMs) as well as to be able to fill correctly bureaucratic forms.

A number of on-line learning events have been developed to make persons, passing through these situations, familiarise with different communication processes. The Learning Events will help identifying, understanding and managing the four types of messages used within a public institutional context:

- visual messages (colours, forms, symbols, objects, images...)
- verbal messages (words and discourses)
- non-verbal messages (body language)
- paraverbal messages (use of voice).

A learning event has been developed for each of these types of messages distinguishing between written and spoken communication for AMs and for ACMs.

ACM WRITTEN COMMUNICATION	ACM SPOKEN COMMUNICATION	AM WRITTEN COMMUNICATION	AM SPOKEN COMMUNICATION
Forms - Basic Characteristics	Interactions: Basic Characteristics	Forms: Understanding basic characteristics	Interactions: Understanding visual aspects
Forms - Primary Personal Data	Interactions: visual aspects	Forms: Understanding primary personal data	Interactions: Understanding basic characteristics
Forms - Secondary Personal Data	Interactions: non-verbal aspects	Forms: Understanding secondary personal data	Interactions: Understanding non-verbal aspects
	Interactions: paraverbal aspects		Interactions: Understanding paraverbal aspects
	Interactions: verbal aspects		Interactions: Understanding verbal aspects

Users of these Learning Events should have the following basic pre-requisites:

- know how to read and follow instructions in the language of the PowerPoint presentation and related exercises
- know how to use a computer to view a PowerPoint presentation
- know how to use a computer to work with the internet.

The learning outcomes and specific pre-requisites for each Learning Event (what a learner needs to know before going through the particular Learning Event) are summarized in the table below:

Table outlining Learning Events about *Written Communication* from the perspective of an AM

Learning Event about	Learning Outcome <i>By the end of this Learning Event you will be able to:</i>	Specific pre-requisites <i>To follow better this activity, you need to:</i>
<i>What is a form and why do I need to use it?</i>	<ul style="list-style-type: none"> • identify a form • understand why one has to fill a form • recognise a form as a particular text • distinguish between different forms • understand the type of information found in a form • identify the visual elements that distinguish a form from other kinds of texts • determine to whom the information will be delivered 	
<i>What is primary personal data and how do I handle it in a form?</i>	<ul style="list-style-type: none"> • identify different information required by a form • read and understand the section of a form regarding primary personal data • identify the places on the form where the different information is usually asked • understand all the different words for 'name' • fill correctly a form with your primary personal data including: 'first name', 'last name'; 'date of birth', 'place of birth'; 'sex', 'paternity', 'maternity'; 'citizenship', 'nationality', 'ethnic group' 	have completed the Learning Event: <i>What is a form and why do I need to use it?</i>
<i>What is secondary personal data and how do I handle it in a form?</i>	<ul style="list-style-type: none"> • read and understand the section of a form regarding secondary personal data • identify the places on the form where the different information is usually asked • understand all the different words for 'marital status' and 'contact details' • fill correctly a form with your secondary personal data including: 'marital status' and 'contact details'. 	have completed the Learning Events: <i>What is a form and why do I need to use it?;</i> <i>What is primary personal data and how do I handle it in a form?</i>

Table outlining Learning Events about *Written Communication* from the perspective of an ACM

Learning Event about	Learning Outcome <i>By the end of this learning event you will be able to:</i>	Specific pre-requisites <i>To follow better this activity, you need to</i>
<i>Bureaucratic-institutional forms and their basic characteristics</i>	<ul style="list-style-type: none"> • identify basic information required by any form • identify common difficulties encountered by Adults-in-Mobility when filling a form • identify typical visual elements of a form. 	
<i>Primary personal data in bureaucratic-institutional forms</i>	<ul style="list-style-type: none"> • understand that there can be language or conceptual difficulties in understanding terms such as 'first name', 'last name'; 'date of birth', 'place of birth', the abbreviations for 'sex', 'paternity', 'maternity'; 'citizenship', 'nationality', 'ethnic group', 'personal identification code' • distinguish between different meanings for the same personal data term • realise that the meaning of terms used in forms may be ambiguous. 	have completed the Learning Event: <i>Bureaucratic-institutional forms and their basic characteristics</i>
<i>Secondary personal data in bureaucratic-institutional forms</i>	<ul style="list-style-type: none"> • understand that there can be different ideas and concepts behind terms such as 'marital status' 'domicile'/'residence' and 'contact details' even within Europe • be able to describe these different concepts • learn personal data from other ethnic groups 	have completed the Learning Events: <i>Bureaucratic-institutional forms and their basic characteristics; Primary personal data in bureaucratic-institutional forms</i>

Table outlining Learning Events about *Spoken Communication* from the perspective of an AM

Learning Event about	Learning Outcome <i>By the end of this learning event you will be able to:</i>	Specific pre-requisites <i>To follow better this activity, you need to</i>
<i>Meeting a civil servant</i>	<ul style="list-style-type: none"> • describe a service interaction • discuss why and how one has to manage it • identify the communicative aspects of a service interaction and their relevance • manage better a public service interaction. 	
<i>What we see communicates: visual aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise and distinguish the different functions of symbols, colours, shapes, objects in a public office • recognise and distinguish the way how one e.g. is dressed • identify visual aspects and decide whether they give you important information about the specific situation • manage better a public service interaction. 	have completed the Learning Event: <i>Meeting a civil servant</i>
<i>Our body communicates: non-verbal aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise and distinguish how one may behave through one's body language • identify specific non-verbal aspects in a service interaction • determine whether non-verbal aspects appear to be adequate or not in the specific situation 	have completed the Learning Events: <i>Meeting a civil servant;</i> <i>What we see communicates: visual aspects in public service interactions;</i>
<i>Our voice communicates: paraverbal aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise and distinguish how one may behave through the use of one's voice • identify specific aspects linked to the voice while one is in a service interaction • determine whether certain aspects linked to the use of the voice are adequate or not in the specific situation 	have completed the Learning Events: <i>Meeting a civil servant;</i> <i>What we see communicates: visual aspects in public service interactions;</i> <i>Our body communicates: non-verbal aspects in public service interactions.</i>
<i>What we do with words: verbal aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise and distinguish how one may behave through the use of one's words • describe the hidden dimension of words • recognise and distinguish verbal elements and whether they appear to be adequate in the specific situation. 	have completed the Learning Events: <i>Meeting a civil servant;</i> <i>What we see communicates: visual aspects in public service interactions;</i> <i>Our body communicates: non-verbal aspects in public service interactions;</i> <i>Our voice communicates: paraverbal aspects in public service interactions</i>

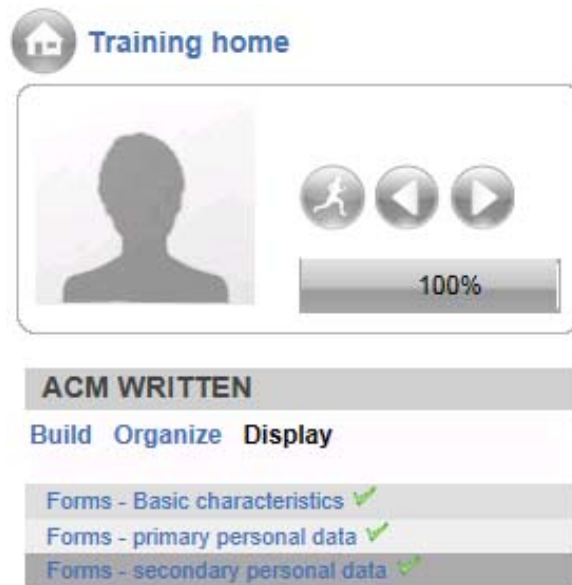
Table outlining Learning Events about *Spoken Communication* from the perspective of an ACM

Learning Event about	Learning Outcome <i>By the end of this learning event you will be able to:</i>	Specific pre-requisites <i>To follow better this activity, you need to</i>
<i>Bureaucratic-institutional interactions and their basic characteristics</i>	<ul style="list-style-type: none"> • handle the differences between a bureaucratic-institutional and a non bureaucratic-institutional interaction • describe the impact that bureaucratic-institutional interactions can produce on an Adult-in-Mobility (AM) especially in 'first-impact' situations • handle the different perceptions regarding the function of officials by AMs • describe the impact and effect of the different means of communication (visual, non-verbal, paraverbal, verbal) in interactions. 	
<i>Visual aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise what you may see in the environment of a public office (signs, posters, colour of the walls, desk, computer, etc.) • recognise what you may see on a civil servant – ACM (Adult-in-Contact-with-Mobility) – (dress, badge with name, colour of hair or skin) and what impact this may have • distinguish the appropriateness of the identified visual aspects 	have completed the Learning Event: <i>Bureaucratic-institutional interactions and their basic characteristics</i>
<i>Non-verbal aspects in public service interactions</i>	<ul style="list-style-type: none"> • recognise different ways of how the interlocutors use their body to convey meaning • recognise whether their body language appears to be adequate or not in a specific situation. 	have completed the Learning Events: <i>Bureaucratic-institutional interactions and their basic characteristics;</i> <i>Visual aspects in public service interactions.</i>
Paraverbal aspects in public service interactions	<ul style="list-style-type: none"> • recognise the way interlocutors use their voice to convey meaning • recognise whether their paraverbal behaviour appears to be adequate or not in a specific situation 	have completed the Learning Events: <i>Bureaucratic-institutional interactions and their basic characteristics;</i> <i>Visual aspects in public service interactions;</i> <i>Non-verbal aspects in public service interactions</i>
<i>Verbal aspects in public service interactions</i>	<ul style="list-style-type: none"> • distinguish different ways ACMs behave verbally through the use of their words • recognise the hidden dimension of words • recognise verbal aspects and whether these appear to be adequate or not in a specific situation. 	have completed the Learning Events: <i>Bureaucratic-institutional interactions and their basic characteristics;</i> <i>Visual aspects in public service interactions;</i> <i>Non-verbal aspects in public service interactions;</i> <i>Paraverbal aspects in public service interactions</i>

Taking the example for the ACM - Written Communication, once the coloured option button is selected



a window similar to the one below opens. You may select any of the three Learning Events listed in the lower part of the window, in this case any from *Forms – Basic Characteristics*, *Forms – Primary Personal Data*, *Forms – Secondary Personal Data*.



Similar windows with different Learning Events will open on selecting the other coloured buttons.

Following a Learning Event

Once you select one of the proposed Learning Events a PowerPoint presentation opens up: go through the PowerPoint using the navigation arrows on each slide.

A contents section is provided on the left hand side of the webpage to help you move from one slide to another. Go through the different slides from top to bottom:



Working through the Learning Events

The [hyperlinks](#) (clickable words in blue) in the PowerPoint presentations lead to:

1. video clips or audio clips
 2. transcripts of the words of video/audio clips
 3. pictures
 4. bureaucratic forms
 5. terms (if you want to know more about a specific term)
 6. exercises.
1. When you click a link leading to a *video* or *audio* clip (e.g. VIDEO 1), a window opens presenting you with a list of languages (e.g. English, Italian, Dutch, etc.). Select the language you prefer to view the video or listen to the audio. A list of video/audio clips opens up.
 2. When you need to link to the *transcript* of the words of a video or audio clip, you have to click on the transcript with the name of the video or audio clip (e.g. TRANSCRIPT of VIDEO 3).
 3. In other cases the hyperlink leads to *pictures*.
 4. When you click a link leading to a bureaucratic *form* (e.g. FORM 1), a window opens presenting you with a list of languages (e.g. English, Italian, Dutch, etc.). Select the language you prefer to work with the form. A list of forms opens up. Select the form with the same name you came across in the presentation (i.e. FORM 1) from the list and watch it in the language of your choice.
 5. When you come across of a link of a specific *term* (e.g. MARITAL STATUS) and you want to know more about the meaning of that term, you may click the link to it. The hyperlink brings you to the term in the language you have chosen for the PowerPoint presentation.
 6. Finally you get hyperlinks to *exercises*. These are in the language of the PowerPoint presentation you have chosen to work on:

Entering Activity Window for the Exercises

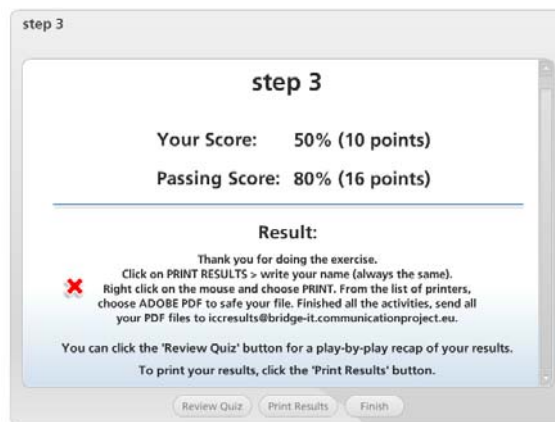
Clicking a link to an exercise, a window opens with an activity that you have to do. GIVE SOME TIME FOR THE ACTIVITY WINDOW TO OPEN. The activity window opens in a separate window outside the PowerPoint presentation. Once you get to this activity window, work through by ticking options for a quiz or writing sentences for other type of questions or just matching words to a definition.

If in the activity there is more than one question, go through all of them by clicking the SUBMIT button (if there is a scroll bar on the right hand side of the exercise area, before clicking SUBMIT you have to scroll down the bar).

The screenshot shows a software interface for a learning activity. At the top, it says 'step 3' and 'Question 1 of 3'. The point value is '10'. The main title is 'Step 3/1: Exercise about terms related to place of living'. Below this, it says 'In the following exercise you have a list of names and numbers and the names of 3 categories. Match them.' There are two columns of boxes. The left column contains three categories: 'Name of a city or smaller town', 'Name of a street, square, avenue', and 'Country'. The right column contains three names: 'Kirqok', 'Iraq', and 'Zuqaq'. At the bottom, it shows 'Score so far: 0 points out of 0' and a 'SUBMIT' button.

Exiting Activity Window for the Exercises

- When you have finished answering all the proposed activities, you have to save the result of the activity. To do so, read and follow carefully the instructions written in the result window that appears at the end of the activity.



- Once you have done, we recommend closing the activity window and the result window clicking the x on the tabs.
- Go back to the PowerPoint presentation.

When in a slide there are hyperlinks to a resource (video, audio, term, picture, forms, transcripts) and an exercise, leave the resource(s) open till you have finished the exercise.

Once you have finished with an exercise and the related resource(s) (such as video, audio, term, picture, forms, transcripts), we recommend closing the activity window before going back to the PowerPoint and starting a new exercise.

When you have finished a PowerPoint presentation, close any windows and return to the **BRIDGE-IT course EN** to select another Learning Event.

Now you can start working through the Learning Events by clicking one of the following languages.

