Guide
for the linguistic inclusion of migrants

includED
Social cohesion and Inclusion:
Developing the Educational possibilities
of the European Multilingual Heritage

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Preface

Europe has a calling as a land of welcome. We are all pleased to see the extent to which this is being demonstrated, at the time of writing, in the context of tragic fallout from the war in Ukraine, as in the preceding and successive refugee crises which have involved European society in previous years.

I am pleased that the European Commission itself is funding initiatives such as the Erasmus+ INCLUDEED project ("Social cohesion and INCLusion: DEveloping the EDucational possibilities of the European Multilingual Heritage through Applied Linguistics" 2020-2023), in which a group of European universities has as its main objective the integration of immigrant and refugee groups in Europe by facilitating the learning of the languages of the host countries, one of the means by which new arrivals will undoubtedly feel more deeply and quickly integrated.

The EU's international relations and foreign, security and defence policies are conceived as exercises in which dialogue with other regions of the world is central. Dialogue, the use of words, knowledge of each other's languages and cultures are undoubtedly fundamental tools for understanding between peoples and the prevention and resolution of conflicts.

Brussels, 1 April 2022

Josep Borrell Fontelles

High Representative of the Union for Foreign Affairs and Security Policy
and Vice-President of the European Commission

Introduction

The word that best defines 21st century society is mobility. This mobility, which is inherent to the future of humanity, is today a multidimensional phenomenon which, in recent decades, has been transformed by an increase in the number of countries of origin and destination, as well as by a diversification of the causes that prompt mobility. Our continent is a reflection of this reality; factors such as life expectancy, low unemployment or lower risk of social exclusion have led Europe to become a receiving region. This growing influx of migrants and refugees poses new challenges to our society that need to be examined from different angles and that lead to the same goal: to achieve the social and linguistic integration of all those who have left their homes in search of a new place to build their future. And it is precisely to this end that this guide has been produced.

Designed to create tangible materials which support the demands of this context, the INCLUDEED Erasmus+ project aims to integrate migrants and refugees through one of Europe's greatest assets - their languages. This guide aims to become an ally of both those who wish to deepen their knowledge of the migration phenomenon and those who wish to facilitate the integration process of these groups. Developed from the experience that the Universities of the consortium have in this field (University of Salamanca, University of Bologna, University of Coimbra, University of Heidelberg, University of Poitiers and Trinity College Dublin), this document emanates from a common effort as well as from the will to form an egalitarian society in terms of integration. However, this would not have been possible without the support of various non-governmental organisations (Red Cross, ACCEM, CEPAIM Foundation and Sierra-Pambley Foundation) which, dedicated to the reception and integration of migrants and refugees throughout Europe, have facilitated the identification of difficulties and enabled bridges to be built between different perspectives and joint efforts to converge in the same direction.

This guide addresses the various challenges that emerge during the integration period of these groups and proposes solutions that can help this complex process to be successful. Designed as a useful vade mecum for the performance of the tasks of the various groups (language teaching professionals or volunteers, non-governmental organisations and national and supranational public institutions), it is a support tool that guides the actions of those involved in the process of linguistic integration of newly arrived people. It provides them with a better understanding of the situation in which these groups find themselves and of the tools available to achieve this. In short, it is a document that seeks to bring together, through informative but rigorous text, the theoretical advances in this field and to offer various resources that can be put into practice in real life.

Finally, we would like to emphasise that the contents of this guide should be understood as suggestions arising from the experience and commitment of those who have worked on its development and as a tool that will help to answer some of the questions that arise in the process of integration of migrant groups. These questions are currently being answered thanks to the committed engagement of all those who are participating in this project. In addition, information from all the countries in the consortium can be found throughout these pages, which broadens the perspective of most of the tools created so far, making this guide truly an international reference work.

CHAPTER 1

Migration and languages in a European context

1. MIGRATION PATTERNS IN EUROPE

2. THE ROLE OF LANGUAGE IN MIGRATION PATTERNS

- 2.1. Where do our heritage languages come from?
- 2.2. Language: barrier or passport to new destinations?
- 2.3. Language clashes and the results of conflict
- 2.4. Multilingual and globalised societies

3. CHALLENGES OF LANGUAGE TEACHING FOR SOCIAL INCLUSION

- 3.1. Demystifying stereotypes
- 3.2. Learner profiles
- 3.3. The learning context
- 3.4. Teacher training
- 3.5. The development of initiatives in the educational field

1 | Migration patterns in Europe

Fact

Article 13.
(1). Everyone has the right to freedom of movement and residence within the borders of each state.
(2). Everyone has the right to leave any country, including their own, and to return to their country.

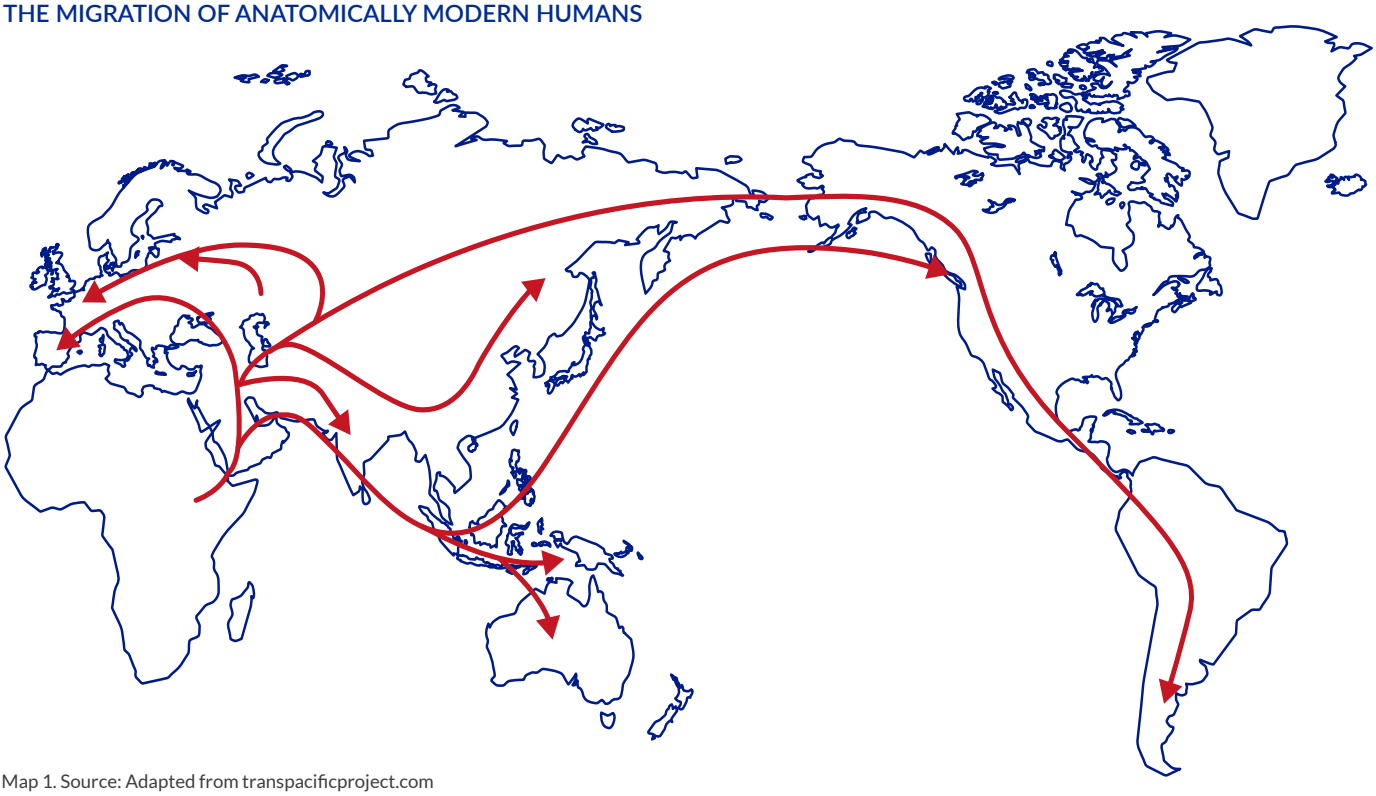
Universal Declaration of Human Rights

The history of the world and of humanity is the history of its population movements. All populations in the world today are the result of some migration in the past. The ability of human beings to move and adapt to all kinds of environments has triggered many of the great milestones in history. All nations have been and are affected by migration, a phenomenon that has been occurring since ancient times. Europe in particular is a crossroads of human movements, as well as a promoter of trade and colonial legacy.

Thus, since the Neolithic Revolution, Europe, whose climatic conditions were less favourable than those of today, suffered similar experiences to those that had occurred elsewhere, a journey that began in Africa via the Middle East. Migration and a sedentary way of life occurred in parallel and became the germ of an economy that no longer depended on predation but on the development of agricultural resources.

> *As long as you look on migration as a problem, as something to solve, you're not going to get anywhere. You have to look at it as a human reality that's as old as humankind. It's mankind's oldest poverty reduction strategy. As citizens, we have to find a way to manage it.*
>
> IOM DG William Lacy Swing

THE MIGRATION OF ANATOMICALLY MODERN HUMANS



Map 1. Source: Adapted from transpacificproject.com

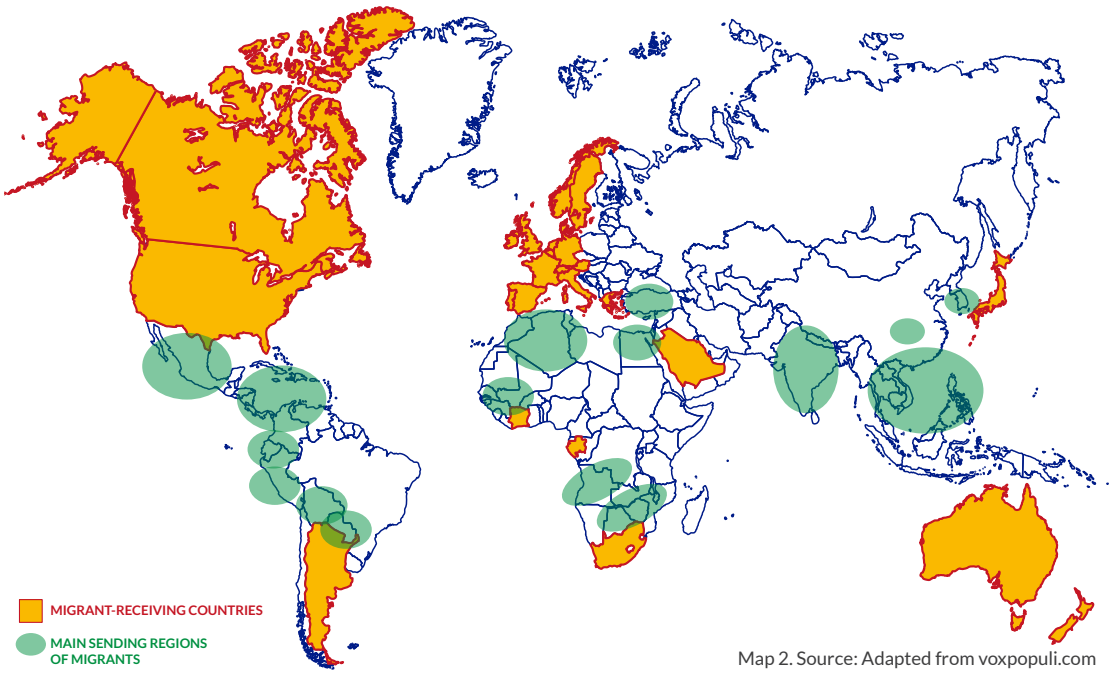
The invasions that took place in **Antiquity** (including those of the Egyptians, Phoenicians, Greeks, Carthaginians and Romans), as well as spreading the advances attained in these Mediterranean cultures, were the starting point for establishing colonies and the development of trade. It was during these times that the exodus from rural to urban areas began and great cities such as Jerusalem, Athens, Rome and Alexandria took shape. During the Middle Ages, the notion of asylum also began to be established, initially linked to religion and later extended to the political sphere.

During the **Middle Ages**, Europe received a considerable number of new inhabitants as a result of invasions from Asia and North Africa. At the same time, large displacements took place for various reasons: military and religious expansion, but also famines and epidemics.

Migration has a 'before' and an 'after' in relation to the first European contacts with the cultures of the American continent, which mark the passage to the **Modern Age**. This colonised territory offered economic opportunities and shelter for persecuted groups, mainly for political and ideological reasons. The Europe-America population flow has undergone different changes in direction, character and intensity, but, on the whole, it has remained very much alive to the present day.

While intercontinental movements were taking place, the internal tendency to move from the countryside to the city continued. This tendency intensified with the arrival of the **Industrial Revolution**, which caused a notable demographic increase and a change in the economic bases of society, which became less and less dependent on the primary sector (agriculture and livestock) in favour of the secondary and tertiary sectors (industry and services), a tendency that is still evident today.

MAIN MIGRATION FLOWS AT THE END OF THE 20TH CENTURY AND THE BEGINNING OF THE 21ST CENTURY



Map 2. Source: Adapted from voxpopuli.com

In **contemporary society**, the radical changes experienced at the technological, economic and social levels have brought about new migratory patterns, with a level of globalization scarcely imagined in previous eras. The number of sending and receiving countries has increased and the motivation and reasons that drive waves of people have become more complex, creating new transnational communities and interpersonal networks. We are facing what has been called a 'glocal' society, which adds new patterns of migration to old ones, including the impact of technological and scientific advances, hybrid cultural patterns, financial flows and the spread of information.

Until the end of the Second World War, most migration in Europe was of an internal or emigratory nature. From that moment onwards, the continent became a region of net immigration. Various movements of people were then set in motion, driven by reasons such as decolonisation, industrial concentration in certain areas, the need for labour in the service and domestic sectors and political tensions in various areas adjacent to the continent. In other words, traditional economic migration coexisted with increasingly important migration of a political nature. Indeed, it is at this time that the processes leading to the movement of refugees and displaced persons intensified and became more complex.

The direction of migratory movements varied according to economic fluctuations: thus, after south-north movements in boom times (especially in the 1950s and 1960s), there was a period of crisis in the 1970s, which led to restrictions in reception policies; finally, there was a shift in itineraries, with southern countries becoming the destination of migrants.

Today we can conclude that the whole of Europe can be considered as a receiving region. In all cases, patterns of displacement seem to be observed in such a way that previous relations (historical, colonial) determine and ultimately consolidate migrants' preferences. The attitude of the respective governments fluctuates between two options that appear to be contemporaneous. First, newcomer integration policies have been developed as measures to ensure the coexistence of newcomers with the country's indigenous population. Secondly, all nations have established entry limitations to curb migratory pressure, both regular and irregular. Since 2015, Europe has also had to deal with a high number of asylum applications as part of the so-called refugee and migrant crisis.

All these circumstances have led to the search for common solutions to shared problems, notably the inability to accommodate swelling numbers of migrants in Europe. The aim is to establish collective parameters to help:

- Regulate migration flows on the continent.
- Curb the growth of xenophobia, which has been observed in recent years.
- Regularise the de facto situation of migrants with history of long-term residence and a stable employment situation, providing paths to citizenship.

+ Did you know?

Ethnic enclaves
Concentrations or clusters of immigrants or people of foreign origin in societies receiving immigration.

The distribution of immigrants in host countries is usually not uniform and they tend to cluster in specific neighbourhoods.

Enclaves create an alternative labour market that is ethnically specific and does not require the host country's social and cultural skills. Despite these apparent advantages, their existence is subject to debate in terms of integration.

· Ensure measures are compatible with respect for international law and human rights standards.
· Criminalise illegal immigration and related criminal activities.

We therefore conclude that migratory phenomena are universal, associated with humanity since its beginnings. With the passage of time, these movements have acquired a very marked complexity.

123 Fact

Why Europe?

- LIFE EXPECTANCY ..... 81 years
- EMPLOYMENT RATE ..... 73.1 %
- UNEMPLOYMENT RATE ..... 6.2 %
- GENDER PAY GAP ..... 15 %
- RATE OF PEOPLE AT RISK OF POVERTY OR SOCIAL EXCLUSION ..... 21.6 %
- SCHOOL DROP-OUTS ..... 10.2 %
- FERTILITY RATE ..... 1.6 births per woman
- AGEING POPULATION (PROPORTION OF PEOPLE AGED OVER 65 (https://cenie.eu/en):
  - 1950 ..... 12 %
  - 2019 ..... 24 %
  - 2050 PROJECTION ..... 36 %

The increase in the volume of migration has been accompanied by a great variety in the origin of the displaced, as shown in Table 1 below:

+ Did you know?

The new pact on migration and asylum (September 2020)
It is a comprehensive and European approach to migration focusing on responsibility and solidarity. It wants to put in place a fairer, more European approach to managing migration and asylum. It aims to provide a humane and effective long-term response to current challenges of irregular migration: developing legal migration pathways, better integrating refugees and other newcomers, and deepening migration partnerships with countries of origin and transit for mutual benefit.

The objectives are fivefold:
- To organise legal immigration by favouring the integration of newcomers.
- To combat illegal immigration.
- To strengthen the effectiveness of border controls.
- To build a Europe of asylum.
- To work with countries of origin by promoting their development.

DATA	THE WORLD	EUROPE
No. of migrants (2019)	272 million	82.3 million
No. of migrant women	130.5 million	42.3 million
No. of migrant children	38 million	
% migrants (2019)	3.5 % (2.8 % in 2000; 2.3 % in 1980)	
No. of migrant workers	164 million	
No. of refugees (2019)	26 million	2.9 million
No. of displaced persons (2019)	41 million	
No. of asylum seekers	3.5 million	893,300
Distribution by continent	Asia 31 % Europe 30 % America 26 % Africa 10 % Oceania 3 %	

Table 1. Immigration in the world and in Europe. Sources: UN, Eurostat

The increasing arrival of migrants poses new challenges to our society. Multiculturalism is increasingly seen as a normal situation in the globalised world we live in. Diversity is also seen as a value that can benefit the host society. Added to this is the proven interrelationship between migration and human development, the improvement of economic conditions in both the place of origin and destination. However, the coexistence of diverse cultures, while producing benefits, can also cause frictions and disagreements. To overcome these, all of those involved will require access to coherent policies and examples of best practice.

It is currently believed that there is no single theory that comprehensively explains the phenomenon of migration. This is largely due to the very diverse typology of migration. The causes of migration vary widely: many people move to find new economic opportunities. Others move to join their families, to improve their education, or to escape ideological persecution, climatic adversity or natural disasters. The most common parameters can be seen in Table 2 below:

PARAMETER	TYPOLOGY	
Geographical reach	**Internal or intra-national**	Within the same country
	External or international	To another country
Length	**Temporary**	Limited duration
	Permanent	Lifetime
Causes	**Economic** **- general** **- specific**	 In all types of work In qualified jobs and with qualified personnel
	Political	Because of war, ideological persecution, etc.
	Ecological	Due to deterioration of the territory of origin and loss of natural resources
	Others	· Migration of older people in retirement · Reunifications · International aid workers · Brain drain · Individual relocations
Protagonists	**Primitive**	Original nomadism
	Spontaneous or free	By the will of the migrant
	Directed or driven	From institutional migration policies
	Forced	Under pressure or imposed by forces external to the migrant
	Massive	Social momentum within a collective (settlements, urbanisation)

Table 2. Typology of migration. Sources: Garrido (2012), Petersen (1958)

+ Did you know?

Animal migration

There is also movement, both temporary and permanent, in the animal kingdom. The forms of movement in space are very diverse (by air, land, water) and so are the causes of these migrations, including the search for food, the search for milder climates, and flight from danger.

Some famous migrants

· Frederic Chopin: Warsaw, Vienna, Paris.

· Victor Hugo: Besançon, Belgium, Great Britain, Paris.

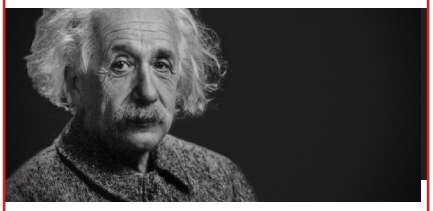
· Hannah Arendt: Linden-Limmer, New York.

· Robert Capa: Budapest, Berlin, Paris.

· Milan Kundera: Brno, Czech Republic, France.

· Luis Buñuel: Calanda (Spain), Paris, New York, Mexico DF.

· Miriam Makeba: South Africa, Italy.



Einstein

This is one of the most obvious cases of life determined by mobility.

Born in Ulm (Germany), he died in Princeton (USA), having spent time in Munich, Pavia (Italy), Aarau, Zurich, Bern, Winterthur, Schaffhausen, Bern (Switzerland), Prague and Berlin.

Main agencies and organisations working on migration	
IOM (The International Organization for Migration)	This intergovernmental organisation was founded in 1951 and is based in Geneva. It deals with migration issues.
UN (United Nations)	This organisation was created at the end of the Second World War (1945). It seeks to maintain international peace and security, protect human rights, deliver humanitarian aid, support sustainable development and climate action, and uphold international law.
FRONTEX (European Border and Coast Guard Agency)	This organisation helps to develop a system of integrated European border management. Its tasks include monitoring migration flows.
Europol (European Union Agency for Law Enforcement Cooperation)	This agency helps to coordinate the response of Member States in the fight against organised criminal groups involved in the smuggling of migrants to the European Union (EU).
FRA (European Union Agency for Fundamental Rights)	This agency works to promote and protect human rights in the EU, including migrants' rights.
EASO (European Asylum Support Office)	This office supports the implementation of the Common European Asylum System in all EU Member States by providing them with scientific and technical assistance.
KCMD (Knowledge Centre on Migration and Demography)	This centre supports the work of the Commission services and Member States on migration and related issues, in order to strengthen the Commission's overall response to the opportunities and challenges presented by migration.
EMN (European Migration Network)	This is an official EU-wide network of national contact points whose main function is to inform European policymakers and the general public by providing up-to-date, objective, reliable and comparable information on migration policies in all EU countries.
DG Home (Directorate-General for Migration and Home Affairs)	This agency publishes annual statistics on short-stay visas issued by states in the Schengen area.
OECD (Organisation for Economic Cooperation and Development)	This intergovernmental organisation was created in 1960. Its objectives are to achieve the maximum possible expansion of the economy and employment and to raise the standard of living in member and non-member developing countries, and to contribute to the expansion of world trade.
OHCHR (Office of the High Commissioner for Human Rights)	This organisation is the leading UN entity on human rights. It represents the world's commitment to the promotion and protection of the full range of human rights and freedoms set out in the *Universal declaration of human rights*.

UNHCR (United Nations High Commissioner for Refugees)	This is the UN agency responsible for protecting refugees and persons displaced by persecution or conflict, and for promoting durable solutions to their situation, through voluntary resettlement in their country of origin or their host country.
UNESCO (United Nations Educational, Scientific and Cultural Organization)	This is a specialised agency of the UN. Its aim is to contribute to peace and security in the world through education, science, culture and communications.
UNICEF (United Nations International Children´s Emergency Fund)	This is a UN agency that provides humanitarian and development aid to children and mothers in developing countries.
EMN (European Migration Network)	This is an EU network of migration and asylum experts working together to provide objective and comparable policy-relevant information.
GFMD (Global Forum on Migration and Development)	This is a state-led, informal and non-binding process, which helps shape the global debate on migration and development. It provides a flexible, multi-stakeholder space where governments can discuss the multi-dimensional aspects, opportunities and challenges related to migration, development, and the link between these two areas.
EMF (European Migration Forum)	This is a platform for dialogue between civil society organisations and European Institutions on topics related to immigration, asylum and integration.
World Bank	This is an international financial institution that provides loans and grants to the governments of low- and middle-income countries for the purpose of pursuing capital projects.
UNFPA (United Nations Population Fund)	This is the leading international institution in reproductive health programmes: birth control, family planning and the fight against sexually transmitted diseases, especially in underdeveloped countries.

Activities

1. Reflect on the following questions:

· Migratory phenomena have been constant throughout history.

· How many of you live in the same town or city where your parents were born? And, where your grandparents were born?

· Outline the migratory movements in your family, in your generation and in the two previous generations. Include the reasons for the movement (studies, work, military service, etc.).

2. Name two cultural movements or phenomena that have taken place thanks to migratory processes:

- in architecture: Romanesque art

- in science:

- in literature:

- in other art forms:

- in gastronomy:

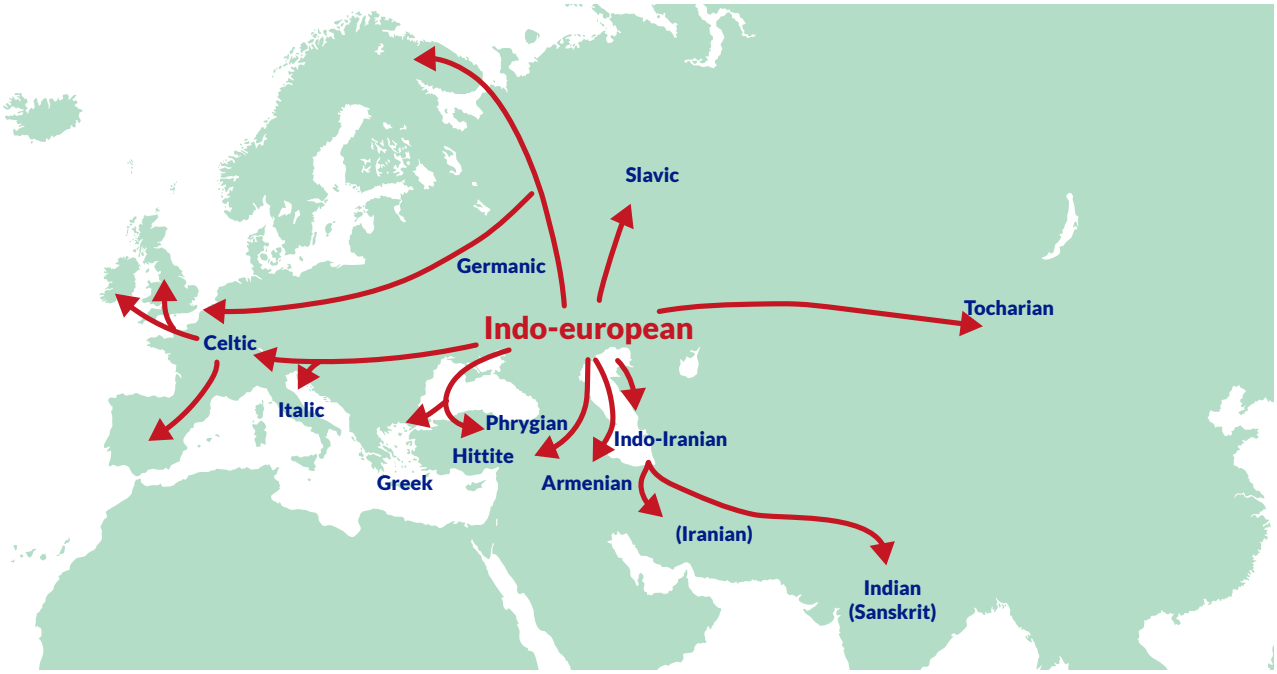
2 | The role of language in migration movements

2.1. Where do our heritage languages come from?

Languages are considered to be signs of identity of a given country or region. Indeed, linguistic issues are often invoked to defend regional identity or even to establish political borders. However, if we analyse the origin of these languages, we can see that many of them, now considered independent languages, come from the same common base. This is the case, for example, with many of the European languages derived from Latin, such as Italian, French, Spanish or Romanian. But if we go further back in time, we find that most of the current languages of Europe (and some of the Asian languages) derive from a broader common base, a mother tongue called Indo-European. Indo-European is a language for which no written evidence has survived, so its main characteristics are deduced from a process of linguistic reconstruction based on the languages to which it gave rise. The languages that derive from Indo-European are grouped into various families, such as the Germanic group, from which German, English, Norwegian and Swedish and others derive, or the Greek group, from which Modern Greek and its dialects derive.

A relevant fact in this process of evolution of the different languages is that the changes they have undergone over time and their settlement in a specific area of European geography are the result of migratory processes. The development of the Indo-European people is located in a large area of eastern Europe and, from there, through different migratory waves around 3,000 and 2,000 BCE, they arrived in new areas, a process of disintegration through which the different languages were formed.

> *My parents emigrated in 1960 and started working in a hat factory. They had planned to stay for two or three years, but we, their four children, were born. With us came other responsibilities. Above all, the challenge of a good school education. We went to two schools: a German school in the morning and a Spanish school in the afternoon. My childhood was a two-storey house. In the first one the Alemannic dialect of the Kinzigtal Black Forest region was spoken, while in the second one the culture was Andalusian. You could say that I grew up with, between, and in spite of two different worlds... For the child it was an adventure, a great game; for the adolescent, a vital dilemma, not knowing whether I was Spanish or German, and, for the adult, now more mature, an enormous richness: I am nourished by two languages, two ways of being, two ways of living. Deep down, I think I have two mothers.... Can you say "motherlands"? Yes, motherlands. I like the word.*
>
> Interview with the poet
> José F. A. Oliver.
> Source: *El País, Babelia*, 09/11/2002



Map 3. Linguistic spread of Indo-European. Source: Adapted from agrega.juntadeandalucia.es

But it is not necessary to go that far back to show that our heritage languages are the result of migration. Think, for example, of the expansion of the Roman Empire around the Mediterranean between the end of the 3rd century BCE and the 2nd century CE (at the height of its splendour). The process of Romanisation entailed the expansion of Latin culture and language, hence this conquest resulted in the spread of Latin and, in turn, the birth of the various Romance languages.

Thus, various migratory processes have given rise to the **heritage languages** spoken today in different European countries. Migration and languages have always maintained – and continue to maintain – an essential link, not only in their origin, as outlined here, but also in their evolution over time.

+ Did you know?

If we take the same word (in this case, new) and look for its equivalent in many of the European languages, we can see remarkable similarities between them all, as a consequence of the common mother tongue from which they all derive.

English ---------- *new*
Nowegian ---------- *ny*
German ---------- *neu*
Franch ---------- *nouveau*
Spanish ---------- *nuevo*
Italian ---------- *nuovo*

2.2. The language: barrier or passport to new destinations

In addition to being an element of identity, the language of a country is an essential instrument in the process of welcoming a migrant, as it affects all the spheres in which he or she will begin to participate: social, economic, employment, education, etc. The feeling of identity through language means that, on certain occasions, people arriving in the host country are not allowed to participate in these spheres if they cannot manage in its vehicular language, which is a major barrier to integration. Conversely, prior knowledge of the language (and also the culture) of the host country, or learning it early on, improves the migrants' or refugees' chances of development.

Many researchers have investigated how language proficiency in the host country influences immigrants' professional achievements.

This graph relates income level over time to language proficiency or general integration status in the new community.

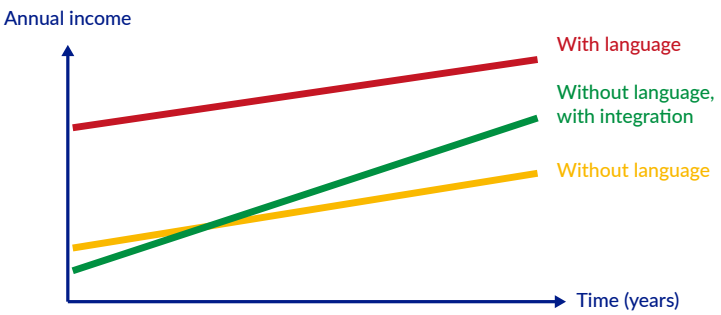


Figure 1. Source: Gutiérrez (2007)

In many cases, this language barrier becomes an insurmountable obstacle for migrants or refugees, as knowledge of the language has traditionally been – and continues to be – in many territories a sine qua non requirement for obtaining a residence permit, a job or, ultimately, nationality in the host country. Contrary to what may be thought at first, when this barrier falls, not only does the migrant receive the benefits or advantages of this new situation, but the host society can also take far more advantage of the migrant's skills and knowledge. This is why, in many cases, courses or other training initiatives are offered as a means of removing this barrier as early as possible. The moment of breaking

down the language barrier depends on many factors, both on the migrant's previous knowledge and resources and on their experience in the host country and the stages of their own integration process:

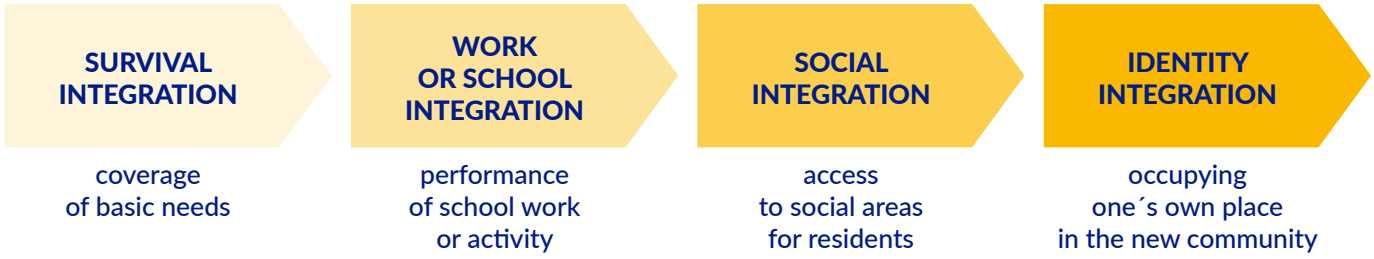


Figure 1. Integration process. Adapted from Moreno Fernández (2009)

On the other hand, the fact that Europe is a multilingual territory allows us to study the extent to which language is a key factor – although probably not as decisive as economic factors – when choosing the country of destination. Language is an essential passport in patterns of migration, a fact that would explain why countries such as the United Kingdom and Spain, which share an official language with many other territories, have always been among the receiving countries with the highest volume of immigration in Europe.

However, it should also be borne in mind that for integration at the linguistic level to be complete, not only must there be knowledge of language as a formal system, but also of the pragmatic-discursive rules that a given community follows in its linguistic uses and social exchanges. Hence, prior knowledge of the language of the country of destination is not always a sufficient passport to achieving this desired integration: it helps with the essential basis for making the leap to another place, but it also requires an added effort for linguistic integration to be, in reality, a fully complete integration within the new sociolinguistic context.

2.3. Language clashes and conflict outcomes

In the process of settling in the place of destination and discovering new models and habits, a series of changes take place that bring the migrant closer to, or further away from, the culture of the host place and, therefore, from the new language. However, in this process we cannot forget their mother tongue or the set of languages they already speak, as these constitute an essential element of exchange. Depending on how this clash between languages occurs and the decisions that the migrant makes about it, some scholars have established at least four phases or attitudes that can be adopted regarding the use of the mother tongue (L1) and the language of the host country (L2).

These attitudes can occur simultaneously in any language and any community, but the political and linguistic ideologies of the countries significantly condition the choice of each and the speed at which people move through the various

+ Did you know?

Some researchers point out that, in the case of Spain, the migration rate doubles when the immigrants' country of origin has Spanish as its official language.

A FIRST TESTIMONY

In an interview, one of the recipients of the 2002 Prince of Asturias Award for Concord, Edward Said, commented on his Palestinian origins and the various changes of residence, and therefore language, that he experienced as a child:

Journalist: *In [his work] Out of Place he says that as a child he didn't want to speak Arabic because it was Moorish, he didn't want to speak French because it was an imperialist language and he didn't want to speak English because it was an abhorrent language. It was a mess.*

Edward Said: *Now, at least, I am able to speak and write. I have tried to create a language of my own. When I write, I write in the same way in Arabic as I do in English or French. I wanted to invent a personal language. That was my struggle. To find a language I could use without betraying myself. It's English, but with many echoes of Arabic and French? It's a crossbreeding. Without forgetting that the basis of my training comes from American and English schools.*

Quoted in Castaño Ruiz (2004)

	L1	L2
ASSIMILATION Migrants are willing to adopt the L2 and use the L1 less. The L1 becomes less important in their linguistic identity.		
SEPARATION Migrants use their L1 (which reaffirms their belonging to the group) without interest in learning the L2, even if it forces exchanges to be restricted to their community.		
INTEGRATION Migrants have an interest in communicating in both languages and with people from both social groups. Both are part of their linguistic identity.		
MARGINALISATION / OSCILLATION Migrants' indecision between the two societies is carried over into the linguistic sphere: they have little interest in learning the L2, but the L1 is not a value to be preserved either.		

Table 3. Adapted from Gugenberger (2020)

proposed phases. Personal conditioning factors and the expected length of stay in the destination country – permanent or return migration – also have a major influence on the attitude adopted.

In recent decades, some of the attitudes described above, which were very common in the past, such as assimilation, have been pushed into the background by the widespread development of multilingual societies and patterns of migration motivated by personal reasons and interests, especially in the field of employment.

2.4. Multilingual and globalised societies

The sheer volume of migration today, the large number of countries involved, their international character and the attitudes of the host population mean that today's societies are **multilingual** and **multicultural**. Globalisation, in turn, drives the extent and quantity of migration flows. The more people are interconnected (linguistically, personally, occupationally, etc.), the greater the possibilities for movement from one country to another.

However, this interconnected world also allows linguistic contacts to proliferate without the need for the individual to move: our societies are weaving and expanding in the digital sphere, and it is precisely shared languages that allow and encourage these exchanges. In these linguistic contacts, a language that is considered to be international due to its geographical extension, its use in business, its literary tradition, etc., normally intervenes and imposes itself. The international language par excellence at present is English, followed by Spanish and Chinese, which continue to gain ground in many contexts.

+ Did you know?

Do language varieties also clash?
Yes, language varieties also clash, and in this case situations and solutions similar to those already mentioned may arise. Another ingredient that has not yet been mentioned comes into play here: linguistic prestige. If a speaker of a language emigrates to a country where the same language is spoken, but the language variety of this place is more prestigious, the attitudes of the immigrant may be conditioned by this situation: rejection of this language variety because it is the dominant one, acceptance because it is the more prestigious one, or a situation of levelling out between the two, enriching one from the other; to cite some possibilities.

DID YOU KNOW?

As the culmination of a long and intense dialogue since the 17th century, with the aim of achieving an international language and making contacts between countries more fluid, at the end of the 19th century a language was constructed from other natural languages: Esperanto. Although it did not flourish in many places and contexts – because it was created with European ingredients – Esperanto is the most widely spoken planned international language in the world, but it has never overtaken English in this role.

Esperanto version of Antoine de Saint-Exupéry's classic *Le petit prince*

In this linguistic dynamic typical of globalised and multicultural societies, the figure of the 'transmigrant' stands out. The transmigrant's journey is not unidirectional and linear, but rather involves migrating in several directions, returning to places previously visited and making ongoing circular journeys, which involve a wide network of contacts, both linguistically and culturally.

AN EXAMPLE OF A TRANSMIGRANT

Rocío, a Spaniard of Galician origin, studied in Germany for a year, returned to Spain for two years, went back to Germany for another period and now works in Ireland. She communicates daily with people from the three countries and with her boyfriend, who is French but lives in the Netherlands. In her exchanges, therefore, she uses Spanish, Galician, English, German and French (or a mixture of several of these languages), depending on the contexts, addressees and communicative needs.

From Gugenberger (2020)

These new contacts and dynamics force us to rethink the landscape of migration today and the relations between languages that are established at European level.

Activities

3. Look for information about the origin and language family to which your mother tongue belongs:

   Is it related to languages around it?

   And, can you find common or very similar words in them (new (English), neu (German), etc.)?

   Is there any migratory process involved in the expansion and development of your mother tongue?

4. When the same speaker comes into contact with several languages (the mother tongue and the language(s) he or she is learning), there is often mixing or interference between the two, which may facilitate (if the languages are similar in the transferred aspect) or hinder (if they are different in this respect, but we do not know this) the learning process.

   The latter happens, for example, with false friends, which are elements that, despite being written and pronounced similarly in both languages, do not mean the same thing.
   Here are some examples of false friends:

   Do you know what these words mean in both languages? If not, look them up.

   Think of a similar case between your mother tongue and another language you know.
   Have you ever used a false friend incorrectly?

3 | Challenges in language teaching for social inclusion

Fact

Education plays a key role in helping refugees and other migrants from third countries to adapt to a new country and culture, and to establish social relations within their host communities.

European Commission. European cooperation policy

As has been pointed out throughout this chapter, the growing arrival of migrants poses a series of challenges that must be taken up in order to build a society in which coexistence between different cultures prevails. One of the main tools to ensure that migrants complete the process of sociolinguistic integration and take their own place in the host society is the learning of the host language.

This process raises various issues that are key to understanding the importance of language teaching in the process of social inclusion. For this reason, the main challenges to be taken up in order for L2 learning to be as effective and successful as possible, and to lead to full integration into the host society, are presented below.

3.1. Demystifying stereotypes

In second language teaching, there are several misconceptions that have a negative impact on the development of learning. Many are related to the image of migrants and their possibilities as learners, and therefore condition the conception of this activity from a perspective that is not highly valued and attractive. Many are also appear in educational expectations that do not usually correspond to reality. Sometimes, these stereotypes are due to the attribution of specific negative aspects to the whole group and the definition of these profiles by their shortcomings: what they are not, do not have, do not know or cannot do.

Here are three ideas that frequently appear in the collective imagination:

1 | Discrimination on the basis of the origin, nationality and culture of the trainee.
This translates into a series of negative educational expectations that prevent the identification of the learner's true potential and knowledge, and that generate negative – and misguided – notions about their educational potential and achievements.

2 | Consideration or socio-economic deprivation as a negative conditioning factor for learning.

Did you know?

There are languages that do not have writing and are therefore unwritten or oral cultures. Some examples can be found in places in East Africa, such as Gambia or Senegal.

There are also languages that use writing systems other than the Latin alphabet, such as the Arabic, Greek, Hebrew or Cyrillic alphabets, which are found in languages such as Russian, Ukrainian, Serbian and Bulgarian.

Consideration of these varieties is essential, as teachers must consider the idiosyncrasies of their pupils and understand that cultural differences are not measured in terms of superiority, but in terms of identity.

HEBREW
אבגד

ARABIC
أبجد

LATIN
a b c d

GREEK
α β γ δ

CYRILLIC
а б г д

Research in language acquisition reveals that this variable – which is sometimes not even real but an assumption – is hardly relevant in relation to others, such as length of stay in the country, age of arrival, schooling or contact with native speakers.

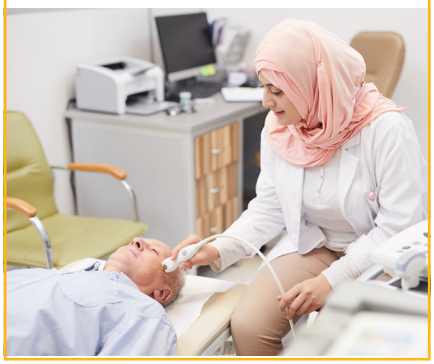
3 | Poor prior learning as an impediment to progress in language learning.

The tendency to consider migrants as people with a low level of educational attainment is not always accurate. In order to ensure that learners integrate successfully into an education system, it is essential for teachers to be aware of the main characteristics of the schooling systems in their countries of origin, as well as their level of prior knowledge.

> *Immigrants and other minority students have often been denied the opportunity to learn higher-level thinking skills because of the belief that they must demonstrate the ability to learn basic knowledge before they can be taught higher skills.*
>
> Waxman and Téllez (2002)

For these and other reasons, language teaching in the context in question is often carried out based on preconceptions aimed at remedying a set of deficiencies attributed to migrants. For this reason, teaching may be produced from a welfare perspective – which considers it necessary to provide this group with different resources for their social and personal lives – and a compensatory perspective – which does not expect success at school as it assumes that the students' deficiencies are difficult to compensate for. This lack of knowledge about the students and the schooling systems of the societies of origin translates into inadequate expectations, as well as simple educational practices that reinforce the passivity of the students.

MIGRANT
a person full of experience, shaped by his or her language and culture, a bearer of much knowledge and know-how, a speaker of one or more languages, capable of resolving any conflict as long as he or she has the keys to the world.
Miquel (2003)



3.2. The learner profile

One of the main challenges we face when discussing L2 teaching to migrants is the high degree of heterogeneity of the learner population, which will be discussed in more detail in Chapter 4 of this guide. This diversity results in a range of affective, linguistic, educational, cognitive and social needs which vary according to the individual and their circumstances and which need to be addressed in order to provide teaching which, as far as possible, meets the learners' expectations and needs.

The main differences can be grouped into two levels:

1 | Linguistic and cultural differences due to the fact that the students come from different countries with different languages and cultures.

Each student has a view of the world organised through their mother tongue and culture. This diversity can lead to linguistic and cultural clashes which must be avoided through a balance between languages and cultures.

In addition, there may be differences in education due to factors such as the education systems of the home society. These

dissimilarities are reflected in different learning styles and result in very different educational needs and expectations, which have to be taken into account in implementing the teaching process.

2 | Personal differences due to individual factors.

Those arriving in a new society may experience a number of common feelings caused by a time of social, cultural and family uprooting, which psychologists refer to as **immigration bereavement**. These feelings are identified as a lack of motivation and self-esteem, communication deficits in their learning environment (communication difficulties with peers and teachers), and stress generated by the immediacy of their needs.

In addition to these common elements are individual factors that imply variation from one person to another. One example is the generation of belonging, which is conceptualised by differences in the age of arrival of migrants in the host country. Generally speaking, we can say that the first generation encompasses those who were born and have established social relations in a country to which they migrated as adults, while the second generation refers either to those who arrive in the host country before the age of 12 or to the children of parents who belong to the first generation.

In parallel, age also implies a distinction between adults and adolescents, as each of these groups has its own needs and difficulties. Thus, adults tend to identify with elements such as their lack of regularity in attending courses in the host language, which may be due to circumstances of various kinds, such as work, while the majority of the adolescent group will be defined by issues arising from their integration into schools.

ULYSSES SYNDROME

The Ulysses Syndrome is the metaphor that describes the fears experienced by any individual as a consequence of being separated from everything that was usual and known in his or her world, in his or her mother culture.
The main elements of this syndrome are separation from the family, suffering from failure in the new society (exclusion), the struggle for survival (housing, food), and the generalised fear of non-acceptance (xenophobia).

+ Did you know?

In 1990 Karl Mannheim introduced the concept of generation in the social sciences as a tool for thinking about cultural change. Today, it is very useful in addressing the differences between what are called first and second generation migrants.

For all these reasons, knowing who they are and where they come from, as well as understanding their circumstances, is key to laying the foundations that will guide the teaching and learning process in the host society. It is essential to know the answers to a series of questions related to their previous level of education, their language and their culture. Below, by way of summary, we propose eight procedural aspects that may be useful for starting this reflection:

(1) What is their cultural and linguistic background?
(2) What language(s) do they speak and how did they learn them?
(3) What level of education do they have?
(4) Have they been to school, and if so, in which language were they taught?
(5) What educational pathway have they followed?
(6) What is their level of literacy?
(7) How important is literacy in their culture and language of origin?
(8) Which generation do they belong to, and what social elements characterise this generation?

3.3. The learning context

As mentioned earlier, in the teaching of an L2 to migrants, language learning prevails not so much as an end in itself, but as a means to achieve integration into the host society. In this way, language is conceived as an instrument that allows access to all dimensions of society. Therefore, the correct description of the sociolinguistic context in which the language is learned and used will enable sociolinguistic integration at all levels.

> *The key to understanding language in context lies in starting not with the language but with the context [...] Only by looking at the relationship in question (language -context) from the contexts, is it possible to grasp an essential part of what happens when a language is taught and used.*
>
> Dell Hymes (1972)

Within this framework, we consider the two most common learning scenarios in language teaching, the difference between which lies in the role played by the language being learnt in the individual's reality: (1) occasional use of the L2 and (2) everyday use of the L2. In the latter, we must frame the learning process of the group in question, which differs substantially from that of learners who use the language occasionally.

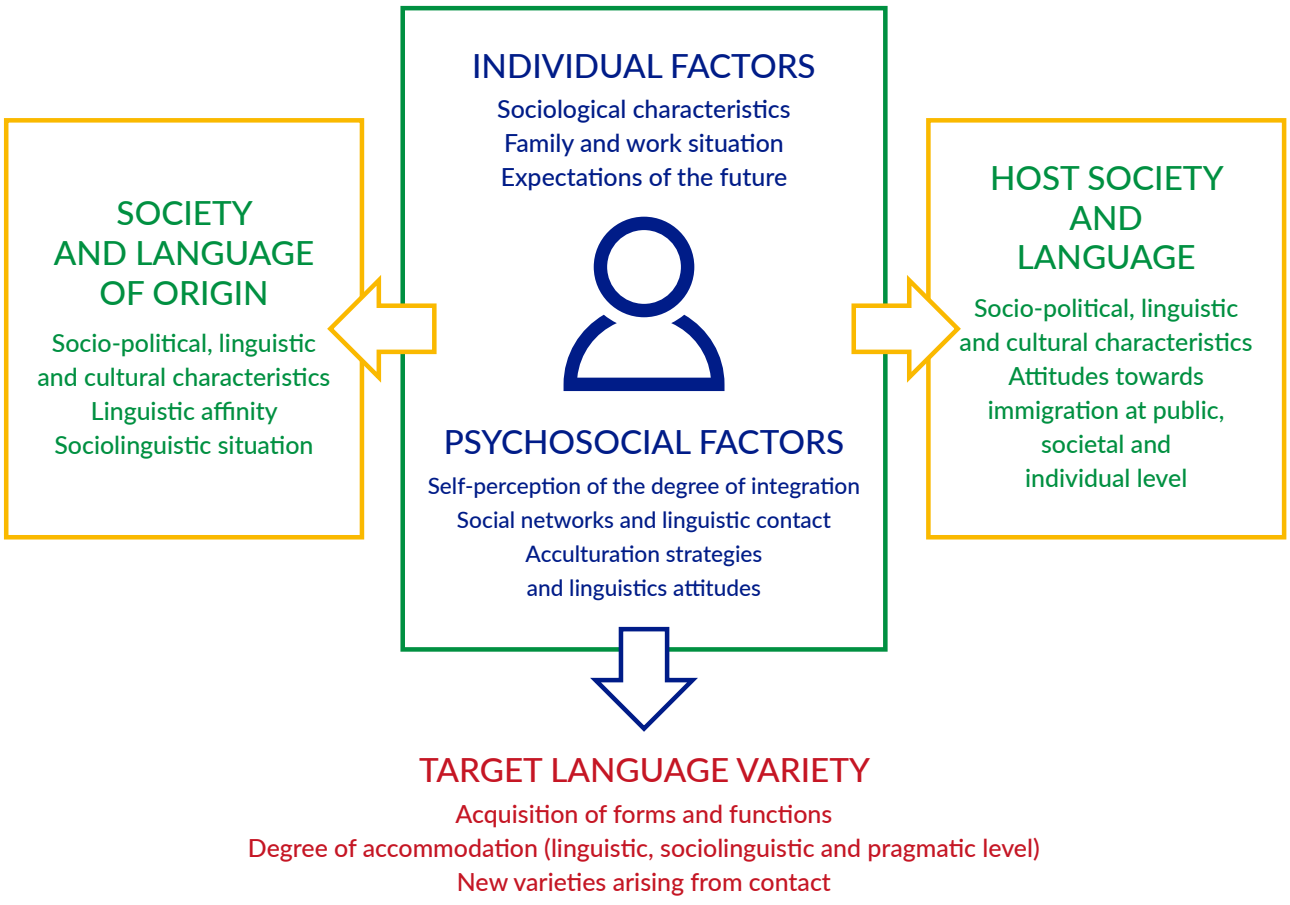
OCCASIONAL USE OF L2
The L2 is not present in the daily life of the speaker: its use is occasional and sometimes limited just to the learning context.

EVERYDAY USE OF L2
The L2 is present in the day-to-day life of the learner, who comes into contact with it in their daily reality.

On the basis of what has been said, throughout these pages we will understand the context that concerns us as a "set of environmental elements (social, cultural, economic, occupational, relational, etc.) that determine the way in which the subject comes into contact with the new language, uses it and modifies it" (Villalba, 2017, p. 383) and, therefore, adapts it to their socio-communicative circumstances.

In turn, within this general context, we find two types of context: the institutional environment of the teaching-learning process and the social environment in which the actual interaction takes place. Both are intimately linked, so that knowing the learner's environment is key to constructing an appropriate learning environment. In order to understand this context, it is essential to understand the complexity involved in the process of sociolinguistic integration. The following model proposes as central axes the migrant – with their individual and psychosocial characteristics – and the language variety or varieties that arise from contact. At the same time, the contextual circumstances of the society of departure and those of the society of arrival are assumed as cross-cutting elements in the whole process:

DIMENSIONS OF THE ANALYSIS OF SOCIOLINGUISTIC INTEGRATION



Adapted from Paredes García, 2020, p. 54

3.4. Teacher training

Teaching languages to migrants is an activity that involves a large number of institutions and professionals. Teachers play a leading role, which makes it necessary to consider their training as a primary objective. For all these reasons, and as we shall see in detail in Chapter 4 of this guide, recognising the importance of this activity is essential for establishing effective training plans and models. This training must also comply with certain general characteristics, such as those listed below:

1 | Based on theories of language acquisition and combining theoretical and practical aspects.

This specialised professional training, which is to be understood as a broad and technical process of preparation, is key to the teacher becoming a competent specialist in second language teaching. This training will enable them to relate theory and practice and to adapt their methodological approach so that learners are able to apply the content covered in the classroom to their own reality.

2 | Combining the mastery of linguistic competences and skills with intercultural aspects.

The aim is to provide teaching which combines mastery of the basic teaching competences and the linguistic skills of the various curricular subjects. Within these competences, it is essential to remember the role of the teacher as a channelling agent for language learning and cultural differences; it is therefore conceived as a socio-cultural mediator.

3 | Understanding the particularities of this type of teaching and circumstances of this group.

It is essential to provide the teacher with the tools to understand both the particularities of this type of teaching and the circumstances of this group. In this sense, it is relevant to remember that the basic task of the teacher is to transform theoretical and practical knowledge into useful knowledge appropriate to the characteristics and needs of their students, as well as to the social reality in which they live.

TEACHING COMPETENCES

1. Organising learning situations.
2. Assessing student learning and performance.
3. Involving learners in the control of their own learning.
4. Facilitating intercultural communication.
5. Managing feelings and emotions.
6. Using ICT (Information and Communication Technologies) for the performance of their work.

Instituto Cervantes (2018)

THE THEORY OF MULTIPLE INTELLIGENCES

According to the theory established by the psychologist Howard Gardner, each person develops up to eight different types of intelligence.
Depending on how much we develop them, we will be able to learn better and in a more optimised way. Therefore, knowing and recognising multiple intelligences would allow us to respond to the needs of some students who require other ways of training, in order to adapt to their abilities.

MUSICAL-RHYTHMIC
BODILY-KINESTHETIC
INTERPERSONAL
LINGUISTIC-VERBAL
LOGICAL-MATHEMATICAL
NATURALISTIC
INTRAPERSONAL
VISUAL-SPATIAL

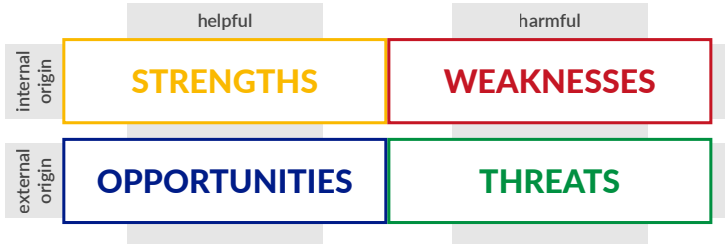
Once the characteristics that should define teacher education have been outlined, it is important to point out the steps that a teacher should consider before and during the teaching process:

1 | Conducting a needs analysis.

Before starting the actual teaching process, it is advisable to carry out a needs analysis which allows us to identify the needs, expectations and main motivations of the target group, in order to adapt the process to the learners. In order to carry out this analysis, the SWOT technique can be very useful, as it favours reflecting on the positive and negative aspects to be taken into account during the teaching process.

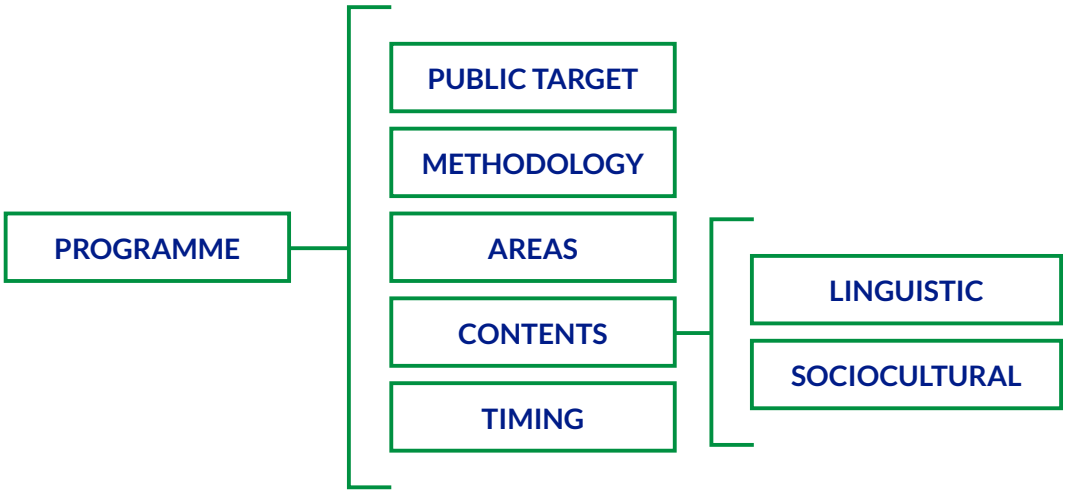
THE SWOT ANALYSIS

This is a tool for analysing the situation of an institution, project or person, which is carried out by assessing its internal characteristics (Strenghts and Weaknesses) and its external or contextual situation (Threats and Opportunities).



2 | Content planning

All course content, whether linguistic, social or cultural, should be planned according to the needs and expectations identified in the preliminary analysis. Wherever possible, it is advisable to start with a curriculum specialising in teaching a language to migrants . Different elements need to be taken into account in the planning, such as the target audience, the methodology, the areas or themes to be studied, and the time frame for the planning, i.e. the timetable. In addition, other issues such as available resources or other didactic suggestions can also be included.



The following is an example of some of the content planning around the theme *In the City*:

IN THE CITY	
SECTIONS	**CONTENTS**
USEFUL PHRASES	Giving and asking for information about the existence of a place or public service
RULES	Adverbs of place and time and expressions of location and time
WORDS	Establishments and services in the city
CONVERSATION	Conversation to ask questions and indicate how to get to a place
SOCIO-CULTURAL INFORMATION	Rules and customs on public transport (buying tickets, requesting a stop, seat numbering, etc.)

3 | Creating or adapting teaching activities and materials

As mentioned above, appropriate training will provide the teacher with a set of guidelines which will enable them either to adapt existing materials or to create new ones. It will also enable them to select content which is appropriate to the linguistic and cultural realities of the learners. As Chapter 5 of this guide deals with the subject of teaching materials, only six activities are given here as examples which could be used in a course for newcomers to a new country.

SKILLS	WRITTEN SKILLS
· Greeting and introducing oneself · Participating in a job interview · Requesting information on administrative procedures	· Taking notes in class. · Completing a census form. · Interpreting a rental contract

4 | Conducting Research

Finally, it should be noted that the teacher is identified as a constant researcher, capable of identifying – throughout the teaching and learning process – the learning needs not only of the learners, but also of him/herself. It is therefore essential for them to have access to up-to-date information on a variety of aspects, such as advances in the field of linguistics applied to second language teaching, the social challenges facing their learners, and the development of different initiatives emerging in the field of education, to which reference will be made in the following section.

LINGUISTICS OF MIGRATION

Due to the rise of studies on the effects that migratory movements have on language, a new discipline is currently being developed, the so-called linguistics of migration.

You can find more information by visiting specialised journals on migration such as *International migration review, Language and migration.*

3.5. The development of initiatives in the field of education

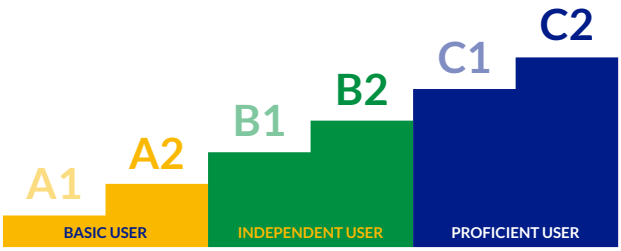
Legislative measures

The first legislative measure concerning the schooling of children of migrant workers was established in 1977. Today, European legislation stipulates that host states must facilitate the teaching of the national language (or one of them if there are several) to immigrant minors. In addition, measures must be taken to enable these children to learn their mother tongue.

Learning the host language plays a fundamental role in the process of reducing the costs associated with migration. In this sense, as mentioned in this guide, the distance between the migrant's language and culture of origin and those of the host country has a direct influence on the degree of social integration of the migrant. For this reason, the promotion of educational plans, as well as courses and curricula for the teaching and learning of the different host languages, in line with the *Common European framework of reference for languages (CEFR)*, is a priority element for progress in language teaching.

CEFR

The *CEFR (Common European framework of reference for languages: Learning, Teaching, Assessment)* is a document that provides a common basis for the development of language programmes, curricular guidelines, examinations, textbooks, etc., throughout Europe. It sets out the following levels for language teaching and learning.



The wide variety of learner profiles, learning styles and paces, as well as different interests and motivations, means that the educational challenge is notorious. In order to help meet these challenges in terms of equity and quality, the European Commission provides the population with various tools that can help to complete the educational process of the migrant population. These include the following:

- **Erasmus+ programme.** This programme funds projects and other activities aimed at developing innovative educational practices, as well as promoting cooperation between countries, in order to foster the integration of migrants in all sectors of education.

- **SIRIUS Network.** This network supports the education of children and young people with a migrant background through activities at national and international level, bringing together researchers, policymakers and practitioners in the field of education.

• **School Education Gateway.** This is a platform that enables practitioners to exchange information, share materials (articles, lesson plans, etc.) and access services (e.g. online courses) on issues such as inclusion, cultural diversity and the integration of newly arrived migrant pupils in the classroom.

One initiative of School Education Gateway is the eTwinning platform, which connects schools across Europe through ICT tools and offers the possibility for school leaders and staff to share their experiences and provide mutual support.

In addition, the Council of Europe encourages different initiatives to promote the education of migrants, considering that language learning is the central axis for integration and social cohesion. These include the **LIAM (Linguistic Integration of Adult Migrants) Project**, which provides different tools such as language training courses for migrants. In addition, it offers numerous resources for teachers to promote language learning by involving refugees in the use of the different resources provided.

Erasmus+

TWO ERASMUS+ PROJECTS

includEd

INCLUDEED

Social cohesion and INCLUsion: DEveloping the EDucational possibilities of the European Multilingual Heritage through Applied Linguistics.

Its main objective is the integration of migrant and refugee communities in Europe through one of Europe's main assets: its languages.

For further information, please contact:

includeed.usal.es

XCELING

XCELING

Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt.

Among its objectives is the creation of materials aimed at socially disadvantaged people, such as refugees and immigrants. An example of this is the mobile application 7Ling, which is discussed in the fifth chapter.

For more information, see:

xceling.usal.es

Activities

5. The iceberg theory proposed by Sigmund Freud postulates that the human mind resembles an iceberg whose protruding section represents the individual's conscious knowledge, such as perceptions, thoughts and present memories. The submerged part, on the other hand, contains the unconscious knowledge. Based on this theory, reflect on the following questions:

Which aspects of the iceberg do you think are perceived when a teacher is dealing with a foreign language class for migrants?

Conversely, which ones do you think can be camouflaged?

6. Imagine that you have to give a course to a group with the following characteristics:
   - *General profile:* six migrants and six refugees.
   - *L1:* eight are Arabic speakers, two have Bulgarian as their L1, and two have Ukrainian as their L1. None know the Latin alphabet.
   - *Level:* six pupils have an initial A1 and the rest have an advanced A2.
   - *Literacy:* two cannot read or write.
   - *Age:* all are adults.
   - *Resources:* classroom (no computer or projector), tables, chairs, blackboard.

Make an initial SWOT analysis trying to answer these questions:

WEAKNESSES	Resources? Previous experience?
THREATS	Heterogeneous group? Obstacles in the environment?
STRENGTHS	Training? Adaptability?
OPPORTUNITIES	Teaching experience? Learning and integration?

Activities

7. Next, we suggest that you complete the content programme for the topic Looking for Accommodation (level A1). To do this, try to include in each section the different contents that are proposed:

- Describing a house and its services.
- Interrogative and exclamatory sentences.
- Objects in the home
- Asking for information about a rental contract and its conditions.
- Making appointments
- Using simple verbs to describe a dwelling.
- Types of housing.
- Parts of a house/apartment.
- Conversation to make an appointment to view a property.
- Discussing the conditions of the property.
- The rental system: documents, prices, services included, expenses, etc.
- Rules of social behaviour in the neighbourhood, being a good neighbour.

LOOKING FOR ACCOMMODATION	
SECTIONS	**CONTENTS**
USEFUL PHRASES	Asking for information about a rental contract and its conditions. Making appointments.
RULES	Interrogative and exclamatory sentences. Using simple verbs to describe a welling.
WORDS	Objects in the home. Types of spaces in the home. Types of housing.
CONVERSATION	Conversation to make an appointment to view a property. Discussing the conditions of the property.
SOCIO-CULTURAL INFORMATION	The rental system: documents, prices, services included, expenses... Rules of social behaviour in the neighbourhood.

CHAPTER 2
Linguistic profile of migrants

1. LANGUAGE AND MIGRATION

1.1. Key concepts

2. LANGUAGE AND HUMAN RIGHTS

2.1. European Convention on Human Rights

2.2. European Charter for Regional or Minority Languages

2.3. Actions to promote language learning and linguistic diversity by European institutions

3. MIGRANT PROFILES

3.1. Language needs and learner variables

4. THE LANGUAGE NEEDS OF MIGRANTS

1 | Language and migration

Having explored the topic of migration in Chapter 1, we now turn to the topics related to the languages of migrants and refugees in a European context as well as language rights. We note that the term **migrant** refers to a very broad range of individuals from very different contexts. In this chapter, we will examine the varying language rights of speakers, and language needs of migrants, including refugees and asylum seekers, as well as their children. We firstly define some of the key terms, and then go on to address the idea of language rights from a legal and human rights perspective, before examining some of the linguistic challenges experienced by migrants. We then explore some aspects of the language profiles and language needs of migrants.

> *Wer fremde Sprachen nicht kennt,*
> *weiß nichts von seiner eigenen.*
> *You come to know your own language*
> *by learning other languages.*
>
> Johann Wolfgang von Goethe

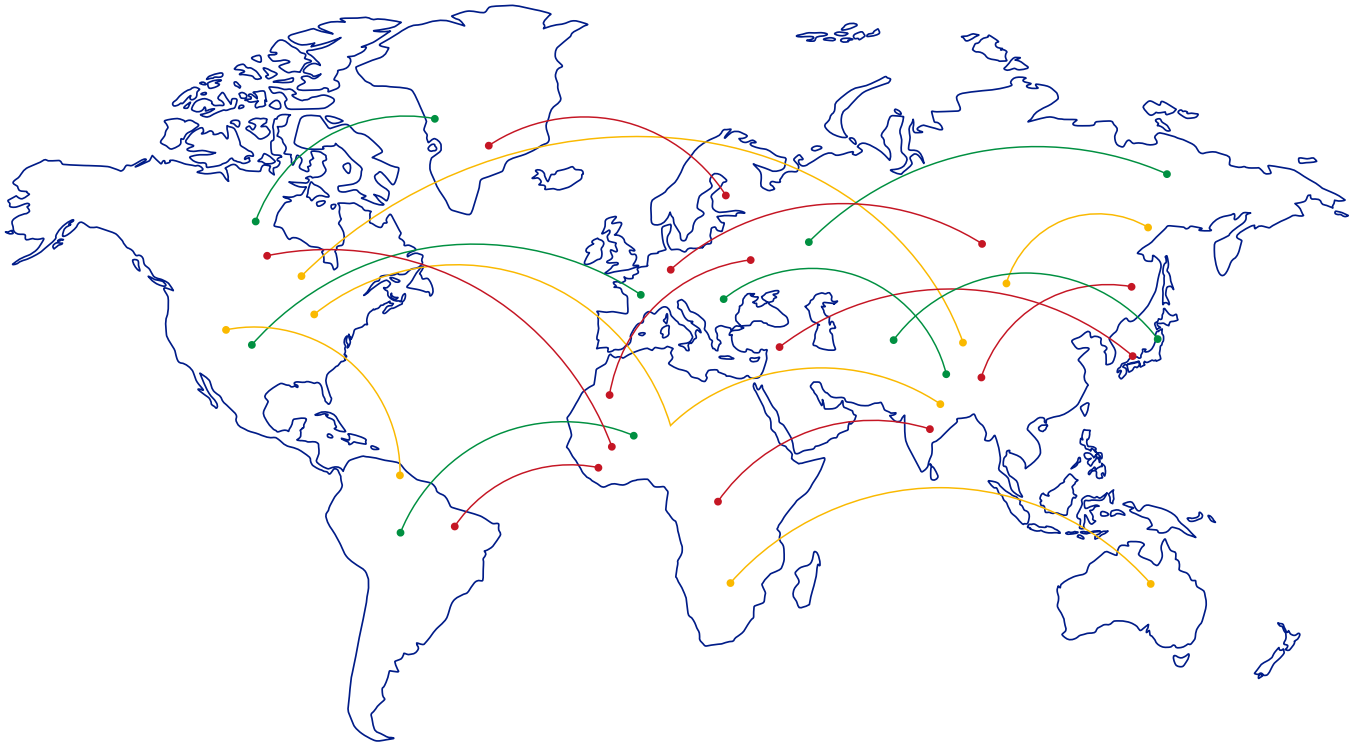


Image 1. Source: Adapted from guides.library.duke.edu/internationalmigration

1.1. Key terms

Chapter 1 introduced the context of migration and different types of migrants. Different terms are used to describe individuals who have left their home and crossed borders to find a new life. Sometimes these words are used interchangeably, but there are important differences between them. As we will see below, these terms also involve some important differences in legal status.

The word **refugee** refers to an individual who has left their own country because they are at risk of persecution and human rights violations. Under international law, refugees have a right to seek safety and protection outside their country.

Fact

REFUGEE
Any person who owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Geneva Convention (1951, 1967 Protocol)

An **asylum-seeker** is a person who has left their country to due to fears for their safety and human rights, but who has not yet been legally recognised as a refugee in another country. In other words, their application for asylum is being processed. The Dublin Regulation adopted by the EU helps identify which country is responsible for processing asylum applications of individuals from non-EU countries. Usually, this is usually the first EU Member State that the asylum-seeker steps foot on.

However, in addition to refugees (who have been legally granted asylum) and individuals seeking asylum, there are many other people on the move across the world. The term **migrant** is used to describe these individuals, which can refer to both emigrants and immigrants. There is no specific legal basis related to the general term **migrant**. According to the International Organization for Migration, there are some 220 million international migrants in the world today – a number that has more than doubled in the past 30 years. As discussed in Chapter 1, there are lots of reasons why people are on the move. We can think about this international phenomenon in terms of a combination of push and pull factors.

Did you know?

More than 130 countries around the world have signed the Geneva Convention, including all the countries in the European Union (EU). By doing so, these governments assume the responsibility to protect the rights of refugees.

People may be **pushed** out of their country of origin due to famine, poverty, natural disasters, political unrest or violence. People may be **pulled** towards another country due to better economic, social and educational opportunities, to join the rest of their family, and on a permanent or temporary basis. In light of these factors, we can also consider that there are sending and receiving countries when it comes to migration. Across the world, there are highly skilled migrants with means and internationally recognised qualifications, who move to different countries to develop their career. There are also migrants without such means or qualifications, who move for essentially the same reasons, and who can be both documented and undocumenteds.

International migrants are equally divided by gender. Women who emigrate tend to be married. Research shows that some types of migration tend to be by single young men, especially in labour migration, in illegal (undocumented) migration, and in cultures which may discourage the migration of unaccompanied women. Young men typically migrate in their twenties or thirties. In some contexts, emigration by young women is frequent, for

example the Philippines, from where women migrate as healthcare workers in Europe, or to Gulf states as domestic staff.

Activities

1. Consider the following questions:

   A | The terms **refugee**, **asylum-seeker** and **migrant** are often used interchangeably, although they mean very different things.
   How are these terms used in your local context?
   Are there other specific terms that are used to describe people on the move in your country/region?

   B | What push factors in the context of international migration?
   Can you name three push factors that have not already been mentioned above?

   C | What are some pull factors for migrants?
   Can you name three pull factors that have not already been mentioned above?

2 | Language rights and human rights

We have touched on the legal status conferred by the term **refugee** above under the Geneva Convention, an international legal agreement. It is also important to understand the legal context regarding the languages we speak. Language is integral to everyday life. We use language to communicate and as a form of expression. This expression happens in many ways: expression of our innermost self, our identity, and our culture.

Language is a human right and is explicitly referred to in the *Universal Declaration of Human Rights* (1948). The Declaration has been translated into more than 500 languages and paved the way for EU and regional legislation. Furthermore, it is considered to be the foundation of justice, peace and freedom.

Fact

Everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Universal Declaration of Human Rights (1948)

To deny people their human rights is to challenge their very humanity. If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Nelson Mandela

Language and identity are so fundamentally intertwined. You peel back all the layers in terms of what we wear and what we eat and all the things that mark us, and in the end, what we have are our words.

Jhumpa Lahiri

Language rights refer to speakers' rights to enjoy the use of their language within civil society. However, it is clear that across the world there are many challenges to the free use of some languages. These include limited opportunities for children to learn and receive education through their family's preferred language, lack of formal recognition of the language, and limitations on the use of that language in public life or in the media. Language rights are complex and are experienced differently in local contexts. It is clear that best practice is advocated for, which allows individuals and communities to exercise their language rights. However, the language rights of migrants do not feature to the same extent as those for indigenous languages. There are supports which begin to address this, such as the Council of Europe (CoE's) toolkit on *Language support for adult refugees* (we return to this toolkit in more detail below), as well as European and national equality legislation. The *United Nations Convention on the rights of persons with disabilities (UNCRPD)* is a civil rights act. Language considerations feature heavily and guide several aspects relating to non-discrimination, accessibility, etc. The definition of language is broad and refers to spoken and signed languages, as well as other forms of non-spoken languages.

According to the *Ethnologue* website, which catalogues the **languages of the world**, there are currently 7,139 languages spoken across the globe. This number is constantly changing because the nature of language is evolving too. Languages need communities of speakers or signers (for sign languages) in order to survive. Worryingly, approximately 40% of languages are endangered,

123 Fact

Approximately 7,139 languages are currently spoken across the world.

Some 40% of the world's languages are endangered, with fewer than 1,000 speakers.

Half of the world's population uses one of the 23 most widely spoken languages.

having fewer than 1,000 speakers. On the other hand, half of the world's population speak 1 of 23 languages. This highlights the need to preserve and protect our living languages. In the EU, some 40-50 million people speak 1 of 60 regional or minority languages. Like many languages with small numbers of speakers, some of these languages are at serious risk.

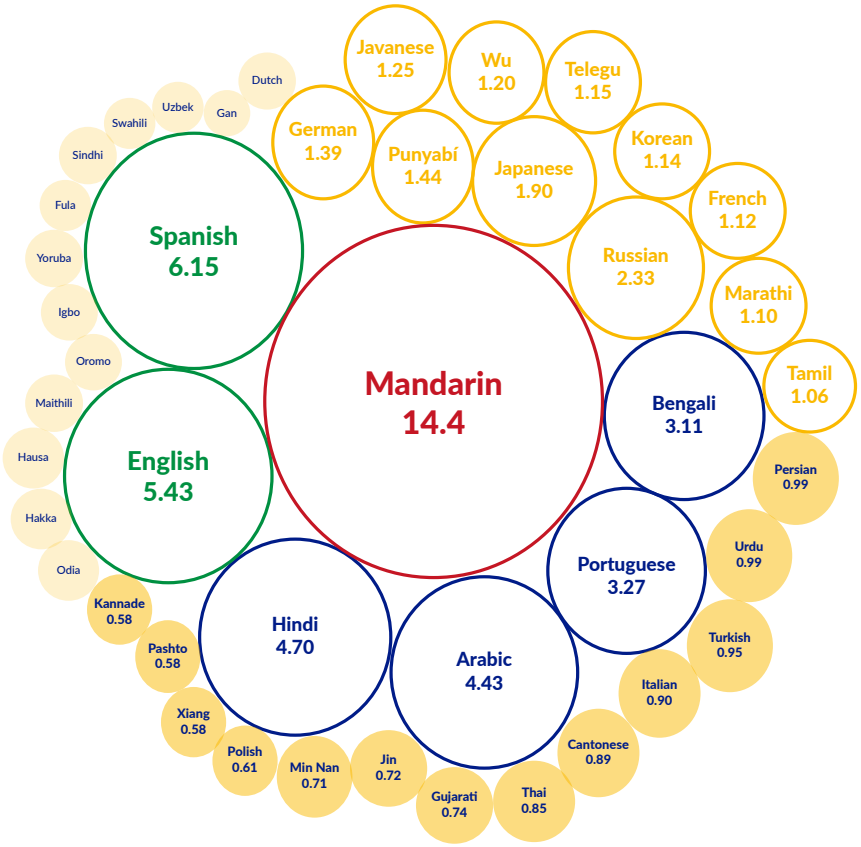


Image 2. Languages by number of speakers (millions).
Adapted from Mikael Parkvall, Världens 100 största språk 2007
(The World's 100 Largest Languages in 2007), in Nationalencyklopedin.

Language rights are explicitly referenced in Article 342 of the *Consolidated treaty of the functioning of the European Union* (2012), which sets out the rights of European citizens to the right to petition the European Parliament, to apply to the European Ombudsman, and to address the institutions and advisory bodies of the EU in any of the treaty languages and to obtain a reply in the same language. This treaty also commits the EU to developing the European dimension in education, particularly through the teaching and dissemination of the languages of Member States. The *Charter of fundamental rights of the European Union* was adopted in 2000. Article 21 of this charter prohibits discrimination on grounds of language and Article 22 obligates the EU to respect linguistic diversity.

There is similar protection for language in the European convention on human rights (1950), and more recently the *European charter for regional and minority languages* (Council of Europe), which came into force in 1998. We will take a look at these two legal instruments in a little more detail below.

123 Fact

The EU recognises 24 official languages.
The motto of the EU is "United in Diversity", and linguistic diversity forms an important part of this motto in practice.

In the EU, some 40-50 million people speak 1 of 60 regional or minority languages.

2.1. European Convention on Human Rights

This convention prohibits discrimination on the following grounds, which include language:

> The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

It enshrines the right for anyone who is arrested to be informed promptly, in a language which they understand, of the reasons for the arrest and of any charges, and to have the free assistance of an interpreter if they cannot understand or speak the language used in court.

2.2. European Charter for Regional or Minority Languages

The *European charter for regional or minority languages* is the European convention for the protection and promotion of languages used by traditional minorities. This charter provides much-needed recognition of indigenous languages across Europe. Regional and minority languages are languages that are different from the official language(s) of a given European state, traditionally used within a specific region of the state by a group of nationals smaller than the rest of the population. However, there are gaps as it does not cover sign languages or languages specifically used by migrants (non-indigenous languages).

Along with the Council of Europe's *Framework convention for the protection of national minorities*, its aim is to protect national minorities through safeguarding the regional or minority languages spoken by such minorities. This charter was agreed in light of the fact that "the protection of the historical regional or minority languages of Europe, some of which are in danger of eventual extinction, contributes to the maintenance and development of Europe's cultural wealth and traditions". The charter also recognises the right to use a regional or minority language in private and public life as an inalienable right.

2.3. Actions to promote language learning and linguistic diversity by European institutions

In light of such legislation, the institutions of the EU have taken many actions to promote language learning and linguistic diversity. There have been many important language support achievements since the establishment of the EU, including the promotion of the learning of languages of other Member States, support for language teaching and exchanges, and the European Centre for Minority Languages of the Council of Europe (ECML).

Turning to the first example of the **European Parliament**, each of the 24 official member languages is equally important to its work. Accessibility is respected, with each member of the European Parliament having the right to speak in any EU language of their choice. In 2009, the "Multilingualism: an asset for Europe and a shared commitment" resolution was passed. In 2016, the European Parliament then adopted a resolution on sign languages and professional sign language interpreters, enabling hard-of-hearing citizens and individuals from deaf communities to have improved access to information and communication. Another commitment to language rights occurred in 2018, when a resolution on language equality in the digital age was passed. These are just a few examples of progressive policies brought forward by the European Parliament.

Image 3. European Parliament

Our second example is located within the judicial branch of the EU, the **Court of Justice of the EU (CJEU)**. The court settles legal disputes between EU institutions, national governments, and in some instances, cases put forward by individuals, companies and organisations. Multilingualism is at the heart of the court's work. In the extensive *Rules of procedure document*, language is a stand-alone chapter. While the internal working language of the court is French, the defendant, whether that be a Member State or an individual, has the right for the case to be conducted in the official language of that state, or another language if they so wish. There is an obligation to provide translated materials, and a member of the public may request access to court documents through one of the recognised languages.

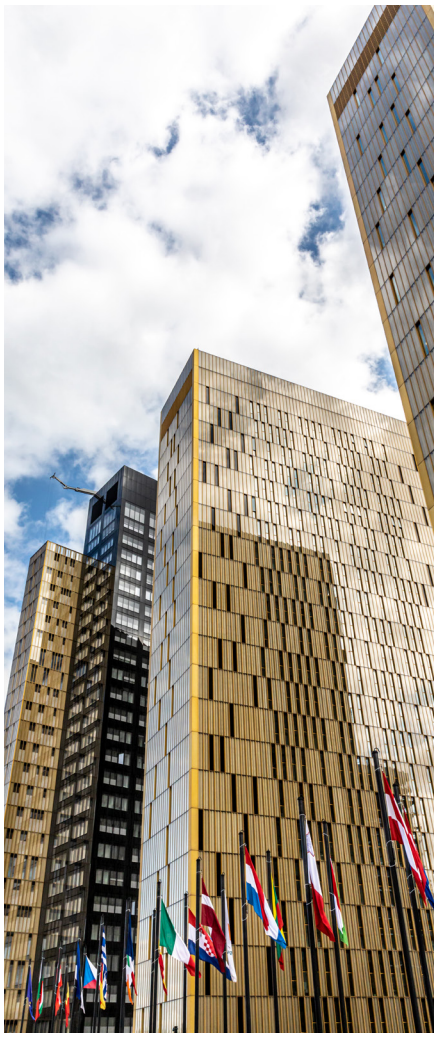


Image 4. Court of Justice of the EU.
Source: Court of Justice of the European Union
curia.europa.eu/jcms/jcms/Jo2_7055/es

Activities

2. Discuss and reflect:

The well-known geographer Professor Jared Diamond asks a provocative rhetorical question:

Isn't language loss a good thing, because fewer languages mean easier communication among the world's people?

What do you think of this question?
Should small regional and minority languages be protected by legislation, or left to die out?
Should migrants simply adopt the language of their new home and forget about the languages they have brought with them?

Professor Diamond goes on to answer his own question as follows.
What do you think of his response?
Perhaps, but it's a bad thing in other respects. Languages differ in structure and vocabulary, in they express causation and feelings and personal responsibility, hence in how they shape our thoughts. There's no single purpose "best" language; instead, different languages are better suited for different purposes.
(Diamond, 2006).

3 . Read the following quotation and respond to the following questions:

Languages can be actively promoted, passively tolerated, deliberately ignored, positively discouraged, and even banned.
(David Crystal).

Which languages come to mind when you think of languages that are promoted, tolerated, ignored, discouraged or banned? Try to name 3.

Think about this question historically in your country or region, and then think about this question nowadays in your specific context. Are there differences between then and now?

Compare your answers with another person if you can. What are the similarities and differences between your answers?

3 | Profiles of migrants

Having examined language rights, we now turn to some of the key topics that arise when people are on the move due to the various push and pull factors described earlier.

For some migrants, setting up a new life does not represent a significant challenge due to factors such as their education level, language skills and existing financial resources. However, for most immigrants, including refugees and asylum seekers, moving to a new country and establishing a life there is difficult and complex. Moreover, many individuals may be classed as vulnerable due to the fact that they may be fleeing conflict or may have experienced trauma, bereavement, injury and other forms of upheaval. This means that it is important to consider language needs with reference to broader psychological and health needs. Refugees and asylum-seekers are a particularly vulnerable group. After forced migration and a dangerous journey, often involving traffickers, people claiming asylum in Europe enter different national and regional reception systems.

Often at the receiving end of suspicion, racism and resentfulness, migrants experience exclusion and isolation, which, in turn, can generate feelings of resentment and contribute further to marginalisation. The implications for mental health for those who have fled their home cannot be overstated. In order to consider these challenges, the next section explores what are usually described in the literature as **learner variables** (the aspects that set some learners apart from others, e.g., age or first language), with specific reference to migrant and refugee learners.

> “
>
> Professor David Little (2000, pp. 9-10) describes refugees as, by definition, minority populations:
>
> *The fact of being a refugee is likely to give ise to emotional and attitudinal difficulties, and these must be taken into account in any attempt to understand and alleviate the language problems of any specific group.*
>
> ”

3.1. Language needs and learner variables

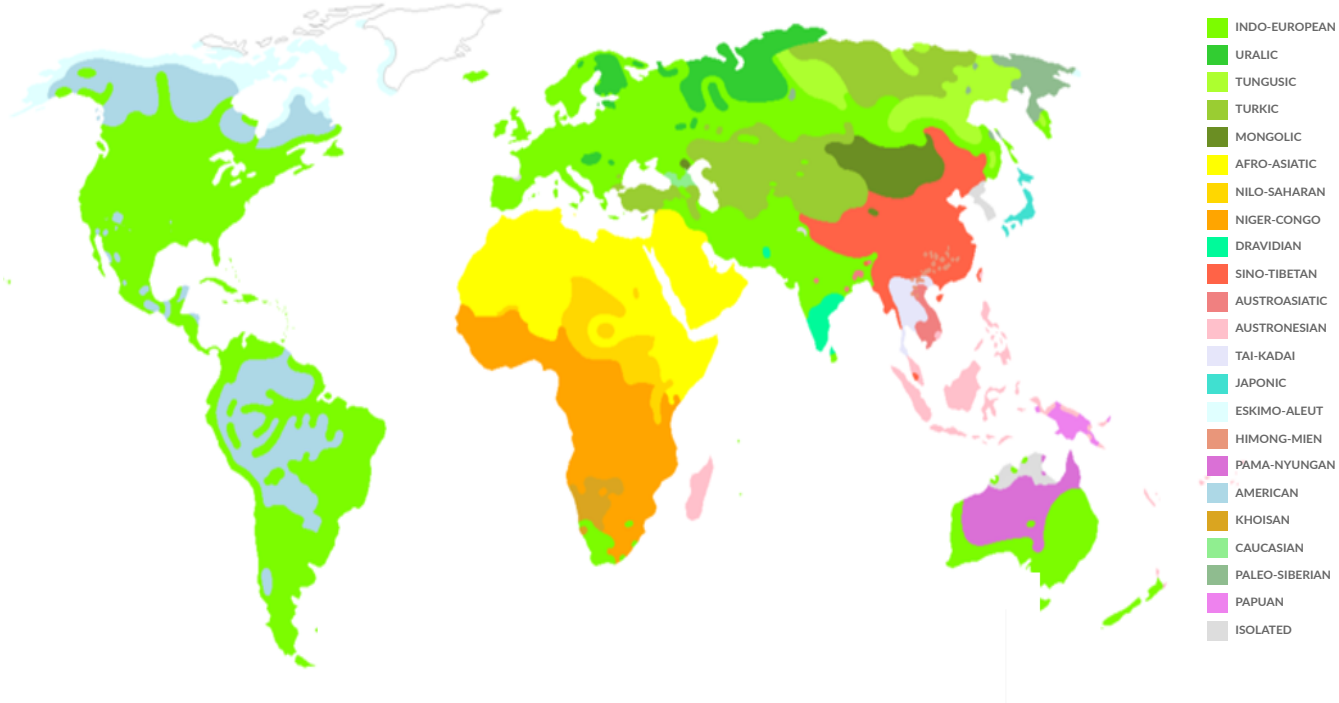
Migrant populations include all ages of language learners, from children through to their parents and grandparents. **Age** as a variable in terms of success in second-language learning has been the subject of much linguistic research. We can summarise the findings as follows: firstly, early language learning conveys a significant advantage in terms of ultimate success in language acquisition, especially in terms of mastering the sound system of the target language, resulting in more native-like accents. Secondly, older learners, both teenagers and adults, can make good progress in second language acquisition, especially through deploying cognitive skills such as pattern-spotting and memorisation. In particular, drawing on literacy skills in their existing language(s) allows such learners to acquire advanced skills in their new language. Finally, it is never too late to learn a language, and while older learners may struggle with some aspects of the process (including phonology), the outcomes are generally positive once learners find the right means and approach. However, there is another important angle to consider when discussing age and language learning:

> *It should be pointed out that the longer we live, the more elaborate our system of beliefs is likely to become. If we are open to the idea of learning new languages, assuming a new cultural identity, and making a fresh start, then we should not find it too difficult to achieve a fair degree of proficiency in a new language. But if our system of beliefs is not open to language learning, the assumption of a new cultural identity, and the idea of making a fresh start, we may have the greatest difficulty in developing even the most basic functionality in a new language. This difficulty is likely to increase with age.*
> Little, 2000, p. 11

According to the United Nations High Commissioner for Refugees (UNHCR) report in 2021, the majority of refugees (68%) across the world originate in five countries, with Syria at the top of the list, followed by Venezuela, Afghanistan, South Sudan and Myanmar. The **country of origin**, and, therefore, the native language of refugees, comprise an important variable to address when it comes to the educational needs of migrants. The linguistic differences between the languages spoken by refugees and the language(s) of their new host community are likely to be significant, and there is likely to be the need to learn an entirely new writing system as well. Depending on the origin and background of individuals, there may also be a need to acquire literacy skills from scratch.

Differences between languages (word order, sound systems, etc.) are described as typological differences. We all find it easier to learn a language that is typologically similar to a language we already speak: in other words, languages from the same or closely related language families. Most European languages are part of the Indo-European language family, and this linguistic situation usually represents a challenge for speakers from other world language families (e.g., Afroasiatic) to learn.

LANGUAGE FAMILIES



Migration and multilingualism are interconnected phenomena. Many migrants come from multilingual contexts, and the experience of migration may have added different languages to their repertoire. In some destination countries, they will also be required to prove their proficiency in an official language in order to access higher education or obtain citizenship.

+ Did you know?

International migration is by definition a multilingual phenomenon. Studying international migration is also a study of multilingualism.

The challenges of multilingualism include integrating migrants into civil society in a manner that permits full participation, supporting them as they learn the language(s) of their new host community, and educating their children. Unfortunately, in the process of doing so, bilingualism and multilingualism are often viewed as obstacles or deficits. In this perspective, the potential of the existing language proficiency of migrants is overlooked. Addressing migrants' lack of ability to speak the host language becomes a chief concern, rather than recognising that bilingualism and multilingualism bring many benefits, including – importantly – the ability to acquire further languages with greater ease.

It is also important to consider the topic of language attitudes. Migrants may prefer to leave a language behind them once they leave their country of origin, because that language may be associated with negative experiences such as persecution, violence or oppression. However, many migrants see their first language as a crucial component of their lives that reflects their personal identity, linking them to their own religious, cultural and personal origins, to different generations of their families, and providing a bond to the homeland they have left behind. For some, their first language may represent an important aspect of continuity amid many other changes.

For most of us, our mother tongue or first language is inextricably entwined with our identity – both our **personal social identity and our cultural identity**. This why the right to use our mother tongue is one of the basic human rights. From the psycholinguistic perspective, it is important to emphasise that our mother tongue acts as an important cornerstone for future language acquisition; and as such, it is a crucial cognitive resource for children and adults.

4 | The language needs of migrants

Learning the language of a new host community brings many benefits to migrants on a daily basis. These include:

- Economic benefits – higher wages.
- Access to employment and access to better employment.
- Psychological and health benefits.
- Self-esteem, avoiding depression, isolation, etc.
- Cultural benefits.
- Communicating with co-workers, intercultural understanding, combatting racism.
- Independence.
- Ability to do a driving test, open a bank account, and be free from the need for translations.
- Democratic citizenship.

However, it is not easy for adults, in particular, to achieve the kind of operational proficiency in a new language that unlocks these benefits. Often, the formal language learning process starts with what is called a **language needs analysis** as a means of helping learners express what they actually need to do in a language and helping teachers to know how best to assist them.

A language needs analysis facilitates teachers and learners in setting learning targets, selecting appropriate materials, and designing the learning environment in a way that promotes agency and fosters communicative language use and lifelong learning. The knowledge of both profiles of immigrants and refugees and learner variables feed into analysing the learners' needs. Language learners have both subjective and objective learning needs.

OBJECTIVE LANGUAGE NEEDS	SUBJECTIVE LANGUAGE NEEDS
These can usually be predicted by someone else in advance, e.g., a teacher.	Personal to the individual learner e.g., cognitive/affective needs.
Need to learn a language to help find a job. Need to understand job advertisements written in this language. Need to write an application letter in this language.	I want to learn this language **in this** *way*. I want the teacher to use **this style** of teaching. I want to be able to reply when neighbours greet me. I want to use the right level of politeness when I speak to people.

Adapted from Van Avermaet and Gysen (2008)

Identifying learners' needs helps us to understand **why** they are engaging in language learning. Their need for language learning, or **why** they are learning the target language, tells us more about their **motivation** for language learning.

MOTIVATION

The word motivation comes from the Latin word movere, ***to move****. Motivation is responsible for:*

- ***Why*** *people decide to do something.*
- ***How long*** *they are willing to sustain it.*
- ***How much effort*** *they will expend on it.*

Dörnyei and Ushioda, 2021, pp. 3-4

As well as research into motivation as a part of human psychology and behaviour, there has been extensive research and theory on motivation in language teaching and learning. Without motivation, language learners can struggle to engage with language teaching, and are unlikely to continue learning or using the target language beyond the language classroom. Lack of motivation can cause language learning to cease/ fail. One way of fostering learner motivation is to make the learner an active participant in their own learning. This is referred to as the **learner agency**, or **learner autonomy.** Promoting learner autonomy can increase the learner's investment in, and commitment to, the language learning process.

Working with language learners to carry out their learning needs analysis is one way to foster agency or autonomy with the learner. As well as aiding autonomy and motivation, collaborating on analysing the learner's needs can provide an opportunity for the language teacher to highlight how target language learning extends beyond the classroom, both during the learner's everyday lives while they are taking a language course, and after they have finished formal language learning (classroom).

Lifelong learning is the continuous building of skills and knowledge across our lives.
Lifelong learning has been associated with a number of benefits, including:

- Career development
- Cognitive benefits
- Social opportunities

Viewing language learning from the viewpoint of lifelong learning encourages language learners to recognise opportunities to use the target language outside the classroom. It encourages language teachers to teach learners how to set their own goals and mark their own progress in language learning, so that they can continue to set goals and track progress beyond the language classroom.

Anyone who stops learning is old,
whether at twenty or eighty.
Anyone who keeps learning stays young.

Henry Ford

Intellectual growth should commence
at birth and cease only at death.

Albert Einstein

Live as if you were to die tomorrow.
Learn as if you were to live forever.

Mahatma Gandhi

The idea of fostering language use beyond the classroom is especially valuable in migrant contexts. There are often many opportunities for target language use and availing of these opportunities may aid in social integration within the community.

Fostering opportunities for target language use is promoted in the communicative language teaching approach, where language use underpins the language learning process.

When working together to identify language learning needs, the language teacher and language learners can explore:

- Learner profiles (e.g., learner variables such as previous learning experience or language proficiency), as we have discussed above.
- Domains of language use: where learners expect to use the target language (e.g., at work, school, in their family or personal life, or in hobbies such as sport or music).
- Objective and subjective language learning needs, as defined above.

The Council of Europe's toolkit *Language support for adult refugees* was produced as part of the LIAM (Linguistic Integration of Adult Migrants) project. This valuable toolkit consists of 57 tools (e.g., worksheets and teacher resources) available in 7 languages: English, French, Dutch, German, Greek, Italian and Turkish. Some of these tools can be used to work with learners to identify their language learning needs.

LANGUAGE SUPPORT FOR ADULT REFUGEES: A COUNCIL OF EUROPE TOOLKIT

coe.int/lang-refugees

INTRODUCTION

THE COUNCIL OF EUROPE AND LANGUAGE POLICY FOR MIGRANTS/REFUGEES

Refugees: some essential background

1. The geopolitical context of migration.
2. The rights and legal status of refugees: some basic facts and terms.
3. Ethical and intercultural issues to be aware of when working with refugees.

Cultural and language awareness

4. Responding appropriately to cultural difference and managing intercultural communications.
5. Arabic: some information.
6. Kurdish: some information.
7. Persian: some information.
8. Somali: some information.

Language learning

9. Thinking about language learning and providing language support.
10. What is involved in providing language support for refugees?
11. Refugees as language users and learners.
12. Engaging adult refugees as language learners.
13. Acquiring a very elementary ability to use a new language.

PREPARATION & PLANNING

Some points to think about

14. Diversity in working groups.
15. Supporting refugees with low literacy.
16. Plurilingual portrait: a reflective task for volunteers.
17. Challenges in learning to read and write in a new language.
18. Preparing an environment for offering language support.
19. Breaking the ice and building group confidence.
20. Organising writing practice at elementary level.
21. Selecting and using texts for listening and reading at elementary level.
22. Selecting pictures and realia for language activities. Some guidelines.
23. Reflecting on your language support work.

Needs analysis

24. Identifying refugees' most urgent needs.
25. Finding out what refugees can already do in the target language and what they need to be able to do.
26. First steps in the host country language.
27. Refugees' linguistic profiles.
28. Finding out more about refugees' own linguistic resources and capacities.
29. What are the most important things to learn? The refugees' point of view.
30. Observing situations in which refugees need to use the target language.

Planning content

31. Selecting situations to focus on in language support - a checklist.
32. Selecting communicative functions that are useful for beginners - a checklist.
33. A list of expressions for everyday communication.

ACTIVITIES

Getting started

34. Handling initial meetings with refugees: some guidelines.

Learning vocabulary

35. Ideas for learning basic vocabulary: everyday life.
36. Basic vocabulary to express opinions and emotions.
37. Techniques for learning vocabulary.

Thinking about language learning

38. Plurilingual portrait: a reflective task for refugees.
39. Helping refugees to think about their learning.

Scenarios for language support

40. Starting to socialise.
41. Using a mobile phone.
42. Using apps like Google Maps.
43. Finding out about social services.
44. Using health services.
45. Shopping: buying clothes.
46. Shopping: buying credit for a mobile phone.
47. Food - Inviting someone to a meal.
48. Finding your way in town: the local library.
49. Looking for training opportunities.
50. Looking for a job.
51. Finding accommodation.
52. Using portal and banking services.
53. School and college.
54. Socialising with the local community.

Mapping journeys and interacting with the host community

55. Mapping refugees journeys and the local area.
56. Planning language support activities in the community.
57. Practising language in the real world.

RESOURCES

List of all tools
Glossary
Web directories
Selection of links

ABOUT THE TOOLKIT

Piloting
How the toolkit was developed
Toolkit contributors

LANGUAGE SUPPORT FOR ADULTS REFUGEES
A COUNCIL OF EUROPE TOOLKIT
coe.int/lang-refugees

LINGUISTIC INTEGRATION OF ADULT MIGRANTS (LIAM)
coe.int/lang_migrants

WHAT I NEED NOW

You could ask a number of simple questions, if necessary by using pictures, and get the refugees in the group to indicate a positive or negative reaction.
It is important to ensure that everybody in the group understands that:

✓✓✓ - means urgent;
✓✓ - means very important;
✓ - means important;

When you are sure that each person knows how to use this system, then introduce the grids:

		✓✓✓	✓✓	✓
	DOCTOR, HOSPITAL, MEDICAL, DENTAL, ETC.			
	SHOPPING			
	SCHOOL, EDUCATION			

Tool 25 (excerpt above) looks at identifying language learning needs; Tool 31 examines the domains of language use that are relevant for the language learners; and Tool 27 (excerpt below) assists learners in drawing up their linguistic profile.

LINGUISTIC PROFILE

FIRST NAME & FAMILY NAME					
GENDER	M	F	AGE	NATIONALITY	
IS THE REFUGEE IN THE HOST COUNTRY WITH OTHER FAMILY MEMBERS?			YES	NO	
JOB EXPERIENCE, INTERESTS, EDUCATION					
CAN SHE/HE READ AND WRITE? (Please refer to Tool 26, First steps in the host country/language)			YES	NO	
COMPETENCE IN THE HOST COUNTRY LANGUAGE					
GENERAL ORAL COMPETENCE		Beginner	Elementary	Above elementary	
LITERACY IN TARGET LANGUAGE SCRIPT		Not literate	Low	Functional	
MOTHER TONGUE(S)					
OTHER LANGUAGES					
LANGUAGE COMPETENCES	SPOKEN INTERACTION	SPOKEN PRODUCTION	LISTENING	READING	WRITING

Figure 2: Extract from the Council of Europe's toolkit, *Language support for adult refugees*

The language teacher may also draw up a profile of the language learners as a group, noting subgroups of learners with varying needs. This can be a valuable tool for planning language teaching, designing the language classroom, and managing the diverse needs within the group of learners. Analysing learner's needs also aids both teachers and learners in setting language learning goals.

Learners can set their language learning goals based on their current target language proficiency and their target language needs. Language learning targets are most effective when they are short term and behavioural. By having short-term goals, teachers and learners need to regularly review their language progress and set new goals for the next time period. Behaviour-based goals allow learners to specify what areas of target language they wish to acquire, based on achievable learner-centred target behaviours.

The European Language Portfolio (ELP) was introduced by the Council of Europe to help language learners to track their language learning and record their language learning experience and achievements. As part of the Milestone project, the Milestone ELP was piloted in migrant language classrooms in Finland, Germany, Ireland, the Netherlands and Sweden. The ELP has three sections: a language passport, a language biography and a dossier. As part of the language biography section, the language learner conducts a self-assessment of their language proficiency, based on the *Common European framework of reference for languages (CEFR)*. The ELP also includes a language learning contract (excerpt below), allowing teachers and learners to work together to set out their expectations, goals and targets for target language learning.

European Language PORTFOLIO

LEARNING CONTRACT

The learning contract records agreement between the teacher and me.

1	_____ _____	DATE _____
2	_____ _____	DATE _____
3	_____ _____	DATE _____
4	_____ _____	DATE _____

Figure 3: Example of a learning contract

Using authentic materials (where possible) in the target language is recommended for migrant language learners. However, it is important to tailor the language materials to the learners' needs and proficiency levels. Using (appropriate) authentic materials can help learners to build connections between the target language in the language classroom and the target language in the wider community. One method of selecting authentic materials (used in the CoE's toolkit) is to select language scenarios from learners' needs analysis, for example, setting up a bank account, and using authentic materials at the learners' proficiency level from this context, for instance, signage or documentation. Others have introduced authentic target language materials through the use of book-reading programmes, guest speakers and creative writing.

Teachers and learners can shape their teaching and learning environment to promote learner autonomy and facilitate lifelong learning. Learners can work with teachers in choosing classroom activities and setting goals for the language classroom. To promote the use of the target language, teachers can use:

- Collaborative group work
- Authentic learning materials
- Learner self-assessment in the target language
- Learner reflections in the target language

While principles such as promoting target language use may apply across different groups of migrant learners, some migrant variables and learner variables may require (or work best with) an adapted approach. Learners who have limited experience in formal learning environments may need additional support in learning how to learn, while others may find the traditional language classroom environment daunting. Showing flexibility in the teaching approach and learning environment can help meet the diverse needs of migrant language learners. This flexibility can be facilitated through providing teaching support and resources, for example, forums for teachers to share their experiences, tips and resources, and teacher training opportunities.

Activities

4. Consider this statement:

"If you want to live somewhere, you must speak the languages that are already spoken there".

To what extent do you **agree** or **disagree** with the statement?

- *Definitely Disagree*
- *Somewhat Disagree*
- *Somewhat Agree*
- *Agree Entirely*

Consider the following :

Should this need or obligation to speak the language of a place depend on **different spaces**?
What about in the street? At school? In the police station or the law courts? In the hospital or with a doctor? At home? In places of worship? In other places you can name?

Consider the following - should this need or obligation to speak the language(s) of a host community depend on frequency:

Always? Most of the time? Sometimes? Occasionally?

5. Your language learning journey

Reflecting on your own experience of language learning (within and outside formal education), why did you learn the languages that you now speak?

You may list these languages if it helps.

CHAPTER 3

Interculturality, intercultural education and language teaching

1. INTERCULTURALITY: DEFINING THE KEY CONCEPTS

- 1.1. Multiculturalism, multilingualism, plurilingualism
- 1.2. Multilingualism and multiculturalism in Europe
- 1.3. Defining interculturality
- 1.4. Intercultural skills
- 1.5. Intercultural dialogue and the White Paper
- 1.6. An example of fusion in music

2. INTERCULTURAL EDUCATION

- 2.1. Intercultural education
- 2.2. Educational approach
- 2.3. Teacher training
- 2.4. Skills to be developed
- 2.5. Some projects dealing with interculturality

3. INTERCULTURALITY IN THE LANGUAGE CLASSROOM

- 3.1. Interculturality and language teaching
- 3.2. What does the *Common European framework of reference for languages* propose?
- 3.3. What approach should be used to teaching interculturality in the language classroom?
- 3.4. Training language teachers in interculturality
- 3.5. Interculturality in textbooks: how to deal with this issue?

1 | Interculturality: defining the key concepts

Fact

Freedom to choose one's own culture is fundamental; it is a central aspect of human rights. Simultaneously or at various stages in their lives, everyone may adopt different cultural affiliations. Whilst every individual, to a certain extent, is a product of his or her heritage and social background, in contemporary modern democracies everyone can enrich his or her own identity by integrating different cultural affiliations.

White Paper on intercultural dialogue: Living together as equals in dignity (Council of Europe, 2008, p. 18)

1.1. Multiculturalism, multilingualism, plurilingualism

Several countries have made the political choice to define one language as the official language. These countries are considered monolingual, as is the case in France, where French is the language of the Republic, Greece, Germany and Austria, Italy and Portugal. Some countries, such as Spain, have one official language, Spanish, while recognising other languages as an official language, but rather, at the local level. In contrast to Spain, Belgium is a trilingual country as all three languages, French, Dutch and German, are official languages and can be used in contacts with the administration to varying degrees. Ireland is an example of a state with three official languages, Irish, English and Irish Sign Language. Contrary to what happens from an official point of view, all societies can have several languages spoken on their territory: dialects of the official language, regional or minority languages, with different status, or languages resulting from immigration. Thus, we can speak of **multilingualism**, which is a concept which we use here to describe this societal phenomenon. Multilingualism is the manifestation of the co-existence of several languages on the same territory and in the same country.

> "The Commission of the European Communities states in *A new framework strategy for multilingualism*: "Multilingualism refers to both a person's ability to use several languages and the co-existence of different language communities in one geographical area."
>
> Commission of the European Communities (2005, p. 3)"

This concept is to be distinguished from that of **plurilingualism**, which is specific to the individual and refers to the ability of a person to use, or even master, more than one language to communicate in different languages, depending on the interlocutor. According to the Language Policy Division of

the Council of Europe, a plurilingual is a person who speaks (at different levels of competence) several languages. Different levels of proficiency mean that a plurilingual person has all four skills – speaking, writing, listening and reading – or only some of them. For example, a speaker may be proficient in reading and writing in another language, but not in speaking. Following the same logic as multi or plurilingualism, the term multiculturalism can be used to refer to a situation in which a person lives in several cultural contexts and may even belong to various communities with overlapping cultures and languages (e.g. China, India or South America). By **plurilingualism**, the **Council of Europe** means the ability of the individual to draw on a repertoire of skills and knowledge in several languages to cope with a wide variety of communication situations. In other words, as the *Common European framework of reference for languages* (CEFR) states, plurilingualism is a unique, naturally unbalanced and evolving competence, that is, one in which the levels of proficiency in the various languages and in the different language activities of comprehension and expression can only very rarely be identical, and are necessarily bound to evolve during the individual's lifespan.

THE LANGUAGES OF FRANCE

The languages of France are divided into three categories: regional languages, overseas languages, and non-territorial languages. According to the *Délégation générale à la langue française et aux langues de France*, there are 82 "languages of France", of which more than 50 are spoken in the overseas territories. In mainland France, alongside French, there are the Basque, Breton, Catalan, Corsican, German dialects, West Flemish, Francoprovençal and the Oïl languages, among others. Overseas, there are Creoles in Guadeloupe, Guiana, Martinique, and Reunion, as well as Mayotte Malagasy and Tahitian. In French Guiana, there are French-based Creole, Bushinenge Creole (Anglo-Portuguese-based) and Amerindian languages, while in New Caledonia, there are 28 Kanak languages.

Source: Ministry for Culture, France (www.culture.gouv.fr)

IN SPAIN

Article 3 of the Spanish Constitution declares Castilian to be the official Spanish language of the State and establishes that the other Spanish languages will also be official in the respective Autonomous Communities in accordance with their Statutes. The wealth of the different linguistic modalities of Spain is a cultural heritage that will be the object of special respect and protection.

+ Did you know

For further information about the role of multilingualism in Europe, you can read *Multilingualism: an asset for Europe and a shared commitment* (https://www.europarl.europa.eu/doceo/document/A-6-2009-0092_EN.html)

1.2. Multilingualism and multiculturalism in Europe

Europe as a linguistic area represents a modest share of the world's **linguistic heritage**. Its linguistic landscape is made up of 225 languages corresponding to 3% of all languages. Apart from the Germanic, Romance and Slavic languages, which make up the predominant language families in Western Europe, other more isolated groups include Basque, Greek, Albanian, and the Caucasian languages, which, in turn, are diverse and rich due to their very different origins, namely the Kartvelian, Abkhazian-Adygian, and Nakho-Dagestani languages. All these languages belong to different large linguistic families. Europe is a linguistic environment also inhabited by languages due to more contemporary immigration such as Chinese, Hindi, Punjabi, Arabic or Turkish.

According to the Treaty of the European Union (EU) and Article 3, the EU "[...] shall respect its rich cultural and **linguistic diversity** and shall ensure that Europe's cultural heritage is safeguarded and enhanced" (2012, pp. C326 / 17). Linguistic diversity is also protected by Article 22 of the *EU charter of fundamental rights*: "The Union shall respect cultural, religious and linguistic diversity." In addition to the general principle of linguistic diversity mentioned in the founding treaties, the EU emphasises the impact of language use in enhancing citizens' participation in the democratic life of the Union. In the multilingualism strategy adopted in 2005, three main objectives are highlighted: (1) language learning and the promotion of linguistic diversity in society; (2) promotion of the multilingual economy; and (3) access by citizens to European legislation in their own language. In 2008, a further multilingual objective was launched: multilingualism as an asset for Europe and its intercultural dialogue. The key instrument is intended to encourage the removal of language barriers is an implementation of the learning/teaching model, which consists of strengthening communication in one mother tongue, as well as in two other languages. The *European charter for regional or minority languages*, adopted in 1992 and entered into force in 1998, is designed to protect regional and minority languages as European cultural heritage. The charter is a key instrument with practical application and concrete results to promote the legal recognition of minority languages that previously had no status in the Member States. It is also a means of enhancing democracy and **cultural diversity** as a basis for the EU's multilingual concept. The idea of studying and teaching languages other than major international languages is also stressed.

UNESCO and multilingual education

In 1999, at the 30th Session of UNESCO's General Conference, countries adopted a Resolution that established the notion of 'multilingual education' (30 C/Res. 12) to refer to the use of at least three languages in education: the mother tongue(s), a regional or national language and an international language in education.
[...]
Multilingual education based on the mother tongue (s) in the early years of schooling plays a key role in fostering respect for diversity and a sense of interconnectedness between countries and populations, which are core values at the heart of global citizenship. As such, it contributes to the fostering of learning to live together, in line with Target 4.7".

Source: en.unesco.org/themes/gced/languages

1.3. Defining interculturality

Interculturality, a dynamic concept, "refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect" (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005,

Article 4.8). It presupposes multiculturalism and results from intercultural exchange and dialogue at local, regional, national or international level.

Interculturality takes place when two or more cultures interact horizontally and synergistically. In other words, no one group can be above the others, thus promoting the integration and conviviality of people. From another perspective, interculturality refers to the ability to experience cultural otherness and to use this experience to reflect on issues that are generally taken for granted in one's culture and environment. It implies opening up to people from other cultures, showing interest, curiosity and empathy, and using this increased awareness of the other to evaluate one's own modes of perception, thought, judgement and behaviour, in order to better know and understand oneself. Interculturality is thus not about identifying with another cultural group or adopting the cultural practices of the other group.

Intercultural learning, on the other hand, is a process that requires knowing oneself and one's origins, before one can understand others. In intercultural learning, what we find normal and necessary to maintain is questioned. It challenges our own identity, but it can also become a way of life and a way to enrich our own identity. If all learning is an individual process, intercultural learning involves a process of learning to live together in a world of differences. Intercultural learning is the starting point for peaceful coexistence, given the equal value recognised for all cultures.

In the professional world, we can find the term interculturality in two aspects: either within the same company located in a certain country (multinational companies) or between a company and its multiple employees abroad. In both cases, working with people from different geographical backgrounds not only introduces language barriers, but also involves more complex issues related to cultural differences. Hence the importance of giving interculturality a place within the company. Thus, intercultural management has become an interdisciplinary field of Human Resource Management which aims to facilitate communication, management, and interaction between companies, particularly those which are developing internationally, and employees and actors from different cultures. Managing interculturality according to the cultures confronted, such as postures, attitudes, modes of communication and vocabulary used, must be adapted according to the countries involved in intercultural relations. The further apart the cultures are, the more difficulties of adaptation or understanding may arise.

The smooth running of multinational companies, as well as structures that must collaborate with foreign suppliers or partners, depends to a great degree on the management of interculturality and represents important economic stakes.

1.4. Intercultural skills

The list of definitions of **intercultural competence** can be long and shows the variety of approaches to this notion.

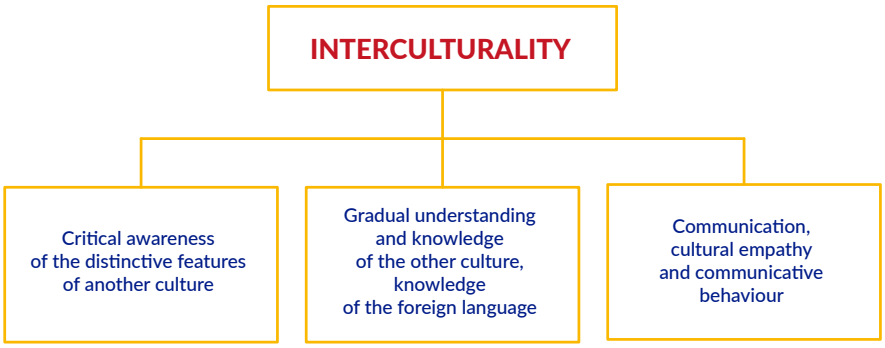


Figure 1. Interculturality

Interculturality requires several cognitive, affective, and behavioural competences. First, it is necessary to acquire knowledge about, for example, other cultural groups and their products, about the ways in which people from different cultures interact. Being able to interpret a practice from another culture, to relate it to one's own culture, or to develop a critical sense of that practice or of the elements of a culture and one's own culture, are cognitive skills that define intercultural competence. From an affective/behavioural point of view, competences such as respect for others, openness towards others, empathy, or curiosity enable people from different cultures to communicate and characterise intercultural competence. These competences are also very present in the new cultural interactions in globalised societies.

Intercultural competences need to be taught and learned, and then practised throughout life. The first competence consists in understanding the "Other" who comes from another culture and this in relation to their beliefs, values and behaviour. This mutual understanding depends on the ability to look beyond one's own culture and to succeed in adopting the point of view of the other, to respect otherness. To understand the other, it is necessary to develop the capacity for empathy, to recognise the identities of others, that is, to recognise them as they are. While otherness can often be an obstacle in communication with the other, in intercultural dialogue individuals must be able to accept and tolerate ambiguity and then communicate constructively.

Other skills that need to be developed for successful interaction are the ability to understand/feel the ideas, feelings, and intentions of others without worrying about the impact these may have on their behaviour(s) or the echo they may have on our own beliefs. This empathy skill is defined as the ability to identify with and respond appropriately to the motivations, feelings, way(s) of thinking of others (e.g., being able to describe how others feel in certain situations, being able to understand and feel the emotions of others even if

they are barely expressed, being able to detect similarities and differences between what is being said and one's own feelings or being able to take into account the other's wishes).

1.5. Intercultural dialogue and the White Paper

The promotion of **intercultural dialogue** is indivisibly linked to the Council of Europe's mission to preserve and promote human rights, democracy, and the rule of law. Through various summits, political and institutional actors have repeatedly affirmed that cultural diversity is a feature of the richness of Europe's heritage, which has led to specific actions: the F*ramework convention for the protection of national minorities*, in 1995, and the creation of the European Commission against Racism and Intolerance. The Third Summit of Heads of State and Government (2005) identified intercultural dialogue as a means of **promoting awareness, understanding, reconciliation and tolerance** – a position set out in the Faro Declaration on the Council of Europe's strategy for developing intercultural dialogue. Out of these actions came the *White paper on intercultural dialogue* (2008).

What is the role of the *White paper on intercultural dialogue*? It identifies ways to promote enhanced intercultural dialogue within and between European societies, as well as dialogue between Europe and its neighbours. It also provides guidance on analytical and methodological tools and standards. The White paper is addressed to policymakers and administrators, educators, and the media, as well as civil society organisations, including religious and migrant communities, youth organisations and social partners. Thus, section 4.3, Learning and teaching intercultural competences, focuses on the means and channels for developing intercultural dialogue through teaching, formal and non-formal learning, educators, and the family environment.

Intercultural dialogue has, according to the White paper, an important role to play. It serves to prevent ethnic, religious, linguistic, and cultural divides and allows us to move forward together and recognise our different identities in a constructive and democratic way, based on shared universal values. Thus, it proposes the following definition: "Intercultural dialogue is understood as

an open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage based on mutual understanding and respect" (Council of Europe, 2008, p. 10). The authors continue:

> *Intercultural dialogue is therefore important in managing multiple cultural affiliations in a multicultural environment. It is a mechanism to constantly achieve a new identity balance, responding to new openings and experiences and adding new layers to identity without relinquishing one's roots. Intercultural dialogue helps us to avoid the pitfalls of identity policies and to remain open to the challenges of modern societies.*
> Council of Europe (2008, p. 18).

DECLARATION ON THE COUNCIL OF EUROPE'S STRATEGY FOR DEVELOPING INTERCULTURAL DIALOGUE BY THE MINISTERS RESPONSIBLE FOR CULTURE OF THE STATES PARTIES TO THE EUROPEAN CULTURAL CONVENTION, MEETING IN FARO (PORTUGAL) ON 27 AND 28 OCTOBER 2005 ("FARO DECLARATION")

We will also work to ensure that the political will expressed at the Summit for a new dialogue between Europe and its neighbouring regions - the southern shore of the Mediterranean, the Middle East and Central Asia - is translated into action, in particular through:

- the launch of a process aimed at developing intercultural dialogue through concerted action between the relevant international and regional organisations, with the active involvement of the Member States concerned and civil society;
- the development of programmes of education for human rights, democratic citizenship, and civic participation, as well as intercultural exchanges at secondary school and youth level, both in Europe and with neighbouring countries;
- the launch of work on the common past between Europe and its neighbouring regions, based on the conviction that dialogue between cultures is also nourished by a common understanding of history;
- the launch of cooperation programmes in the field of cultural and audio-visual heritage.

1.6. An example of fusion in music

The noun ***métissage*** (drawn from the French language) is used in some contexts to indicate, for example, the fruit of experiences derived from the **crossing, mixing, and hybridisation** of cultures and traditions. In English, we often use the term fusion. For example, we talk about fusion in music or cooking, emphasising their originality and richness: languages, rhythms and instruments from different countries give rise to new musical expressions. Take, for instance, the song "Che il Mediterraneo sia" [1] (2001) by the Italian

singer and composer Eugenio Bennato, in which, to the rhythm of tarantella (traditional music and dance from southern Italy, usually sung in dialect), artists accompany the musician who sings in Italian, intervening in Arabic, French and Neapolitan dialect. Or take Goran Bregovic's version of "Bella Ciao" [2] (2013), where Balkan rhythms and instruments are successfully interwoven into the classical Italian version, with the lyrics kept in Italian. We also speak of fusion cuisine when products from elsewhere are introduced into the typical cuisine of a region, resulting in the creation of original dishes.

Basically, the discovery of the other responds to a desire for something new and reveals an open-mindedness and tolerance. We have a positive image of this word, which refers to something or someone who retains the characteristics of their own species but has the ability to open up and integrate characters from outside, to mix different aspects. In a connected world, where distances between people of different cultures have shrunk (even if only in comparison to 30 years ago), where migratory movements are constantly increasing in several parts of the world, and where travel is much more accessible than in the past, contacts between people of different origins will continue to multiply. As Edgar Morin points out in his book *L'humanité de l'humanité, L'identité humaine*:

> We are in that moment of the planetary era that allows us to rediscover the common origin. It is now, in order to accomplish humanity, that we must draw on this common origin, while preserving the singular enrichments acquired during diasporas, then crossbreeding. It is to the nascent (creative) forces of language, spirit, and consciousness that we must resort. Assuming the initial relationship of the trinity individual / society / species is to rediscover the Arkhè [origin and principle] and to bet for the future. To consciously assume this trinity is to choose human destiny in its antinomies and its fullness, and thereby to affirm freedom at the highest level, which is thus placed at the service not only of oneself, but also of the species and society.

MODELS AND THEORIES FOR CULTURE

A term that appears very often in the discussion of interculturality is culture. There are several models and theories to describe culture. The **iceberg model** illustrates the different components of culture, highlighting the fact that some of them are visible, while others are hidden and therefore difficult to discover. G. Hofstede's theory systematised the cultural differences of different communities based on four dimensions:

- power distance (the degree to which one accepts an unequal distribution of power),
- individualism/collectivism (the degree to which individuals feel part of a group),
- masculinity/femininity (the degree to which gender determines the roles of men and women in society)
- and uncertainty avoidance (the degree to which the individual can take risks).

+ Did you konw?

PLACENAMES AND LINGUISTIC HERITAGE

Toponyms betray Europe's rich and eventful history of migration. Santorini in Greece took its name from Sant' Erini by the Venetians, while the city of Napoles in Italy took its name from the ancient Greek Neapolis, as did Nice in France, from Nikaia. The cities of Leipzig and Dresden in Germany are of Slavic origin, while Andalusia and the Algarve bear witness to the Arabic influence in Spain and Portugal.

Activities

1. Make a list of some typical place names in your country and names of people in your community that tell us about your country's past. These names may be fully integrated into your language and have very little to do with their origin.

PLACE NAMES	NAMES OF PEOPLE

Now take some time to walk around your city. Look around and identify features that show the history of your city and the passage of different people and cultures.
Look at the following pictures for inspiration.

(UNESCO monument)

The Rotunda, Thessaloniki, Greece
Built in the 4th century CE by the Roman Emperor Galerius, this monument was transformed into a church by Theodosius I, then used as a mosque, from 1430, as the minaret can testify, and has been dedicated to Saint George since 1912.

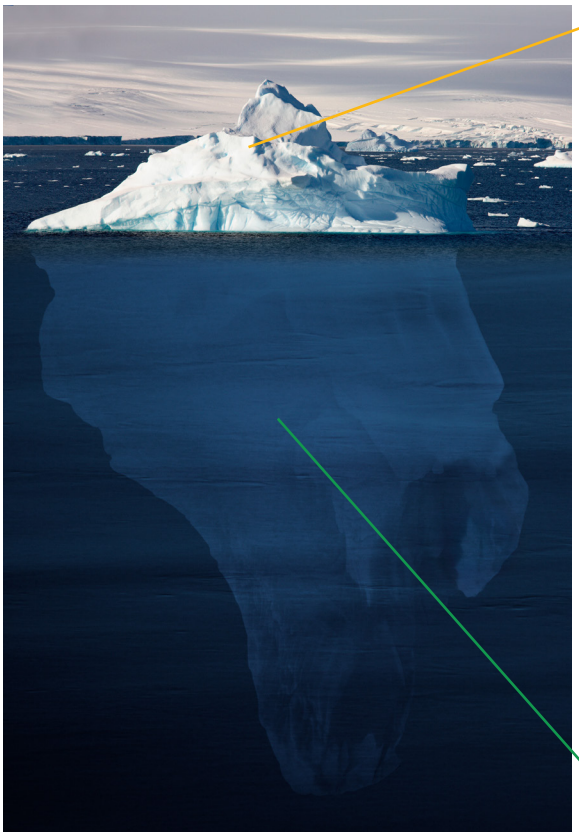
(UNESCO monument)

The Mosque-Cathedral of Córdoba, Spain
This building, which has been extended throughout its history, sums up the complete evolution of the Umayyad style in Spain, in addition to the Gothic, Renaissance and Baroque styles of Christian construction.

Activities

2. Culture as an iceberg...

Observe your own culture. In your opinion, what are the behaviours, traditions, and customs; which are part of the visible part of the iceberg; and what are the values, priorities, beliefs, difficult to observe by a person of another origin?



2 | Intercultural Education

2.1. Intercultural Education

Many authors agree that there is a misunderstanding of the notion of interculturality in didactics, which is too often linked to the notion of **culture**. Indeed, we live in a world of images where the different **Other** is omnipresent, represented without us even being aware of this staging. This has an impact on education, since in our daily lives we trivialise otherness by simply discovering the other through **clichés and stereotypes**. Boli and Elliott (2008) mention that in the United States, "international" days are set up in schools to celebrate the diversity of students, for example by proposing the tasting of typical dishes from a country or the discovery of a folk dance (see also Porcher & Abdallah-Pretceille, 1998). However, for Dervin (2010), this is only a "facade diversity". Indeed, while clichés and stereotypes are maintained during these international days, the Other is not considered in its complexity but is rather associated with a dish or a dance, which is very superficial. Nothing is done to discover similarities to and differences from one's own culture and thus take a step back from one's own practices. Similarly, language education remains rather ethnocentric. If we take the case of French as a Foreign Language (FLE) textbooks, very often the city of Paris is in the foreground, and French gastronomy (cheese, bread...) and fashion are mentioned. However, living in France and/or being French is not just about these clichés. There is therefore a lot of work to be done to educate learners to observe/critically analyse these images that are offered to them daily and which can have a negative effect on their intercultural education.

"

According to Ouellet (1991), intercultural education can be designed to emphasise and develop:

- *A better **understanding** of cultures in modern societies;*
- *An enhanced ability to **communicate** between members of different cultures;*
- *Greater **flexibility** in the context of cultural diversity that characterises society;*
- *A greater **capacity** for participation in social interaction and **recognition** of the common heritage of humanity.*

"

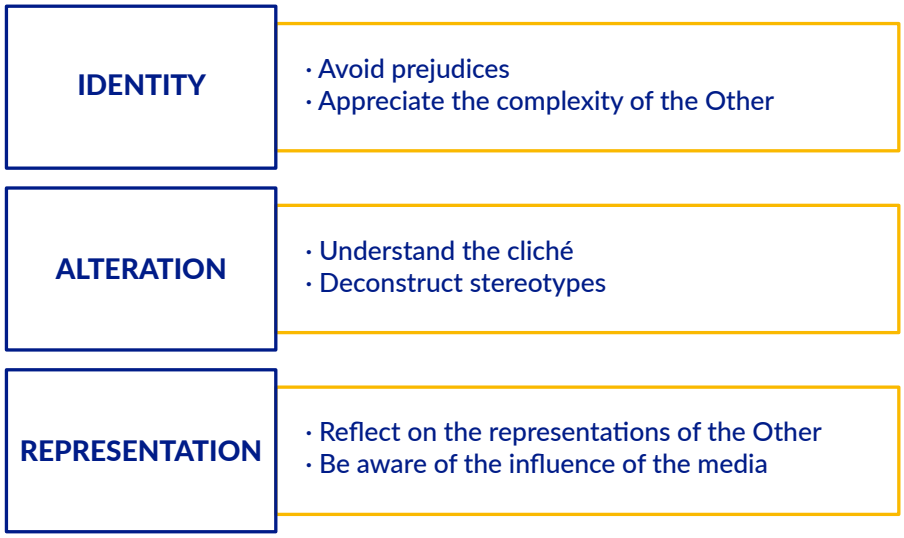
The main objective of intercultural education is to promote and improve students' ability to interact and communicate with the world around them. To optimise the effects of this education, according to Guerra (1993), we should ensure that:

- Pluralism is a component of the education given to all students (whether they belong to minority groups or not);
- Minorities are not forced to give up their cultural references;
- The equal value of all cultures is recognised;
- Support mechanisms are put in place to ensure equal success rates for minority and majority children.

Source: Council of Europe (2001)

The aim is therefore to educate to discover, to understand the Other beyond appearances, to try to understand the Other in all its complexity and not under its "facade diversity", which would correspond to stereotypes. Of course, this is not an easy task; one must develop skills and strategies to learn to understand the Other, while at the same time having sufficient distance to understand oneself and to get rid of one's representations (see also Zarate 1993; Castelloti & Moore 2002; Dąbrowska, et al., 2017).

The model of Holliday et al. (2004) proposes concrete objectives around three concepts (identity, alteration, and representations) to encourage learners to reflect on their intercultural experiences.



1) Identity: the aim is to discover and understand the identity of an individual avoiding prejudice, generalisation from a single case and to appreciate its complexity (understanding similarities and differences between cultures);

2) Alteration: the idea is not to fall into the trap of culturalism (too reductive/superficial approach) and to deepen one's knowledge about existing prejudices and stereotypes with the aims of understanding why they exist and deconstructing them;

3) Representatio: cto question the representations that exist about the Other in society, and to be aware of the influence of the media, the language policies of a given country, etc. which will have an impact on our representations.

2.2. Educational approach

The concept of intercultural education emerged in the 1970s. At that time, the treatment of migrant pupils was inappropriate because it was associated with disability or deficit. It was then that numerous initiatives were proposed in favour of a pedagogy adapted to non-native speakers (see also Abdallah-Pretceille 2017).

In 1970, the Council of Europe issued a resolution on the education of children of migrant workers. In Europe, it was during this same period that intercultural approaches in education developed. In 1978, the French Ministry of Education demanded that intercultural activities for pupils with a migrant background be implemented. Subsequently, the Council of Europe produced many publications on this topic and the institution became a point of reference in the field.

The Council of Europe contributes to intercultural education by providing all its member countries with guides to raising awareness of otherness, to "understand and respect other people's ways of thinking and acting, based on other beliefs and traditions", the main objective being to promote intercultural cooperation and facilitate communication/mutual understanding.

Thus, teachers of modern languages play a key role in implementing the development of intercultural competence in learners. Since teachers are at the centre of the education system, it is necessary to provide them with training to develop students' **knowledge** and **skills** in intercultural education. As a first step, it is important to consider all cultures in a positive way, without prioritising them, while **valuing the personal experiences of learners**.

UNESCO and the **Council of Europe** are influential institutions in the field of education and have a common goal: to foster intercultural education of learners. According to UNESCO, linguistic diversity is a richness and the learners' first language should be considered as a learning tool for the language of schooling. This linguistic diversity is seen as an asset for developing and enriching the intercultural competences of students.

UNESCO GUIDELINES (UNESCO, 2003)

1. UNESCO encourages mother tongue instruction as a means of improving the quality of education based on the knowledge and experience of learners and teachers.
2. UNESCO encourages bilingual and/or multilingual education at all levels of education as a means of promoting social and gender equality and as an essential element of linguistically diverse societies.
3. UNESCO encourages the use of language as an essential component of intercultural education, with a view to fostering understanding between different populations and ensuring respect for human rights.

2.3. Teacher training

In France, the Ministry of Education places interculturality at the centre of learning. Official teacher training texts recall the interest of intercultural education in schools:

> All eyes are now on the school, as the sharing of knowledge is essential in the construction of a society based on the principle of republican equality, in particular equal opportunities, on the recognition of individual merits and on the desire to make all pupils succeed. School is also the place where citizens are trained and where a common culture for living together is built. This culture is based on the sharing of common republican values. It presupposes scientifically established knowledge and is also based on considering the cultural and religious diversity of today's France.

While recalling that teacher training also plays an essential role:

> A teacher [...] must gradually become familiar with the way in which this knowledge can be transmitted to pupils within the framework of the common base of knowledge and skills and the teaching programmes: what are the essential points? How can they be linked together? They must learn about the practice of their future profession: how to organise their class? How to adapt their teaching methods to the diversity of their pupils? How to evaluate the work of each pupil? They must discover the framework of the school or establishment: how to work in a team? How can they integrate their action into a collective project? Lastly, they must be familiar with the world around them, the world of work and society: how can they understand the diversity of social and economic contexts and the resulting school realities? How can they open up their teaching and their pedagogical action to the outside world? How to meet the expectations of parents who entrust their children to the public service of national education?

The training of teachers is therefore essential, especially to develop the necessary knowledge, to implement it, to give learners the desire to learn and the capacity to adopt shared values with a positive outlook.

2.4. Skills to be developed

The various French school programmes contain skills to be developed according to the learning cycles (Cycles 1-2-3). For example, for Cycle 1 (nursery school: 3-5 years):

· Mobilising language in all its dimensions:

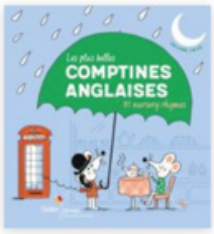
- Reading, translating, using different languages from nursery school.
- Using multilingual songs and rhymes to build intercultural competence.

· Exploring the world:

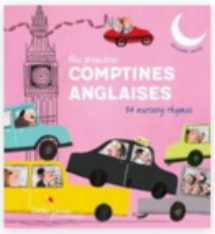
- Exploring the world to raise awareness of interculturality.
- Finding bearings in time by exploring the highlights of the year, by discovering the traditions and cultural facts of neighbours.

This is concretely translated by reading authentic children's literature in different languages: they echo, in and through another language, the reference universe of the young child. The main objective is to listen, identify and compare to better understand otherness. A story can be read/listened to in different languages, to compare languages, to hear different sounds, different rhythms, different ways of naming the same thing. Listening to the same nursery rhyme in different languages is also an opening to interculturality.

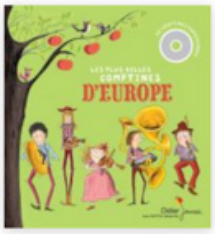
Les Plus Belles comptines italiennes -



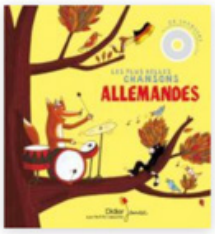
Les Plus Belles Comptines anglaises



Mes premières comptines anglaises -

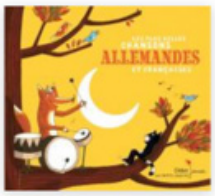


Les Plus Belles Comptines d'Europe

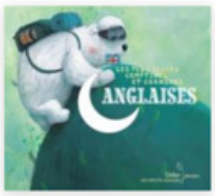


Les plus belles chansons allemandes

Les plus belles chansons anglaises et

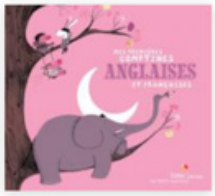


Les Plus Belles Chansons allemandes

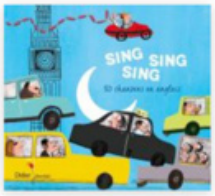


Les plus belles comptines et chansons

Les plus belles comptines d'Europe



Mes premières comptines anglaises et



Sing Sing Sing, 50 comptines en anglais

Another example is the eTwinning platform, which offers the potential to create projects with European partners. These virtual mobilities contribute to the building of intercultural competence in pupils.

By connecting to the eTwinning platform, education stakeholders from European countries - teachers, head teachers, educators, etc. - communicate, cooperate, develop projects and share. They are part of the most exciting learning community in Europe. eTwinning is co-funded by Erasmus+, the European programme for education, training, youth and sport.

Source: etwinning.net/fr/pub/index.htm

THE OFAJ'S FRANCO-GERMAN SUITCASE

The OFAJ's Franco-German suitcase (https://valisette.ofaj.org/accueil/) is a website raising awareness of interculturality in a Franco-German dimension for pupils aged 3 to 6. Each culture is represented by a puppet: Tom and Lilou. By creating an account on the platform, the teacher can access different online resources such as the tolilo picture cards to discover Tom and Lilou's photograph albums.

For Cycles 2 and 3 (French primary schools: 6-10 years old), we find the following skills:

- **Contextualising** the culture in the area concerned.
- **Developing** critical thinking.
- **Educating** to otherness.
- **Contributing** to the citizen's path.

Several proposals for activities are offered. For example, they include:

- Creating a travel diary to educate about intercultural issues. This is a multidisciplinary project based on a real or virtual linguistic journey, thus putting the pupil in the position of artist. The aim is to transcribe the visual identity of a country or a language without falling into stereotypes.
- Working on idiomatic expressions, onomatopoeia.
- Using stories and tales.

T-KIT – INTERCULTURAL LEARNING

This Council of Europe publication offers a toolkit – a collection of experiences and ideas for putting intercultural learning into practice in the context of training and youth work. In this publication, trainers can find information on the background and importance of intercultural learning; summaries of some of the most important theories; tips for developing intercultural methodologies; a selection of various methods; and workshops. The Council of Europe T-kit (training kit) offers concrete activities to develop learners' intercultural competences. It contains several sheets with different themes, each of which presents the material required for the activity, and details of the time needed to carry it out, how to form groups, and the different steps to be followed for the success of the activity. This is an educational sheet intended for the teacher, which provides a real framework for the activity.

2.5. Some projects dealing with interculturality

Here is a (non-exhaustive) list of programmes at the European and international level allowing the study of interculturality.

All Different - All Equal (Council of Europe) *coe.int/es/web/compass/45*	A teaching kit with ideas, resources, methodology and activities for informal intercultural education with adults and young people. The first edition took place in 1995, the second in 2004 and the third in 2018.
Autobiography of Intercultural Encounters (Council of Europe) *coe.int/es/web/autobiography-intercultural-encounters/autobiography-of-intercultural-encounters*	The Autobiography of Intercultural Encounters, a concrete response to the recommendations of the Council of Europe's White Paper on Intercultural Dialogue "Living Together as Equals in Dignity", takes the form of a series of questions designed to stimulate and guide the learner's reflection on a specific episode of an encounter of their choice with a person belonging to another cultural group.
Representations of the Other: An Autobiography of Intercultural Encounters through Visual Media (Council of Europe) *coe.int/fr/web/autobiography-intercultural-encounters/images-of-others*	The Autobiography of Intercultural Encounters through Visual Media is a tool which aims to help learners to critically analyse a specific image they have seen in the media (on television, in a magazine, in a film, on the internet, etc.).
Globlivres (Switzerland) *globlivres.ch/fr*	Globlivres is a public intercultural library and association whose objectives are to offer reading material in the mother tongue of the region's inhabitants (35,000 books in 280 languages); to build a bridge between the culture of origin and the host culture; and to offer a meeting place for people of diverse origins and a convivial space where each immigrant can find, in the testimonies of their culture, the reference points that reinforce their identity. (The website is in French.)
Feel Like a Migrant: Multicultural Approach in Teaching *flam-project.eu/index.php?id=18*	This project, Putting Yourself in the Shoes of a Migrant, deals with the integration of migrants and is intended for teachers, trainers and other educational staff who in their daily professional life are in contact with migrants. It aims to design and develop a multicultural teaching approach as a new pedagogical strategy and method through the organisation of training workshops for teachers, trainers and other educational staff.
Encyclopædia of migrants (France) *encyclopedia-of-migrants.eu/en*	The Encyclopaedia of migrants is an artistic experimentation project initiated by the artist Paloma Fernández Sobrino, which aims at gathering 400 testimonies of life stories of migrants in an encyclopaedia. This is a contributory work that starts from the district of Le Blosne in Rennes and brings together a network of eight cities on the Atlantic coast of Europe, between Brittany's Finistère and Gibraltar.
WelComm: Communication Skills for integration of migrants (Erasmus+ Project) *welcomm-project.com*	This project aims to provide equal access to education for migrant children of pre-school and primary school age; and to raise awareness among migrant parents of the importance of education for social inclusion, to develop innovative tools for non-formal language learning and thus improve the capacity of migrant organisations and language teachers working with migrants to develop basic communication skills in the host language.

Language Awareness and Openness to Linguistic Diversity (Canada) *elodil.umontreal.ca*	This site aims to support teachers working in multi-ethnic and multilingual environments. It is also intended for all those who wish to develop the intercultural and language skills of their students, particularly in disadvantaged environments, whether French is their mother tongue, their second language or their third language.

Table 1. European projects relating to Interculturality

Activities

3. Check the official national education policies and documents available in your country and note the role of interculturality.
   What skills and competences are envisaged?
   Make a list:

1. _____
2. _____
3. _____
4. _____
5. _____

3 | Interculturality in the language classroom

3.1. Interculturality and language teaching

Developing **intercultural dialogue** is not an easy task. It is necessary to ensure that the conditions for such dialogue exist: human rights and democracy, equal dignity and mutual respect, gender equality, and the removal of any barriers to dialogue such as the difficulty of communicating in several languages. It is this last point that seems to be of primary importance: interculturality should also be developed in the context of foreign language teaching.

So, what about interculturality in language teaching? The answer is to be found in the *CEFR*, which for several years has provided for the development of **intercultural awareness**. In Chapter 5, intercultural awareness is defined the knowledge, awareness, and understanding of the relationship between "our" world and the target world. The skills corresponding to this awareness are:

> the ability to bring the culture of origin and the foreign culture into relation with each other; cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures; the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations; the ability to overcome stereotyped relationships. (CEFR, §5.1.2.2.).

Intercultural dialogue is not just knowledge of the Other, of the target world, but a reflexive process, allowing one to see oneself from the perspective of the other. This approach allows the learner first to discover their own culture, to see the range of different cultures or approaches that may make up their own society, and then to turn towards the Other. When they turn towards the Other, they are not asked to accept them, but to first understand their specificities, to get to know each other, to understand and anticipate stereotypes.

"

The Mexican writer Octavio Paz wrote, in his work Sombras de Obras (1983: 31):
"La comprension de los otros es una ideal ontradictorio: nos pide cambiar sin cambiar, ser otros sin dejar de ser nosostros mismos."

"Understanding others is a contradictory ideal: it asks us to change without changing, to become others without ceasing to be ourselves (The Saxifrage Flower, p. 226)

"

3.2. What does the *Common European framework of reference for languages* propose?

According to the CEFR (Council of Europe, 2001, p. 1):

> [i]n an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole.

This is in line with the principle that knowledge of the shared values and beliefs of certain social groups in other regions or countries, such as religious beliefs, taboos or a common history, are essential for **intercultural communication**.

Thus, one of the objectives is the development of sociocultural knowledge of which intercultural awareness is a part (5.1.1.3). This notion corresponds to the awareness and understanding of the relationships (similarities and distinctive differences) between the "world of origin" and the "world of the target community". The learner becomes aware of the regional and social diversity of the two worlds and at the same time becomes aware that there is a much wider range of cultures than that conveyed by the learners' first language or by the languages they have learned. The learner is also aware that the Other is often seen through national stereotypes.

Thus, the CEFR proposes that the learner should be able to establish a relationship between the culture of origin and the foreign culture; to be culturally aware and able to recognise and use a variety of strategies to establish contact with people from another culture; to be able to act as a cultural intermediary between their own culture and the foreign culture and to deal effectively with situations of misunderstanding and cultural conflict; and finally, to be able to move beyond **superficial stereotyped relationships**.

In the CEFR's Companion Volume, where interculturality is linked to plurilingualism, the authors propose specific competences for establishing a pluricultural space. At A1 level, the learner can facilitate an intercultural exchange by greeting people and showing interest with simple words and non-verbal expressions, by inviting others to speak, and by indicating whether he/she understands when addressed directly. At level A2, the learner can contribute to an intercultural exchange, asking people to explain themselves and clarify what they have said in simple words, and using their limited repertoire to express agreement, invitation, thanks, etc. Finally, at level B1, the learner can ensure an intercultural exchange by using a limited repertoire to introduce people from different cultures, ask and answer questions, and show awareness that some things may be perceived differently in different cultures. He/she can also help to create a shared communication culture by exchanging information about language and culture-specific values and behaviour in a simple way.

3.3. What approach should be used to teaching interculturality in the foreign language classroom?

It can be said that there are three essential stages which enable learners to develop this intercultural awareness: **perception, comparison, and analysis**. The first stage allows learners to see what is not easy to perceive, or to experience a shock. They have already discovered their own culture and what the Other thinks of them before expressing what they think of the Other. This will allow them to make comparisons between the two cultures and finally to go deeper in their analysis, to go further than the first superficial comparison, often based on impressions and stereotypes.

The question that can now be asked is whether this approach is possible with all audiences. This staggered reading approach over several different stages of another culture can be rich with a culturally "heterogeneous" audience, carrying several different cultures. Each learner can bring their own vision of things which will be confronted with the vision of another learner. This contrasting approach can indeed lead to a better discovery of the Other's culture.

In contrast to a "heterogeneous" class, a "homogeneous" class might be more difficult to manage and to lead towards an intercultural approach. The learners, at least at the apparent level, may carry the same culture, which may make the lesson less rich or less dynamic. The teacher is certainly faced with a linguistically or culturally "homogeneous" group, but the life experiences of each learner can enrich the course and ultimately allow for a different intercultural approach, depending on the learners.

In any case, it seems interesting to us to underline that what can be the most difficult is not the common or different origin of the learners but rather the "cultural deafness" that can characterise the learners. Very often we find that any intercultural presentation or discussion is confronted with a passive attitude of the learners, who seem rather to discover the Other without being able to free themselves from their stereotypes or analyse what they observe.

On the other hand, the difficulties of intercultural teaching should not be minimised. Observation and comparison, without analysis, can lead to a reinterpretation of the culture of the Other, ultimately resulting in seeing difference in terms of deficit and inferiority, insisting on comparison, and focusing excessively on differences, ultimately forgetting the similarities that might exist between their world and the target world. Learners may also feel obliged to explain the differences between the two cultures or even develop an exotic, even idyllic, view of the other culture: a French person always wears a beret and holds a baguette in their hand ,while a Spaniard parties and naps; a German works, while an Italian or Greek sips a beer by the beach.

3.4. Training foreign language teachers in interculturality

Several theoretical works emphasise the need for intercultural training for language teachers. This is also reflected in the *European portfolio for student teachers of languages (EPOSTL)*, a document for students entering initial teacher training. This portfolio invites them to reflect on the didactic knowledge and skills needed to teach modern languages and helps them to assess their own didactic skills and progress. In this document, we find one occurrence of the notion of interculturality and which concerns a methodological competence of future teachers: "I can evaluate and select activities which enhance the learners' intercultural awareness" (Council of Europe, 2011, p. 29) while the second concerns lesson preparation: I can plan partial teaching of other subjects using the target language (intercultural teaching, teaching a subject by integrating a foreign language, CLIL, etc.) (p. 37).

Why do these two skills appear in this document? Teachers are often in a culture-centred approach with a presentation of everyday habits, thus reproducing or even reinforcing stereotypes and representations about the target culture. Enthusiastic and admiring of the culture associated with the language being taught, they use a positive discourse, which risks giving learners an exaggerated image of the culture they are discovering. Thus, there is always the risk of **ethnocentrism**, of **comparing** one's own culture with the culture of the Other, and even of **reinforcing prejudices** with a hierarchy of cultures.

This approach, which seems to be common in universalist textbooks, envisages the learner as a representative of another society, as the spokesperson for a supposedly single, monophonic culture without nuances. The learner immediately moves on to observe the culture of the Other and compares it with their "own" culture, without observation or reflection. The work in the textbooks ultimately leads to a comparison that risks interpreting the difference in terms of a deficit, the radicalisation of the difference, the exotic view.

3.5. Interculturality in textbooks: how to deal with this issue?

Foreign language textbooks are most often so-called "universalist" textbooks. This means that they offer the same comprehension and production activities, the same texts, the same phonetic activities, the same explanations for all target audiences without wanting to meet the market needs of a specific language community. This inevitably has an impact on the treatment of interculturality and the development of intercultural competence. Because of this universalism, they do not allow learners to observe and understand their own culture first, to observe and understand the culture of the Other, or to compare and analyse. By analysing the textbooks, we can see that the authors of many of those published

by the big publishers, who wish to have maximum distribution, are led to adopt a policy that seems to be condemned to forms of **cultural monologue** which prevent a real development of the learners' intercultural awareness. It can even be observed that authors sometimes propose cultural activities as a pretext for developing their written or oral skills. Thus, these same activities cannot function as an intermediate step towards the development of intercultural awareness, as presented in the CEFR.

In most textbooks, we can easily see that the activities proposed have the same characteristics: (a) they lead students to describe what happens in the target language country and then to compare with what happens in their own countries ("what about you?", "how is it in your country?", "make comparisons with your country and the countries you know"); and (b) the observation of the culture of the Other is a pretext for the development of another skill such as writing or speaking.

+ Did you konw?

La Bibliothèque Humaine

Founded in Copenhagen in 2000 by four Danish members of a youth group called Stop the Violence, the Human Library is a response to the social issues around us. Through a conversation, readers have the opportunity to confront their stereotypes, doubts, preconceptions... and discover a Human Book that is real. These book journeys resemble what we imagine, or not; their choices seem inevitable, or not (https://labibliothequehumaine.fr).

Source: https://labibliothequehumaine.fr

Activities

4. Meeting the Other.

Go and meet a friend or colleague who comes originally from another country. Listen to their story.
Ask them about their integration into your society.
Ask them about stereotypes and prejudices in your society, but also about their own stereotypes and prejudices about this new society.

5. Me in relation to Myself and to the Other.

When we talk about ourselves or others, we always have some preconceived ideas.
Choose the adjectives that best describe you as a person. For example, *proud*, *warm*, *welcoming*, *superficial*...
What do you think of this list? Can these adjectives also describe your culture in general?

1. _____
2. _____
3. _____
4. _____
5. _____

Now check with your friends from other cultures about this list and ask them to give you five adjectives to describe your culture.

1. _____
2. _____
3. _____
4. _____
5. _____

Activities

6. An intercultural clash? Let's talk about it …

You have probably had an experience in which you were confronted with an intercultural misunderstanding: you are abroad, and someone walks past you while you are waiting in line, a foreign friend eats something from your plate, makes you wait for more than half an hour, forces you to take off your shoes when you arrive at their home...

a. Describe what happened.
b. Where was it?
c. How did you react?
d. How did you feel?
e. How do you think other people in this situation felt at that moment? Were they happy, offended, stressed, or what? How did you know?
f. Do you think you have any habits that might seem strange to a foreigner? For example, how you greet people, customs around mealtimes, speaking to strangers (or not), etc.

REPRESENTATIONS OF FRENCH STUDENTS: A DEFICIT IN INTERCULTURAL REFLECTION

In the framework of a study on interculturality, the researchers wanted to verify the representations of French students in relation to their European and non-European peers. They had to organise some group activities with a student from a European country and a student from a non-European country and then write a report on their experience. These activities included a dinner to discover the other's cuisine, an outing to a café, a cultural outing, and a discovery of a place. The reports were very revealing about the students' approach. The analysis of these reports showed that some French students adopt an ethnocentric position which leads their interlocutors to place themselves in a position of inferiority and to evaluate their own culture in a negative way. Allophone students position themselves as judges of their own culture under the critical gaze of their interlocutors to distance themselves from what is happening in their own society. French ethnocentrism goes hand in hand with European ethnocentrism based on a stereotype concerning geographical proximity: a European country would have the same characteristics as France. This emerging stereotype is the result of a comparison between one's own reality and the reality of another society seen through the filter of 'European' habits. (Valetopoulos, 2017).

Activities

7. Look at these pictures.
   Can you associate these images with a country?
   Why did you make this choice?


A


B


C


D


E


F


G


H


I


J


K


L

Activities

7. Look at these different houses.
   What adjective could you associate with each picture?
   Why or why not?
   Tell us about your ideal home

A

B

C

D

E

F

G

OLD
NEW
CHARMING
STRANGE
NICE
BEAUTIFUL
QUIET
COLOURFUL
SMALL
BIG
PLEASANT
UNPLEASANT...

CHAPTER 4
Language teacher training

1. EDUCATION IN THE EUROPEAN UNION
- 1.1. Educational attainment
- 1.2. Training for learners and teachers

2. LANGUAGE LEARNING
- 2.1. The learning process
- 2.2. Mental lexicon
- 2.3. Implicit and explicit learning
- 2.4. Reflective learning

3. LANGUAGE TEACHING
- 3.1. First steps
- 3.2. Starting to teach
- 3.3. Planning your lesson

4. FINAL REMARKS

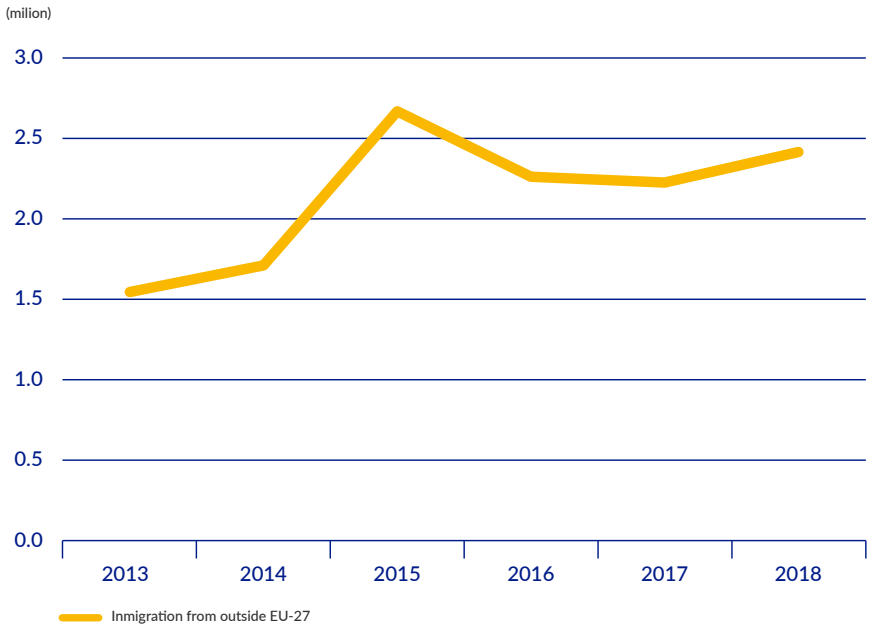
1 | Language teacher training

In discussions about the integration of migrants, two key aspects are often mentioned regularly: the need for education and the ability to speak the target language of the country of residence. These two factors enable a citizen to become part of the society and support non-native speakers in coping with everyday needs such as shopping or transport, in their dealings with official institutions, as well as in the challenges of finding a job or a place to live.

To address the topic of how to facilitate integration we will start with an overview of the **current migration situation** in the European Union (EU). At the time of writing, the 27 countries of the EU have an estimated 2.4 million immigrants to the EU-27 countries from non-EU countries (see Figure 1). The peak of immigration can be seen in 2015, due to the flow of refugees mainly from Syria, Iraq and Afghanistan. The EU was aware, before new challenges and voices were being raised, that there were limits to the capacity its Member States could offer. However, there were also voices of support to extend this capacity:

> *Those who need and seek protection must receive it. And by the way, I would like to point out once again, despite all the critical surveys: more than 90% of the German population still say: Those fleeing terror, war and persecution must have the opportunity to be accepted and protected in Germany. I think that is wonderful.*
>
> Angela Merkel, Die Welt (02/2016)

INMIGRANTS FROM OUTSIDE EU-27 AND EMIGRANTS TO OUTSIDE EU-27, EU27, 2013-2018



Note: These data include the UK in the EU (EU-28); comparable data were not available for the EU-27.
Figure 1. Migration into the EU from non-EU countries
Source: Eurostat (online data codes: migr_inmm5prv, migr_imm12prv, migr_emi3nxt and migr_emi5nxt).

Migration between Member States of the EU also grew: for example, 1.4 million people previously residing in one EU-27 Member State migrated to another Member State in 2019.

Readers will have already covered some general information regarding migration and language in previous chapters. The present chapter will concentrate on the educational situation and language programmes for learners and teachers in Europe.

+ Did you know?

THE FOUR EU COUNTRIES WITH THE LARGEST TOTAL NUMBER OF IMMIGRANTS ARE:
- **Germany** (893.9 thousand)
- **Spain** (643.7 thousand)
- **France** (386.9 thousand)
- **Italy** (332.3 thousand).

These four countries and languages are represented in our INCLUDEED project.

1.1. Educational attainment

As the educational systems in the EU are very different, the **International Standard Classification of Education (ISCED)** is used to compare them internationally. Table 1 shows the ISCED coding of levels from the United Nations Educational, Scientific and Cultural Organization (UNESCO).

ISCED - PROGRAMMES (ISCED-P)	
0	Early childhood education
1	Primary education
2	Lower secondary education
3	Upper secondary education
4	Post-secondary non-tertiary education
5	Short-cycle tertiary education
6	Bachelor's or equivalent
7	Master's or equivalent level
8	Doctoral or equivalent level
9	Not elsewhere classified

Table 1. Levels of ISCED. Source: UNESCO

An analysis of the main working-age population in Europe (aged between 25 and 54 years) shows that in 2019 just over one third (37.3%) of non-EU-born persons living in the EU had successfully completed a lower secondary level of education (level 2 according to ISCED). In contrast, the share of native-born individuals residing in their Member State of birth who had no more than a lower secondary level of education was 16.6%. As such, the percentage of the EU-27 main working-age population born outside the EU with at most a lower secondary level of educational attainment was more than twice as high as the share among those living in their state of birth.

The significance of education and employment and their distinguishing function for non-EU-born and native-born EU citizens becomes even more apparent when we consider young people who are neither in employment nor in educational and/or training programmes. Figure 2 shows that in 2019 more than every fifth non-EU-born citizen was not working or in training, whereas for native-born citizens only 11.8% were in this situation.

It is difficult to find representative data for individual Member States regarding the number of migrant students in schools or universities. Different countries have different approaches to collecting and sharing these data. There are some estimates, for example, that in Spain an estimated 23% of the immigrant population has a university education (Iglesias et al., 2020). According to a German micro census conducted in 2019, about 30% of the students in schools have a migrant background (Federal Office of Statistics, 2019) and the Italian government reports 10% of foreign students in primary and secondary schools.

> *It makes sense for a government to concentrate its integration measures on language and work: in this way, migrants are supported to lead independent lives without need for financial assistance.*
>
> Thomas Wöhler

DEVELOPMENT OF THE SHARE OF YOUNG PEOPLE AGED 15-29 NEITHER IN EMPLOYMENT NOR IN EDUCATION AND TRAINING. EU-27, 2009-2019

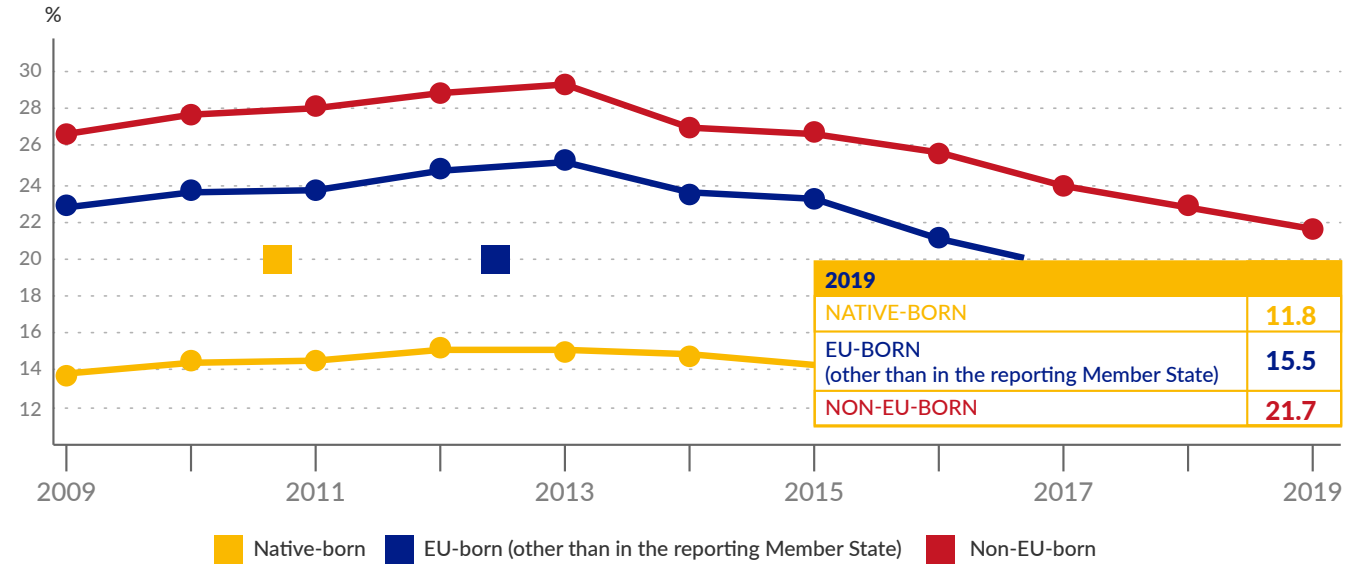


Figure 2. Young people in the EU neither in employment nor in education and training. Source: EUROSTAT

The need for language education therefore is very prevalent and the next section will provide some information on language programmes both for foreign students and for those interested in teaching foreign languages offered in the European partner countries of the current project.

1.2. Training for learners and teachers

There are several aspects that influence education and training, but one of the key aspects is language, which fosters integration into the country of residence in various settings for all ages. Language skills are a precondition for children to be successful in school education, students in universities, and adults at work or in everyday situations such as medical appointments or looking for accommodation.

The European countries represented in our project offer certain **programmes for foreign students before and in schools** to support integration. Given the age distribution of the migrant population, there is also a need for **adult language training**. European countries offer language and integration classes also for adult migrants. These range from official government language and integration courses to courses provided by non-governmental organisations (NGOs) and charities.

Table 2 shows some current examples of programmes framed to support migrant and refugee children pre-school and in schools according to their country of residence.

COUNTRY OF RESIDENCE	LANGUAGE PROGRAMME	WEBSITE FOR MORE INFORMATION
FRANCE	UPE2A: pedagogical unit for incoming allophone pupils (specific class for allophone pupils included in mainstream classes)	Ministry of Education, Youth and Sports: *https://www.education.gouv.fr/bo/12/Hebdo37/MENE1234231C.htm?cid_bo=61536*
	CASNAV: centralises all information concerning newly arrived pupils and organises support classes for immigrant/refugee children	Ministry of Education, Youth and Sports: *https://eduscol.education.fr/1201/centre-academique-pour-la-scolarisation-des-eleves-allophones-nouvellement-arrives-et-des-enfants-issus-de-familles-itinerantes-et-de-voyageurs-casnav*
GERMANY	Heritage language classes	Media Service: *https://mediendienst-integration.de/fileadmin/Dateien/Infopapier_MDI_Herkunftssprachlicher_Unterricht_2020.pdf*
	Action programme: "Catching up after Covid-19"	Goethe-Institut and Federal Ministry of Education and Research (BMBF): *https://www.bmbf.de/files/BMFSFJ_Corona_Aufholpaket_Layout_17_sa.pdf*
ITALY	Ministry of Education, University and Research	Guidelines for the reception and integration of foreign former students: *https://www.miur.gov.it/documents/20182/2223566/linee_guida_integrazione_alunni_stranieri.pdf/5e41fc48-3c68-2a17-ae75-1b5da6a55667?t=1564667201890*
IRELAND	Resources for parents of young children	Department of Children, Equality, Disability, Integration and Youth: *https://www.gov.ie/en/publication/5720cc-learning/#resources-for-parents-of-young-children*
SPAIN	Language immersion classrooms	Education information network: *https://redined.mecd.gob.es/xmlui/handle/11162/3503*
	Curricular proposals for migrant pupil instruction	Government of Navarre: *http://dpto.educacion.navarra.es/publicaciones/pdf/espanolel2.pdf*
PORTUGAL	Guide and welcome programme	Directorate General for Education: *https://www.dge.mec.pt/noticias/educacao-para-cidadania/refugiados-guia-de-acolhimento-educacao-pre-escolar-ensino-basico*

Table 2. Linguistic programmes for migrant/refugee children

Given the age distribution of any migrant population, there is also a need for **adult language training**. European countries also offer language and integration classes for this age level. Table 3 shows where you can find further information about classes for adult migrants:

COUNTRY OF RESIDENCE	LANGUAGE PROGRAMME AND PROVIDER	WEBSITE FOR MORE INFORMATION
FRANCE	Multiple charities and NGOs	Audacia Association: *https://www.audacia-asso.fr/fr/contenu/detail/5/pole-migrant* Le Toit du Monde: *http://toitdumonde-csc86.org* Guide to teaching French for migrants: *http://didac-ressources.eu/2017/09/15/guide-pour-les-formateurs-fli-dapres*
GERMANY	Government: language and integration courses	BAMF: *ttps://www.bamf.de/DE/Themen/Integration/ZugewanderteTeilnehmende/Integrationskurse/SpezielleKursarten/speziellekursarten-node.html*
ITALY	NGOs and Government: CPIA *(I Centri provinciali per l'istruzione degli adulti)*	NGO: Penny Wirton Schools: *http://www.scuolapennywirton.it/breve-storia-della-scuola/#* CPIA: *https://www.miur.gov.it/i-centri-provinciali-per-l-istruzione-degli-adulti*
IRELAND	Government, NGOs and charities	Learning English: *http://www.integration.ie/en/ISEC/Pages/Mig_Info_Learning_English*
SPAIN	NGOs, institutions, MOOCs	Instituto Cervantes offers preparation support for Spanish nationality language test: *https://examenes.cervantes.es/es/ccse/examen* Spanish MOOC: *https://iedra.uned.es/courses/course-v1:UNED+PuertasAbiertasII+2021/about*
PORTUGAL	Government: *Português para Todos* (Portuguese for All)	ACM: *https://www.acm.gov.pt/pt/-/programa-ppt-portugues-para-todos*

Table 3: Language programmes for adult migrants/refugees

1.3. Language Programmes for teachers

Various training programmes are offered across Europe for individuals who wish to become a language teacher or to support volunteers who teach migrants and refugees.

In Spain, *teaching Spanish to migrants* is a subject area that is taught at university level as a Master's degree in teacher training for teachers of compulsory secondary education, specializing in Spanish language and literature. It is also taught in other Master's degrees, such as Teaching Spanish as a Foreign Language. In addition, educational institutions offer teacher training courses, both at school and college level, as well as at university level. One example is

DID YOU KNOW
Some European countries offer language programmes, degrees in teacher training and teacher training courses at university or governmental level.
ou can usually obtain a certificate that enables and allows you to teach a foreign or second language.

the Certificate in Teaching Spanish as an L2 to immigrants, offered by La Rioja University. *(https://fundacion.unirioja.es/formacion_cursos/view/256/Certificado-de-Especializacion-en-Didactica-del-Espanol-como-L2-a-Inmigrantes-on-line)*

In France, specific training programmes for teachers of children with other mother tongues are provided in each educational region. This type of training is offered every year and can be organized in collaboration with French universities. Individuals can obtain certification in teaching French as a Second Language (FSL). Teachers with experience in FSL can submit an application with proof of their prior experience teaching in French as a Second Language. *(https://www.francaislangueseconde.fr/pistes-pour-lenseignement/certification-complementaire-en-fls/)*

In Germany, universities and the Ministry of Education (BMBF) offer advanced training leading to a Masters of Arts or certificate in German as a Second Language (**Zusatzqualifizierung DaF/DaZ**) *(https://www.bamf.de/DE/Themen/Integration/TraegerLehrFachkraefte/LehrFachkraefte/ZusatzqualifizierungDaFDaZ/zusatzqualifizierung-daf-daz-node.html)*. Additionally, some German universities offer a degree for DaF/DaZ (German as a Foreign/Second language) such as the Institute of German as a Foreign Language in Heidelberg: *https://www.uni-heidelberg.de/de/studium/alle-studienfaecher/deutsch-als-fremdsprache-deutsch-als-zweitsprache)*

Activities

1. Which ISCED classification is used for the education of….?

   Pre-school children: _____

   Vocational school learners who achieve an intermediate degree: _____

   Doctoral students: _____

2. (a) Check out foreign language learning programmes in your country and region.
   Often there are non-governmental organisations (NGOs) or governmental training programmes in which you can get involved and volunteer as a tutor.
   Helpful search keywords can be: *volunteer teaching*, *foreign/second language teaching*, *language tutors*, *ESOL (English for Speakers of Other Languages)*.

   (b) Try to find training offers for volunteers in your country and region.
   Often, universities, language schools and institutions offer these courses.

2 | Language learning

Migrants and refugees come from many different backgrounds. Some migrate as children, with or without their parents; others migrate as young, middle-aged or older adults; and others are born in their new country of residence. Some migrants and refugees go to kindergarten, school, university or to work, where they are surrounded by the language of the host community. Others stay mainly in their family context. Due to these different situations, a variety of variables impact on their language learning, including their **first language (L1)** and their **second or foreign language (L2)**.

In an academic context, learning a new language (L2) is called **second or foreign language acquisition**, depending on the circumstances of how the person learns the language (see Figure 3). Many studies in the field of linguistics address the topic of L2 acquisition and bi/multilingualism, investigating the factors which influence the L2 acquisition process, as well as the possibilities of intervention for enhanced learning. Age and the manner of acquisition are two such variables, but there are more factors that influence L2 acquisition, such as the person's previous knowledge of the language (proficiency level), the domains of the person's language use, or the person's self-identification and motivation or attitude.

Motivation plays an important role, given the often difficult and challenging conditions faced by many migrants. The main goal for those finding themselves in a foreign country is to be able to communicate and manage everyday situations. As we saw earlier in this guide, the different needs and interests of the learners have to be taken into account. Mediating between diversity on the one hand and integration requirements on the other can only be achieved if multilingualism is supported by multiculturalism.

+ Did you know?

For further reading, see Li (2000) and Edmondson and House (2011).

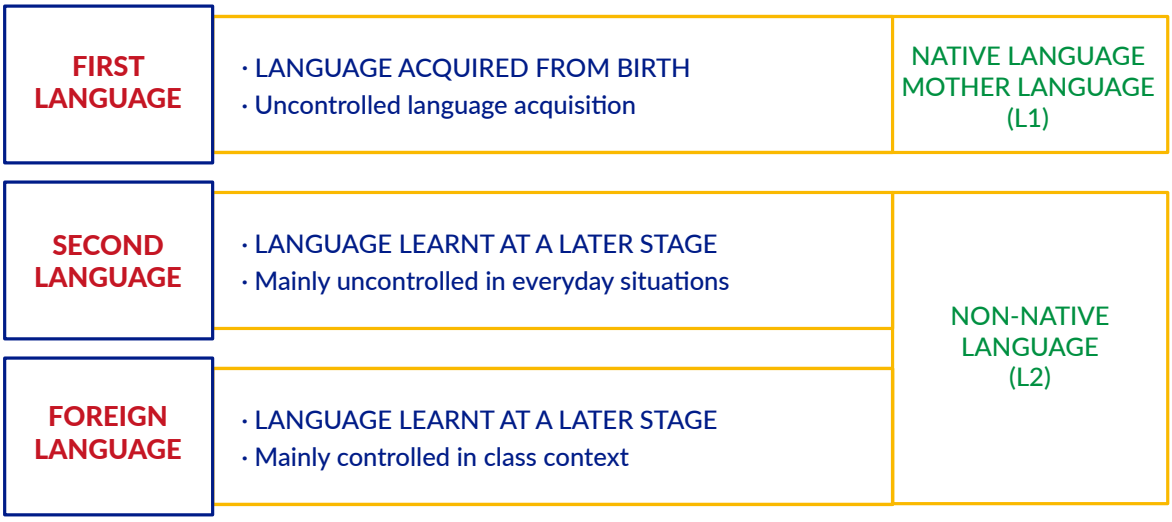
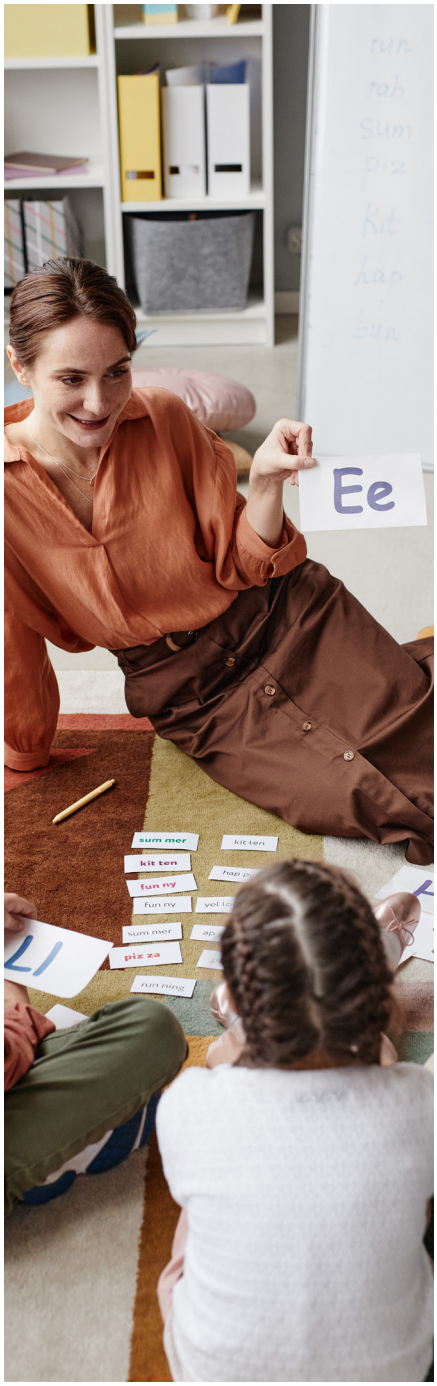


Figure 1. Differences and similarities between first, second and foreign languages

The L1, which in many languages is called the **mother tongue**, is the language a person acquires from birth. The terms **second language** and **foreign language acquisition** differentiate with respect to age and type of learning. Foreign language learning is mostly controlled, for example, in a class setting and accompanied by a teacher or tutor. L2 acquisition is typically uncontrolled and proceeds in everyday communication. Both types of language learning can apply to migrants and refugees, as they live in the country of the L2, surrounded by the foreign language in everyday situations. However, L2 acquisition can be difficult because the learner's contact with the L2 is often sparse. This can be the case if the main contacts of the migrants or refugees are members of their family, or friends and peers who speak the same L1 as they do. Children and adolescents have language support in schools and the younger the learner the easier the learning process. For further reading, see Klein (1992) and Robinson (2008).



However, young L2 learners have to face enormous challenges in the course of their school education. The fact that the classroom and working language are foreign can lead to basic communication difficulties and subsequently discrimination. Heritage language or language support classes are not always provided, and generally only as an addition to regular classes. Language is one reason why these children must face a heavier workload than their peers – a point that often unacknowledged.

For adults, it is very important to have controlled language-learning settings to support their learning process. In this group there might be a further hurdle for successful language learning: some learners are illiterate or have to learn a new alphabet (Latin alphabet) before they can improve their reading and writing skills in the L2.

More detailed information about the different language needs of minors and adults can be found in Chapter 2. The following subsections will focus on the learning process and how the teacher can support this learning process.

2.1. The learning process

On the path to being able to communicate in a new language, learners go through certain acquisitional steps. Before a language form is productively mastered, the learner develops so called learner varieties, which deviate in specific ways from the target. Typical processes that underlie the generation of learner-specific forms and structures are **overgeneralisation** and **transfer** from the L1 on the L2.
For example, have a look at the following phrase. Try not to see just the deviation from the standard version, but how this deviation occurred. The words with a deviation from the standard version are indicated with an asterisk*:

She goes to *the school.

L1 speakers of English would use the form: "She goes to school." We can see the deviation from this standard in the learner version. The learner attached the definite article to the noun school. This shows that the learner learnt how to use definite articles but **overgeneralised** this by applying it to contexts that do not follow this rule.

Another common source of deviation, but also a sign of the learning process, is transfer. This is the influence of the L1 on the L2. The following example of Arabic speakers who learn English demonstrates the transfer:

Speaker 1: I bought a lot of equipments*.
Speaker 2: My place is messy, I have a lot of *houseworks to do.

An English L1 speaker would give neither of the two examples above, as both nouns are uncountable in English rather than countable – unlike in Arabic. In the two cases, the speakers learnt and use the two words appropriately in terms of getting their meaning across, but transferred the grammatical features (plural <s>) from their L1.

Overgeneralisation and transfer are two strategies for how language learners use and access different linguistic resources in order to maximise their communicative potential. Teachers can in fact learn to appreciate these strategies and encourage learners to reflect on them.

In summary, we can say that deviations from the target occur to a certain extent systematically. They are an integral part of the language learning process. From the teacher's perspective, it is important not to focus on what the learner cannot do or does not know in the L2, but rather to see what the learner has learnt so far and where they can still improve. For the learner's motivation and learning progress, it is more important that the teacher focuses on the learning process and the (partial) success instead of the learner's deficits.

+ Did you know?

More information can be found in section 3 of the present chapter.

2.2. Mental lexicon

The **mental lexicon** describes how mental representations of words are interconnected and stored in the long-term memory (LTM) and how this enables us to use language in communication. The lexical entries in our mental lexicon store many different types of information that are often linked to each other. The information can be categorised into three levels of lexical information:

1) Lexeme information: e.g. phonological specifications
2) Lemma information: morphological and syntactical information
3) Concept information: word meaning

This will be demonstrated with the example of the word ***chocolate***, in the following description and in Figure 4. The colours are indicated in the description.

1) Lexeme information
   - phonology (pronunciation and intonation): [ˈtʃɑklət])
   - orthography (***chocolate*** in the written form)

2) Lemma information
   - morphological attributes (grammatical features; plural: chocolate-s)
   - syntactical attributes (word class: noun, gender and case where these apply)

3) Concept information
   - meaning / content of the word (brown, sweet made from cocoa beans).
   - related terms (chocolate bar, piece of chocolate, synonyms: sweets or candy).
   - individual associations and images

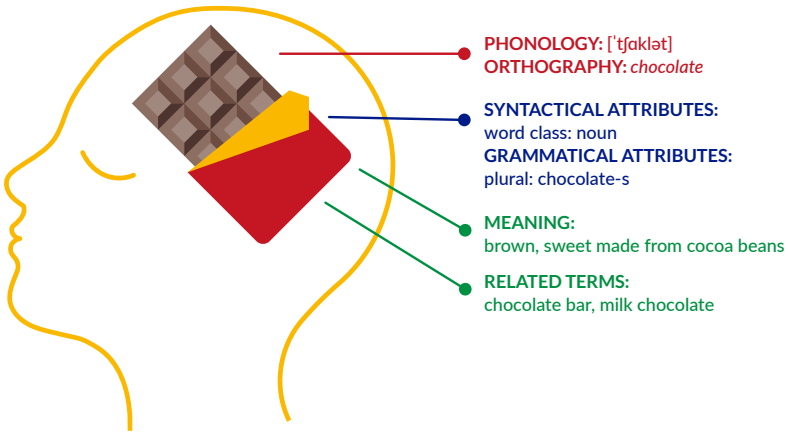


Figure 2. Mental representation of the word chocolate

Note that due to the network structure of information, language teachers should **not present words in an isolated way but always in context or in semantic fields** *(piece of chocolate, I like chocolate cake, chocolate bar, dark chocolate, etc.).* Thereby, the learner will be able to use existing lexicon entries to connect the new entry more easily and retrieve the information faster.

The mental lexicon can be understood as a network and not as a one-dimensional structure. This interconnection can be seen in Figure 4: the lexeme, lemma and context information are cross-linked and the more a lexicon entry is interconnected with other entries, the easier it is for the language user to find and use the right word(s).

+ Did you know?

For further reading, see Dietrich and Gerwien (2014, pp. 25 ff)

2.3. Implicit and explicit learning

The learning process is highly complex and there are different ways in which our brain processes and stores information. One distinction to be made is that between implicit and explicit learning. **Implicit learning** refers to unconscious learning that is not willingly controlled. Due to implicit learning, **procedural skills** are developed in an automated way. This can be the automated application of grammar rules or the automated orientation to social norms and values. In the case of **explicit learning**, the learner is aware of their learning process. This learning form leads to **declarative knowledge**. This knowledge is the knowledge

of facts, for example, grammar rules or socio-cultural information. For further reading, see Ellis (1994).

According to the Council of Europe's *Common European framework* of reference for languages, both declarative knowledge and procedural skills in addition to the individual aptitude and attitude lead to **language competences**, which are the key to act in a foreign or second language.

> *Competences are the sum of (declarative) knowledge, (procedural) skills and characteristics that allow a person to perform actions.*
>
> Council of Europe (2001, p. 21)

Both learning forms complement each other, and implicit learning can be fostered by settings such as content- and language-integrated or immersive learning approaches. For further reading, see Haataja (2008). Also consider playful approaches such as gamification. For further reading, see Viale (2017).

2.4. Reflective learning

Explicit learning can be supported by teaching approaches that promote reflective learning. In general, adolescents and adults profit from **reflective language learning** because it helps them to become aware of their own learning process, the deviations from the standard forms, the learning progress, etc. This is the first step to enable autonomous learning outside the classroom and teacher setting.

Reflection allows the learners to evaluate what they have learnt in the past and what they are learning next. The consequences can be a change or enhancement of the learning process because it gives learners the chance to correct and expand their knowledge in specific directions. Moreover, success will increase their motivation.

The teacher can support reflection by dedicating time at the end of a lesson or learning activity for this process. The reflection can be orally, and the learners can talk in the session, or in groups, about their learning process, their interests, or how they learn. Another option is a written form of reflection where the learner can fill out checklists or learning diaries.

Successful reflective learning can be accomplished when it takes place during or directly after a learning activity. This way, the learner can reflect the result of the learning, which is generally very important for the learner. However, it is almost as important to reflect the pathway to the result.

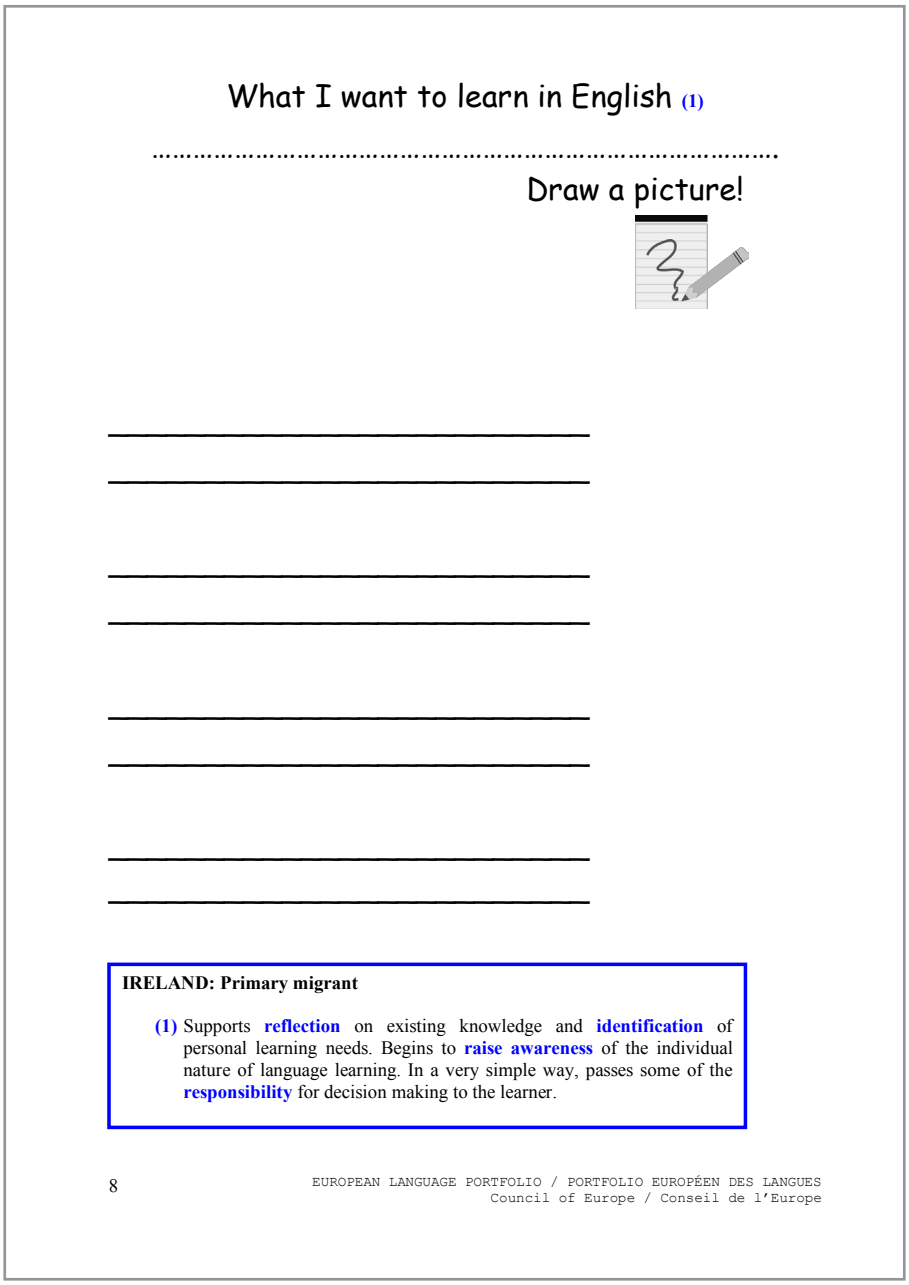
Encouraging questions for reflection can be anchored at different levels

COGNITIVE LEVEL = KNOWLEDGE	METACOGNITIVE LEVEL = LEARNING STRATEGIES AND PROCESS	EMOTIONAL LEVEL = FEELINGS AND INTERESTS
· What do I already know in my target language? · What is my next learning target?	· How do I learn successfully? · How is my learning progress?	· How do I like to learn? · What is interesting to me?
EXAMPLES FOR INTRODUCTION AND CONSOLIDATION OF VOCABULARY AROUND THE SUBJECT OF *FAMILY*		
· What new vocabulary did you learn to talk about family?	· What did you do to learn the vocabulary about family?	·Which activity did you like best today?

Table 4. Levels of reflection based on Ballweg et al. (2013, p. 67)

A very inspiring source for learning diaries is the *European language portfolio (ELP)* of the Council of Europe, which can be found here: https://www.coe.int/portfolio. A companion document to the *Common European framework of reference for languages (CEFR)*, it is a flexible and adaptable support for multilingual language learning in the EU.

The ELP includes a language biography, a language passport and a language dossier, in which the learners can document and reflect on their learning process. In Figure 5, you can see two sample pages of an ELP language biography. It shows reflection on a cognitive level (Now I can talk about / My new words), the metacognitive level (explanations for the learning process: raising awareness, personal strategies) and the emotional level (What I want to learn / Draw a picture!).



What I want to learn in English (1)

.....

Draw a picture!

IRELAND: Primary migrant

(1) Supports **reflection** on existing knowledge and **identification** of personal learning needs. Begins to **raise awareness** of the individual nature of language learning. In a very simple way, passes some of the **responsibility** for decision making to the learner.

8 EUROPEAN LANGUAGE PORTFOLIO / PORTFOLIO EUROPÉEN DES LANGUES
Council of Europe / Conseil de l'Europe

Now I can talk about

Draw a picture!

My new words (1) (2)

IRELAND: Primary migrant

(1) Encourages **reflection** on learning and the **articulation** of newly learnt items.
(2) Supports the development of **personal strategies** for collecting and organizing new lexical items.

EUROPEAN LANGUAGE PORTFOLIO / PORTFOLIO EUROPÉEN DES LANGUES
Council of Europe / Conseil de l'Europe

Figure 3. Example of a *European language portfolio* (Council of Europe, 2011)

A checklist or a learning diary such as that represented in Figure 5 can be one way of enhancing self-directed and **autonomous language learning**. In our digital age, there are many possibilities for encouraging the learners to learn anytime, anywhere. The learner can choose their own language level, pace, time, and place to learn.

IDEAS FOR CREATING A LEARNING DIARY FOR YOUR LEARNERS WITH SOME EXAMPLES	
A) LEARNING CONTENT AND LEARNING TARGET OF THE SESSION	
DATE	
My goals for this session	Vocabulary ☐ Cultural studies ☐ Grammar ☐ Listening comprehension ☐ Phonetics ☐ Writing ☐ Communication ☐ Reading ☐ Others: .....
B) OBSERVATIONS MADE DURING THE LEARNING SESSION	
Used learning programme or app	.....
It was easy to...	
It was difficult to...	
C) LEARNING PROGRESS	
Learning progress in relation to my goals	
My learning progress in this session: (++) ☐ (+) ☐ (0) ☐ (-) ☐ (--) ☐	
D) OUTLOOK AND TARGETS FOR NEXT SESSION	
What do I want to learn next time?	

There is a vast amount of language learning material available freely online that allows learners to be self-directed in their language learning journey. Figure 6 gives some useful examples of where learners can find free resources.

This can be very helpful for learners who are unable to participate regularly in language classes or who have a different learning pace than their classmates. Although most of the websites and apps are intuitive to use, the teacher

should support the learners at the beginning and indicate that they should organise their learning according to their learning objectives, language level, and their interests. It is recommended to allow the learners to document their learning process with the help of a learning diary (see the portfolios and examples above).

+ Did you know?

Further information on ICT materials for language learning can be found in Chapter 5, section 4.2.

SELF-ASSESSMENT
Dialang: *https://dialangweb.lancaster.ac.uk*
VHS: *https://vhseinstufungstest.de*
PODCASTS & VIDEOS
Deutsche Welle: *https://www.dw.com/de/media-center/podcasts/s-100976* (podcast)
Cornelsen Verlag: *https://www.cornelsen.de/empfehlungen/deutsch-als-fremdsprache/unterrichten/medien/videos-zum-deutschlernen-auf-youtube* (vídeos en Youtube)
LANGUAGE LEARNING WEBSITES
ProGram 2.0: *https://program.idf.uni-heidelberg.de* (B2/C1 level)
Schubert Verlag: *https://www.schubert-verlag.de/aufgaben* (all language levels)
LANGUAGE LEARNING GAMES AND APPS
Planet Schule: *https://www.planet-schule.de/wissenspool/deutsch-lernen-mit-mumbro-zinell/inhalt/lernspiel-online.html* (for children)
Goethe Institut: Ein rätselhafter Auftrag (app for B1/B2 leves)
LANGUAGE LEARNING APPS
7ling (second language learning for migrants and refugees with intercultural information)
Ankommen (app for refugees)
HelloTalk (tandem app)

Figure 4. Self-directed learning using digital media

Activities

3. Read the following settings and decide if they refer to the learners' first, second or foreign language:

Lorcan:
Lorcan is 13 years old and goes to school in Ireland. His native language is English and he learns German in school. Later, he wants to study German translation at university.
German is for him: _____

Maryam:
Maryam is 19 years old and migrated from Iraq to Spain. She immediately started working there without any language classes at all and without being fluent in Spanish. Nevertheless, it became easier for her to communicate after a while. Years later, she decided to go to Spanish language classes.
Spanish is for her: _____

Anaïs:
Anaïs has a French mother and an Italian father, living in France. She learnt both, French and Italian, from birth. Since the summer break, she goes to secondary school in Paris, where she started learning English.
Italian is for her: _____
English is for her: _____

4. Read the following questions posed by a teacher to encourage reflection, and decide if the reflection is cognitive, metacognitive or emotional level.

TEACHER'S QUESTIONS	COGNITIVE LEVEL	METACOGNITIVE LEVEL	EMOTIONAL LEVEL
DOES IT HELP YOU TO WORK IN GROUPS?			
DO YOU LEARN NEW VOCABULARY WHEN YOU PRESENT YOUR RESULTS IN CLASS?			
WHAT DISHES DO YOU KNOW HOW TO COOK?			
WHAT NEW DISHES WOULD YOU LIKE TO TRY?			
DID YOU LEARN SOMETHING NEW ABOUT INTERNATIONAL CUISINE IN CLASS?			

3 | Language teaching

This next section will give you an overview of how to teach an L2 (foreign or second language). This includes the first steps, principles to facilitate the work as a teacher, and a practical example of how to plan a lesson. As this guide emphasises teaching migrants, the content may differ from foreign language teaching in classroom settings such as in language schools or institutes. However, helpful references to other forms of classroom settings will be given.

3.1. First steps

Before you can start planning your lessons, it will be very helpful to consider some matters regarding yourself, your learners, the aim of your class, and the materials you will need in class.
Some of the most important factors in this preparation phase can be categorised under four categories (see also figure 7):

A) My role as a teacher

Reflect on your own role as a teacher. How much time can I invest and how do I want to help? Do I want to help individuals or a class? How much do I know about my L1, and will I need a lot of additional material?

It is important to realise that your role as a teacher in this context is not the same as that of a trained teacher in a (language) school. Your most important resource is your own motivation to help and your knowledge of how to use the language properly in context. This does not automatically mean that you can explain **why** you use it in one way or another. Try to communicate to your learners that your primary goal is to help them communicate in the L2 in a way that other speakers of the target language can understand them.

B) The learner's profile

Reflect on your learners' profiles. Do they have **previous knowledge** of the language they want to learn? Are they familiar with the **Latin alphabet**? Are they **accustomed to learning** or not? What are their needs and interests?

It can be helpful to form more homogenous groups regarding these factors and teach them separately in smaller learning groups, time and space permitting. It is also possible to group people together who like each other because they can motivate each other or even learn together. This does not automatically apply to friends and family. Social pressure and shame can interfere with the learning process.

You can find more detailed information on linguistic profiles in section 4 of Chapter 2. The language needs of immigrants and refugees.

C) The class concepts

This means you may need to find a **room** and time with your class. Furthermore, the concept of the class should be based on the **regularity** of the group. If it is a stable group, whose members (mostly) come together in class, and you can follow a certain **learning progression** (slow or fast according to the group, you will be able to build on the previous knowledge you have acquired with the group. If this is not the case, you need to focus on independent teaching blocks, where the learners can understand and follow the content of the class if they did not participate in your previous sessions.

D) Teaching materials

Basic materials are essential for language teaching. Therefore, both parties will need **something to write** on: a board and chalk or pen and paper for the teacher and a notebook and pen for the learner. It is preferable for the learner to have a notebook, so that they can keep all their notes in the same place, rather than building up a (perhaps messy) collection of pages and papers.

The next important step is to decide on a **textbook** for the class. This depends on the language level according to the CEFR, literacy, how accustomed they are to learning, etc. Ideally each learner should have their own textbook that they can write or underline in directly. You can find more detailed information on which textbook to choose for your group in section 4.1 of Chapter 5.

Textbooks for migrant learners. If you do not have a budget for your learners, you could consider using free materials online. See, for instance, this example from The English Hub for Refugees at the University of Kent: https://research.kent.ac.uk/theenglishhubforrefugees/resources.

+ Did you know?

HOW TO FIND MATERIALS

Often you can find good quality free online material for language teaching with migrants. See for example the UK's Education and Training Foundation ESOL Nexus site (https://esol.excellencegateway.org.uk) which brings together some of the most effective resources for ESOL available for adults including lots of lesson plans, handouts, flashcards, audio files and more.

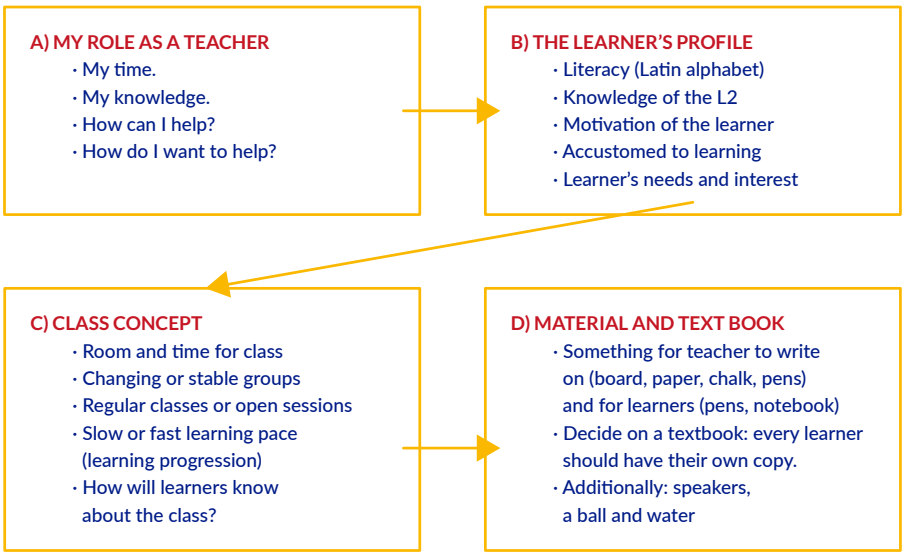


Figure 5. Factors to consider before starting to teach.
Source: Adapted from Gildner (2017)

Some useful ideas on what else you can take to your class:

CD PLAYER OR SPEAKERS FOR YOUR SMARTPHONE
· to play audio files. · to improve the listening skills of your learners.
A BALL OR SOMETHING YOU CAN THROW
· playful way to motivate your learners to participate in class. · ask a question and throw the ball to one learner. The person who catches the ball can answer and afterwards pass the ball to the next person with the next question. · this way everyone must pay attention because they could be next.
WATER OR ANOTHER FLUID
· your voice may get dry, especially, if you are not used to speaking in front of a group.

3.2. Starting to teach

Now that you are prepared to start teaching, we will have a closer look at some helpful hints and proven techniques. This section will focus on teaching adult migrants.

If we take a look at the history of foreign language teaching, there is plenty of literature on traditional methods such as the **grammar translation method**, which was based on Greek and Latin classes, and where the learners learnt grammatical rules and applied them by translating sentences (mostly) from the source into the target language. Alternative approaches accept that most of these traditional methods focus on certain teaching outcomes more than others and are insufficient for the needs of modern and communicative foreign

language teaching. If you are interested in the different traditional and modern methods of foreign language teaching, see Johnson (2018) and Edmondson and House (2011).

In Figure 8, you can see some most important and helpful principles that support teaching and learning. We will have a closer look at all of these, apart from intercultural orientation, which is discussed in Chapter 3.

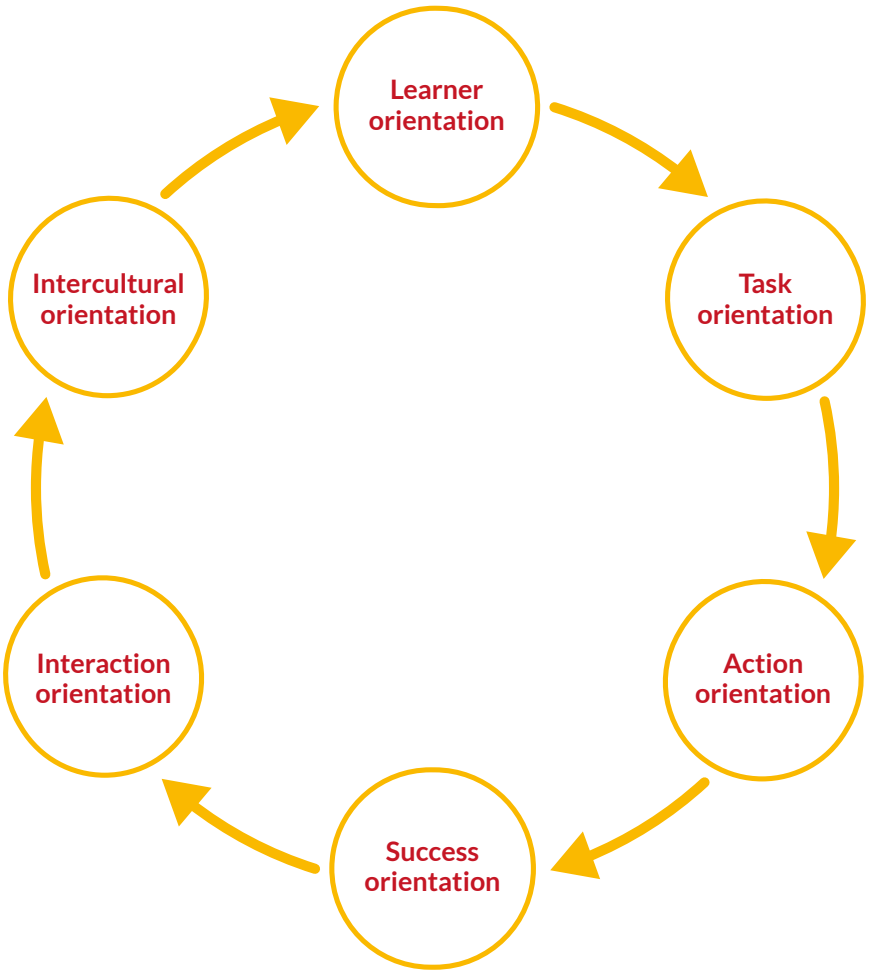


Figure 6. Selection of didactic principles based on Funk et al. (2014)

Learner orientation considers the individual learner, that is, the interests and needs of the learner. In the case of migrant learners, it can be very important to address everyday situations such as going to the shop or buying a train ticket. Additionally, a visit to official government offices is a relevant activity and often difficult for the target group to manage. Therefore, it can be helpful to fill out forms with them in class and review with them with difficult vocabulary and the complex language and terminology typically used by authorities. Keep in mind that you should also motivate your learners with varied tasks and practices. Very closely related to learner orientation is **learner activation**. This principle is crucial for getting your learners to be active in class. This means that the

learners should feel free to ask questions and to work in pairs or groups to exchange ideas. Of course, the teacher talks more than the learner when something needs to be explained, but you can increase their level of talking by encouraging them to talk about their interests and needs.

It is important to consider the personal needs and interests of your learners!

To understand **task orientation**, we need to differentiate between practice and tasks. **Tasks** are language activities in which the learners use the target language. They are authentic and function as models of real-world situations, such as:

- Asking for directions
- Telling a story about interesting incidents

Practice is used to train the learner's language components such as vocabulary, grammar, phonology or acquiring specific skills (listening, reading, hearing, speaking). Practice and repetition in the classroom prepare learners for real-life activities in the language they are learning. Task orientation means that the phases in your lesson should lead to a communicative task; it does not mean that other forms of practice are not useful.

This can be seen in Figure 9. If we look at the three different phases during a lesson, it is useful to start with phase 1: introduce relevant and mostly new content to the learner (e.g., grammar or vocabulary). In phase 2, the learners work on activities where they practice and repeat the newly introduced content. Phase 3 is the application of the learnt material and therefore, a communicative task is recommended to prepare the learners for authentic communication in the foreign language. The sequence of practice and task can vary according to your learners and the learning goals. Figures 9 and 10 show a possible sequence with examples from a textbook (food vocabulary for A1 learners).

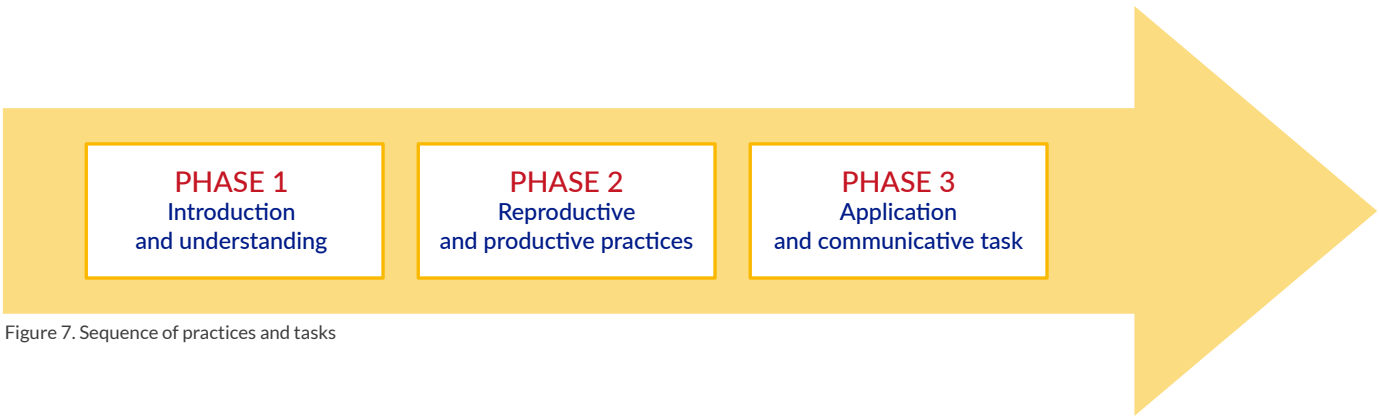


Figure 7. Sequence of practices and tasks

PHASE 1

A1. Match the words to the pictures.

SAUSAGE BREAD WATER TEA BUTTER CHEESE CHOCOLATE
CAKE FRUIT MEAT VEGETABLES MILK JUICE RICE

A. VEGETABLES

B. _____

C. _____

PHASE 2

A2. Now sort the words from the previous exercise according to their category.

FOOD	DRINK
	WATER

PHASE 3

A3. "What do you like?" I like....

a) I like chocolate.

b) I like vegetables.

Figure 8. Examples of the three phases from the German textbook *Erste (2016)*

Ideally, a sequence of practice and activities in your classroom will go from non-communicative learning to authentic tasks. The activities proceed from closed to more open practices, from easy (controlled) to more difficult (uncontrolled/free, with only exemplary information) and from reproductive to communicative tasks (see Figure 11).

Figure 9. Five steps to realistic communication in the classroom; adapted from Littlewood (2007)

Another principle in language class is **action orientation**. This prepares the learner to act by speaking a language, and is simulated in class. The main teaching aim is to improve the learner's communication skills, which can be achieved by using authentic speaking prompts and authentic material, rather than using (only) textbook practices or situations that have nothing to do with their living situation. Attaining correct usage of grammar is not necessarily the main goal in the context in which communication skills are required. In this context, nonverbal and paraverbal expressive devices such as prosodic marking, facial expressions and gestures also play an important role.

Practice and activities are regularly carried out in class, and they have to be controlled so that every member of the group knows and understands the correct answers. However, try to stress the learners' successes more than their **mistakes** or deviations from the target version. It is important to gently correct the learners but to emphasise what they have achieved: this is called **success orientation**. Try to be patient and praise their moments of success. Give the learners time to take notes and to have breaks. The learning process takes time and breaks help the learners to learn unconsciously.

Be patient and show the learners
how much they have learnt so far

According to the **interaction orientation process**, practices and tasks should encourage the learners to interact, cooperate and communicate with each other. The teacher can therefore choose to allow the learners work in pairs, groups or in roleplay settings. This way the learners are animated to act in the foreign language, for example, conducting doing an interview with a partner or convincing the group of their own opinion. Roleplays are helpful for simulating everyday situations such as ordering a meal in the restaurant. The class setup should vary to create an atmosphere where the learners can interact with different (conversational) partners and groups. It is also helpful to have a U-shaped seating arrangement (instead of rows facing forward), to enable

the group to see the teacher and anyone who is talking, and to allow them to interact more easily in plenary discussions (see Figure 12).

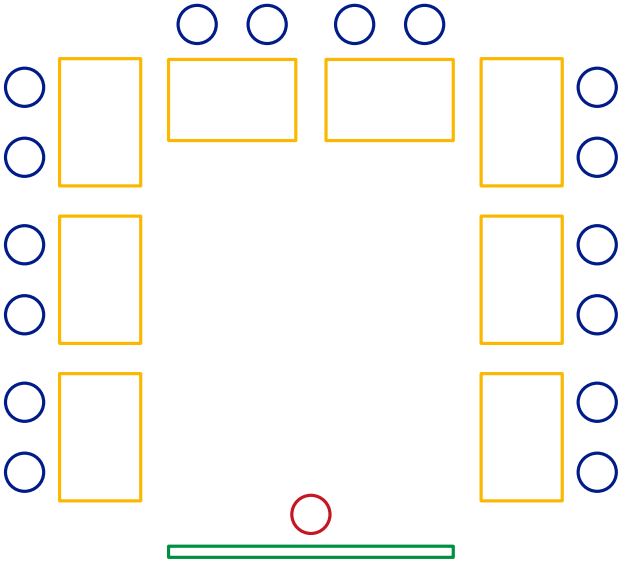


Figure 12. U-shaped seating arrangement. Source: Fischer et al. (n.y.)

3.3. Planning your lesson

When you start to plan your classes, you should consider the importance of the specific **learning objectives** for each lesson. This will help you to structure your teaching. You should ask yourself: **What should my learners know or be able to do after this class?** This question is very closely linked to the language competences: declarative knowledge, procedural skills and characteristics (see section 2.3).

There are three categories of learning objectives:

1) Knowledge: the learners know something. For example, the learners know the relevant vocabulary for food and drink and useful phrases for ordering things.

Knowledge of vocabulary, grammar, orthography, intonation, or cultural knowledge.

2) Skills: the learners are able to do something. For example, the learners are able to order a dish or a drink.

Communicative skills for conversations, reading or writing a text.

3) Characteristics / opinion: the learner means or reflects something. For example, the learners consider politeness in a conversation with the waiter.

Opinion, motivation, values and norms of the learner.

During class, the learners should achieve certain learning objectives. This means they increase their knowledge, skills and reflection capability.

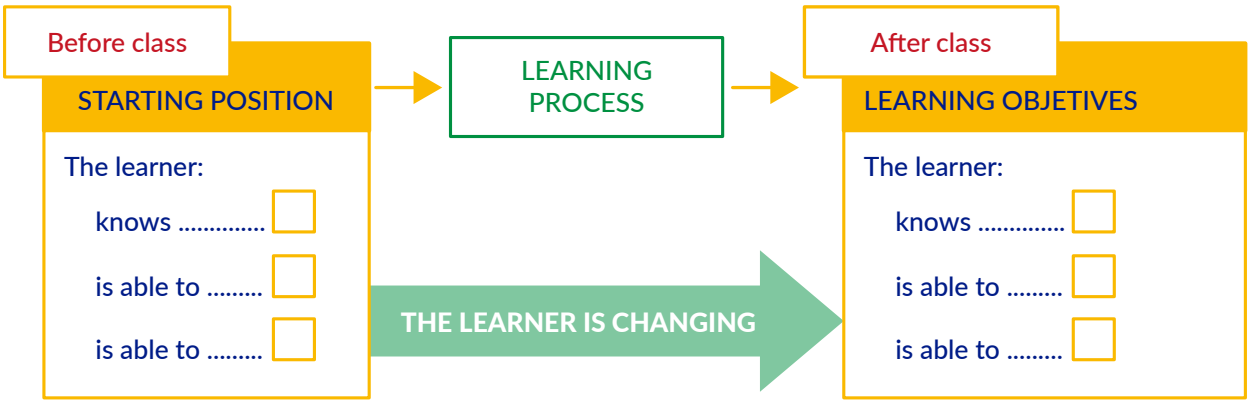


Figure 11. Learning objectives before and after class. Source: Bimmel et al. (2013, p. 43)

At first, you will probably work with a textbook chosen for the target group.
It is also advisable for you to structure your lesson into phases, for instance:

1) Introduction phase (activation)
2) Engagement phase
3) Consolidation phase (application)

Table 5 gives an overview of which teaching and learning activities you could implement in which phase.

PHASE	TEACHING AND LEARNING ACTIVITY / OBJECTIVE
INTRODUCE	· Motivating · Attracting attention/interest · Activating previous knowledge with the help of mind maps, objects and other visual examples · Explaining the (learning) objective of the lesson
ENGAGE	Engage knowledge and skills about form and meaning of the foreign/second language (vocabulary, phonetics, grammar, intonation, culture): · Presentation of material (audio, text, video). · Systematisation* · Semanticisation* · Teacher explanation · Practice · Clarification of questions · Presentation of work
CONSOLIDATE	· Transfer (communicative tasks) · Reflection · Summary · Explain homework

Table 5. Three phases and corresponding activities. Source: Ende et al. (2013, p.103)

** Systematisation refers to establishing language patterns (word order, word composition, conjugation, etc.).*
** Semanticisation refers to establishing word meaning or meaning and function of grammatical phenomena (e.g., the meaning of the passive voice).*

The following example of a lesson will illustrate the phases, activities and learning objectives.

PHASE	TEACHING AND LEARNING ACTIVITIES WITH DESCRIPTION	LEARNING OBJECTIVES
INTRODUCE	**Activation of previous knowledge:** Teacher shows the pictures and writes on the board: "What do you do to stay in good health?". Learners answer and teacher writes answers and ideas on the board.	Learners can activate vocabulary related to health with the aid of the picture. They can name their ideas and experiences regarding the topic.
ENGAGE	**Presentation of material:** Learners receive a text entitled "How to improve your immune system". They are asked to read it once and understand the main topic.	Learners can understand the main topic of the text.
	Semanticisation: Learners read the text again and collect the health tips mentioned in the text.	Learners can understand the vocabulary for health tips.
	Systematisation: Learners look at the health tips and compare the verb position with a declarative sentence.	Learners can see the different verb positions in the declarative sentence and request a sentence.
	Reproductive practice: Learners find more request forms in the text and add them to a given table with the infinitive and imperative form.	Learners can find examples of requests in the text and find the corresponding infinitive.
CONSOLIDATE	**Transfer:** Learners (also possible in pairs or groups) write on separate cards (a) a health problem and (b) the corresponding advice. For example: (a) "My throat hurts." and b) "Drink a hot beverage." Afterwards, the other pairs/groups have to find the matching cards in the classroom.	Learners can write problems in declarative sentences and advice in request sentences and match them.

Table 6: Example of a lesson on the topic of health tips

Activities

5. Read the following learning objectives and decide whether they describe declarative knowledge, procedural skills, or personal opinions.

- The learner knows the rules of capitalisation.
- The learner can introduce someone they know.
- The learner can use intonation to indicate questions.
- The learner can reflect critically on their own language learning.
- The learner knows where to find information about finding a job.
- The learner is open engaging with new ideas from people of different cultures.

6. Write your own learning objectives for a lesson you want to plan:
In this phase I want my learners to...

know_____

be able to_____

reflect_____

7. Read the description.
What are the corresponding teaching and learning activities and in which phase should they be implemented?

DESCRIPTION	TEACHING AND LEARNING ACTIVITY	PHASE
The teacher draws a table on the board with three columns: word position 1, 2 and 3. The learners insert Yes/No questions to see the position of the verb and the correct word order.		
The learners are familiar with the rules of syntax for a main clause. They receive cards with one word written on them. They should construct a correct sentence by arranging them in the correct order.		
The teacher creates a Mind Map by writing "ordering food" in the middle of the board. The learners should add vocabulary and expressions that come to mind to activate their previous knowledge.		
The learners simulate a situation at the doctor's surgery. One learner is the patient who wants an appointment; the other is the receptionist..		

4 | Final remarks

In conclusion, we want to highlight the central points that any teacher of migrants should bear in mind. These points apply to classes with children and adults alike.

- **Create a positive learning atmosphere.**
- **Place the learner at the centre of the activities.**
- **Encourage the learner to participate actively.**
- **Vary the materials and methods of learning used in the classroom.**
- **Proceed at an appropriate pace with transparent steps.**
- **Be patient and focus on the learning successes of the learners.**
- **Build bridges between the classroom and everyday life experiences.**

CHAPTER 5

Teaching materials: ICT and migrant language teaching

1. RELATIONSHIP BETWEEN THE TEACHING CONTEXT AND CHOICE OF TEACHING MATERIALS FROM THE TEACHER'S PERSPECTIVE

2. DEFINITION OF ANALYSIS CRITERIA

3. TYPOLOGY OF TEACHING MATERIALS

4. MAKING INFORMED CHOICES ABOUT MATERIALS

- 4.1. Printed materials
- 4.2. ICT material
  - 4.2.1. Language apps for migrants
  - 4.2.2. Other online resources

1 | Relationship between the teaching context and choice of teaching materials from the teacher's perspective

As discussed in previous chapters, language proficiency is an important aspect of the integration process for migrants. Previous chapters have allowed us to contextualise this topic from different points of view, including learner profiles and the kind of training required in the language teaching and learning. This chapter focuses on choices among teaching materials: we will discuss how paper-based and digital resources may been used to teach different target languages in the context of migration.

Although many **textbooks** designed for migrant students have been published in recent years and publishing companies already active in the sector of language teaching are releasing new products conceived for such learners, analysing only this published content would be limiting. In fact, to deal properly with the theme of the **teaching materials** in a complex and multifaceted context such as the second language teaching, it is necessary to take into account the variety and scope of different materials available and used in this scenario.

While other teaching environments are often aligned with defined curricula and methodologies specified by governments or other official bodies such as certifying agencies, teaching migrant students is often entrusted to independent and voluntary organisations operating on a variety of scales and levels of professionalism. These organisations, including NGOs and charities as well as private organisations, work alongside government initiatives and may be in the form of both for-profit and not-for-profit initiatives. This diversity reflects also the enormous variety of the target students, coming from different parts of the world, with different levels of schooling, sometimes proficient in one or more EU languages (but not necessarily those they are learning), sometimes native speakers of languages extremely different from those they are expected to learn. In such a complicated combination of experiences and potential obstacles, the teacher is often required to adapt the language course to all the challenges faced by learners, changing and constantly updating educational content based on student needs. The teacher needs to be ready to identify which activities are the most engaging and beneficial, being sure to maintain learner motivation while providing students with a tangible tool to support their integration. This is a significant challenge.

For this reason, the **teacher** is the starting point of our inquiry in this chapter. As the principal agent of choosing and using teaching materials, the teacher is not only the individual using these teaching resources but also

the professional figure responsible for choosing and evaluating the choice of materials. This process often includes making changes and creating some brand-new materials, specifically adapted to their classroom needs.

Writing these pages with teachers in mind helps us to focus on the most important factors at play when choosing the most appropriate textbooks or **ICT (Information and Communication Technology) resources**. For this reason, when analysing the most common and influential teaching materials, we decided to assume the teachers' point of view, trying to highlight what kind of expectations can be set based on books introductions and what kind of needs every teaching material can satisfy, with a special attention to the effort required by teachers to benefit from what these various resources offer. This chapter tries therefore to take the teacher's perspective in our discussion.

2 | Definition of analysis criteria

Analysing and comparing teaching materials can be a challenging task, especially when they are different in nature and can be used for various purposes, with or without the teacher's mediation. While different standards to evaluate printed textbooks have been developed through time, a validated criteria to discuss ICT materials and innovative activities is still difficult to determine, especially when it needs to take into account emerging aspects related to the level of **digital literacy** of the students or to the availability and the quality of the devices, together with any other kind of needs connected to use of these resources.

Concerning the methods of analysis of textbooks and printed language courses, different evaluation and comparison models have been proposed in a variety of contributions. This can include reviewing the intercultural approach and include reflections on the representation of the various cultural groups and genders presented in target language textbooks. Velásquez, Faone and Nuzzo (2017) propose to evaluate the materials on the basis of a series of criteria, attributable to five macro-categories dedicated respectively to: 1) target students and structure of the textbook, 2) organisation of the volume, 3) input characteristics, 4) visual aspects and 5) theoretical and cultural references. This type of analysis allows the authors to frame some fundamental aspects often cited by teachers and specialised operators as crucial in the choice of which materials to use.

TARGET STUDENT AND STRUCTURE OF THE TEXTBOOK
• General information about the volume • Target learner's profile (including age, mother language, context of teaching)
ORGANISATION OF THE VOLUME
• Volume as a part of a series or standalone • Information about the inner subdivision of the volume and the eventual presence of special sections • Sequence of activities • Space dedicated to grammar
INPUT CHARACTERISTICS
• Sociolinguistic variability of the input • Plausability • Instruct analysis (clarity, pertinence, completeness)
GRAPHIC ASPECTS
• Pleasantness • Role of the illustrations • Page density
THEORETICAL AND CULTURAL REFERENCES
• References to the didactic methods in use • Cultural representation and presence of stereotypes

Figure 1. Suggested analysis categories. Source: Velásquez, Faone and Nuzzo (2017)

Activities

1 . Choose a L2 language course textbook. Have a look at the summary and try to analyse its aspects under the explained parameters.

Is it addressed to a specific group of students?

How is it organised?

Is the target language presented in a plausible way?

How are the cultural aspects presented?

3 | Typology of teaching materials

The heterogeneity and diversity of migrant language learners is always a useful starting point for decisions connected to the choice of teaching materials. This diversity points to the need to find adaptable resources that can be used in different ways for different purposes. Materials include **visual resources, audio resources and audio-visual resources, both paper-based and digital.** Materials may be designed to be used in a formal setting, or for self-directed learning outside the classroom. They may also be benchmarked by proficiency level, often according to the common European proficiency levels (A1, A2, etc.). Some materials may be described as 'authentic', drawing on activities, text and scenarios from real-life, although it is important to consider whether such tasks or texts are in fact authentic in the lives of this learner group. In addition to materials that have an overt pedagogical focus, a range of **reference materials** is also useful to consider – including dictionaries, grammars, thesaurus, etc. **Self-study activities** can include quizzes, games and flashcards. Providing a **rich and varied selection of materials** is one important way of enhancing the amount and diversity of language input necessary to make strides in learning a new language.

One important point in the context of this guidebook is the need and desire to source materials that are **free of charge or low cost** for the target learners. This requirement can be covered by lending or providing books and other materials for free, or the use of self-produced materials. Both practices have advantages and limits, as we will see in the next paragraphs, but it is crucial not to overlook the pragmatic reason from which they originate.

There are many **high-quality open access materials** that can be used both in a digital format as well as in the form of paper-based handouts. For example, the European Language Portfolio, described in the previous chapter, can be accessed in a variety of online forms (online portfolios) in different national contexts as well as in the form of handouts that can be download to create a paper-based version (https://www.coe.int/en/web/portfolio/templates-of-the-3-parts-of-a-pel).

Digital resources require a level of **digital literacy** for both teachers and students. Judging whether a digital resource can be a support or in fact represents an obstacle to learning is an important aspect to consider when scrutinising materials.

Activities

2 . Choose up to three tags to describe the essential requisites you would look for in a good teaching resource for every following scenario.

FREE

CHEAP

PLENTY OF PICTURES

MULTILEVEL

SMARTPHONE-BASED

EASY TO USE ALONE

OFFLINE MODE

FOCUSED ON LEXICON

FOCUSED ON A SPECIFIC TOPIC

FOCUSED ON SPOKEN LANGUAGE

FOCUSED ON CULTURE

SCENARIOS:

1. Open access courses at the local library: weekly meetings provided by a local institution to promote socialisation and language learning based on free conversation and Q&A sessions with a native speaker volunteer.

_____

2. After-school programme: two one-hour lessons per week granted by a primary school to its non-native speaking students.

_____

3. Language course organised by a reception centre: three lessons per week dedicated to new arrivals.

_____

4. Language training as a preparation for work: monthly courses organised by a local institution to teach technical vocabulary required to perform a particular job.

_____

4 | Making informed choices about materials

To better present the wide variety of materials described above, we will now share some more targeted information, starting from the most traditional type of resource (printed textbooks) and moving to other forms of printed resources such as activity books or tests and ending with an overview of ICT resources and self-produced activities.

4.1. Printed materials

The huge variety of **textbooks** available for teaching English as a second language/ESOL (teaching English to Speakers of Other Languages) means that the choice may seem overwhelming. Both large and small publishing companies produce textbooks that cover all proficiency levels. It can be difficult to choose between textbooks, especially given the array of options. Above we have already alluded to some key aspects in the analysis of materials for language teaching and learning.

One key aspect to bear in mind when selecting textbooks for this particular learner group is to the choice of topics that are presented. While some key themes are almost always present in any beginner textbook (greetings and introductions, family, work, hobbies), others tend to change according to different criteria. Many English language textbooks are in fact English for Specific Purposes publications, focusing on academic topics (in preparation for, e.g. university entrance examinations), or Business, or Medical Professionals. Since the needs of migrant learners can be diverse, it will be important for teachers to ensure that the topics covered are related to their learner groups and perceived to be useful by the class. This may mean a focus on immediate needs (accommodation, healthcare, employment) as well as future needs (educational, personal, social).

Below are some suggestions and questions that may help frame the choice of textbook both from a teacher and student perspective.

- **Visual impact – how does the textbook look?**
  Is it attractive, inclusive and appealing? Do the images portray individuals and contexts that are appropriate to your target learner group? You may wish to consider representations of identity, race and class as well as age-appropriate images. The visual aspect is particularly important when evaluating the usability of textbooks for students with low levels of literacy. A wide range of symbols and pictures can be essential not only to define the meaning of a new word, but also to avoid pages full of dense text that can be difficult for students to digeset.
- **Accuracy – is the content correct?**
  Are there typographical errors or mistakes in examples? Are the grammatical rules presented accurately, with appropriate responses? Are other

linguistic aspects such as register and politeness presented appropriately? Are sample sentences authentic and appropriate, or are they artificial and stilted? Would advanced or native speakers utter them?

- **Benchmarking – does the textbook align with recognised standards?**
  Textbooks may be benchmarked to the common European proficiency levels (A1-C2). Teachers can check the validity of this benchmarking by going directly to the levels online or in the CEFR and cross-referencing the types of tasks and activities by level. Other benchmarks may be national educational milestones or international English language proficiency test levels.
- **Ease of use – is the textbook easy to navigate, does it lend itself to smooth implementation in the classroom?**
  Aspects to consider here include chapter organisation, whether there are answer keys (or a separate answer booklet), the quality of the index, inclusion of word lists, etc.
- **Is the textbook engaging from a student perspective?**
  Many textbook authors now strive to ensure that their works foster the kind of reflective, self-directed and autonomous language learner described in earlier chapters of this guide. Engaging textbooks may include student checklists, goal-oriented activities, accompanying website or app.

Usually, the most reliable source of information regarding choice of textbook is a recommendation from other teachers. Where possible, we suggest that our readers should reach out to other teachers in their network in order to seek their recommendations on textbooks they find to be **visually appealing, accurate, engaging and easy to use, benchmarked** to an appropriate proficiency level.

+ Did you konw?

PENNY WIRTON SCHOOLS IN ITALY & SWITZERLAND

The first Penny Wirton School started as an after-school project for young immigrants in Rome, founded in 2008 by Edoardo Affinati, an Italian teacher and writer long time connected with the educational world, and his wife Anna Luce Lenzi - a literature scholar who studies the work of Silvio d'Arzo, author of Penny Wirton e sua madre from which the school takes its name.

In the following years, they changed locations and started expanding their network, creating and promoting a method based on the students' needs. They also established an association for those who wanted to help. Since then, many other volunteers started to follow the same principles and created new schools: today the Penny Wirton Schools Association counts forty schools spread through Italy and Switzerland.

Although every teacher in the school is a volunteer, common standards are defined by the school's core values which are explained in their official website (http://www.scuolapennywirton.it/). These values are taught to all volunteers through formation courses and on-field coaching for the first lessons. Teachers are provided with an attendance certificate and can have free access to all the school's materials.

Some of the most important teaching practices include the will to create a learning space free from grades and without the judgemental approach that classifies students on their performance's basis. Another important element is the student-teacher relationship: they value small groups and individual lessons over large groups and crowded classes. Penny Wirton Schools promote particular attention for complete illiterates of all ages, with a dedicated path conceived to help them to become familiar with written words and learning methods.

In the schools' network, books and teaching materials are free to borrow for both teachers and students, according to their needs. The official textbook is also available for purchase on different platforms.

Activities

3 . Choose a single category among the suggestions listed above (visual appeal, accuracy etc.). Look for different textbooks and compare them according to your selected category.

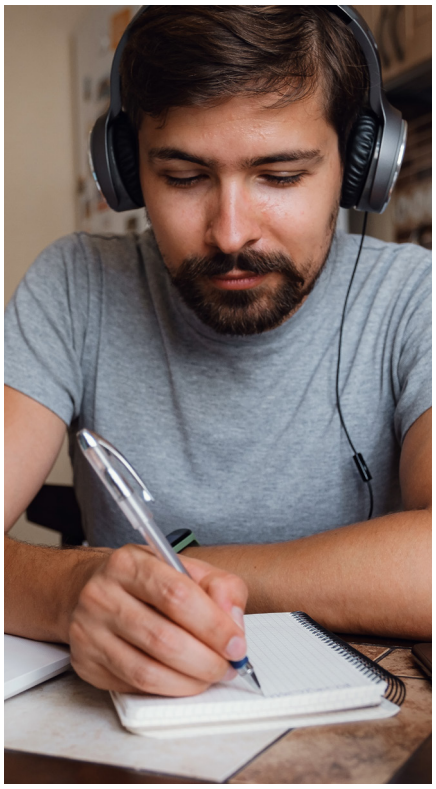
Which textbook seems the most appropriate for a migrant group of learners?

Turning to other materials, as already mentioned, the use of **handouts** designed by teachers drawing on open access materials is common in classes of English as a second language for migrant students. In effect, by assembling these handouts, makeshift student workbooks are often produced, a collection of sheets drawn from different sources and incorporating, for example, copies of short extracts from newspapers or advertisements as well as documents created by teachers (word lists, activities, quizzes, etc.) and print-outs from free websites etc. Mentioned in the previous chapter, the UK's Education and Training Foundation ESOL Nexus site (https://esol.excellencegateway.org.uk) provides a very wide range of free ESOL which can be incorporated into tailor-made student handouts or just downloaded and used directly in classes. This type of approach is especially important for classroom setting which may be both low-tech and lacking in financial resources to purchase textbooks for students.

Teachers often draw also on teacher handbooks and other resources designed to propose specific activities or insights to the teacher to be integrated into the regular teaching unit through dedicated lessons, or moments of the lesson, reserved for various sorts of exercises. Reading the experiences of other teachers is another form of input. For instance, Robert Radin (2019), in *Teaching English to Refugees*, weaves together a memoir, a philosophy of language, social-justice advocacy, and narrative of his own thoughts on what can happen when the least powerful in society escape oppression and seek refuge. Both linguist and poet, Radin recounts his experiences of a story of teaching English to refugees from Iraq, Somalia, and the Democratic Republic of Congo. As he struggles to find ways to reach across languages and cultures so disparate they do not even seem to be part of the same world, his own story plays out, whilst his students find their voices and demonstrate that in fact, as often in many adult education students, the students turn out to be the real teachers.

Other forms of so-called grey materials, alluded to above, have long been used by language teachers to support learning in the classroom – including newspapers, magazines, recipes, menus, business cards and other such items of realia, all of which can be used in a variety of ways to bring authentic tasks into the classroom.

4.2. ICT material



Although printed materials are still prevalent in the language classroom, recent years have seen a steady growth of good-quality and often free digital teaching resources, designed both as a support for classroom teaching and as tools in their own right for self-directed learning. However, in the context of migrant language teaching, the use of ICT resources represents some obstacles as not every student may have access to a digital device, or a device that is capable to running a particular app or programme. There are of course issues related to digital literacy that must also be considered. Nonetheless, many simple language learning tools are now available as open source materials that can be run without too much demand on bandwidth, phone memory or indeed need for a computer.

It must be acknowledged that there are other barriers to the use of ICT in the language classroom. These can include lack of teachers' confidence in using technology, lack of effective training, and lack of time. It is the aim of the section below that current or prospective teachers may gain confidence to try out some of these tools in order to introduce them in their classroom in ways that will be beneficial to all. Like printed materials, ICT resources can be used both formally and informally, within the classroom and in self-directed learning activities. The resources available at our disposition vary a lot in quality, and so we try here to provide some key information on possible tools and their use.

4.2.1. Language apps for migrants

The majority of **ICT resources** for migrant language teaching come in the form of smartphone apps. One good model is the ***Ataya App*** designed for learners of Italian as a second language. Created by Ruah cooperative in 2018, the app is available for free download in Google Play Store and has reached more than 5000 downloads since its release. The app accompanies a textbook, and is "aimed at those migrants who, for psychological, geographical or organisational reasons, are not always able to be present in Italian L2 courses and is also additional educational material for in-depth study for those who attend school.

Figure 2: Ataya app (Source: Ataya app)

The app provides fourteen units and it is completely developed and presented in Italian without the use of any vehicular language, using pictures, colours, and icons to facilitate the comprehension. Every unit has a standard structure and is divided in four parts (plus a final test). Every part is dedicated to one of the four language skills and provides a series of guided exercises. There is no theoretical introduction, nor an explanation part. Every exercise gives immediate feedback and is considered completed once every answer given is correct. In the case of written instructions, it is always possible to press a button to have that text read out loud by the app, so being able to read is not a prerequisite to start using the app. Even though they are put in order, it is possible to access any unit without having completed the previous ones, although the difficulty of some exercises tends to increase: for example, while in the first units the writing exercises are guided (for every word to write the number of letter to use is indicated or those letters are even provided in random order), the more advanced units contain writing exercises in which students have to fill blank spaces using their own phone keyboard, without any support reference.

Even inside a single unit, there is no guided order and the user is free to navigate any section as preferred. Once a single section (understanding, talking, reading, writing) has been opened, the succession of exercises is streamlined and that part is considered complete only once they are all resolved correctly. When all the sections have been completed, a new section is unlocked, containing a final test, in which all the abilities are tested at the same time. The *Ataya app* can be used as a resource to use in class as a teaching support in the presence of a teacher but can also be approached by students alone to review topics already studied or even to try to approach new ones.

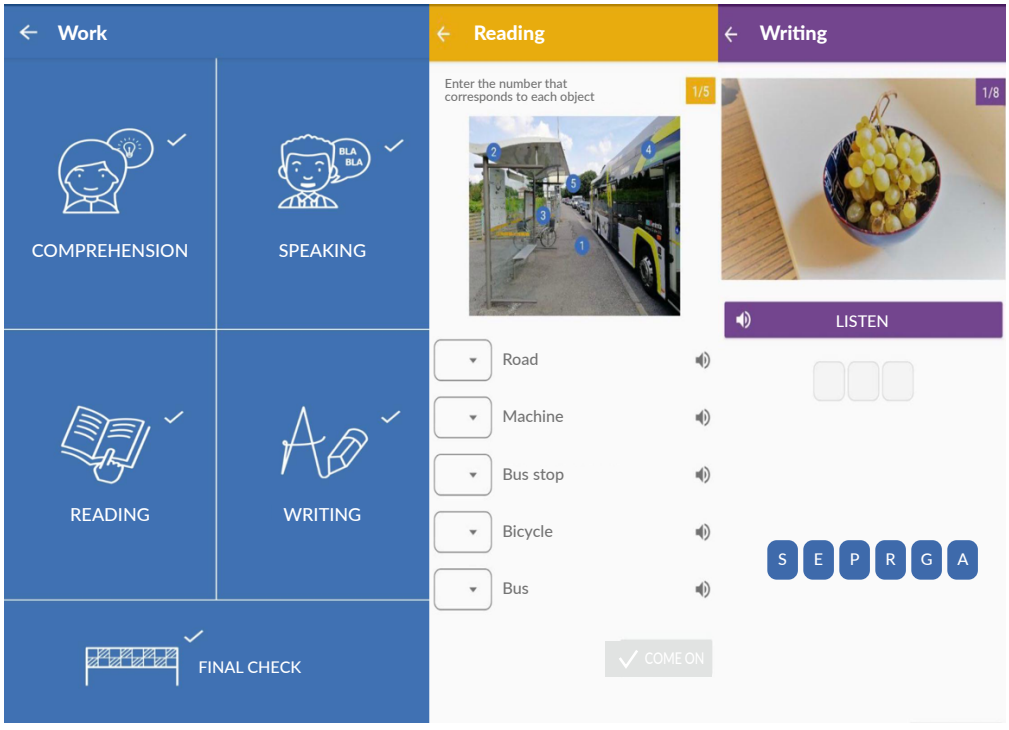


Figure 3: Ataya app (Source: Ataya app)

Another app explicitly aimed at migrant students is ***7LING***. Funded with support from the European Commission, this app comes as a joint effort of different universities from Europe and Egypt and has been developed as part of the *XCELING* project (Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt / XCELING), a European Erasmus+ project, part of the KA2 program *Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education*.

7LING has been released for both iOS and Android and can be used without registration. It is conceived as a multilingual tool: the same structure and method is applied to six different target languages: **German, English, Spanish, French, Italian and Portuguese.**

While the *Ataya app* only provides exercises and interactive activities, *7LING* includes different sections where more grammar-related topics and resources are presented. According to the target language, it is possible to find a reference section for grammatical rules and even to browse curiosities and miscellanea about cultural practices or useful everyday life information.

Since it was developed by European and Egyptian universities with a specific group of immigrants in mind, a special regard has been reserved to Arabic speaker students: while there are no other references except for the written text in the target language and the icons to navigate the app, *7LING* provides an Arabic translation of some parts of its contents. This applies especially to the glossary and to the "relevant information" sections inside every unit.

For these reasons, *7LING* can be profitably used by individual students, not only as a learning tool but also as an immediate support for everyday life or as a quick reference for rising doubts. Since the app is mostly composed of written text, it can be difficult to use for students who can't or find it particularly difficult to read in the target language (or in their mother tongue).

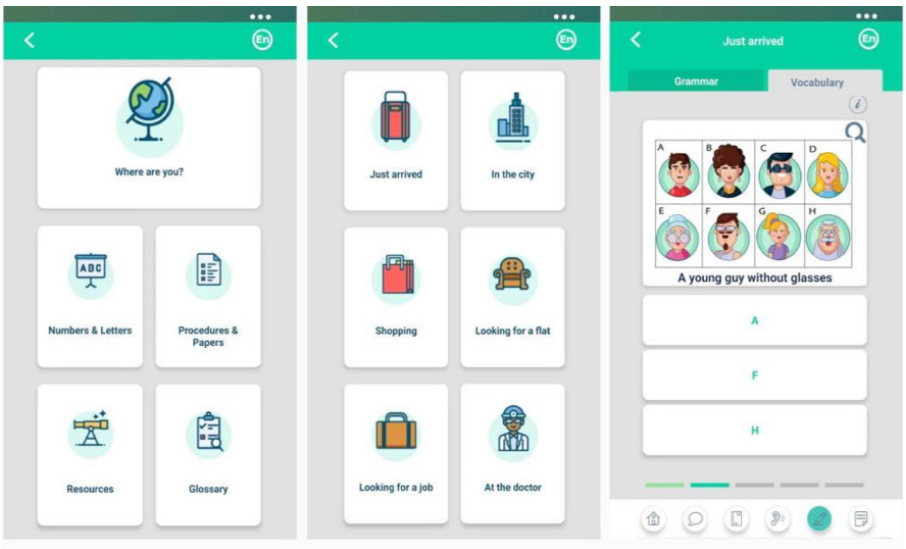


Figure 4: 7Ling app (Source: 7Ling app)

HOW TO USE THE *7LING* APP

After the app has been downloaded, a target language can be chosen by clicking on the corresponding section (it is indicated with the name of the language and the flag of the corresponding countries). After a couple of seconds required to download all the materials, the new homepage appears and the learner can start to browse.

Once in the main menu for their target language, users can choose between five different sections: *Where am I? (Units)*, *Numbers & Letters*, *Procedures & Papers*, *Resources and Glossary*. Sections are presented with recognizable icons, which are used consistently throughout the app, helping students to better understand the structure of the app.

By clicking on *Where am I?* it is possible to have access to all the thematic units of the app. At the moment, there are six units, respectively dedicated to greetings and presentations (*just arrived*), public spaces and city utilities (*in the city*), shopping (*shopping*), home and accommodations (*looking for a flat*), work and job policies (*looking for a job*) and healthcare (*at the doctor*). Inside each unit, a new menu is available, providing five different sections to navigate. The first section is always useful phrases and includes a list of communication needs: every entry can be clicked to open a list of commonly used sentences with their Arabic translation. Rules and words links to a double section containing grammar rules explicitly explained and a list of categories containing an illustrated glossary of fundamental words. Conversation links to brief registered dialogues, all provided with a full transcription of what has been told while the *Activities* section contains two different sets of exercises intended to test the grammar (first set) and vocabulary (second set). The last section, called Relevant information, contains a collection of tips and best practices to better understand bureaucratic procedures and common practices of the countries in which that language is used.

Going back to the main menu, *Numbers & Letters* can be opened to have a quick summary of alphabet letters and numbers. All entries are provided with an audio track of the correct pronunciation.

Procedures & Papers contains a wide collection of all the policies and the common social rules of the target country presented in the *Relevant information* section of the various units: in this section is it possible to learn how to address people in formal or informal ways, how the public transportation works or what kind of utility bills are related to an house. All these entries can also be found in their corresponding unit, but this list is a faster way to easily access them.

In a similar way, *Resources* shows learners the collection of all the grammatical entries spread in the various units of the app. It is a faster and more organised way to look for specific rules and can be navigated as a real textbook. Like in the corresponding unit section, this part also contains the illustrated lexicon divided into topics.

Lastly, a *Glossary* includes a list of words (sorted in alphabetical order) with the correct pronunciation and the Arabic translation.

+ Did you know?

For the German language, the app *Ankommen* is a joint project by the Goethe-Institut, the Federal Office, the Bayerischer Rundfunk and the Federal Employment Agency. It is available in Arabic, English, Farsi, French and German, and is easily downloadable from the usual online locations. According to its presentation, the app "is a practical companion, and contains information about life in Germany, on the asylum procedure, as well as on the issues of work and training". The app also includes a free German language course, supplied with audiovisual material and a lot of activities.

Figure 5: Ankommen app (Source: Ankommen app)

Given the number of learners studying English worldwide, there are many other examples of apps that students can download and use either in conjunction with their studies or independently. While the *7LING*, *Ataya* and *Ankommen* apps are explicitly addressed to migrant learners, many of the mainstream apps are also worth investigating. For example, the British Council's LearnEnglish Grammar app provides a variety of interactive self-testing activities to develop grammatical competence, including ill-in-the-blanks, reordering words and labelling, to achieve better grammar accuracy. Whilst it is not designed specifically for migrant learners, the opportunity to practise grammatical exercises is often welcomed by adult students in particular.

Like the wide array of textbooks available, teachers will be faced with a large choice of apps that they may wish to review before suggesting to their students. So, what makes a good language learning app? Of course, the same suggestions as above apply to ICT resources (visually appealing, easy to use, engaging, etc.), but teachers may wish to consider a few further specifications:

- **Cost** – seemingly free apps often come with hidden costs, and often the mention of 'in-app purchases means that the app cannot be used properly without handing over credit card details.

- **Gamification** – good apps typically find their appeal in their ability to keep learners focussed on activities and progress through tips and tricks that can be described under the term gamification. This means proceeding through levels, receiving awards for attaining new levels, earning points, use of chatbots to mimic real-life chats, mini-games and so forth.

- **Interactivity** – one important reason that smartphone apps are popular is that they can provide a high level of interactivity and engagement. A good learner experience in app means being able to receive instant feedback on personalised activities.

- **Variety** – is the app just a digital version of a handout? Does it just revert to multi-choice questions? Does it focus on a single type of activity? Or does it use the many of affordances of a portable digital platform to provide a wide range of different formats to engage learners? Good apps demonstrate a variety of activities and response formats that develop different language skills.

- **A little, often** – well-designed apps can help learners to achieve one of the golden rules in language learning, where a little bit of regular (daily) language learning will help them achieve more than, say, one weekly class. The combination of gamification and interactivity means that often learners find it enjoyable to dip into apps on a daily basis. This sustained exposure to the target language is beneficial in the long run. Apps that are divided into small discrete activities that can be accomplished in a few minutes or allow for fresh daily content to be accessed will encourage more regular use.

+ Did you know?

A GOLDEN RULE OF LANGUAGE LEARNING
A little, often….
Like many good habits, a small amount of regular (daily) language learning will help learners to progress and achieve more than, say, one weekly class.

4.2.2. Other online resources

Digital resources also include a wide variety of websites, downloadable materials and audio-visual content easily accessible for students and teachers. The number of possibilities and approaches available in this area is constantly, and includes games, podcasts and streaming platforms as well as websites.

Many **websites** from national and government organisations offer a language learning component. See for example BBC Learning English, as well as the websites provided by the British Council, Goethe Institute, Cervantes Institute, Alliance Française and so on that can support student learning in a self-directed manner as well as provided resources for teachers to deploy in class.

BBC Learning English (www.bbc.co.uk/learningenglish/) provides a host of learner and instructor oriented resources, including:

- Grammar resources, from basic to advanced levels.
- Vocabulary & Pronunciation resources.
- Content specifically designed for English teachers to use, in the form of a Teacher's Room (including tips on teaching new classes, making classes engaging, suggestions of activities to do in contexts where resources are a minimal.
- Learning English through the news (news vocabulary, authentic news stories designed to support learning).
- English for everyday situations.
- English at work.
- Differences between American and British English.
- Associated app, and podcasts.

Online quizzes can be played in class on a shared screen or by individual students. Ready-made quizzes are available in a variety of settings (including BBC Learning English), or teachers and students can design their own quizzes through websites such as Kahoot or Mentimeter. These quiz-based learning platforms can be adapted by teachers to all sorts of content areas, and work on practically any device with a browser. Live quizzes and in-class polling can introduce further interactivity and engagement into the classroom.

Podcasts are an increasingly popular form of both entertainment and education, and offer languge teachers the opportunity to introduce active listening skills to their class. Podcasts on every theme imaginable, lasting from a few minutes to a few hours, may be played at regular speed, or indeed slowed or speeded up. Often, transcripts are available as well as podcast notes on each episode. One particular advantage of the podcast format is that it introduces students to a variety of speaker voices, accents and registers as well as to spoken production (monologue) and spoken interaction (dialogue).

Streaming platforms such as YouTube host an almost endless variety of video clips that are constantly being created and curated. Teachers and learners may

wish to subscribe to a selection of channels in their preferred platform, such as TED talks, short talks on a variety of topics in a format established by the non-profit TED organisation.

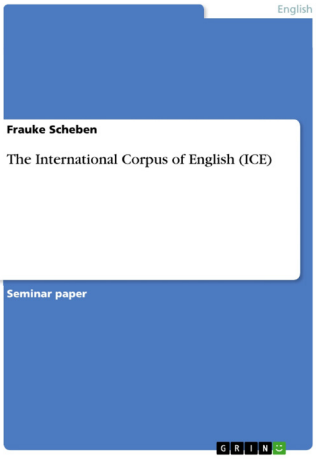
Language corpora are extremely useful tool that can be employed in a variety of settings. A corpus is essential a large collection of naturally occurring language, whether spoken or written, that can be deployed by users to see how language functions in context. A corpus shows language in context, and allows learners to see the typical collocations of vocabulary. Some large Engish language corpora include the American National Corpus (ANC), the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). These can be freely consulted online.

The move towards communicative language teaching and use of authentic materials and real-life language over the last decades, along with advances in big data and data storage, has mean that language corpora are a very useful online teaching tool.

The International Corpus of English (ICE) Corpus (http://ice-corpora.net/ice/) provides access to a wide variety of world Englishes, including for example Irish English, Scottish English and Canadian English, amongst many other varieties. Each component corpus contains approximately 1 million words, drawn from different linguistic contexts and genres. Each text is grammatically annotated. The corpus is designed for non-commercial academic use.

+ Did you know?

WHAT IS A CORPUS?
In the field of linguistics, a corpus is a collection of linguistic data (usually in the form of a digitised database) that has been collected for the purposes of for research, scholarship, and teaching. The plural term is corpora, and the word comes from the Latin word for body.



SPOKEN	Dialogues	Private	· Face-to-face conversations · Phone-calls	WRIT-TEN	Non-printed	Student Writing	· Student Essays · Exam Scripts
						Letters	· Social Letters · Business Letters
		Public (80)	· Classroom Lessons · Broadcast Discussions · Broadcast Interviews · Parliamentary · Debates · Legal cross -examinations · Business Transactions		Printed	Academic writing	· Humanities · Social Sciences · Natural Sciences · Technology
	Monologues	Unscripted	· Spontaneous commentaries · Unscripted Speeches · Demonstrations · Legal Presentations			Popular writing	· Humanities · Social Sciences · Natural Sciences · Technology
		Scripted	· Broadcast News · Broadcast Talks · Non-broadcast · Talks			Reportage	· Press news reports
						Instructional writing	· Administrative Writing · Skills/hobbies
						Persuasive writing	· Press editorials
						Creative writing	· Novels & short stories

Table 1: Composition of the International Corpus of English

Many other English language corpora exist, such as corpora of news articles. For example, the NOW Corpus (News On the Web, https://www.english-corpora.org/now/) contains 490 million words searchable by keyword, drawn from web-based newspapers and magazines from 2010 to the present day. The NOW Corpus allows students to study trends in the most frequently used words and to notice changes in language use over the years.

Teachers and students may also wish to build their own corpus, using software tools such as Sketch Engine or Wordsmith. These tools, with a little bit of training, allow educators to shine a light on how language really works, for example word frequency (what is rare, what is increasing in popularity), as well as emerging trends.

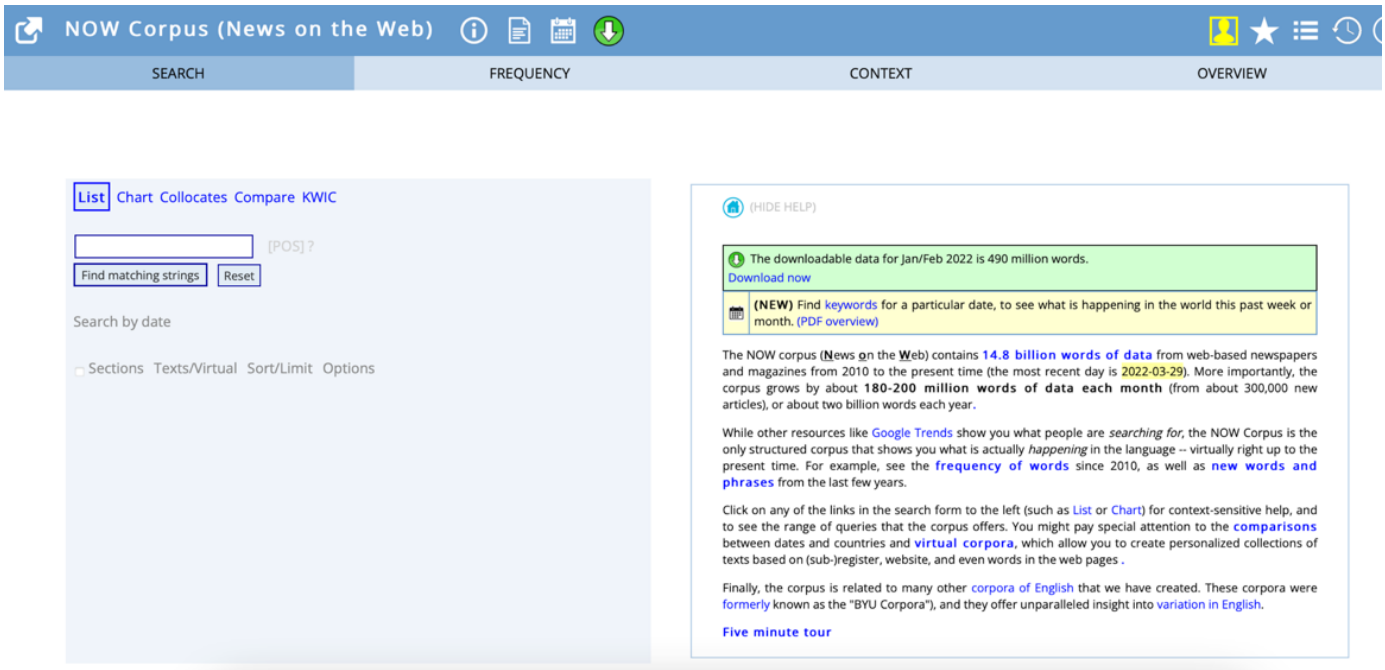


Figure 6. NOW Corpus. (Source: english-corpora.org)

In closing, it is clear that the digital landscape offers great choice to language teachers and learners, with some materials adapted specifically to the needs of migrant learners whilst still other resources offer the opportunity to be adapted to suit this context. This chapter has reviewed not only some of the offerings available but it has also provided some insights to help educators select with confidence materials and digital tools that are fit for purpose and apt for their language classroom.

CHAPTER 6
Literacy

1. BASIC CONCEPTS

1.1. What is literacy?

1.2. The relationship between speech and writing

1.3. Writing systems

2. LITERACY AND SOCIAL INCLUSION/EXCLUSION

2.1. Literacy: a universal human right

2.2. Literacy as a factor in social inclusion

2.3. The social impact of a tradition of writing

3. LEARNING TO READ AND WRITE

3.1. Processes involved in reading and writing

3.2. Literacy profiles

3.3. Policies to foster literacy on the basis of literacy profiles

1 | Basic concepts

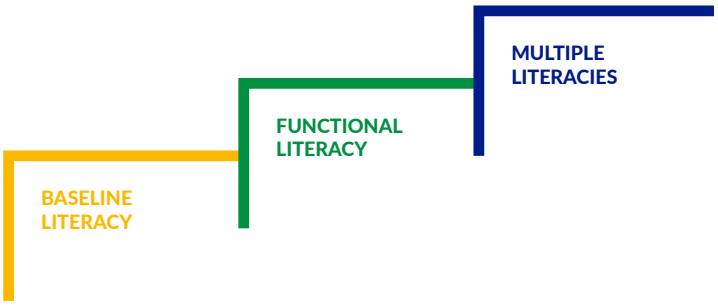
1.1. What is literacy?

The term **literacy** is used to describe a diverse set of abilities mobilised by individuals to acquire basic skills in reading, writing and mathematics. These skills are an integral part of the universal human right to education and lifelong learning. The European Commission (2012, p. 3) defines **three levels of literacy**:

1. **Baseline literacy:** can be defined as having sufficient primary knowledge of letters, words and texts to enable the individual to read and write at a level that provides them with the necessary skills, self-confidence and motivation to progress with learning, but not being sufficient for effective social use.

2. **Functional literacy:** includes the ability to read and write at a level that allows the individual to develop and actively integrate into society, at school, in the workplace and at home.

3. **Multiple literacies (or multiliteracies):** refer to the ability to use reading and writing skills to produce, understand, interpret and critically evaluate texts received from a range of media in different formats (print, digital and audiovisual). It is therefore the basis for engaging with the digital world and making informed choices relating to different areas of society, such as finance, health care and education. This is the definition of literacy used in international surveys carried out to evaluate the literacy skills of a given population.



The traditional concept of literacy has evolved considerably in recent decades. Historically, the concept covered the teaching and learning of reading, writing and arithmetic, which is the function of mandatory basic education. However, the acquisition of these skills has not proved sufficient for full participation in social life. In countries with high school attendance rates and years of basic schooling, significant sections of the population still have difficulty in using

> *Functional illiterates are persons who have been to school and acquired the rudiments of reading and writing but cannot apply these skills in the ordinary situations of everyday life.*
>
> Adami (n/d.: 3)

+ Did you know?

8 SEPTEMBER IS INTERNATIONAL LITERACY DAY
International Literacy Day was founded by UNESCO in 1966 and was celebrated for the first time in 1967. The main objective of the event is to highlight the importance of literacy for individuals and societies, as a human right that should be safeguarded. The celebrations also aim to raise awareness of the need to move forward with the global literacy process, with a view to creating a more literate and sustainable societ.

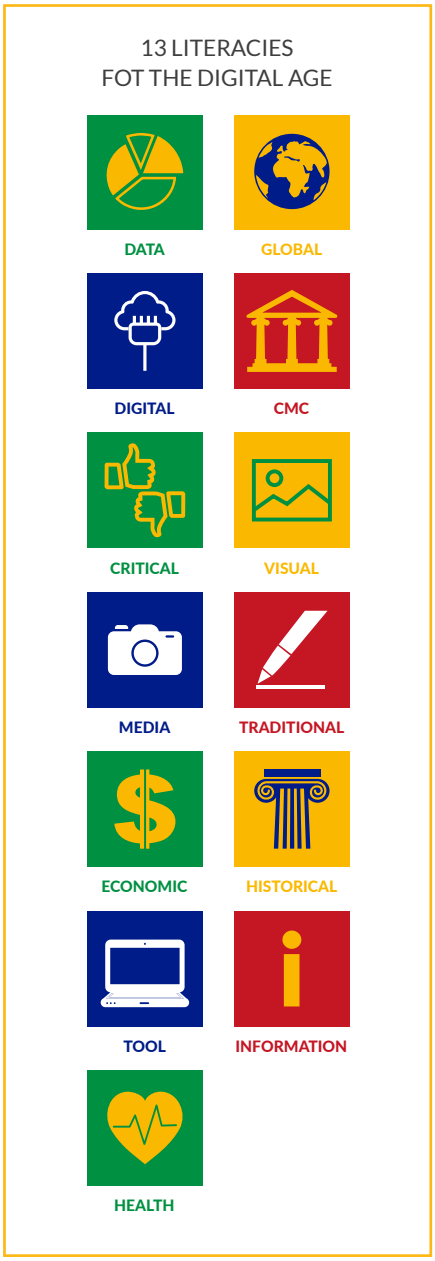
written materials. Hence, it is recognised that it is not enough for individuals to acquire a body of knowledge that enables them to access written material: they also need to develop the ability to process written information encountered in daily life.

The process of moving towards an increasingly digital world that is rich in information and mediated by many different types of text has therefore led to a change in the traditional definition of literacy, which has expanded and been reshaped. Nowadays, therefore, we talk about various types of literacy.

- **Digital literacy:** involves the ability to use technology critically, understand how it works, and creatively manipulate it to solve problems.
- **Media literacy:** refers to accessing, understanding, evaluating, and creating messages transmitted by various media (television, radio, cinema, social networks). It assumes an ability to critically understand the media and the way in which it presents images and representations of the world, using different languages.
- **Mathematical or numerical literacy:** concerns the ability to use basic mathematical skills in daily life, for example to solve problems or manage finances.
- **Financial literacy:** can be defined as the knowledge, capacity and confidence required to make responsible financial decisions (assuming a specific level of mathematical literacy).
- **Health literacy:** involves the ability to find information on health, use this information to promote and maintain good health, and make basic decisions on everyday health.
- **Cultural literacy:** is the ability to understand all aspects which constitute a given culture (language, behaviour, assumptions), namely a set of tacit norms accepted by the community which are necessary for full integration into the community.
- **Legal literacy:** is the ability to manage jurisdictional or legal information that implies understanding the language of the law itself and its respective formalities, as an essential condition for access to justice.

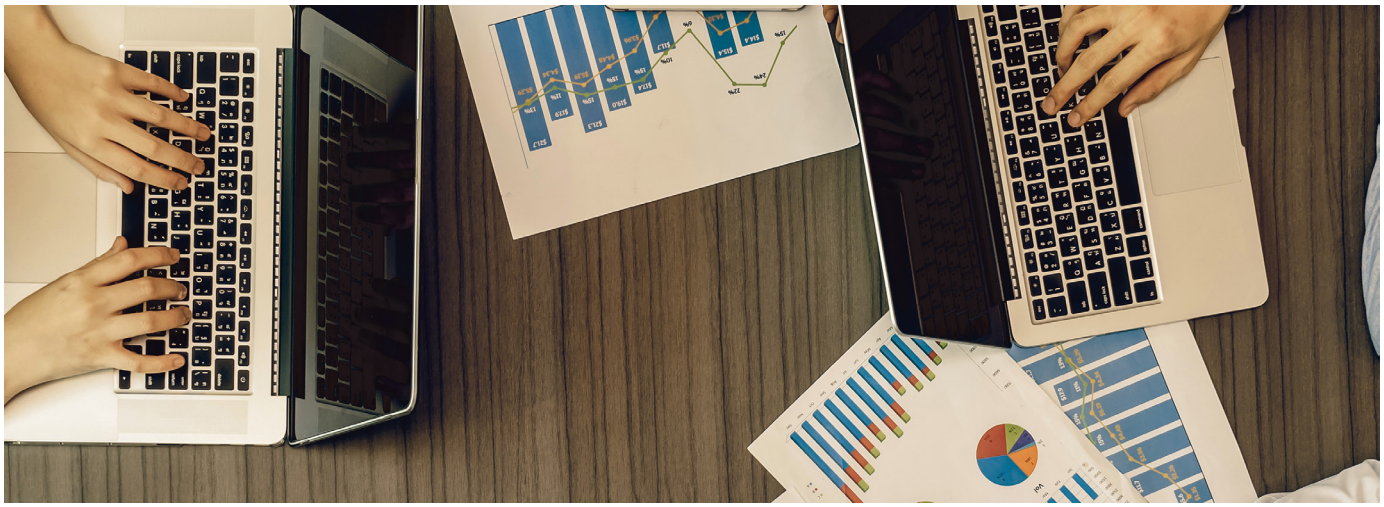
Nowadays, it is necessary for individuals to use a wide range of skills and competences to acquire knowledge. These literacies are interconnected, dynamic and malleable. Therefore, in order to ensure integration within a global society, individuals must be able to:

- Participate effectively and critically in a networked world.
- Explore the contents of a wide range of texts in a critical and duly considered way, using different tools.
- Promote sustainable cultural communication and recognise any bias that may be present in interactions.
- Preserve the rights, responsibilities and ethical implications associated with the use and creation of informational content.



- Determine how and to what extent texts and tools augment the individual's own discourse and the discourse of others.
- Recognise and value the multilingual literacy identities and the cultural experiences which individuals bring to learning, and provide opportunities for promoting, extending and encouraging these different linguistic varieties.

In short, literacy is nowadays understood as an essential factor in the sustainable development of society and it is an indispensable tool for understanding, interpreting, creating and communicating in all areas of knowledge and human life.



1.2. The relationship between speech and writing

Languages are naturally spoken or signed: these precede writing, both ontologically and historically. We learn to speak or sign naturally without effort or conscious attention simply by being exposed to a language, whereas when we learn to read and write we require instruction and deliberate effort.

Written language is, to a certain extent, a visual representation of oral language. However, it obeys its own specific rules which are different from those of speech, both in terms of the contexts in which it is produced and the construction of texts. Written language has a separate system from oral language.

The first writing system emerged in Mesopotamia *circa* 3,500 BCE, a very early period in the history of man and certainly of human language. The first written documents were essentially functional and were commercial and administrative in nature. Initially, the symbols represented concepts, but evolved to include more abstract representations.

Over the course of time, many other languages created writing systems, although even today more than half of the languages spoken in the world have no graphic representation, while languages that do have a written form use different systems.

THE TOP 10 MOST SPOKEN LANGUAGES (2021)

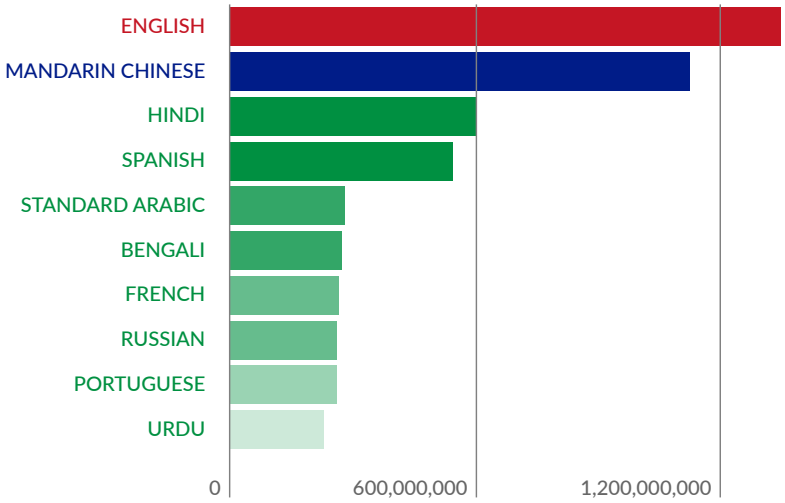


Figure 1. The top 10 most spoken languages (2021). Source: The Ethnologue.

+ Did you know?

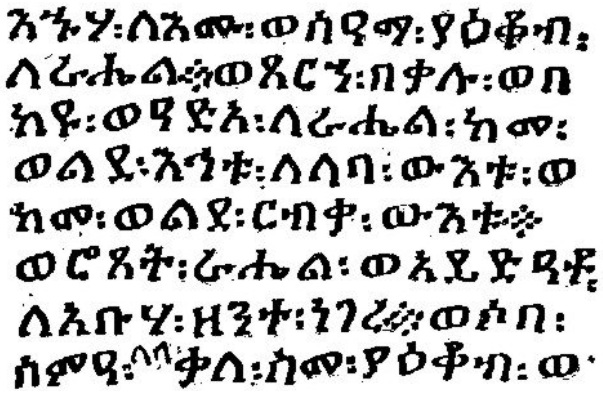
In 2021 a total of 7,139 languages were recorded in the world (Ethnologue).
However, this figure is constantly changing, since languages are dynamic living organisms spoken by communities that are also in a state of constant change. 3,018 languages (approximately 40% of the total) are facing extinction, as they are used by communities of little more than one thousand speakers. In contrast, **just 23 languages are spoken by over half of the world's population.**

1.3. Writing systems

A writing system may be defined as a set of graphic symbols associated with a set of conventions for their use. There are several different writing systems.

- **Logographic systems** use logograms (ideograms or pictograms) which represent meaningful units of language (morphemes, words or concepts). Chinese is an example of a language that uses this form of writing.
- **Alphabet systems** are writing systems in which each graphic symbol represents a minimal unit of sound (consonants and vowels). They are the most common systems in the world and there are various different alphabets. The most widely used are:
  - The Latin alphabet ALPHABET;
  - The Greek alphabet ΑΛΦΆΒΗΤΟ;
  - The Cyrillic alphabet АЛФАВИТЕ;
- **Abjad** is a type of alphabet, also described as consonantary, in which the graphemes represent consonants, while the vowels are derived from context and are sometimes represented by diacritics. Written Arabic and written Hebrew are examples of Abjad systems.
- **Syllabic systems or syllabaries** use symbols which represent syllables. Typically, a symbol represents a consonant and a vowel, or only a single vowel (simple syllabaries). Japanese has two syllabaries: hiragana and katakana.
- **Alphasyllabic systems** sare writing systems in which graphemes represent consonants, to which modifications are added to represent vowels, resulting in complex symbols used to represent

syllables. The Devanagari, Bengali and Tamil scripts are examples of alphasyllabic systems.



Source: Plate XII. The S.S. Teacher's Edition: The Holy Bible. New Yok: Henry Frowde, Oxford University editor, 1896, public domain, https://commons.wikimedia.org/w/index.php?curid=36978

WRITING SYSTEMS IN THE WORLD

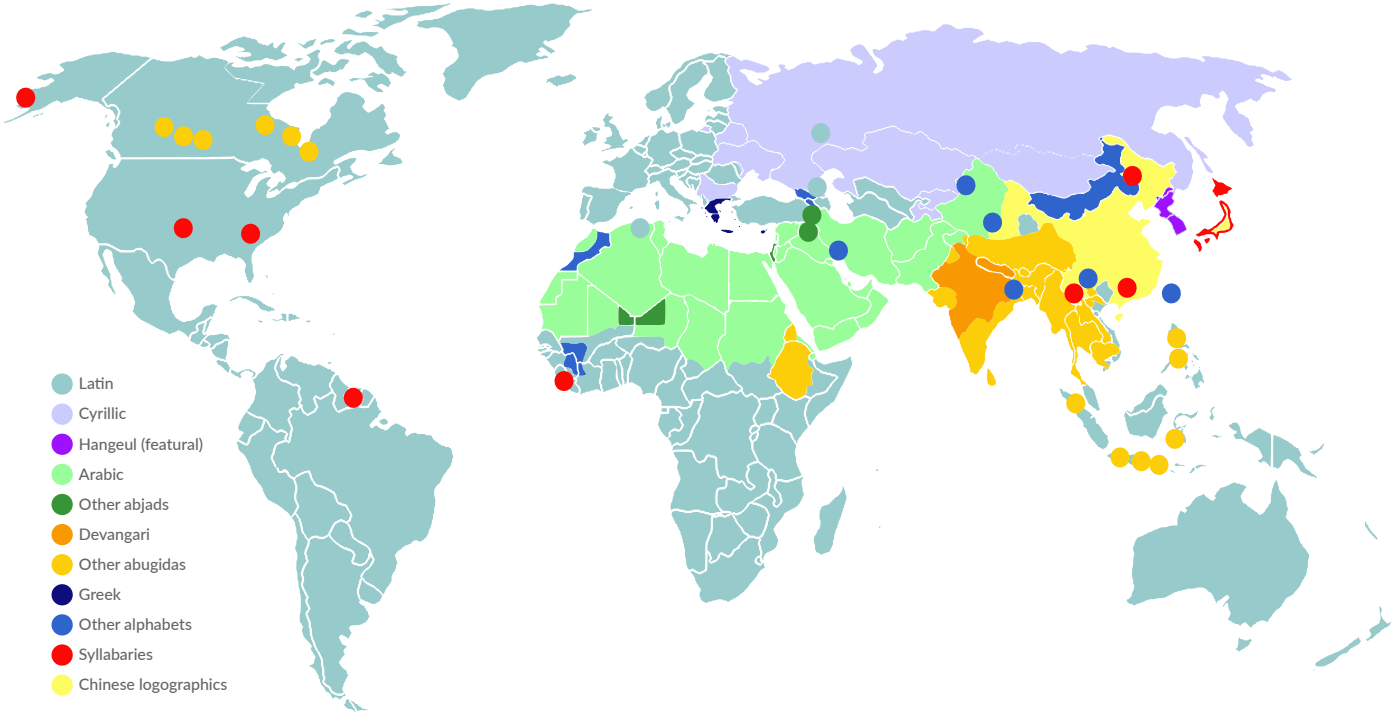


Figure 2. Writing systems in the world. Source: Nickshanks CC-BY-SA-3

Learning to write involves understanding different forms of graphic symbols. Hence, it is possible to distinguish between print and handwritten (or cursive) script, which are different formats for the same graphemes. Handwriting, as the name suggests, is more likely to display individual features (calligraphy) and may be irregular in size and shape, and the letters in each word are usually joined together. Printed letters correspond to the typeface used by the press and can be reproduced manually. The letters are not usually joined together. Both forms of writing are taught during the process of becoming literare.

Activities

1 . Identify the writing systems used for the following languages by placing them in the correct boxes in the diagram below

RUSSIAN FRENCH UKRAINIAN GREEK JAPANESE ESTONIAN

TURKISH PERSIAN CHEROKEE URDU CHINESE YORUBA

ALPHABETICAL SYSTEM			ABJAD	SYLLABIC SYSTEM	LOGOGRAPHIC SYSTEM
LATIN ALPHABET	CYRILLIC ALPHABET	GREEK ALPHABET			

2 . Indicate whether the following statements are true (T) or false (F):

1. Literacy is the ability to read and write.	
2. Multiliteracy is necessary for full participation as a citizen.	
3. The ability to communicate in a network is a fundamental element of literacy.	
4. Written language has its own set of rules that differentiate it from speech.	
5. Understanding how representations of reality are constructed by the media to disseminate information is part of media literacy.	
6. Digital literacy and media literacy involve the same skills.	
7. In all writing systems, characters represent sound units of a language.	
8. A very small number of languages have no written form.	

2 | Literacy and social inclusion/exclusion

2.1. Literacy: a universal human right

In its work, UNESCO (the United Nations Educational, Scientific and Cultural Organization) recognises literacy as a universal human right associated with the right to education.

> *Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world.*
>
> UNESCO

Fact

Recognition of the right to education and the right to learn throughout life is more than ever a necessity; it is the right to read and write, the right to question and analyse, the right to have access to resources, and to develop and practise individual and collective skills and competences.

The Hamburg Declaration on Adult Learning (Point 12)

UNESCO has organised various campaigns to promote alphabetisation and literacy throughout the world, focusing on the youth and adult education system. It aims to:

- Build infrastructures which guarantee that everyone has access to education from early childhood
- Provide quality basic education for all children.
- Develop levels of functional literacy for young people and adults who lack the basic skills to access written text.
- Develop literate environments.

Literacy has been affirmed as a **universal human right** in several different international agreements:

1948: Universal declaration of human rights.
1966: International covenant on civil and political rights.
1966: International covenant on economic, social and cultural rights.
1960: Convention against discrimination in education.
1975: Declaration of Persepolis: "Literacy is not an end in itself. It is a fundamental human right".
1979: Convention on the elimination of all forms of discrimination against women .
1989: Convention on the rights of the child.
1990: World declaration on education for all: Meeting basic learning needs. (Jomtien, Thailand).
1993: Vienna declaration and programme of action.
1997: Hamburg declaration on adult learning. (Point 11).
2003: UNESCO Round Table "Literacy as freedom": Literacy must be understood within a rights-based approach and among principles of inclusion for human development.

2005: UNESCO Initiative B@bel.
2015: Agenda 2030 – 17 objectives for sustainable development. (Point 4).

Article

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL .
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Agenda 2030 – 17 Objectives for Sustainable Development (POINT 4)

2.2. Literacy as a factor in social inclusion

Adapted from: https://dokterandalan.com/international-literacy-day-infographic-with-images

Children who start school without the linguistic and communication skills needed to develop their learning will find their future compromised even before they begin. If children are not able to succeed in school, they will face countless difficulties in accessing the labour market in adult life and, as parents, will be unable to support their own children's learning, thus jeopardising the process by which they become actively integrated into society.

> *A child who is denied the opportunity of elementary schooling is not only deprived as a youngster, but also handicapped all through life (as a person unable to d certain basic things that rely on reading, writing and arithmetic).*
>
> Sen (1999, p. 284)

Adaptated from: https://dokterandalan.com/international-literacy-day-infographic-with-images

The world map of literacy levels shows that literacy rates are still low in part of the African continent and in Southeast Asia, which has a negative impact on development in these communities. However, several studies also reveal that in some countries where the majority of the population know how to read and write, they still have great difficulty in understanding more complex texts.

ADULT LITERACY RATE BY COUNTRY (2016)

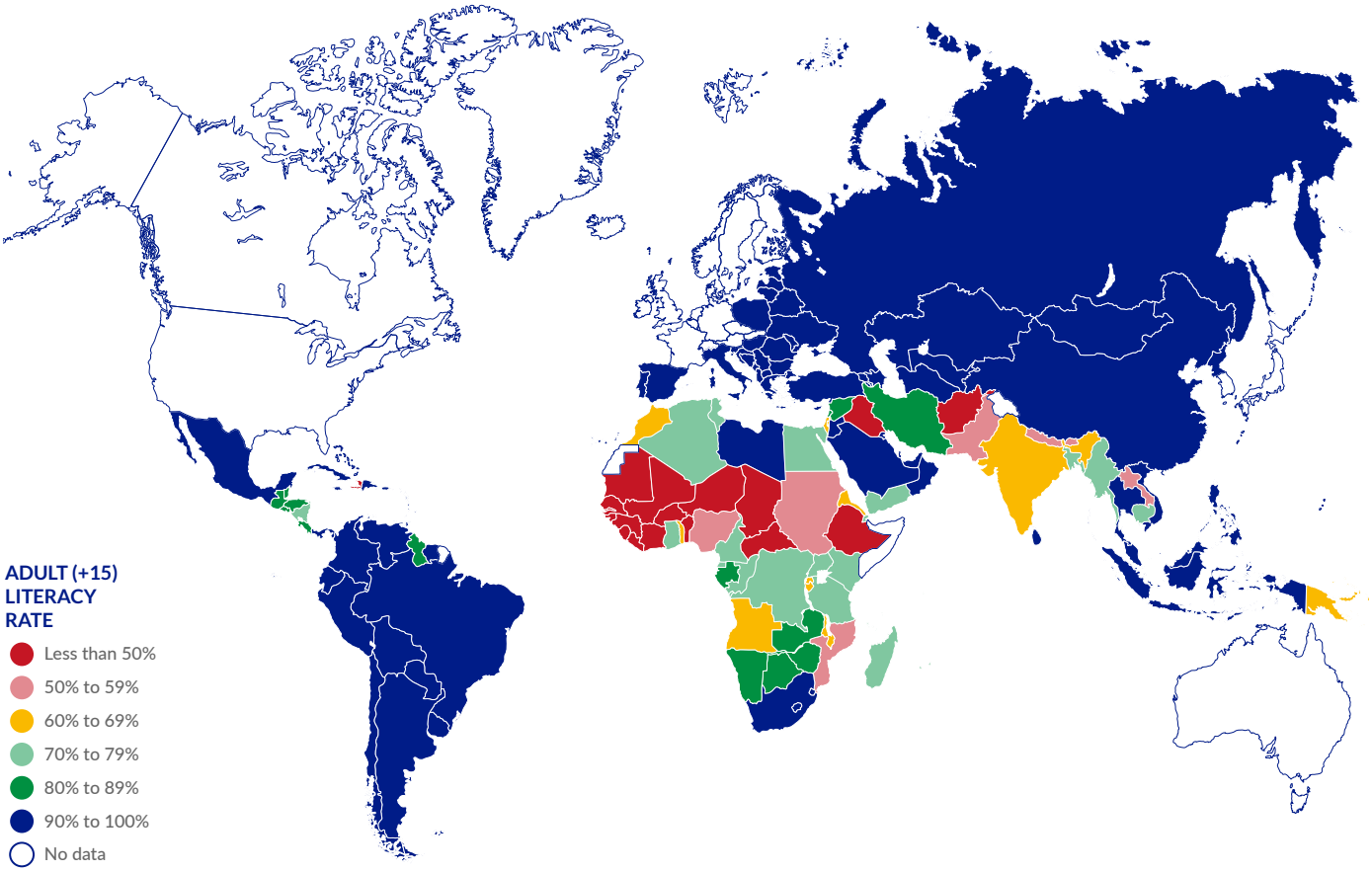


Figure 3. Adult literacy rate by country (2016). Source: UNESCO Institute for Statistics, July 2017.

In fact, in an increasingly digital world dependent on new technologies, baseline literacy or, in other words, knowing how to read and write, is no longer enough. In order to ensure of their inclusion in society, children, young people and adults must develop good literacy skills that enable them to understand the world around them and their role as members of the community.

In 2012, ***Act Now***, the European Union (EU) report on literacy, stated that large numbers of European citizens "are not sufficiently literate. National and international surveys show that approximately one in five adults and one in five 15-year-olds lack the literacy skills required to function fully in a modern society".

PISA Programme for International Student Assessment OECD

Since 2000, the Programme for International Student Assessment (PISA) has been implemented in various countries throughout the world. It involves a triennial study developed by the OECD (Organisation for Economic Co-operation and Development) which measures the literacy of 15-year-old students in three areas: reading, science and mathematics. In each round of the assessment, one of the three domains is highlighted.

It is therefore necessary to guarantee high levels of literacy to improve quality of life for individuals and to promote knowledge, innovation and growth. Changes in the labour market, the economy and society in general show that literacy is becoming increasingly important and different countries must ensure that there are adequate conditions for the full development of functional literacy for all citizens.

> *In short, it is important to develop good literacy skills because*
> - *The labour market requires increasingly higher levels of literacy skills.*
> - *In a digital world, social and civic participation depends on literacy.*
> - *Digitalisation is changing the nature of literacy itself and making it more important, given that social, civic and economic interaction and communication focus on the world of writing,*
> - *The population is ageing and its literacy skills, including those associated with the digital domain, need to be updated.*
> - *Poverty and low levels of literacy are locked together in a vicious circle and influence each other.*
> - *Increasing mobility and migration are making literacy increasingly multilingual, com-bining a wide range of cultural and linguistic contexts.*
>
> European Commission, European Education and Culture Executive Agency (2012)

In today's society, the level of specialisation attained in many areas of knowledge and in technology is reflected in highly complex documents whose contents are very often only accessible for professionals. However, it is also essential for ordinary citizens to access many of these documents in order to deal with their everyday requirements and it is essential to develop projects which make the language of technical texts accessible to everyone.

EUROPEAN PROJECTS PROMOTING THE USE OF MORE SIMPLE LANGUAGE		
	PLAIN ENGLISH (Simple English) https://www.plainlanguage.gov	The expression Plain English refers to the use of a simple form of language, with more basic words and syntactic structures. It is a type of language that avoids obscurity, elaborate and lesser-known vocabulary, and complex sentence structures. The aim of using this simple lan-guage is to ensure that the recipients of the various written documents clearly understand the message that is transmitted, with no misunderstanding.
CLARO	CLARO (Portuguese) https://claro.pt	There is a (private) agency in Portugal which helps public and private enterprises to simplify the way in which they communicate with their clients. In addition, the agency organises train-ing programmes to teach speakers to write in a clearer and more simple form of Portuguese, "because what is complex does not need to be complicated".
Lebenshilfe Bremen | Leichte Sprache	LEICHTE SPRACHE (German) https://leichte-sprache.de	The expression Leichte Sprache (simple language) is used to describe the set of measures adopted with a view to simplifying the German language, particularly in its written form. It supports the use of simple language to enable people who have a poor command of the lan-guage or difficulties in understanding written texts to comprehend more complex texts.

Access to information conveyed in simplified language that everyone can understand empowers individuals, enabling them to act fully in society, benefit from their rights, and understand their responsibilities. This is particularly important for migrant communities, so that they can establish good relationships with the members of the society of which they are a part, and for their personal, social and professional fulfilment.

2.3. The social impact of a tradition of writing

The creation of writing was a very early event in the history of humanity which, for many centuries, was only mastered by a very small group of individuals. This knowledge therefore gave them social status and power. Only the elites had access to written language. Several factors contributed towards its restricted use, one of which was the rarity of documents (there was often only one copy of a text). The invention of the printing press in the 16th century enabled books to be reproduced on a scale that had previously been impossible and meant that many more people had contact with written texts than before.

However, literacy only emerged as a widespread phenomenon during the 20th century, when mass schooling was introduced in most countries. In the previous century, the supremacy of written language was established and knowing how to read and write became a mandatory requirement for life in society, since

a substantial amount of communications were now conveyed in writing and most social formalities, such as laws, political and economic agreements, and contracts, had a written format. Literacy is the gateway to knowledge, which is primarily transmitted in this form.

> *The whole of society is structured by writing: administration, school, business, services, recreation, interpersonal relations too, if one considers for example the exponential growth in the number of e mails and text messages sent daily. Public and private space is saturated with script, and the Internet merely strengthens this dominant trend.*
> *All degrees of illiteracy in advanced societies are considered social ills today, (…) because anything short of full proficiency in writing is a real social handicap in these hyper-textualised societies.*
>
> Adami (n.d.: 5)

In historical and social terms, the languages that have had writing systems the longest have enjoyed more prestige than others, namely the languages which have no written form. The creation of writing systems for minority languages gives them social prestige, a symbolic form of recognition that is not conferred on orality, and which, in some extreme cases (languages spoken by small numbers of people), may even ensure the survival of the language.

A large proportion of what are considered **minority languages** do not have a writing system and their speakers therefore face many difficulties in integrating into global society. The fact that these languages do not have a written form has a negative effect on the active participation of individuals from these communities in the societies in which they are living. These individuals face other social problems, such as access to quality education and healthcare services.

The existence of a writing system for these languages does not, in itself, eradicate the problems faced by their communities, but may make a positive contribution to the economic and social development of individuals. Hence, different international organisations, including UNESCO, recognise the importance of developing writing systems as a means of ensuring sustainable development in communities where these languages are spoken.

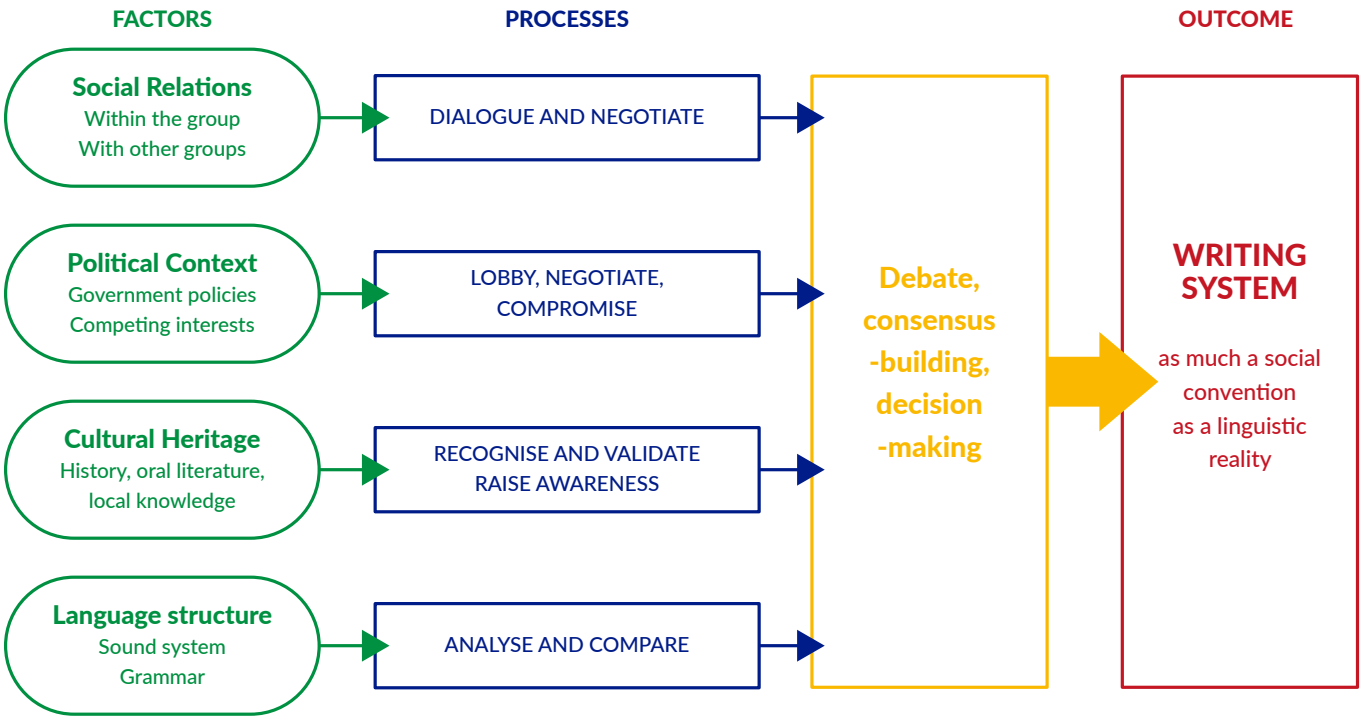


Figure 4. Key elements in developing a writing system. Source: Robinson and Gadelii (2003, p. 13)

Activities

3 . Indicate whether these statements are true (T) or false (F):

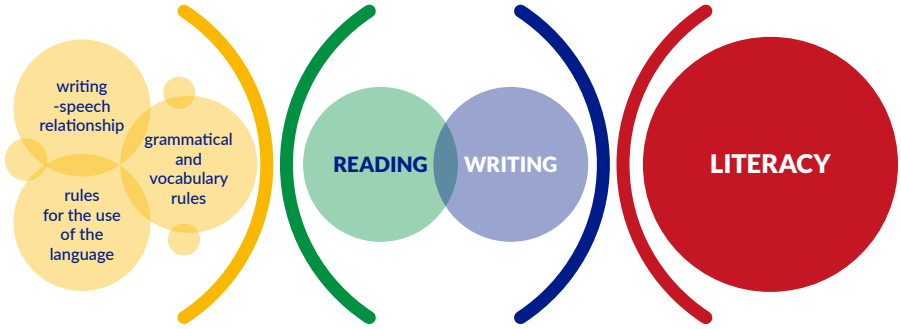
1. In all the more economically developed countries all citizens have high levels of literacy.	
2. Basic reading and writing skills are not sufficient to ensure that individuals will fully integrate into the labour market.	
3. It is essential to simplify language in order to enable migrants to integrate into host communities.	
4. Only foreigners benefit from the introduction of simple language.	
5. The possibility of a language surviving does not depend on the existence of a writing system.	
6. Most citizens in Europe have low levels of literacy.	
7. Creating a writing system is sufficient to ensure full development for communities of speakers of minority languages.	

3 | Learning to read and write

3.1. Processes involved in reading and writing

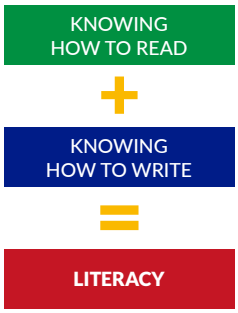
There are many more skills involved in literacy than can be imagined at first sight. Although literacy evidently involves knowing how to read and knowing how to write, both forms of knowledge are in fact the result of a combined and interconnected mastery of many other skills, which take the form of subprocesses of reading and writing.

Some of these subprocesses are more closely linked to the relationship between the conventions of the written code and speech, while others are concerned not only with mastery of grammatical rules and vocabulary, but also the social conventions for the use of the language and its written forms. Mastery of the social conventions for use enables the reader to retrieve the intentions of the writer, and allows for the writer to codify his/her intentions.



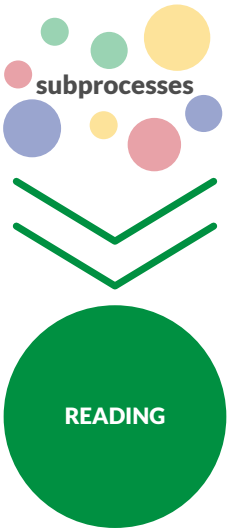
+ Did you know?

It should be noted that, although they are closely connected, knowing how to read and knowing how to write are two distinct skills and both are required for literacy.



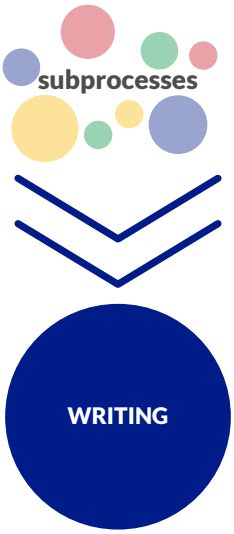
Reading a text written in an **alphabetic script** therefore involves, among other processes, the ability of the reader to:

- Identify letters.
- Associate letters with the spoken sounds which they represent, recognising that in many cases there is no sequential linear relationship between letters and sounds.
- Associate other conventions used in writing (for example, punctuation marks, capital letters, blank spaces) with their meanings.
- Match the graphic form of words to their meanings.
- Process the structure of written phrases to recover their meaning.
- Grasp the structure of a text and understand the web of meanings that result from the relations between its parts.
- Recover the intention of the writer of the text.



Writing a text in **alphabetic script** involves, among other processes, the ability to:

- Convert abstract representations of spoken sounds into letters.
- Combine letters into sequences which correspond to graphic representations of words that carry meaning, observing the appropriate orientation (horizontal) and direction (from left to right, or right to left).
- Organise written words into sentences which contain the appropriate grammatical structures.
- Use punctuation marks and other markers (such as accents in certain writing systems) correctly.
- Combine sentences into a logical sequence which duly codifies the communicative intention of the writer.



Given the number of subprocesses involved in each of these skills, their complexity and level of interconnection, learning to read and write should ideally begin at the age of six or seven, since it takes many years for it to be developed and consolidated. Literacy is built up slowly, in stages, as the learners gradually master and interlink the related subprocesses and progress towards greater automatisation.

INITIAL STAGES OF LEARNING TO WRITE USING AN ALPHABET SYSTEM

a) Representation of a human figure with a proto-signature in the top left-hand corner, composed of three letters arranged vertically (MOI), as a symbol of personal identification (child aged four years and two months).

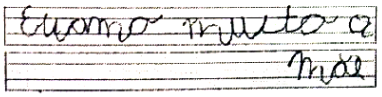
(b) A more developed type of a proto-signature with a greate variety of features and a horizontal orientation. However, the child, aged four years and seven months is still not able to read the segments in this written form (e.g., "ana", "mar", "ia"), and establish a relationship between specific letters and sounds and this form of writing is actually a logographic symbol (serving as a drawing) that does not reveal mastery of the principle of the alphabet.

(c)-(d) Having started school at the age of six and a half, the child now understands the difference between the two types of graphic representation, namely drawing and writing. He/she begins by copying words, followed by words organised into phrases, and gradually learns to organise written words spatially. He/she also learns, though practice, how to control the motor gestures required to write by hand.

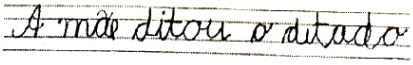
Castro and Gomes (2000, pp. 153-155)

(a)

(b)



(c)



(d)

3.2. Literacy profiles

Everyone should have the opportunity to learn to read and write in the language(s) they speak and have acquired in a family environment in early childhood (known as the MT(s) - Mother Tongue(s)). This knowledge is very important for various reasons, including the fact that it facilitates learning to read and write in a new language (other than the MT). The very notion that languages which are spoken can also be written, and that there are symbol systems that enable us to do so, is not intuitive and needs to be learnt.

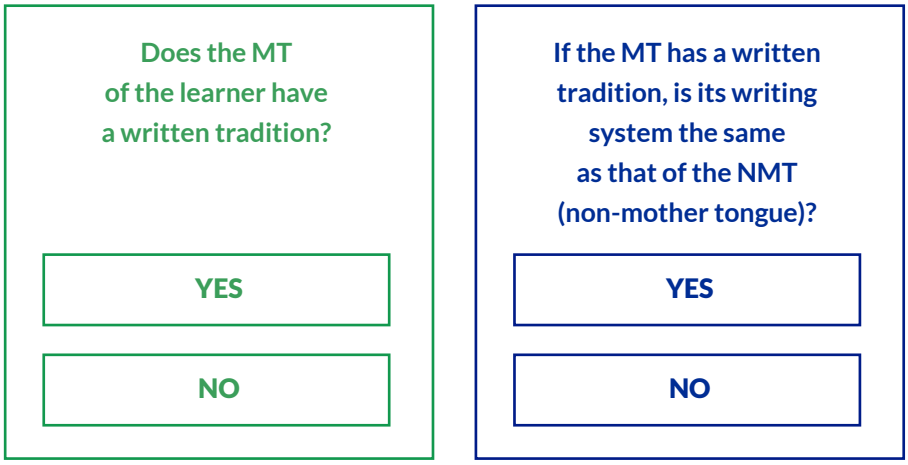
Unfortunately, we know that for various reasons there are many people in the world who have never learnt to read and write in the language(s) they acquired in childhood. There are others who have had this opportunity as part of their basic education but were then unable to perfect their rudimentary reading and writing skills and have therefore not managed to use the related set of subprocesses fluently. Obviously, there are also many other people who, fortunately, have average or even high levels of literacy skills that enable them to read and write texts with varying levels of complexity in their respective MT(s).

When these various types of people are confronted with the need to learn a new language and, more specifically, the need to learn to read and write in a new language which is not their MT, they naturally face quite different challenges. Nevertheless, even if they have achieved a high level of literacy in their respective MT(s), all learners of a new language face challenges, to a greater or lesser degree, in their attempts to develop or extend their literacy skills to a new language.

> *There is some research evidence (Strategic Social Policy Group, 2008) that shows that becoming literate in the host country's language is essential for making friends outside their own community, finding and sustaining employment, as well as maintaining social and psychological well-being.*
>
> Benseman, 2012, p. 5.

Consider, for example, those who know how to read and write but whose MT has a different writing system from the one used in the new language. This is the case, for example, with individuals whose MT has a non-alphabetic writing system, such as a logographic system, who find they need to learn the alphabet system used for writing in the new language (or vice versa). It is also the case for individuals whose MT has a different alphabet system from the one used in the new language. Hence, an individual may, for example, have learned to read and write in a language which uses the Cyrillic alphabet, but is then confronted with a new language that uses the Latin or Greek alphabet.
We will now look at some options for defining the literacy profiles of learners of a language that is not their MT.

In order to help us define these profiles, we will consider the answers to the following questions:



In addition to the questions of whether writing exists in the MT(s) and, if it does, the degree of similarity between the MT and NMT writing systems, the previous experience of the learner should also be considered, particularly with regard to their reading and writing skills in the MT(s). Considering these criteria, the Council of Europe has defined four literacy profiles for migrant groups:

Group A. PRE-LITERATE

- The MT of the migrant has no written form.
- The learner has not learnt to read and write in the MT.
- Indivíduals may not have developed the notion that writing conveys meaning.

Group B. ILLITERATE

- The MT has a written tradition.
- The learner has not learned to read and write in the MT but may recognise the function of writing systems and the graphics of the MT writing system.
- It is important to take into account the extent of the similarities between the MT and NMT writing systems.

Group C. SEMI-LITERATE

- The MT has a written tradition.
- The learner has learned to read and write in the MT, but only to a very basic level (less than five years of schooling).
- The learner's ability to read and write may have declined, due to lack of use (functional or secondary literacy).
- It is important to take into account the extent of the similarities between the MT and NMT writing systems.

Group D. LITERATE

- The MT has a written tradition.
- The learner has learnt to read and write in the MT to an average or high level.
- This is a very diverse group, given the level of LM literacy achieved.
- It is important to take into account the extent of the similarities between the MT and NMT writing systems.

Finally, it is also important to consider the type and frequency of contacts that the migrant has with the language of the host community (mediated, rare, frequent or daily), as well as the areas in which the non-maternal language is used by these different learner profiles, that is, private or public (educational, professional/occupational, etc.), since this determines the specific objectives for the acquisition of literacy skills.

3.3. Policies to foster literacy on the basis of literacy profiles

Different policies should be adopted for each of the above groups of NMT learners to foster literacy in this language, respecting the specific features in each case and without losing sight of the objective of social integration.

As a whole, the literacy training objectives will target:

i. Gradually mastering the principles and techniques needed to acquire reading / writing skills (instrumental literacy – cf. Section 1).
ii. Developing the ability to use reading and writing in everyday life and as a tool for lifelong learning (functional literacy).
iii. Fostering skills associated with the ability to study and develop awareness of the learning process (Borri et al., n.d.).

Hence, there are objectives in literacy training programmes that are more suited to certain profiles than others.

Group A. PRE-LITERATE

With regard to Group A (Pre-literate), which includes the most vulnerable individuals, in addition to developing basic instrumental skills such as learning to draw graphic symbols, one essential component of the teaching is to develop the actual concept of writing as a form of representation of the oral, and the concept of the word as a linguistic unit that can be transposed into writing. Activities can be designed for this type of learner which, for example, involve associating a particular image with the corresponding word, presented in written and spoken form (Borri et al., n.d., p. 10). These types of activity develop the notion that the linguistic utterance is composed of smaller units that have referential power, and that these units not only correspond to an organised sequence of sounds, but also to a graphic image with a specific configuration.

AN EXAMPLE:
Abdi, a 45 year old Bantu man from Somalia. His mother tongue, a cuscitic sub-group, is an only spoken language. He entered the class as a refugee. His level of oral ability is starter; he has no contact with the outside world, except through mediators.
(Borri, A. *et al*., Italian language for adult migrants, p. 10 - https://rm.coe.int/16802fc1db)

Group B. ILLITERATE

In Group B (Illiterate) it is possible to identify (and take into consideration) different situations and profiles according to the variables mentioned above (cf. Section 2). For example, it is important to bear in mind that the typological distance between the MT and the target language (TL) and any affinities or dissimilarities between their writing systems may create feelings of familiarity or strangeness in the learner, particularly with regard to written texts in the TL.

The objectives that preside over the process of educating individuals who have this profile are varied but interrelated:

- Some are technical and are associated with the development of instrumental literacy.
- Some are communicative and are associated with the development of functional literacy.
- Others are metacognitive or, in other words, are associated with the ability to learn how to learn (Borri et al., n.d., p. 10).

For each type of objective that features in training programmes for individuals in Group B there is a corresponding set of skills to be developed with the learners (Borri et al., n.d., p. 10).

AN EXAMPLE:
Hnia, a 70 year old woman from Morocco, no education in the country of origin. She has been in the host country for more than 5 years. Her oral ability in TL is limited, she doesn't answer simple questions, like "What's your name? Where are you from?" She has never used writing, o the first activities in class are pre-graphic ones. Her contact with the external environment is non-existent, every need, even personal ones, is handled by the family. She enrolled in the literacy course to get the certificate for a long-term European residence permit.
(Borri et al., n.d., p. 11)

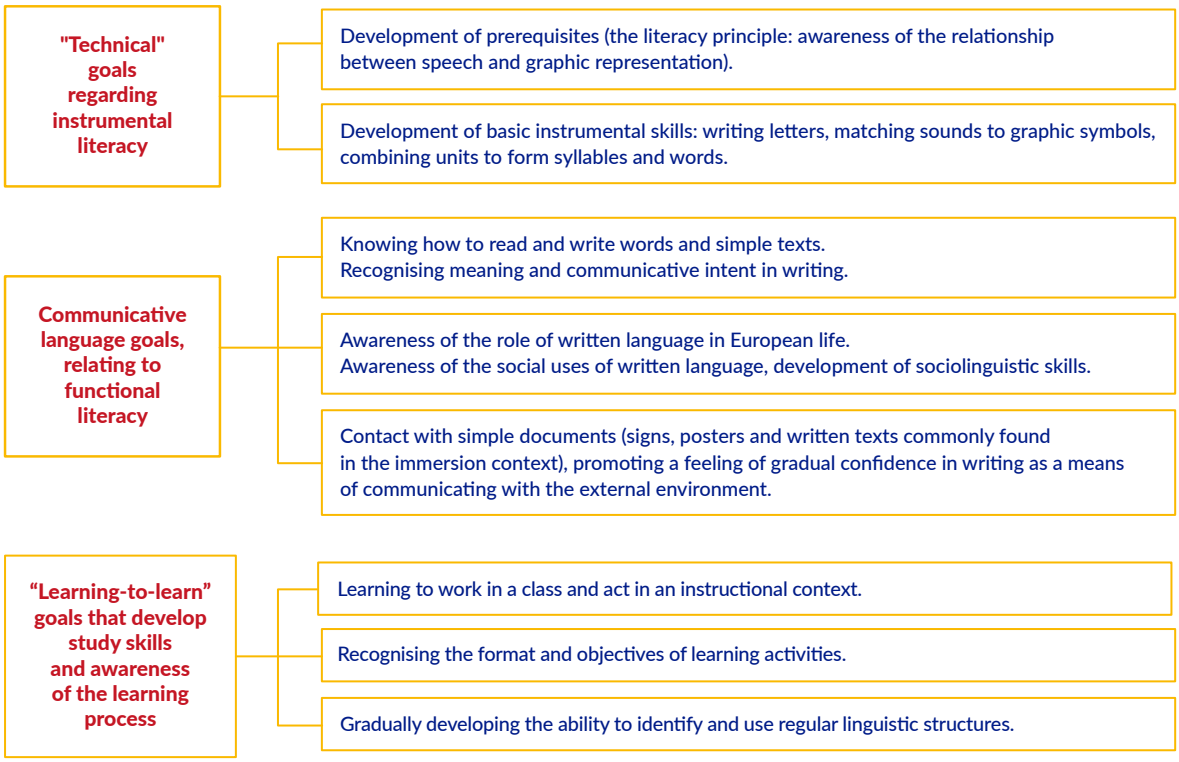


Figure 5. Group B educational objectives. Adapted from Borri et al., n.d., p. 10

Group C. SEMI-LITERATE

Group C (Semi-literate) also includes individuals with have differing characteristics, in terms of the (linguistic, educational and sociolinguistic) variables already identified. See the case of Li, a Chinese learner aged 30. (Borri et al., n.d., p. 13). In the case of learners whose mother tongue, unlike the TL, uses a logographic writing system, and sometimes even for those whose MT uses an alphabetic writing system which is not the same as the one used in the TL, literacy training programmes must consider that the learners are dealing with a writing system that is different from the one they already know. Hence, both for the (illiterate) learners in Group B and those in Group C, the objectives of the educational process are communicative and metacognitive, but also instrumental. In fact, being illiterate in the MT (a situation which usually corresponds to biographies that contain little or no experience of school) has profound implications for the development of literacy skills in the L2, making the process slower and more difficult. On the other hand, in addition to having mastered the technical reading and writing skills that can be transferred to TL learning, a literate individual has the advantage of being able to process information in a qualitatively different way, all of which simplifies the learning process in an instructional context.

AN EXAMPLE:
Li, a 30 year old woman from China. Low level of education, corresponding to 4 years of school. Logographic system of writing. She has been in the host country for 3 years for occupational reasons, but has no knowledge of spoken L2. Every contact with the external environment is mediated by the family circle and by friends. She enrolled in the literacy course because she wants to become autonomous.

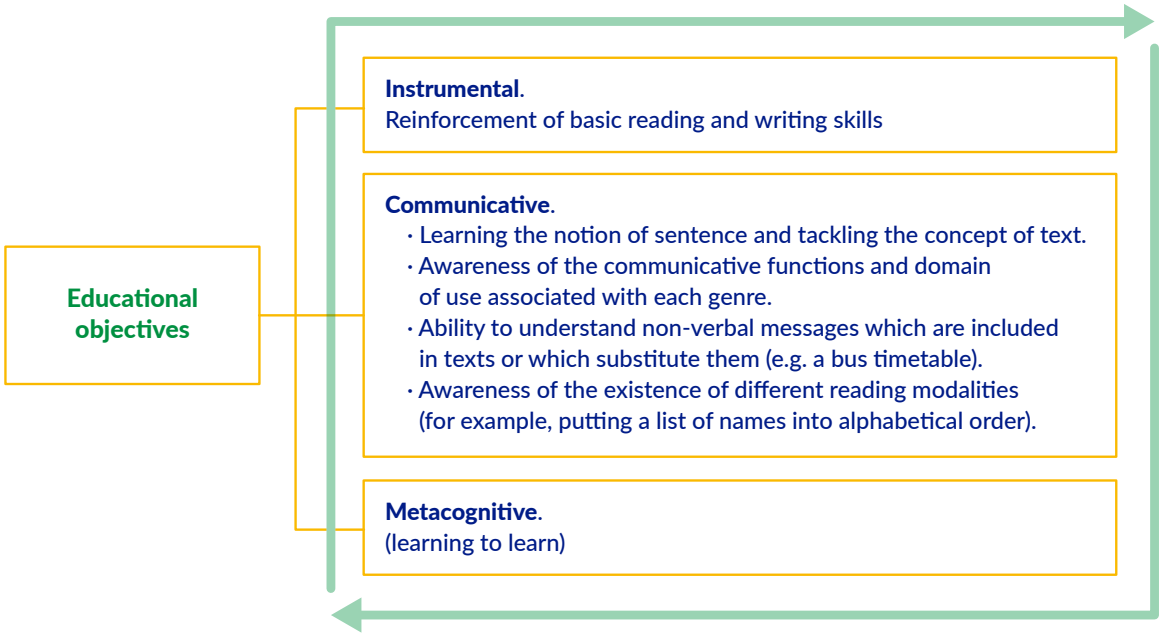


Figure 6. Group C educational objectives. Adapted from Borri et al., n.d.

Group D. LITERATE

As in the previous cases, Group D (Literate) includes learners with profiles which differ according to their respective MT, level of education, age, motivations and other personal and sociolinguistic variables (see the case of Ludmila). However, when studying the TL as a written language there is no need for any preliminary courses to compensate for low levels of literacy skills and the lack of study habits or models. In these circumstances, the learning process can concentrate from the outset on developing communicative competence and it will be possible to use reading and writing activities in addition to explicit grammar teaching.

Moreover, given that this group will have already acquired learning-to-learn skills, formal tests can be used to prepare students for the language certification exams often required to gain recognition of their rights in the host community. It should be noted that from the moment they imply certain levels of linguistic proficiency, these tests may prove to have a discriminatory impact. In fact, success will depend on a set of variables and, basically, on the previous educational history of the respective individuals; administering them to individuals with A or B profiles therefore requires careful consideration. The training objectives for learners with these profiles are mainly established based on the CEFR, aiming for mastery of the linguistic structures required for the individual to interact, albeit in a simple form,

- With the public administration.
- With national health and education systems.
- In the workplace.

AN EXAMPLE:
Liudmila, 48 years old, medium-high level of education (high school diploma). The mother tongue (Russian) has an alphabetic, but non Latin, writing system. She has been living in the host country for 4 months for occupation reasons and she is at a Pre-A1 level in speaking L2. She enrolled in the course to become autonomous and to comply with the requirements of the current law.
(Borri et al., n.d., p. 15)

> *Learning the TL may be a slower process for learners educated in a non-Latin alphabetic writing system or a logographic writing system, since it involves familiarisation with a new writing system.*
>
> Borri et al., n.d., p. 14

It is important to note the impact which cultural differences may have on learning the TL and, obviously, on the integration process for individuals in host communities. While explicit cultural differences resulting from different forms of social organisation and relations are important, the cultural differences implicit in language should also be considered when organising training programmes. For example, the way in which a speaker apologises or thanks someone, refuses an invitation, or requests a favour is constructed in a culturally specific way. Therefore, any violation or failure to comply with the established conventions often compromises the success of the interaction and jeopardises the relationship between the interlocutors. In the specific case of access to the employment market, the ability to express oneself in a socially acceptable way is a crucial skill regarding the integration of the candidate. (Borri et al., n.d., p. 14).

+ Did you know?

Statistics and evaluation studies show that language and integration tests have led to a decrease in the number of applicants for family reunification, permanent residence permits and naturalisation. (...) Therefore, serious reconsideration of the policy of merely testing and demanding a certain level of knowledge, rather than promoting language skills and integration, is needed.

Council of Europe (2014)

Activities

4 . Match each individual to a specific literacy profile.

Jin, a 50-year-old Chinese man who received no schooling in his country of origin. He has been living in the host country for six months and does not know the Latin alphabet which is used in the writing system in this country.

_____

Raissa, a 30-year-old Arab woman who received a low level of education in her country of origin. The writing system used in her L1 is the Abjad alphabet. She has been living in the host country, which uses an alphabetic writing system (Greek), for two years.

_____

Aleksandr, a 20-year-old Belarusian who received an average level of education in his country. The writing system used in his L1 is alphabetic (Cyrillic). He has been liv-ing in the host country for a year and can read the Latin alphabet used in the writing system.

5 . Consider the following activities. Indicate two activities that would be suitable to include in a training programme for Jin, for Raissa and for Aleksandr.

A. Putting a list of names of company employees into alphabetical order.

_____

B. Organising a set of fragments from a written text into a meaningful sequencea.

_____

C. Dividing words into syllables, in spoken language.

_____

D. Using a city transport map, identify a suitable line and timetable for a visit to a given public service, taking into account the opening hours of the service.

_____

E. Showing images accompanied by the (written and spoken) word for the situation they represent and asking for information on images / words in which the (same) given letter appears.

_____

F. Writing an email to an employer, requesting an interview.

Responses

Chapter 1.
Migration and languages in the European context

ACTIVITY 1.

Open response.

ACTIVITY 2.

Suggested answer. In art, we can mention Germanic art; in literary movements such as realism or naturalism. In gastronomy, migratory movements have left their mark on the eating habits of different eras. For example, globalisation is also a food issue, as it allows new foodstuffs to arrive in the immigrant's host countries.

ACTIVITY 3.

Open response.

Find out more about language families here http://www.proel.org.

ACTIVITY 4.

Actual in English is a synonym of real, whereas in Spanish *actual* means *current*. *Angel* in English refers to a heavenly body, whereas in German in means a *fishing rod*. *Nombre* in Spanish means *name*.

ACTIVITY 5.

Aspects such as group heterogeneity based on nationality, mother tongue, culture, age, etc., are also important. There are a number of psychosocial factors related to so-called migration grief.

You should take into account the student's profile and your learning context.

ACTIVITY 6.

Open response.

ACTIVITY 7.

LOOKING FOR ACCOMMODATION	
SECTIONS	**CONTENTS**
USEFUL PHRASES	Describing accommodation Requesting information about tenancy agreements and their conditions Making an appointment
GRAMMAR RESOURCES	Interrogative and exclamatory sentences Use of the verbs to describe accommodation
VOCABULARY RESOURCES	Objects in the home Rooms in the home Types of accommodation
IN CONTEXT	Making an appointment to visit accommodation Discussing aspects of the property
SOCIOCULTURAL INFORMATION	Rental system: paperwork, finances 'Good neighbour' rules

Chapter 2.
Linguistic profiles of migrants

ACTIVITY 1.

A | Open response.

B | Some push factors in the context of international migration include war, persecution, famine, drought, political upheaval, unemployment, etc. These are negative factors that make people want to move to a new area.

C | Some pull factors for migrants include political stability, fewer natural hazards, lower crime, better legal protection, economic prospects, etc. These are positive factors that make people want to move to a new area.

ACTIVITY 2.

Language diversity is an important part of human society. All languages, even those with few speakers, bring a special way of looking at the world and are part and parcel of the culture of a society. Different languages allow different ways of expressing our experiences, thoughts and understanding. Languages do become extinct and many are endangered. Sometimes governments stand in the way of allowing languages to flourish, but there are many good examples of legislation which allows for the different languages spoken in a community (whether regional or migrant languages) to thrive, including through promoting multilingualism in the media, through language classes and through access to different language services. Rather than imposing a cost on societies, actions like this contribute to the local economy, foster mutual understanding and promote a more creative society. There are many cost-effective ways that support use of regional, minority and migrant languages in society. Multilingualism presents a region with many benefits and opportunities.

ACTIVITY 3. Open response.

ACTIVITY 4.

This statement (If you want to live somewhere, you must speak the languages that are already spoken there) seems sensible to most people when they are asked for their reaction. However, when we dig a little deeper, it also prompts further questions. When we move to a new region or country, it makes a lot of sense to learn the new language of our host community, for access to services, integration, employment opportunities etc. However, often this shift to the language of the host community comes at a cost of individuals' own languages. Linguists talk about a process of intergenerational language shift, coined by Joshua Fishman, which describes how, within three generations, immigrants lose the language they arrived with and move to the language of their new home. This means a loss of bilingualism/multilingualism, as well as a breakdown of family community where older generations are unable to communicate with their grandchildren. Whilst learning the new language is important, it is important to approach this from an 'additive' perspective (both or all languages continue to be spoken by migrants) rather than a subtractive perspective (languages are dropped in favour of exclusive use of the new language).

ACTIVITY 5. Open response.

Chapter 3.

Interculturality, intercultural education and language teaching

ALL OPEN RESPONSES

Chapter 4.
Language teacher training

ACTIVITY 1.

ISCED classification for...
Preschool children: 0
Professional trainees, middle grade: 2
PhD students: 8

ACTIVITY 2.

A | Sample response:
Country: German
Region: Berlin
Language programme and website: Germannow (https://germannow.de/)

B | Sample response for Berlin, Germany:
Volunteer training opportunities at the University of Berlin (FU Berlin): https://www.fu-berlin.de/presse/informationen/fup/2017/fup_17_029-sprachschulung-ehrenamt/index.html

ACTIVITY 3.

Lorcan: foreign language
Maryam: second language
Anaïs: French: first language ; English: foreign language

TEACHER QUESTIONS	COGNITIVE LEVEL	METACOGNITIVE LEVEL	AFFECTIVE LEVEL
DOES GROUPWORK HELP YOU?		✓	
DOES PRESENTING RESULTS IN CLASS HELP YOU TO LEARN NEW VOCABULARY		✓	
WHICH IRISH DISHES DO YOU KNOW ABOUT?	✓		
WHICH IRISH DISHES WOULD YOU LIKE TO TASTE?			✓
HAVE YOU LEARNED SOMETHING NEW ABOUT IRISH FOOD?	✓		

Language teacher training

ACTIVITY 5.

A | Declarative knowledge
B | Procedural competence
C | Declarative knowledge
D | Personal characteristics
E | Declarative knowledge
F | Personal opinion

ACTIVITY 6.

Sample:

In this phase I want my students to...

- Learn the vocabulary and phrases needed to order food.
- Write a dialogue that takes place in a café or restaurant, for example, an order.
- Reflect on the fact that in some countries it is customary for each person to pay their own bill instead of dividing the total amount.

ACTIVITY 7.

DESCRIPTION	TEACHING AND LEARNING ACTIVITIES	PHASE
The teacher draws a table on the board with three columns: position of word 1, 2 and 3. The learners answer the questions with yes/no to see the position of the verb and the correct order of the words.	Familiarization	Groundwork
Learners know the syntactic rules of a simple sentence. They are given cards with a word written on them. They have to construct a correct sentence by putting them in the right order.	Practice	Groundwork
The teacher creates a mind map by writing "at the restaurant" in the middle of the board. Learners should add the vocabulary and expressions that come to mind to activate their prior knowledge.	Activation of existing knowledge	Introduction
Learners simulate a situation that takes place in the doctor's surgery. One of the learners in the group is the patient who wants an appointment and the other is the receptionist.	Transfer	Consolidation

Chapter 5.
Teaching materials: ICT and migrant language teaching

ACTIVITY 1.

Open response.

ACTIVITY 2.

Possible responses:

It should be noted that three labels are not enough to meet fully the needs of each group. Here are some examples, but these are not in any way exhaustive:

1. Multilevel, culturally focused, language focused
2. Free, with many pictures, focused on a specific theme (those studied at school)
3. Free, multi-level, lexicon-focused
4. Lexicon-focused, easy to use on its own, focused on a specific theme.

ACTIVITY 3.

Open response.

Chapter 6.
Literacy

ACTIVITY 1.

ALPHABETICAL SYSTEM			ABJAD	SYLLABIC SYSTEM	LOGOGRAPHIC SYSTEM
LATIN ALPHABET	CYRILLIC ALPHABET	GREEK ALPHABET			
French	Russian	Greek	Persian	Japanese	Chinese
Estonian	Ukrainian		Urdu	Cherokee	
Turkish					
Yoruba					

ACTIVITY 2.

1. Literacy is the ability to read and write.	false
2. Multiliteracy is necessary for full participation as a citizen.	true
3. The ability to communicate in a network is a fundamental element of literacy.	true
4. Written language has its own set of rules that differentiate it from speech.	true
5. Understanding how representations of reality are constructed by the media to disseminate information is part of media literacy.	true
6. Digital literacy and media literacy involve the same skills.	false
7. In all writing systems, characters represent sound units of a language.	false
8. A very small number of languages have no written form.	false

Literacy

ACTIVITY 3.

1. In the most economically developed countries, all citizens have a high level of literacy.	false
2. Basic reading and writing skills are not enough to ensure that people are fully integrate into the labour market.	true
3. Simplification of language is essential to enable migrants to integrate into host communities.	true
4. Only foreigners benefit from the introduction of plain language.	false
5. The survival of a language does not depend on the existence of a writing system..	false
6. The majority of European citizens have a low level of literacy.	true
7. The creation of a writing system is sufficient to ensure the full development of minority language communities.	false

ACTIVITY 4.

- Jin: illiterate
- Raissa: semi-literate
- Aleksandr: literate

ACTIVITY 5.

- Jin: *e, c*
- Raissa: *a, d*
- Aleksandr: *b, f*

Glossary

Glossary

ASYLUM SEEKER
A person who has left his or her country because of fear of security and human rights violations, but who has not yet been legally recognised as a refugee in another country. This means that their asylum application is still being processed.

CLASSROOM ORGANISATION
This term describes the form of work in the classroom: individual work, pair work, group work, teacher-led teaching or plenary discussion.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)
A document authored by the Council of Europe that provides a common basis for the development of language programmes, guidelines for curricula, examinations, textbooks, etc.

COMMUNICATIVE COMPETENCE
The ability of a person to interact effectively within a language-speaking community, based on linguistic, sociolinguistic and pragmatic skills.

DECLARATIVE KNOWLEDGE
Factual knowledge, such as vocabulary, grammar, spelling, intonation or cultural knowledge.

EDUCATIONAL ATTAINMENT
The highest level of education that a person has successfully completed.

ELP
European Language Portfolio, companion document to the CEFR.

ESOL
English for Speakers of Other Languages.

EU-27
The 27 Member States of the European Union.

EXPLICIT LEARNING
The learner is aware of the learning process and is ready to learn.

HIGHER EDUCATION
ISCED levels 5-8.

HOST LANGUAGE
A language acquired or learned by the immigrant or refugee population in the host society.

ICEBERG MODEL
The “iceberg model” illustrates the different components of culture, highlighting the fact that some of them are visible, while others are hidden and therefore difficult to discover.

IMPLICIT LEARNING
Unconscious learning that is not voluntarily controlled.

INTERCULTURAL AWARENESS
This term refers to knowledge, awareness and understanding of the relationship between one’s world of origin and the target world.

INTERCULTURAL DIALOGUE
The open and respectful exchange of views between individuals, groups of different ethnic, cultural, religious and linguistic backgrounds and heritages, based on mutual understanding and respect.

INTERCULTURAL LEARNING
This term refers to a process that requires knowing oneself and one's background, before one can understand others. Intercultural learning is the starting point for peaceful coexistence, as all cultures are valued equally.

INTERCULTURALITY
The presence and equitable interaction of different cultures, which allows the creation of shared cultural expressions.

ISCED
International Standard Classification of Education.

LANGUAGE RIGHTS
Language rights are a form of human and civil rights related to the use of language which essentially refer to the right to express oneself, in public or in private, in the language of one's choice, to maintain that language and to pass it on to future generations. They also cover issues such as the right to a qualified interpreter (for example, in a health or judicial environment), the right to conduct business in the chosen language, to have private conversations in that language in the workplace without discrimination, and to receive support in learning the language of the host community.

LEMMA
Morphological and syntactic information of an entry in the mental lexicon.

LEXEME
Phonetic and metrical specifications of a mental lexicon entry.

LIFELONG LEARNING
Continuous building of skills and knowledge throughout one's life.

LTM
Long-term memory.

L1 (MOTHER TONGUE)
A language which is learned in the first years of life and which normally becomes the natural instrument of thought and communication.

L2 (SECOND LANGUAGE)
A language learned by a person after having been a competent speaker of their mother tongue.

MIGRANT
Any person who has resided in a foreign country for more than one year, regardless of the causes, voluntary or involuntary, of the movement, and regardless of the means, regular or irregular, used to migrate (UN definition).

MOTIVATION
A psychological term that tries to explain why one decides to do something, how long one is willing to keep doing it and how much effort one puts into it.

MULTICULTURALISM
Presence of several cultures coexisting in the same geographical, physical or social space.

MULTILINGUAL EDUCATION
Use of at least three languages in education, the mother tongue(s), the regional or national language and an international language.

MULTILINGUALISM
Coexistence of several languages in the same geographical, physical, social space or speaker profile.

OBJECTIVE LANGUAGE NEEDS
Language needs that can usually be predicted by someone else in advance, for example a teacher, and refer to typical activities that learners need to master, such as writing a CV or accessing key information.

OVERGENERALIZATION
Drawing a very general conclusion; for example, a grammatical rule that applies to all cases as if there were no exceptions to the rule.

PLURILINGUALISM
Knowledge of more than one language by an individual.

PRIMARY EDUCATION
ISCED levels 0-2.

PROCEDURAL SKILLS
More or less automatic skills. Students are not (normally) aware of these skills.

PULL FACTORS
Positive reasons that encourage people to migrate. They include safety, protection, improved living conditions and freedom from persecution, and can be classified according to economic, social, political and environmental factors.

PUSH FACTORS
Negative reasons forcing people to migrate. These include drought, famine, poverty, natural disasters, political unrest or violence, war, persecution, local economic unrest, lack of opportunity for progress, poor medical infrastructure, etc., and can be classified as economic, social, political and environmental factors.

REFUGEES
Refugees are outside their country of origin due to fear of persecution, conflict, violence or other circumstances that have seriously disturbed public order and therefore require "international protection" (UN definition).

SECONDARY EDUCATION
ISCED levels 3-4.

SEMANTICIZATION
Establishing the meaning attributed to a word or a grammatical structure (e.g. the meaning of the passive voice).

STEREOTYPE
This term refers to a belief based more on received ideas than on actual experience.

STUDY PLAN
A document setting out the objectives, methodology, assessment criteria and content that a student is expected to learn at a given stage of education.

SUBJECTIVE LANGUAGE NEEDS
These are personal to each learner and refer, for example, to their individual cognitive/emotional needs

SYSTEMATIZATION
Establishing language patterns (word order, word composition, conjugation, etc.).

TRANSFER
The application of linguistic features of the first language (L1) to the second or foreign language (L2) by a bilingual or multilingual speaker.

TRANSLATION
When bilingual or multilingual people use their entire linguistic repertoire to optimise communication.

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