



**Guidelines** on innovative methodologies and approaches in **teaching**



**L2 to adults** experiencing migration and displacement



Co-funded by  
the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Nr.2021-1-ES01-KA220-ADU-000033805

# CONTENTS

1. **Goals of the Guidelines**
2. **What are the language needs of learners**
3. **Presentation of the partner countries**
  - 3.1 Germany
  - 3.2 Greece
  - 3.3 Italy
  - 3.4 Spain
4. **The question of language test and citizenship in the partner countries**
5. **Methodological framework**
  - 5.1 Questionnaire addressed to adults experiencing migration
  - 5.2 Questionnaire addressed to language teachers and linguistic-cultural mediator
6. **Analysis of the survey data**
  - 6.1 **Findings from the adult migrant survey**
    - 6.1.1 The personal profile
    - 6.1.2 The linguistic profile
    - 6.1.3 Migratory experiences
    - 6.1.4 Perception of the host country and its citizens
    - 6.1.5 Linguistics and cultural needs
    - 6.1.6 Motivation to learn the language of the host country
    - 6.1.7 Favourite language teaching method
    - 6.1.8 The use of languages in different context
    - 6.1.9 The role of the culture of the host country and the country of origin
    - 6.1.10 The first word learned in L2
    - 6.1.11 Main difficulties encountered in learning a new language
    - 6.1.12 Writing and reading competences
    - 6.1.13 The use of mass media and social networks
    - 6.1.14 Language barriers and linguistic and cultural mediation

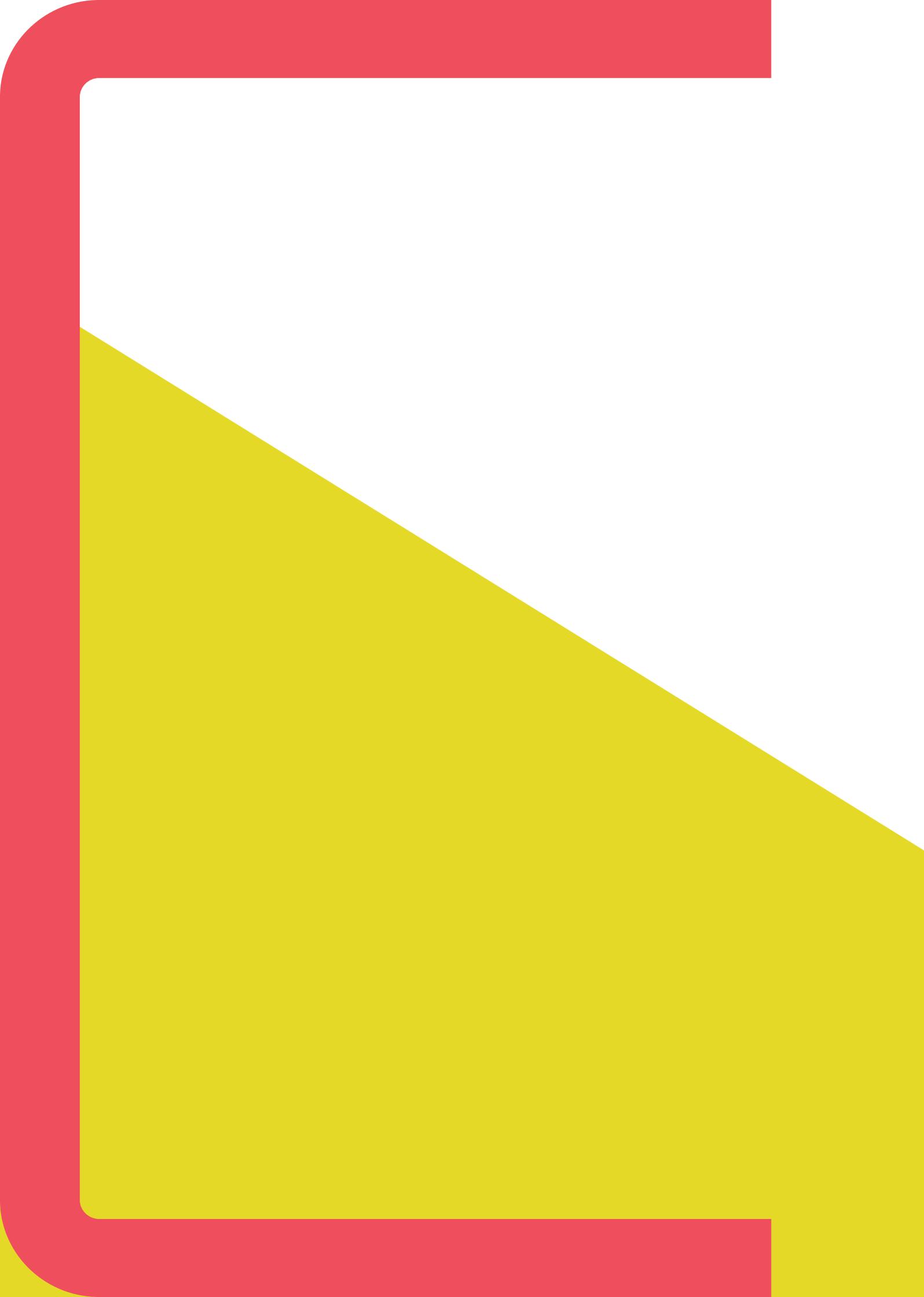
## **6.2 Findings from the teacher survey**

- 6.2.1 Personal and linguistic profile of the informants
- 6.2.2 Perceptions on migrant integration policies
- 6.2.3 Perceptions around language policies
- 6.2.4 L2 teaching and learning methods: language awareness and motivation
- 6.2.5 Cultural barriers and difficulties encountered in the L2 learning processes
- 6.2.6 Innovative tools for teaching L2 and linguistic mediation strategies for integration

## **7. Approaches of teaching/learning a language**

- 7.1 Total Physical Response
- 7.2 Communicative Approach
- 7.3 Task-based language learning
- 7.4 Computer Assisted Language Learning
- 7.5 Content and Language Integrated Learning
- 7.6 Collaborative Approach

## **8. Recommendations on strategies and good practices**



# 1. Goals of the Guidelines



In November 2020, the Commission adopted an *Action Plan on Integration and Inclusion 2021-2027*, which puts emphasis on the provision of targeted support at all stages of integration. One of the main actions is inclusive education and training focusing on faster recognition of qualifications and language learning. Among the main objectives, we can recall the following topics: language assessment and the integration of people experiencing migration through education; reception of newly arrived people experiencing migration and displacement, and the assessment of previous schooling; recognition of qualification for people seeking refuge and asylum; intercultural dialogue as a tool to address migration and people with lived experience in migration and displacement in educational contexts; linguistic and cultural diversity; integration policies for people experiencing migration - principles, challenges and practices. Following this vein, the main objective of these Guidelines is to highlight the strategies that have proven to be effective in overcoming the problems encountered from time to time by adults experiencing migration and language facilitators in the field of L2 teaching and that are often not codified and systematised.

These guidelines<sup>1</sup> have been elaborated on the basis of a survey which involved the partners of ALL-IN project (Garanî, Cospe, Interorthodox Center of the Church of Greece, Per Esemplio Onlus<sup>2</sup>, Volkshochschule Im Landkreis Cham and University for Foreigners of Siena) in order to bring out good practices in the field of L2 teaching and the criticalities found within the system. In fact, the innovative aspect is to “map” good practices starting from the direct experience of those who every day, in the field, are engaged in teaching L2 to adults experiencing migration. In recent years, the processes of language teaching to foreigners have undergone important transformations linked to the presence of new audiences, new contexts, but also new teaching methodologies. Faced with this extremely differentiated variety of learners, the relationship between a possible unitary project, which can be embodied in tools, models, traditional and planetary teaching paths, is not feasible precisely because of this strong index of variation. These Guidelines are therefore based on the plurality of profiles, needs and motivations of the learners as a value, and not as an obstacle, capable of triggering innovative and creative teaching strategies.

This document, without wanting to propose a prescriptive model, nor an exhaustive one, refers to a perspective of democratic language education. Democratic because with a transversal vision, all the partner countries have been involved, all the teachers involved will have the opportunity to share their teaching experiences, all the learners, despite their diversity, will have access to the didactic paths and finally all the languages (verbal and non-verbal, school space, extracurricular space, etc.) will be valued. In light of the high level of absenteeism or dropping out of language courses by adults experiencing migration, the intention is to focus on a didactic approach, also playful, which develops cooperative, multimodal and multimedia learning paths, therefore capable of achieving instrumental objectives but also educational goals, acting on a virtuous union between school and extra-school that allows to nurture self-esteem, help relationships, integration and social inclusion as well as language learning. The Guidelines conclude with some recommendations on strategies and good practices based on findings of the survey and recent EU documents.

1. These Guidelines have been prepared by Raymond Siebetcheu with the collaboration of Paola Savona.

2. Proofreading of the Guidelines: Ishana Meadows (Per Esemplio).



## 2. What are the language needs of learners



Learners have different types of needs that affect their learning when learning a foreign language. These needs are *personal* (related to age, gender, cultural background, interests, educational background, motivation), *learning styles* (past language learning experience, learning goals and expectations for the course, learner autonomy, learning gap, for instance the gap between the present level and the target level of language proficiency and knowledge of the target culture), *professional needs* (language requirements for employment, training or education). Teachers working with adults going through migration must be able to meet the learner's needs. It is obvious from the information above, different people have different learning needs. Therefore, they must be taught in diverse ways and they need to learn all kinds of different things in the classroom when studying L2.

The language needs of learners analysed in this survey is part of a language teaching concept that places the learner at the centre of the learning and teaching process. In the past, the teaching material was a central element and the figure of the teacher dominated through the transmission of notional knowledge and through a one-way relationship with the learners. According to a less traditional attitude, however, it is necessary that teaching takes into account the learners with their psychological and sociological characteristics, as well as with their communication needs, socio-cultural influences, background of experiences and knowledge. Consequently, education, according to this learner-centred approach, will have to be articulated in such a way as to adapt as much as possible to the psychological and socio-cultural reality of the learner.

Hence the importance of language needs, whose prerogative is underlined several times in the Common European Framework of Reference for Languages. Indeed, the Council of Europe (2001: 4) affirms that every teaching proposal must be centred on the learner and their needs, in order to put the learner in the foreground of the teaching relationship by founding language teaching and learning on learners' needs, motivations, characteristics and resources. These principles highlight one of the most important priorities which is to meet the communicative, social and psychological needs of learners.

The CEFR 'action-oriented approach' builds on and goes beyond the communicative approach proposed in the mid-1970s in *The Threshold Level*, the first functional/notional specification of language needs. The CEFR's action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures, or a predetermined set of notions and functions, towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a proficiency perspective guided by 'Can do' descriptors rather than a deficiency perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organised around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners. Fundamentally, the CEFR is a tool to assist the planning of curricula, courses and examinations by working backwards from what the users/learners need to be able to do in the language (Council of Europe, 2020: 26).



For this reason, every didactic proposal must start from the identification of the motivations for studying a foreign language and from the identification of the communicative needs of the learner. It is important that the educational institution meets the learners, considering their needs as the starting point for planning a valid and effective training path. However, we must also take into account the fact that communication needs are never stable. This is perhaps one of the difficulties that should not be underestimated: needs cannot be fixed definitively because they are determined by circumstances that change over time and space. Furthermore, it should be underlined the extreme variety of situations from which several analyses of needs necessarily arise, each with its own purpose, tools and problems.

According to this perspective, the needs analysis proves to be a privileged tool for all the parties involved: on the one hand it proves to be extremely useful for the teacher, in all phases of the training course, on the other it becomes essential for the student, who can reflect more critically on the personal difficulties and progress. Both teacher and learner assume a degree of awareness such as to allow a certain collaboration, aimed at solving the problems that every form of teaching or learning involves. As Vedovelli (2001: 36) states «motivation comes to play an important role perhaps as much as that of linguistic characteristics of a structural type on the ability to learn the new language and to constantly develop the spontaneous and/or guided learning process». Therefore, motivation is the trigger that makes any form of learning possible and that plays a central role in the analysis of needs. Indeed, the latter constitutes the preliminary work that leads to the definition of the objectives of a course, the construction of the program and the choice of specific teaching strategies for a certain type of audience. With reference to adults experiencing migration, in the light of the main European documents, we can observe that their main linguistic-communicative needs are divided into at least six specific areas: welcoming process, family, school, work, health, free time. From this point of view, it is clear that the analysis of communication needs is justified by the need to precisely identify the type of communicative competence that each individual required, in order to concentrate their attention and efforts exclusively on the language they will then actually use. The training plan modelled on the learner's profile will be in this way very motivating and effective.

## 3. Presentation of the partner countries



In this section, we will briefly illustrate the linguistic immigration policies of the 4 countries that are part of the ALL-IN project: Germany, Greece, Italy and Spain.

### 3.1 Germany

According to data from the German Statistical Institute, as of December 31, 2022, the official number of immigrants in Germany is 13,383,910. This data corresponds to 15% of the population. A figure that has grown by about 3 million in the last 6 years. The main foreign nationalities are Turkish (1,487,110), Ukrainian (1,164,200), Syrian (923,805), Romanian (883,670), Polish (880,780) and Italian (644,970). To take into consideration the exponential growth of Ukrainian immigrants whose presence is determined by the current war with Russia. From these main nationalities, which cover a little less than half of all foreigners in Germany, the main immigrant languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Turkish, Ukrainian, Syrian Arabic, Romanian, Polish and Italian. Actually, as Adler and Beyer (2018) observe, the recent growth in multilingualism is mainly due to immigrant languages. Through different waves of migration, different national groups and different languages have arrived in Germany over the past 50 years.



## 3.2 Greece

According to data from the Eurostat, as of January 1st, 2021, the official number of immigrants in Greece is 921.485 of which 168.550 EU citizens. This data corresponds to 8% of the population. Considering the data of the Eurostat, in 2018 the main foreign nationalities were respectively: Albanian, Chinese, Georgian, Pakistani, Russian Turkish, Indian, Bangladeshi, Egyptian and Ukrainian. From these nationalities, the main languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation courses are Albanian, Chinese, Georgian, Russian, Turkish, Bengali, Hindi (or other Indian languages), Egyptian Arabic, and Ukrainian. According to the *National Integration Strategy of 2019*, the main objectives of the Greek model for social integration are: Create and maintain an open society that respects diversity; Protect the rights, and outline the obligations of third-country nationals in a non-discriminatory manner that ensures social equality; Foster interaction, collaboration, dialogue and constructive criticism between culturally or ethnically diverse communities, promulgating democracy and equality; Promote diversity, tolerance and social cohesion; Motivate all individuals to protect the common good and encourage the contribution of all individuals to the development of the country.

## 3.3 Italy

Due to its central position in the Mediterranean Sea, Italy represents one of the first countries reached by people in the attempt to arrive in Europe. According to the ISTAT data, foreigners residing in Italy on 1 January 2022 are 5,030,716 and represent 8.5% of the resident population. The main nationalities are respectively Romanian (1.076.412), Albanian (433.171), Moroccan (428.947), Chinese (330.495), and Ukrainian (235.953). From these main nationalities, which cover half of all foreigners in Italy, the main languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Romanian, Albanian, Moroccan Arabic, Chinese and Ukrainian. According to Machetti, Siebetchu (2017:54-55), in Italy, the characteristics that unfortunately we can still highlight today are the weakness and fragmentary nature of a migration policy, even if the presence of citizens of foreign origin in our country can by now be considered a not recent phenomenon. Italy remained without any regulatory reference on immigration until the Martelli law of February 1990 and the various laws that followed over the years, first of all the Turco-Napolitano (l. 40/1998) and the Bossi -Fini (l. 189/2002). To this day, it cannot be said that Italy has managed to outline a clear migration policy. The Italian model is therefore associated with what we could define as a 'non-migration policy', and this would seem to happen for at least four reasons: uncertainty and fear of the diversity; mixture of various migratory models; heterogeneity of people experiencing migration and their actions; adoption of an intercultural approach.

## 3.4 Spain

In 2022, the population of Spain was 47.4 million people, including 5.4 million people with a non-Spanish nationality (11,45%). Regarding the composition of migrant residents, more Romanians live in Spain than any other EU country, and Moroccan residents account for the largest community of African origin. However, even if Morocco is the country with the largest number of immigrants in Spain, the largest non-EU diaspora growth is occurring in the Colombian community, with an annual growth rate of 6.1 percent in 2022. Apart from Morocco, Romania and Colombia, the largest immigrant nationalities are Venezuela, Argentina, United Kingdom, Peru, France, China, Dominican Republic and Bolivia. As we can see, Spain attracts significant immigration from Latin America. From these main nationalities, the main immigrant languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Spanish, Arabic, Romanian and English. An interesting fact to underline is that among the 4 partner countries of the ALL IN project, Spain is the country that welcomes many immigrant citizens who already speak Spanish as their native and/or official language. And this aspect greatly facilitates the integration process.



**Table 1 - Immigration percentage in the 4 countries of the ALL IN project**

Country	Number	Percentage
Germany	13.383.910	15%
Grecia	921.485	8%
Italia	5.030.716	8,5%
España	5.434.153	11,45%

## 4. The question of language test and citizenship in the partner countries



Faced with the ever-increasing number of immigrants in the European area, among the various methods adopted by the EU countries to accompany these 'new Europeans' in a process of integration, the measurement of the degree of citizenship on the basis of the linguistic test seems to prevail: «by the fact that most EU countries feel a strong pressure to control migration flows, and to exclude potential immigrants with low educational and professional skills. Another explanation can be found in the monolingual ideologies that still strongly prevail in Europe. The official national language is seen as a powerful index of group belonging and its mastery as pivotal for the well-being of the national order» (Van Avermaet, Rocca, 2013). With this policy, language and its evaluation once again assume the biblical role of shibboleth (Book of Judges 12:5-6) (Vedovelli, Siebetcheu, 2017). The danger is that through these tests the training and motivational function of verifying linguistic competence is reduced, attributing it only to the function of barrier and filter (Barni, 2010) and not of opportunity for the recognition of linguistic development and the success of the migratory project through language investment.

In Italy, the law n. 132 of 1 December 2018, amending article 9 of law no. 91 of 1992, introduced the obligation to know the Italian language at a level not lower than B1 for those who acquire citizenship by marriage or residence. This citizenship test is linked to the 4 language certifications recognized by the Italian state: CILS, CELI, PLIDA, Cert.it. After the introduction of the citizenship test, these certifications have created B1 level certifications specifically addressed to those who want to obtain citizenship and with more appropriate contents for this particular audience. The test involves the evaluation of the 4 linguistic skills: oral and written production; oral and written reception.

According to Stevenson, Schanze (2009: 95-96), in Germany the aims of the integration course are specified in the Verordnung (2007) as the successful acquisition of (1) 'sufficient knowledge of the German language' and (2) 'everyday knowledge and knowledge of Germany's legal system, culture and history, especially of the values of the democratic state of the Federal Republic of Germany and of the principles of the rule of law, equal rights, tolerance and religious freedom'. Sufficient knowledge of the German language is defined in accordance with level B1 of the CEFR as the ability 'independently to cope linguistically in everyday life in one's environment, to conduct a conversation according to one's age and level of education and to express oneself in writing'.



Spain has preferred adopting a more reserved standpoint in matters of eligibility for citizenship and requirements for learning the so-called 'national' language. One of the most important requirements for obtaining Spanish citizenship is passing two different tests: the DELE A2 (Spanish language exam) and the CCSE (Spanish culture and society exam). The CCSE is divided into two different parts: a) common knowledge: culture, history, and Spanish society; b) Politics and geography. Thus questions of language, cohesion and integration are placed at the centre of what is Spain's vision of citizenship and integration for the future – the *ciudadania* and *integración* of the title, *Plan Estratégico de Ciudadanía e Integración*. The Plan refers to *ciudadanos inmigrantes* (immigrant citizens) and other government documents mention *ciudadanos extranjeros* (foreign citizens) emphasising their place in Spanish civic society (Vigers and Mar-Molinero, 2019).

Concerning the Greek state, in August 2021, the government introduced a language and culture test that all immigrant residents must pass before they become eligible to apply for Greek citizenship<sup>3</sup>. The test consists of: 20 written questions on Greek: Language, Culture, Politics, Geography, History; 10 oral questions on three topics that the examiner selects at his discretion; One essay. The pass mark is 80%. Approximately half of all applicants pass the topics, and two-thirds pass the language test. Once the foreign citizen passes the test, he receives an invitation to attend an interview by members of the Citizenship Department of the Greek Ministry of Home Affairs, to assess the extent of the integration of foreigners with the Greek society. Table 3 briefly illustrates the situation of compulsory language tests since 2007 in the 4 countries of the ALL IN project.

**Table 2** - Citizenship requirements since 2007 in the 4 countries of the ALL IN project

Country	2007	2009	2013	2018
Germany	B1	B1	B1	B1
Greece	A1	A1/A2	A2	B2
Italy	No	No	No	B1
Spain	No	No	Unspecified	A2

Source: ALTE, Conseil d'Europe (2020)

3. <https://residence-greece.com/greek-citizenship-test/>

## 5. Methodological framework <sup>4</sup>



### ■ 5.1 Questionnaire addressed to adults experiencing migration

An attempt was made to develop a Google form distributed through the channels chosen by the various partners, but also through direct contact. This last option gave the partners involved in the project the opportunity to collect valuable information in the form of semi-interviews. The overall sample consists of 86 informants, 46 of whom are married and have children. The survey took place in the four partner countries from April 22nd to 30th September 2022. The sections of the questionnaire are functional for the reconstruction of the profile of the adults experiencing migration who enrolled in a course for learning the language of the host country, because it places them in a very specific space-time perspective in relation to the moment of the choice to attend a course of language: the past, the present and the future are the temporal dimensions that intertwine with the socio-cultural reality of the country of origin and that of the country of arrival. The questionnaire is divided into various sections for a total of thirty-two questions (closed and open).

**Table 3 - Adults experiencing migration survey: partner and informants**

Partner	Number of informants
Asociación Guaraní (Spain)	17
COSPE (Italy)	15
Per Esempio (Italy)	15
Inter Orthodox Centre of the Church of Greece	10
Volkshochschule im Landkreis Cham e. V. (Germany)	29
<b>Total</b>	<b>86</b>

### ■ 5.2 Questionnaire addressed to language teachers and linguistic-cultural mediators

This questionnaire has been prepared and forwarded to the teachers, mediators and social operators in order to be able to describe the organisation of the L2 courses provided by the centres that deal with the reception of migrants in order to prepare language teaching activities truly based on the learners' linguistic needs. The questionnaire contains 24 questions, divided into 5 sections. All the items addressed to informants are aimed at framing the migration and linguistic policies in the various European countries and organisations involved in the project with particular attention to the issue of linguistic needs. For research purposes, the courses provided by various institutions of the countries involved in the survey were examined, many of which are cooperatives, cultural associations and non-profit organisations operating in partnership with reception centres. The data was provided through the Google Form tool, by 63 informants: 32 teachers, 8 linguistic-cultural mediators and 23 social workers and administrative employees who deal with the linguistic and cultural training of people experiencing migration resident in the various cities of the project partner countries.

4. For a detailed analysis of the methodology see the long version of the report



**Table 4** - Teacher and linguistic mediator survey: partner and informants

Partner	Number of informants
Asociación Guaraní (Spain)	9
COSPE (Italy)	14
Per Eempio (Italy)	7
Inter Orthodox Centre of the Church of Greece	15
Volkshochschule im Landkreis Cham e. V. (Germany)	29
<b>Total</b>	<b>63</b>



Focus groups  
with informants  
in Spain  
(Asociación Guaraní)

## 6. Analysis of the survey data



### ■ 6.1 Findings of the adult's experiencing migration survey

#### 6.1.1 THE PERSONAL PROFILE

Personal data provide us with the first useful information for outlining the socio-cultural profile of the foreign people involved in the survey: age, gender, origin, level of education. These are people belonging to very varied age groups: the youngest is 16 years old, while the oldest is 59. However, the informants are predominantly young since 34 of them, i.e. about half of all informants, are between 16 and 29 years old. This data confirms that immigration mainly involves young people able to invest themselves to improve the conditions of their families. When analysing learning needs, this factor should also be considered.

Another interesting fact is the origin which shows us a fragmentation, typical for the European situation. Actually the 86 people, of which 50 women, come from 13 African countries of which Morocco (7), Nigeria (6), Gambia (4), Egypt, Tunisia, Senegal, Somalia); 13 Asian countries of which Afghanistan (14), Iraq (4), India (4), Iran (3), Vietnam (3), China (2), Sri Lanka (2), Siria (2), Philippines); 6 European countries Kosovo (7), Russia (3), Ukraine (3), Bulgaria Czech Republic) and 2 American countries (Brazil, Dominican Republic). All these countries are the ones most represented in the countries under review.

The question regarding the educational qualification obtained in the country of origin shows a distant idea compared to the commonly spread idea according to which migrants do not have a high level of education. Actually, the informants declare that they have a good level of education. Educational qualification is also a good starting point for analysing language needs. The interesting fact that confirms the general situation in the various countries examined is that immigration cannot be systematically associated with illiteracy because most people arrive in Europe after completing their schooling. And some of them graduated before deciding to migrate. In accompanying people experiencing migration on their linguistic and cultural integration paths, we must consider that the majority will learn much more easily the new language and culture by taking into account their previous studies, while only the minority could have difficulties related to various forms of illiteracy.

#### 6.1.2 THE LINGUISTIC PROFILE

The items relating to the linguistic background show the presence of a very rich repertoire, above all because they highlight the knowledge of a very large number of languages of the informants. They are asked to specify how many and which languages they know in addition to their mother tongue and the language of education. Furthermore, many of the interviewees know more than one language, because they are spoken in the country of origin alongside the official ones. Moreover, the answers show a strong knowledge of the languages learned during the migration experience, in fact only 14 out of 86 did not answer the question. It is clear and evident that the previous plurilingual competence of immigrants is important and useful in learning the language of the new country. These languages are also useful for solving some linguistic tasks, especially during the first months of integration.

The languages learned in the new country obviously reflect the linguistic situation of the countries of the partners involved, therefore, German, Italian, Spanish, Greek and English, indicated as International language.



### 6.1.3 MIGRATORY EXPERIENCES

The variety of profiles of the informants and their experience can be related to the political situations of the countries of origin. Some of the interviewees of African origin, in fact, claim to have been in Libya for one or more years, before reaching Europe. This transition phase represents a very particular and often dramatic stage in their migratory experience. An informant, in fact, claims that he spent his time in Libya in prison.

In reference to the profession, the majority of men report that they work in the construction field, as bricklayers or electricians. According to women, many of them declare they are unemployed because they did not need to find work immediately because, as will be seen later, they joined their family members, who were the first to emigrate in search of a more stable situation. The younger informants declare that they are still students.

With regard to the forecasts regarding the future of their migratory project, the people interviewed, in a very clear majority (69), declare that they want to stay in the current host country, but there are also those who intend to move to another country (9) and those on the other hand, would like to return to their country of origin (8). The fact that the vast majority intends to live and stay in the host country demonstrates that reception and integration policies cannot be those implemented to face temporary immigration. We are therefore faced with a structural phenomenon and we must get used to welcoming immigrants starting from this assumption. An integration that therefore provides for involvement in all areas of society (school, hospitals, courts, universities, workplace, sport, post offices, banks, market and supermarket, pharmacies, free time, etc.).

Concerning the reasons that prompted people to leave their country, the majority declared that they followed their family or friends. This is probably not surprising given that, as we have already seen, the majority of the selected group belongs to a young age group and is mostly made up of women. It is therefore easy to imagine that they have left their country to join their parents or husbands. The other stated reasons are divided between work (30) and study (8) and motivations linked more to difficult situations in one's countries of origin: political reasons (7), war (14), persecution (2). Almost all the interviewees declare that they want to study and immediately find the job that best suits their inclinations; among the various declarations, in fact, we find the following answers: "I would like to work here and continue my studies"; "I want to work as an administrative and social worker"; "I want to go university and become a nurse"; "I want to find a good job as an interpreter, teacher or social media manager"; "My dream is to open a restaurant"; "I want to study and be a businessman"; "I aspire to be a doctor and establish my own business"; "I want to be a driver"; "For me, live in Spain it's an opportunity for is an opportunity not to waste my youth in worries while my country is at war"; "I want to be a footballer and work in a restaurant"; "I realised my dream: I help other people. I am a cultural mediator and also an educator for children. I had a bad accident and I did not speak Italian at the time. The mediators helped me so I decided to become one myself"; "I am a singer and I want a career in music". Other dreams of informants are the followings: become a translator; head chef; to have a quiet and normal life; to open a restaurant; tailor; bartender and have a house; open a bar; go to university and become a nurse; go to university and find a job in the field of political sciences.

As confirmed by the answers provided by the informants, personal and professional fulfilment is of fundamental importance for everyone. However, the close bond with the family who remained in their country of origin should not be forgotten; many of the informants, especially those who had to leave their children at home, dream of being able to reunite with them in the new country and be able to offer them better living conditions: "I want more money to bring my children here to Spain"; "I want to reunite with my child who lives in another city in Italy, and to become a pastry chef"; "I have two children in Nigeria, and they are trying to get to Italy. I want to get together with my family"; "I'm happy, and I want my children, born here, to study in Italy and live well"; "I want to move to Germany with my husband".

### 6.1.4 PERCEPTION OF THE HOST COUNTRY AND ITS CITIZENS

Almost all of the informants expressed very positive opinions, underlining how they were welcomed with respect and understanding and how they often found friendship and solidarity on the part of the host society. When we asked informants to specify the first word that comes to mind when they think of the host country, despite the diversity of the four countries examined, the answers express the same feeling of gratitude and appreciation. People living in Spain, for example, responded by making references to some typical traits of Spanish culture: «ocean and beach»; «country of music and dance»; «good food»; «Madrid»; «study and football». Referring to Spanish people, informants consider them as follows: «the Spanish are good people»; «in Spain, everyone is generous and nice»; «they treat me well, the Spanish are nice»; «Spain is a quiet country where people know how to enjoy life and love their families».

In the same vein, people welcomed in Greece have a positive perception towards the Greeks. Apart from the first word





### 6.1.5 LINGUISTIC AND CULTURAL NEEDS

This section deals more closely with linguistic and cultural needs for a more in-depth analysis of the profile of the informants. In particular, the relationship that these people have with their L2 is investigated, trying to better understand their needs in the light of a learner-centred teaching. Considering the link between immigrants and the language(s) of the host country, 81 out of 86 respond affirmatively. This is an important figure because it indicates that they are mostly people well-prepared for learning a new language. The table 10 illustrates some positive and negative replies from informants.

**Table 5 - Positive and negative feeling of Informants about L2**

POSITIVE feeling about L2	NEGATIVE feeling about L2
<p>Yes, I am satisfied with the German lessons because I have a good teacher.</p> <p>Yes, because the teacher is very nice and teaches very well.</p> <p>I am very satisfied with my German course. German is really difficult, but also very interesting and my German teacher is very good and very professional.</p> <p>Yes, but I would like more dialogue.</p> <p>Yes, but only if you have a basis.</p> <p>Yes, because my language teacher has intercultural competence and cares about foreigners and their culture.</p> <p>Quite satisfied.</p> <p>Yes, because it is well explained.</p> <p>I am satisfied because I like the learners' group and our teacher.</p>	<p>No, because no one cares.</p> <p>Yes, but I'm bored.</p> <p>Not really.</p> <p>Absolutely not. I can't understand it easily.</p> <p>Not satisfied.</p> <p>No, I think you can learn a language by the contact with other people with conversation.</p> <p>No, because it is difficult and boring. I need time to work.</p> <p>No, because it's difficult.</p> <p>Not really because it is difficult to work and study at the same time.</p> <p>Not much because everyone speaks a different language and if you don't have a basis of the language it is very difficult. You rely on your classmates.</p>

If negative answers should push teachers to find more playful teaching and teaching approaches oriented towards the learner's needs, positive answers demonstrate that strong motivation is a good starting point for learning the new language.

### 6.1.6 MOTIVATION TO LEARN THE LANGUAGE OF THE HOST COUNTRY

Concerning motivation, through the experience of the informants, an attempt is made at this point to grasp the main motivation that pushed the people towards learning the language of the host country. Among the various needs that people experience once they arrive in the new country the most important are communicating, orienting themselves and making themselves understood. Learning the language therefore represents a primary and vital need. In addition, it is above all the need to find a job and communicate with colleagues and employers that pushes people experiencing migration to learn L2. Among the answers given to this question, in fact, we can recall the followings: «I need language to be able to talk to people»; «I need language to study and understand the country's situation, to read newspapers, and to make friends; it's crucial»; «I like to live and work in Germany, so I need the language to integrate into German society, work, and make new friends»; «It is crucial to know Italian to socialise and work for everything in Italy»; «I need to speak Spanish to talk with Spanish people, work here, and understand books, films, and theatre»; «I want to learn Greek and English because I will be working and I want to have a family here»; «To be able to communicate and become translator»; « Because I want to talk with people»; « To give my daughter a better education. To learn, work and have a nice new experience in life»; « because I would like to solve my problems such as going to the doctor, studying well»; «To work and to live in general. There are only a few people from Somalia and I do not speak english so I need Italian to socialise and access services»; «To work and to get together with her child (lawyers, documents...)»; «To speak and understand what happens»; «To study and understand the situation of the country, to read newspapers, to make friends, it's crucial».



Moreover, many women, who spend much more time at home with their children, respond that they need to learn the language also to help their children with their homework: «when my kids were little, I needed the language to help them at school». Therefore, there is a deep link between the motivation that drives people expressing migration, especially women, to learn a language and parenthood. As Maddii (2004: 50-51) explains, referring to the Italian context «sometimes the explicit request to acquire the Italian language corresponds to unexpressed requests for personal promotion, professional fulfilment, social redemption and re-enhancement of one's parental figure». Generally, in fact, men, driven by the search for a job, have a stronger initial motivation towards L2 learning. As Demetrio and Favaro (1992: 99) also note, «unlike immigrant men who have other (albeit limited) areas of socialisation outside the training place, for women the school becomes the privileged space of communication, often the accessible» and «very often they have been living in Italy for several years at the time of their entry into the courses and have therefore already organised their life, acquired the new language in order to be able to respond to the communication needs (limited and predictable) that the work activity has solicited». In fact, these women rediscover the need for learning over time, after a phase of adaptation to the new situation which sees them mainly engaged in the home, in the family environment. Living, studying, communicating and working are certainly the keywords that summarise the answers of these informants. The language taught must respond to these crucial needs for linguistic and cultural integration in the host country. The language is needed not only because it is imposed by the local authorities, but also to know the rules and laws of the country and thus guarantee a citizenship process.

### 6.1.7 FAVOURITE LANGUAGE TEACHING METHOD

The data of the survey draws attention to the determining role of the classroom: many informants, in fact, claim to prefer guided learning in the classroom. Furthermore, some answers highlight the great role that technologies and social media play in language learning today, probably also because their daily use has become indispensable. Music and sport follow, and then the more traditional chat with friends and watching films in the language emerge as potential ways of learning L2. As can be seen, the answers indicate a prevalence of the classroom as a place of learning par excellence, but above all a dialogue with new learning tools and contexts (technologies, music, theatre, sports, etc.). To avoid boring learning paths, as some informants have pointed out in this survey, it is therefore advisable to alternate the language teaching activities in the classroom with other language teaching activities outside the classroom, in the computer lab or even at home through self-learning.

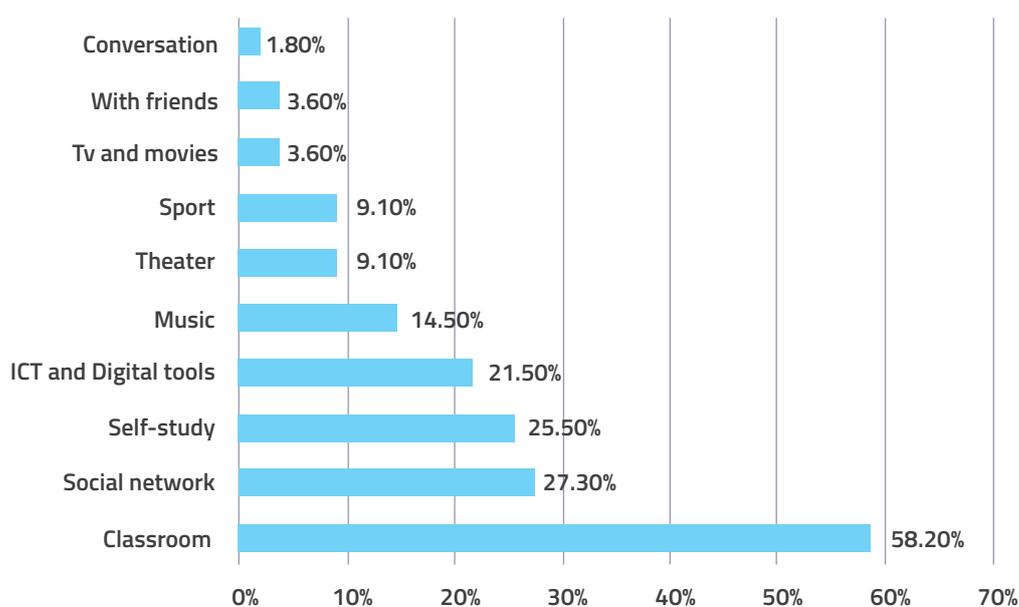


Figure 2 - Favourite language teaching method



Through the methodologies just illustrated, informants express they want to develop the 4 linguistic skills (reading, writing, speaking, listening). They therefore learn the L2 to express their feeling and thoughts and explore the following subjects and areas: History, art, mathematics, science, Italian theatre and literature, Italian constitution, life in Germany, How to find a job, what professions are there, special features, cuisine, culture and traditions, law, economy, IT, politics, psychology, learning German, grammar, music, mass media, habits in Spain, professional conversation. These answers are not very surprising, since European cultures have always aroused great interest in foreigners. It is evident that this fascination survives and is still part of the imagination of people experiencing migration, especially the younger ones.

In this regard we can recall the concepts of BICS and CALP coined by Cummins (1984). Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialised. It takes the learner from six months to two years to develop BICS. Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterised by being abstract, context reduced, and specialised. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesising, evaluating, and inferring when developing academic competence. It takes learners at least five years to develop CALP. It takes may take at least seven years to develop CALP<sup>5</sup>.

### 6.1.8 THE USE OF LANGUAGES IN DIFFERENT CONTEXT

Data show that almost all informants speak their mother tongue when interacting with family members, friends and people of the same nationality. Part of the selected informants claims to speak in L2 above all at school, during language courses, with teachers and other foreigners. Furthermore, many claim to use the language of the host country also to interact with local acquaintances. This represents an important fact, which indicates a greater level of integration and inclusion in the social reality of the host country. The value of this question is underlined by Vedovelli (2010:131) when he states that «if the classroom is a social environment, in the planning phase of the interventions it is necessary to analyse the characteristics of the social network in order to assign to the classroom and didactic communication a compensatory, substitutive or integrative function of sociality processes. Furthermore, the analysis of the interactive situations in which the migrant lives can represent the basis for defining the progressions of the teachings in relation to the needs in the social life of the migrants». Concerning the areas (public and private) in which migrants use the L2 the most, the majority of informants responded by referring to the market and supermarket (86%) a place where they have to interact in the local language every day. Then follows the hospital (70%), another place where, if there is no presence of cultural-linguistic mediators, it is important for people experiencing migration to express themselves in L2. Post offices (58%), banks (55%), administrative and employment offices (60%), as foreseeable, are the other places where citizens of foreign origin are confronted with the language of the host country.

### 6.1.9 THE ROLE OF THE CULTURE OF THE HOST COUNTRY AND THE COUNTRY OF ORIGIN

Informants are asked to indicate the cultural elements they like the most about the host country and the country of origin. Concerning the country of origin, sport, fashion, language, music, food, politics, hot weather and religion are the main cultural elements informants can not stand. As regards, however, the country of origin, many of the interviewees claim to love their country, but to hate the war, racism, the political situation and the impossibility of studying or working. The elements that are most appreciated in the host country are the language, music, food, fashion, design, landscapes, football, art, sea, beach, people, tourism, freedom and history.

### 6.1.10 THE FIRST WORD LEARNED IN L2

To the item relating to the first word learned in L2, the answers are varied; we list only the main words written by the informants: ciao, hola, buongiorno, ΓΕΙΑ ΣΑΣ, καλημέρα (*good morning*), *good morning*, Grazie, Gracias, polizia, police, water, etc. If on the one hand expressions related to greetings such as hello refer to an informal link with the citizens of the host

5. <https://www.colorincolorado.org/faq/what-are-bics-and-calp>





I have read one book in Spanish.  
 I like to read fiction and journalism books in Ukrainian, Russian and English.  
 This year I have read a few books.  
 I like to read about psychology and history.  
 I have read 1 book in Spanish.  
 I read books on the Internet.  
 I read 3 books in Spanish.  
 Sometimes I read books.  
 I don't read books, only social networks in Arabic and English.  
 I write in English mainly on social media.  
 I read about 5 books a year.  
 I can write in English. I can write in Italian and read books about law to understand how to get her child back;  
 I can write and speak in Arabic and Somali. Only read the Koran; I speak and write Italian well but with some grammar mistakes.  
 I use tiktok and whatsapp in Arabic and Italian.  
 I study at university in English and Italian.

I haven't read books.  
 I haven't read anything.  
 I read books in Italian and Farsi.  
 I read two books a year.  
 I mostly read medical articles online.  
 I write in my language.  
 I read 2 books a year, in Dari, Pastu and Italian.  
 I read documents, history books, and Italian course books.  
 I like to write in Italian, my language is English.  
 I write on facebook.  
 I write to study and to work.  
 I can write in English and Pidgin English; I can write in Italian but with mistakes.  
 I can write in Hindi and English but not well in Italian.  
 I can write in Arabic and Italian.  
 I can properly write in Tamil and Italian. I read in Italian some books about art.  
 I can write very well in Italian and English because Mandinka is not a written language; I can only speak English; I am learning Italian.

Despite the legitimate difficulties that immigrant adults may have in learning L2, and even if not all of them read books and newspapers, these testimonies demonstrate that our informants use their plurilingual competence to read and write both on paper and on digital media demonstrating thus their plurilingual and multimodal skills. Another fact to take into consideration is the function of reading and writing which is useful both for instrumental (work, university, children's homework) and cultural reasons (pleasure, free time, keeping informed, general knowledge). All these elements contribute to creating linguistically and culturally prepared European citizens.

### 6.1.13 THE USE OF MASS MEDIA AND SOCIAL NETWORKS

Very interesting, as already mentioned above, is the data concerning the use of the mass media (TV, Radio, Internet, Social Networks), all informants declare that they use them a lot, to keep in touch with family, friends and, in general, not only to find out about what is happening in their own country, but also where they currently live. It is for this reason, therefore, that they claim to use both their native languages and L2 in their daily use of social networks. The use of mass media for information confirms the digital literacy of people (despite the traditional illiteracy of some of them). Mass media and especially social networks are the way par excellence not only to inform people experiencing migration but also to maintain and disseminate their languages, with all the resulting advantages from an affective and cognitive point of view. We also point out that these immigrant languages are not formally and systematically recognized in the four partner countries involved in the project, even if a greater openness is observed in Germany. Social networks are not only the space for the affirmation of immigrant languages, but also a platform for a dialogue between immigrant languages and the official and local languages of the host countries. This dialogue creates the conditions for linguistic and cultural peace between native and immigrant citizens. Many adults experiencing migration describe their experience with mass media and social networks as follows:



Yes, I use the Internet, Facebook, Youtube, Instagram and Whatsapp in Persian, every day.

I use Tv, Youtube, Facebook, Twitter, Instagram and Whatsapp in Pashto.

I use social media (Youtube, Whatsapp) and TV and Internet in Dari.

Yes, I use TV, Internet, Youtube, Instagram, whatsapp in Italian, English and Persian.

I use Facebook, Instagram, Tiktok, Youtube in Arabic and Italian.

I use Whatsapp in French and Italian.

I use Whatsapp, Facebook, and Instagram in Tamil.

I listen to the radio in Thai and German.

I use Facebook, Instagram in Persian Kurdi and Arabic and I watch TV in German.

I watch TV in French and Spanish almost all day.

I use the Internet all day in Ukrainian, Russian and English.

I use these Mass media every day in Spanish.

I use Facebook in Amharic and English.

I use Youtube, Tiktok and Whatsapp in Arabic and Italian.

I use Whatsapp, Instagram, Tiktok, Youtube in English and Italian

I use Whatsapp, Facebook, Instagram, in Italian and Arabic and watch TV in Italian.

I use Whatsapp, Facebook in English and Hindi.

I use Whatsapp in Tamil and Italian ( for work).

I use Facebook in Vietnamese, Internet, Instagram in German and Russian, Telegram in Ukrainian language, TV (Netflix) in German and English, Radio in Bavarian.

Regarding the use of other codes, different from verbal language, many informants claim to use different codes such as dancing, drawing, singing, painting, cooking, doing sport, praying. It is curious to note that these are mainly activities carried out in free time.

#### 6.1.14. LANGUAGE BARRIERS AND LINGUISTIC AND CULTURAL MEDIATION

Among language barriers, people experiencing migration currently living in Spain report how fast native speakers talk to each other; this often causes difficulties in fully understanding conversations. Migrants who have been received in Greece, on the other hand, report the difficulty of dealing with an alphabet different from the one of their languages of origin. Foreign citizens living in Germany report the difficulty of relating to native speakers who often use a linguistic variety typical of a particular area, in this specific case the Bavarian dialect, a little different from standard German. The same difficulty is reported by people living in Italy, whose great regional linguistic variety is particularly well known. Furthermore, people experiencing migration in Italy also report the limited knowledge that adults or elderly people have of the English language, which could often solve problems of misunderstanding. With reference to cultural barriers, people report the difficulty in relating to cultural and religious elements different from their own and the prejudices and stereotypes that surround immigrants in various European countries, especially in recent years.

Many people report the difficulties encountered in finding work, a house to rent or even more simply in taking public transport. Some recognise that they have been able to count on the help and generosity of voluntary associations and neighbours. Furthermore, many informants tell of their bureaucratic and administrative problems, mainly linked to the long time it took to obtain the residence permit, the recognition of educational qualifications and to proceed with the reunification with their family members. These are issues that represent real obstacles to the attainment of that security and that much-desired stability after so much suffering. These data «must be read and placed within an individual and collective dynamic, which sees coexisting needs and ambivalent tensions that oscillate between projects of return, social promotion, need for adaptation and acts of stabilisation” (Demetrio and Favaro, 1992: 88).



## ■ 6.2 Findings of teacher survey

In many European countries, the institutions and associations that deal with welcoming process of migrants from disadvantaged conditions (refugees, asylum seekers, unaccompanied minors, irregular migrants) often operate within an emergency framework, dealing with the immediate needs of migratory flows, although over the years they have managed to build and consolidate a network assistance model. People experiencing migration, seeking asylum and refuge are supported by these institutions in terms of housing, health, legal and language training assistance, through the activation of projects managed by associations that deal with the social sector, local authorities and welcoming centres. The assistance models, made feasible by the synergistic work of different institutions that collaborate with each other, have spread throughout many European Union countries. One of the most important factors within the welcoming pathways certainly concerns the teaching of L2, due to the fundamental role that language has in the process of social and work integration of people experiencing migration (Beacco, Little & Hedges 2014). Traditionally, L2 teaching is oriented towards satisfying the linguistic needs of the learners to whom it is addressed, making them explicit in linguistic-communicative objectives, within programming (Ager 2001) and in respect of the gradual acquisition of the language (Rastelli 2009), as well as the motivation. The teaching of L2 to students characterised by situations of vulnerability and disadvantage is not a recent condition within language teaching practices (cf. Diadori, Palermo, Troncarelli 2009), but it represents a rather widespread scenario in Europe. The flourishing of language teaching courses, both in universities and professional centres, in recent years has allowed the personnel working in the field of L2 teaching to undergo a significant update. The role of the teacher is often parallel to that of the social worker, the official who works to solve the problems connected with the life context of the learner-users, becoming a multifunctional figure who accompanies the migrant along the life path in the host country.

### 6.2.1 PERSONAL AND LINGUISTIC PROFILE OF THE INFORMANTS

It is interesting to observe that teachers, mediators and operators involved in the survey do not only come from the four European countries involved in the ALL-IN project, but they are originally from other countries (India, Czech Republic, Iran, Nigeria, Guinea, Ukraine). This diversity is useful to provide adequate information regarding the host country, but also to be able to learn/teach about the linguistic and cultural dynamics of the countries of origin. It is no coincidence that the informants speak many languages other than the official languages of the four European countries involved in the ALL-IN project (Italian, Greek, German, Spanish). English is confirmed as a global language. Furthermore, many of the interviewees use more than one language, perhaps learned because they are widely spoken in their own country or learned during the course of study: Greek, English, German; English, Italian, French; English, Greek, Farsi; Italian, English, Spanish; Bengali, Urdu, Hindi. Most of the teachers, mediators and operators who work within – or on behalf of – reception centres have at least a first-level degree and, in many cases, also a master's degree in linguistics or language teaching. The reliability of the data we propose is determined not only by the diversity of the nationalities of the informants but also by the diversity of their professions, their institutions, their cities of residence.

### 6.2.2 PERCEPTIONS ON MIGRANT INTEGRATION POLICIES

Concerning the personal perceptions about the adequacy of integration policies and the attitudes of society, in general, the answers of the informants confirm the impressions already partially expressed previously. The German interviewees, in particular, responded by emphasising how the perception of the phenomenon can change according to the political orientation of individual citizens: «in my eyes, the perception of German integration policy is not very positive; not good; it is very different, depending on which “bubble” you hang out in. AfD supporters (right-wing political party), for example, think the Integration policy is too relaxed, while other people see Germany as a modern immigration country»; «the perception in German society is very diverse, from critical voices to positive perceptions. In my opinion, many citizens do not know much about integration policy. However, the majority is open-minded and optimistic about the integration policy»; «people discuss whether the Govern should revise the Immigration Act as Germany needs more immigrants due to the “shortage of skilled workers”».

Spanish informants also report the perception of various and different opinions about the migratory phenomenon, both in relation to the origin of the migrants and to the narrative that makes them conservative press: «the Spanish Government, as part of a liberal higher structure (EU), seems to deliver a solid design and a big commitment to the integration policy. Nevertheless, they act aggressively with the migrants trying to reach the Spanish border from Morocco (in Ceuta and Melilla). On the other hand, research and polls show that the Spanish are more tolerant and open-minded than the



average EU regarding integration. In any case, Spanish conservative media are quite an alarmist, trying to depict immigration as an “avalanche”. This speech penetrates society»; «there are free and public resources for migrant people (like CEPIs in the Community of Madrid), but they are few and overcrowded. Also, there is little information about these resources and procedures for migrant people, and methods of regularisation or renewal are very complex, so it is not easy to succeed without support»; «the attitudes of society are very varied. It depends on the context (city, town, place, etc.). In general, the Spanish culture is open and welcoming, but there are still a lot of prejudices and discrimination in some areas and circumstances that obstruct migrant people from finding a job, a house, or access to some resources in similar conditions». Italian informants responded by highlighting, once again, the problems and shortcomings of Italian policy in this matter and the related risks: «the policy is deconstructed because each minister of the interior changes name and structure. There is also a territorial difficulty: each territory is distinct and has a different capacity to absorb immigrants. It is an elitist and exclusionary policy; it poses problems for some nationalities whose country of origin is unsafe. In the welcoming system, ideologies engulf fear and fall into welfare. No one takes a position because of ideology. It is a substantial limitation of the welcoming process. Another rule of the reception system is the workers employed: workers’ salaries and turnover. Worker improvisation also dictates turnover (any person can do this). This is not the case. There is no growth of workers and no qualifications. Society is better prepared than it was five years ago for migration; there is more custom in dealing with migrants. It may not have improved only in the urban context. Maybe society has accepted the migration phenomenon»; «the migration policies in Italy suffered from frequent changes that needed clarification for people working in this field»; Italy’s migration policies are full of red tape and do not ensure that those who arrive in the country have smooth access to services. Thus, the risk is being left on the margins of society».

Even the Greek informants, while acknowledging the efforts made in recent years by the institutions, report the perception of conflicting opinions on the part of citizens on the migratory phenomenon and the need to continue working for more comprehensive policies that make up for the current shortcomings and related social difficulties: «regarding Greece, migration policy has been a high-priority issue for every government concerning managing the flows and securing borders. Furthermore, the state has developed a very contextualised system to integrate refugees regarding schooling, social events, and access to the social care system. Society, overall, is keener on refugees, as many of them find themselves close relations to Greek people and living in Greece»; «racism towards immigrants, both structural and social. Immense paperwork and lacking a system for incorporation»; «a great effort is being made to integrate the refugees, but there is great difficulty and many bureaucratic problems. Lack of a state plan».

### 6.2.3 PERCEPTIONS ABOUT LANGUAGE POLICIES

A crucial point of our survey concerns the linguistic-educational policies referring to people in the four countries of the project partners.

Our German informants report improvements in the most recent policies regarding migrant language training in German: «migration policy has changed in recent years regarding language and integration, especially after 2015. Overall, the educational offers have become more differentiated, tailored, and diverse. The volume has also increased. Overall, there are more opportunities for migrants and refugees. Immigrants have many opportunities to learn the German language, and there is financial support from the Federal Agency for Asylum and Migration (BAMF) to attend various language courses and educational programs available at many language institutions, adult education centres, and schools»; «there are literacy courses for asylum seekers which lasts 900 academic hours, and integration courses, which last 600 hours. The educational content is based on a framework teaching program issued by BAMF. The learners acquire the German language skills necessary for dealing with the demands of everyday life. At the end of the course, the learner takes a final examination (free of charge) called the “German test for immigrants” (DTZ), which corresponds to the B1 level of the Common European Framework of Reference for Languages. If the person has not passed the language test, the BAMF may permit them to attend the additional 300 hours free of charge»; «BAMF facilitates additional Women’s interaction courses – an educational program tailored for women. It consists of 900 hours language course and 100 hours “Living in Germany” course. The aim of the course is that women learn German and can act independently in everyday life without assistance from others».

Spanish informants report the main language training programs developed in their country: «there is a language test for the acquisition of citizenship (A2 level) plus another sociocultural test (CCSE – “Constitutional and sociocultural knowledge of Spain”) you need to pass. There are no compulsory teaching programs for migrant people, but for some procedures of regularisation (not all), you need to know basic Spanish (PECOLE level, which is like a high A1). For the arrangement of Arraigo, it’s compulsory a program called “Know your rights” (an 8-hour course, free, given by the CEPIs, a public body, with content about the constitutional framework, tools for access to employment, immigration regulations and procedures,



and resources for integration. There are some free courses for learning Spanish for migrant people in the CEPIs (public centres). Apart from that, some NGOs offer Spanish lessons for migrant people, but general and specific for migrants only the CEPIs. There are other public or private resources, but you must pay: school for adults, the official school of languages. At school, only the official language is used (Spanish and other national languages: Catalan, Galician, and Euskera). But some support teachers give some additional lessons in Spanish or other areas that need to be reinforced by some children. But the resources are few, and this only happens in some schools depending on the number of students with what they call "special need". There are no specific resources for foreign children to learn Spanish"; «there is a language test (A2 level) you need to pass to acquire citizenship. For some cases of regularisation (arraigo laboral, social), you must pass a PECOLE test (Oral communicative efficiency test in Spanish) between an A1 and A2 level, a fundamental level. But it is optional for all the cases (depending on the regularisation procedure). The immigrant languages at school are not usually used, only the official ones. There are free and public resources (such as CEPIs in Madrid) for learning Spanish for migrant people».

Italian informants also report the main tools and programs made available to people for learning Italian: «there are lots of Italian language programs/courses for foreigners. In some contexts, they are compulsory; for example, there are 15 required hours of language training per week upon arrival. Then there are also many courses: CPIA [Provincial Center for Adult Education], institutions that deal with Italian L2 (Società Dante Alighieri), and universities that also give certificates (University for Foreigners of Siena, University for Foreigners of Perugia, Roma 3 University). Courses run by NGOs, private language schools, voluntary associations, and self-organised associations. State schools for minors also offer language courses. For state schools, the languages of immigrants depend on the schools: some very attentive schools have language mediators available, while others consider them very little»; «B1-level language certification is required for citizenship. Level A2 is required to receive a residence permit. Some CPIAs also have courses to take the third-grade licence. The AMIF fund finances many Italian language courses for migrants. Migrant languages are not studied in schools».

Greek informants, in addition to giving some general information on language courses, report some critical issues relating to language training programs for migrants in their country: «there is a tremendous demand for Greek lessons, but only some programs that make it easy for single mothers to participate or for working people»; «classes for migrants are held in reception centres (Greek and English courses are taught). Immigrant languages are not taught in public schools».

### 6.2.3. L2 TEACHING AND LEARNING METHODS: LANGUAGE AWARENESS AND MOTIVATION

As part of the survey, teachers involved were asked to express their preferences regarding traditional classroom activities or activities outside the classroom, formal or informal learning, public or private institutions, traditional or modern methods. From the survey it emerges that the informants prefer the activities carried out in the classroom, a formal training with a syllabus. It is also possible to note a clear preference for private institutions (including associations) over public ones. The preferred learning methods are certainly those considered modern, which include the use of modern technologies.

**Table 6 - Language teaching and learning methods**

Learning methods	Informants
Classroom language activities	49
Outdoor language activities	29
Formal learning (activities which follow a syllabus and is intentional)	37
Informal Learning (activities that are not undertaken with a learning purpose in mind)	28
Public institution (school, university, etc)	24
Private institution (school, university, NGO, association, etc)	30
Traditional methods (only textbook, learn through memorization techniques, etc)	35
Modern methods (student-based of teaching, use of technology, etc)	43
Individual - tailored methods	2



The contextualisation of linguistic activities, in fact, as is known, takes place in domains, divided into four different macro-sectors in which a speaker may find themselves acting (Council of Europe 2002: 18). The most suitable domain is the personal domain (32), which includes relationships within the family and among friends; then follow the public domain (28), which concerns everything related to normal social interaction (public administration, public services, relations with the media), and the professional domain (28), which includes everything that refers to the activities and relationships of a person in the workplace and/or in the exercise of his profession; the last domain most indicated by informants is the educational one (27), which refers to the context of learning and training (where specific knowledge and skills are acquired). Concerning language awareness and motivation, informants are asked to indicate the activities proposed to stimulate their students. Motivation not only refers to the reason that determines the choice to study a foreign language, traditionally defined as integrative or instrumental motivation (Gardner, Lambert 1972), but also the measure of the commitment or effort that an individual puts into learning a language because of a desire and the satisfaction experienced in this activity (Gardner 1985: 10). The centrality of motivation, in addition to emerging from language teaching literature, is also strongly underlined in the documents drawn up by the Council of Europe and, in particular, in the Common European Framework of Reference (Council of Europe 2002) which considers motivational orientation one of the main factors to be analysed in order to develop training interventions on the basis of learners' needs. Therefore, the creation of a training course that takes the learner as a point of reference necessarily implies knowledge of his motivations for studying the language. Among the answers to this question, we find very varied and different answers: «I propose movement games, motivational exercises, grammar games, singing and rhythm, and film trailers to stimulate motivation»; «to stimulate motivation, I propose excursions to deepen what has been learned or convey knowledge vividly. Sports and creative units to increase motivation and performance; gymnastics, coffee breaks»; «experience shows that refugees are keener on learning if the activities are closer to what they are trying to do, ex when they are working, they want to learn more wording about work»; «I propose to students dialogues with German colleagues at work, on television, conversations in the seminar room, networking».

### 6.2.5 CULTURAL BARRIERS AND DIFFICULTIES ENCOUNTERED IN L2 LEARNING PROCESSES

With regard to the main difficulties experienced by their students in learning the language of the host country, the teachers involved, especially the Italians, report the lack of structured, complete and long-lasting courses that can accompany the migrant throughout the complex learning process: «there is no reasonable offer. Everything is left to the goodwill of the individual student. The CPIA struggles and does not respond to the needs of the public school. Language teaching is left to voluntary associations, job centres, and training centres, but these provide courses and are not schools in which to study for long periods. Time is needed!».

Greek informants, in addition to the difficulty associated with learning a language with a different alphabet, also point out the lack of free resources available to people experiencing migration who often already experience precarious work and housing situations: «there are not enough free resources to learn the language. The jobs are precarious. It makes it almost impossible to combine family, work, and linguistic areas». This last difficulty, in particular, is also reported by the Spanish informants: «Not enough free resources and time to learn because of survival necessities». Lastly, German teachers report more technical difficulties related to the methods of teaching and learning a foreign language: «some people can't relate to what we see as modern foreign language teaching. For example, participants from the former Soviet Union cannot cope with playful learning but only want classical frontal teaching and grammar/translation methods, and not communicative methods»; «lack of learning strategies for foreign languages».

Regarding the main difficulties encountered in teaching the language to adult migrants, the answers are very varied and reveal problems related to the real motivation of the learners («language is not a priority for many immigrants»), the specific skills of the teachers («teachers without a specific competence»), lack of materials and tools («no books provided to us»). The answer of a Spanish teacher who sums up all these difficulties is very interesting: «the variety of profiles or levels. As there are few resources or classes, an adequate division by groups cannot be made, and teachers must deal with heterogeneous types. Sometimes it is positive, but it is challenging to advance at the same level. Sometimes there need to be more material resources (innovators, technologies) and a need for more educational materials. For example, most Spanish learning or literacy books are designed for children when working with adults. It is not the same profile, and the material should be adapted to adults, especially people experiencing migration, with their contexts and learning needs. Sometimes the lack of consistency in student attendance is a problem since they are occasionally vulnerable groups that must reconcile their lives with the employment search, sometimes they move frequently, etc., but this way, it is challenging to advance and plan the classes».



## 6.2.6 INNOVATIVE TOOLS FOR TEACHING L2 AND LINGUISTIC MEDIATION STRATEGIES FOR INTEGRATION

The survey has been useful to understand which strategies and innovative tools our informants use to teach L2 to adult migrants. Reporting the experience of Asociación Guaraní, a Spanish teacher observed that: «we use music (songs), films, easy games (such as bingo, domino with words, and quizzes), and sometimes theatre to teach a language. As a result, it is easier to learn and get the participants' attention, and they can also develop other abilities (social and artistic abilities). But it is not standard in the educational system; it depends on the teacher». The answer of another informant also follows the same line: «it is only sometimes that they use other languages during teaching classes. It depends on the teacher. Sometimes to explain or recognize a word. Generally, the strategies used are the classic ones (books, grammar, vocabulary learning). Still, sometimes they use music (songs), parts of films, and little by little more technologies like resources on the internet».

Concerning the use of mediation strategies to solve problems, the Spanish interviewees answer as follows: «CEPI: in the Community of Madrid (only), there is a public and free service with eight centres for the integration of migrant people with different benefits: legal advice, psychological attention, labour, counselling, job search, training, Spanish classes, school support, information on resources and social support. All these services prevent problems and also have social and cultural mediation services. CAR: in all of Spain, there are 4 in Spain (Madrid, Valencia, and Sevilla). They are refugee care centres. They have a translation, interpretation, and mediation services. But they are temporary accommodation services and are only offered to people seeking refuge and asylum residing there. Social Services: in each municipality of the country, there is a social and cultural mediator (usually, they speak foreign languages) to solve problems or mediate between migrant people and other people or resources (public or private). In some places, this isn't enough, and the services are crowded. In some municipalities, such as Madrid, there is a free telephone interpreting service for municipal services and procedures, which also translates documents. However, it has a specific schedule and translation for only a few languages: English, French, Chinese, Romanian, Arabic, Bulgarian, Russian, Polish, and Ukrainian. There are also a few NGOs with free services of translation and interpretation. Other services have to be paid for or contracted by the interested person»; «there are some cultural mediation services in Social Services and the CEPIs, but they are often overcrowded. Also, there is a service of translation via telephone in some public places where there is no face-to-face translation, but it depends on the centre/resource and the language needed. In many of them, they ask you to bring a translator».

German informants reported as follows: «offer courses with different language levels, language courses with thematic focuses, training/continuing education for language teachers in language teaching combined with thematic obsessions, information events for learners where they teach that learning is not necessarily associated with high demands»; «offering training/continuing education for language teachers in cultural studies of the learners»; «countries of origin»; «contact with local people»; «more offers for these groups such as cooking courses, programs and event from associations and clubs, neighbourhood help, language mentors at schools or in German courses, excursions, etc».

The Greek teachers, for their part, remember: «immediate school enrollment and Greek lessons in the shelter. Activities such as museum visits, multicultural festivals, and youth centres use social media to help immigrants connect with the culture»; «University of Athens tries to organise adult education classes». In Italy there is «relational and linguistic mediation of moments of confrontation in the classroom, management of relations between students through dialogue, and acceptance of the various points of view, all of which are legitimate in front of the students».



## 7. Approaches teaching/ learning a language<sup>6</sup>



Based on the linguistic needs of informants and considering the challenges and peculiarities of the four countries involved in the project, we propose five innovative teaching approaches (Total Physical Response, Communicative approach, Task-based Language Teaching, Computer-Assisted Language Learning, Content and Language Integrated Learning, Collaborative Approach)

### ■ 7.1 Total Physical Response<sup>7</sup>

The Total Physical Response (TPR) is a language learning method that makes use of body movements with the acquisition of the new language. The focus shifts from producing the language to associating the language with words and actions and cementing the relationship between the two. TPR was first developed by American psychologist James Asher (Asher 1966, 1969; Byram, 2000). Using the TPR method, the teacher explains to the classroom using their body and objects, then he/she interacts with the students and then asks the students to interact with each other using the same objects, making movements or actions requested. According to James Asher (1969), TPR approach produces a highly significant acceleration in comprehension and mainly focus on vocabulary, imperatives, instructions and storytelling. This method naturally supposes the development of recreational activities, made fundamental by its global and holistic nature. Freddi (1990: 24), illustrates the role of sensory channels in linguistic education activities, arguing that: «when teaching becomes bi-sensorial – as with audiovisual – or even, if possible, multisensory thanks to the manipulation-exploration of objects and things, the learning experience becomes more complete and productive». This Teaching method has been proposed, with excellent results, on the basis of the needs of Asylum seekers living in Siena, very motivated to play football but not motivated at all to learn Italian language, often because most of them were illiterates.

### ■ 7.2 COMMUNICATIVE APPROACH<sup>8</sup>

The Communicative Approach aims at language ability, focusing on language use within various contexts (Omaggio-Hadley, 2001), passing through different degrees of accuracy. In this sense, the proficiency-based movement focused on measuring what learners can do in functional terms. The primary goal is for learners to develop communicative competence (Hymes, 1971) or communicative ability. In other words, its purpose is to use real-life situations that necessitate communication. CA looks at a wide range of abilities (Canale & Swain, 1980): the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a specific social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this consistently and coherently (discourse competence); the ability to communicate effectively, avoiding communication breakdowns (strategic competence). Wesche and Skehan describe some principles which turn around the CA: Activities require frequent interaction among learners or interlocutors to exchange information and solve problems. Use authentic (non-pedagogical) texts and communication activities linked to “real-world” contexts, often emphasising links across written and spoken modes and channels. Approaches that are learner-centred take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

6. For a detailed analysis of these approach teaching/learning see the long version of the report

7. The long version of this approach has been elaborated by Raymond Siebetchu (University for Foreigners of Siena)

8. The long version of this approach has been elaborated by Per Esemplio.



### ■ 7.3 TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH<sup>9</sup>

Task-based Learning and Teaching approach aimed at bringing back to the centre of the language acquisition process the use, the communicative aspect of learning and the centrality of learners' "agency" in this process. TBLT is proposed as a counterbalance to more traditional teaching methods in which the structure of presentation, practice, production (PPP) prevails. At the heart of the TBLT method is the notion of "task" considered as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language" (Van den Branden, 2006, p. 4). Designing a task-based activity entails three different steps that represent the phases of production, analysis and practice (Pona, 2020, p. 6). First, during the "pre-task" phase the teacher presents the task and the various steps necessary to achieve it, models, words and activities that stimulates prior knowledge of the students. Second, it starts the proper "task phase" where learners are encouraged to implement the task and reach the goal using their individual and collective linguistic knowledge and extra-linguistic resources. This phase is articulated into two distinct moments: initially, contents are introduced through the aid of authentic material aiming at familiarising the students with the linguistic content given by the input; activities related to the input can require not conscious usage of linguistic structures or can be activities focused on form (Biriello, Odelli, & Vilagrasa, 2017, p. 207). Subsequently, learners are free to use their linguistic resources to reach the goal set by the task. Third, there is the "post-task" phase where review and feedback take place.

### ■ 7.4 COMPUTER-ASSISTED LEARNING (CALL) <sup>10</sup>

Computer-assisted language learning (CALL) is an approach to teaching and learning in which the computer and the computer-based resources are used to present and design learning content, assess language skills acquired, support a paper textbook, search for additional materials and ICT applications for language teaching and learning which usually include a substantial interactive element as well as the use of virtual environment for distance learning. CALL is meant to facilitate the language learning process and help learners to either reinforce what has been learned in the classroom or support for self-study (Polat, 2017). The important innovations in the field of multimedia and the internet in the 2000s shed a new light on pedagogical approaches and strategies in language teaching. Technology and the Internet offer language teachers and learners with a number of opportunities to design and include a variety of materials and web-based tools into language learning settings, which cannot be done with the textbook or other types of materials. These includes: Communicative activities, like interactive simulations using graphic programs, video karaoke, oral presentations, describing a sequence of events depicted in visuals, expressing an opinion using online surveys or questionnaires, action mazes, games; Grammar practice, like gap-filling exercises, multiple choice, reordering exercises; Vocabulary learning and practice, like crossword, wordspin, design of flashcards, alphabetical jumble, scrabble, quiz, total-cloze; IDEAL-platform offers a collection of digital tools with text and video tutorials for creating and modifying digital teaching materials (Integrating Digital Education in Adult Language Teaching, 2019).

### ■ 7.5 CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)<sup>11</sup>

CLIL is the acronym for Content and Language Integrated Learning. It is a learning approach: students study a subject (literature, history, science) while using another language, such as English, at the same time, gaining relevant vocabulary and foreign language skills. One subject integrates into the other. CLIL involves a threefold language role: language of learning, language for learning, language through learning (Coyle, 2007). CLIL supports the integration of a foreign language with one or more school subjects, raising learning efficiency and effectiveness, increasing quality of understanding and mastery of the language studied. CLIL augments interest and motivation: from a monotonous, boring, and even frustrating frontal language teaching style, the daily lesson can turn into a most interesting way to learn a foreign language so as to study

9. The long version of this approach has been elaborated by COSPE

10. The long version of this approach has been implemented by VHS

11. The long version of this approach has been elaborated by Angela Metallinou, Inter Orthodox Centre - Greece.



substantive material. CLIL also contributes to bilingualism and improves intercultural communication. CLIL has a beneficial impact on students' content-knowledge acquisition. Appropriate training should be provided to teachers (especially new ones) so they may be competent in teaching through the CLIL approach. Curriculum designers should consider the great value of this kind of teaching and produce reliable learning material. The application of CLIL programs in L2 teaching must not be a trend, but a must for the improvement of educator's qualifications and students' learning skills.

## ■ 7.6. COOPERATIVE LEARNING APPROACH<sup>12</sup>

Cooperative learning is often described as a way of "structuring positive interdependence" (Prasetyo, 2012). As an educational approach, it consists of dividing the class into different groups to cooperate in carrying out a specific task. In this sense, of course, this approach encourages cooperation over individuality. In this way, a transfer of skills arises between group members and each individual benefits from new skills depending on the nature of the task to carry out. The basic principle of cooperative learning is that everyone succeeds when the group succeeds. According to McGroarty (1989), there are six main benefits in using the cooperative approach in L2-teaching. Of all these benefits, two will be linguistic, two curricular and two social: Increased frequency and variety of second language practice through different types of interaction; Possibility for development or use of the first language in ways that support cognitive development and increased second language skills; Opportunities to integrate language with content instruction; Inclusion of a greater variety of curricular materials to stimulate language use as well as concept learning; Freedom for language teachers to master new professional skills, particularly those emphasising communication; Opportunities for students to act as resources for each other and, thus, assume a more active role in learning. As it is described by Bedregal-Alpaca et al. (2020), "activities, which are carried out in groups or teams, are cooperative when a number of conditions occur, known as elements of cooperative learning": Heterogeneous groupings; Positive interdependence; Individual and group responsibility; Equal opportunities for success; Promoter interaction; Cognitive processing of information; Use of cooperative skills; Individual and group evaluation.

12. The long version of this approach has been elaborated by Guarani.



## 8. Recommendations



According to the *Action Plan on Integration and Inclusion 2021-2027* of the European Commission, the European way of life is an inclusive one. Integration and inclusion are key for people coming to Europe, for local communities, and for the long-term well-being of our societies and the stability of our economies. If we want to help our societies and economies thrive, we need to support everyone who is part of society, with integration being both a right and a duty for all. For the same Action Plan, learning the language of the host country is crucial in order to successfully integrate. Combining language training with the development of other skills or work experience and with accompanying measures has proven to be particularly effective in improving access to and the outcome of language training. Finally, gaining an understanding of the laws, culture and values of the receiving society as early as possible, for example through civic orientation courses, is crucial for migrants to fully participate in the receiving society (European Commission, 2020).

In this section, we will resume and summarise 4 objectives proposed by the *Action Plan on Integration and Inclusion 2021-2027* and we will illustrate them in terms of analysis of linguistic and cultural needs to subsequently propose innovative and adequate teaching approaches.

### EDUCATION AND TRAINING

- People experiencing migration participate in comprehensive language training and civic orientation programmes which start upon arrival and accompany them along their integration journeys.
- Language training should not stop a few months after arrival. Language classes should be supported also for intermediate and advanced courses and tailored to the needs of different groups.
- Teachers should be better equipped with the necessary skills, and the resources and support to manage multicultural and multilingual classrooms for the benefit of both migrant and native citizens.

### EMPLOYMENT AND SKILLS

- Many people experiencing migration arrive with skills that are highly needed in our labour markets but they often face difficulties in having them valued and finding jobs that reflect their skills level.
- Women experiencing migration are at particularly high risk of being overqualified for their job, which may lead to depreciation of their skills.
- Facilitating the recognition of qualifications acquired in third countries, promoting their visibility and increasing comparability with European/EU qualifications, while offering bridging courses to help people complement the education acquired abroad, is key to a faster and fairer inclusion of migrants into the labour market and enables them to fully use their competences and skills. This can also help people experiencing migration to pursue their studies in the host country thus increasing their level of participation in higher education and lifelong learning.



## HEALTH

- Insufficient access to healthcare services can be a major obstacle to integration and inclusion, affecting virtually all areas of life, including employment and education.
- People experiencing migration are confronted with specific persistent barriers to accessing healthcare services, including administrative hurdles, fears linked to uncertainties about the duration of their stay, discrimination, a lack of information and of familiarity with the healthcare system, and linguistic and intercultural obstacles.

## HOUSING

- Access to adequate and affordable housing is a key determinant of successful integration.
- Increasing housing prices, shortages of affordable and social housing, and discrimination on the housing market make it difficult for migrants to find adequate and long-term housing solutions.

Starting from these 4 objectives, we suggest taking into consideration the domains in the migration project and the possible articulations of the migrant language needs proposed by Vedovelli (2010).

**Table 7** - Domains and articulation of needs

Domains	Articulations of needs
Reception and regularisation	<ul style="list-style-type: none"> <li>Find an immigrant reception office</li> <li>Contact a lawyer</li> <li>Submit the application for regularisation</li> <li>Get the documents for the stay</li> </ul>
Employment	<ul style="list-style-type: none"> <li>Find a job</li> <li>Prepare a curriculum vitae</li> <li>Have a job interview</li> <li>Social integration at work</li> <li>Acquire technical-specialist vocabulary</li> <li>Find professional qualification courses</li> </ul>
Housing	<ul style="list-style-type: none"> <li>Finding accommodation</li> <li>Write and read an announcement to find a home</li> <li>Acquire tools and skills for proper home management</li> </ul>
Health and welfare	<ul style="list-style-type: none"> <li>Know the map of the territory</li> <li>Locate services in the area</li> <li>Learn how to use the services</li> <li>Acquire specialised terminology</li> </ul>
Education and training	<ul style="list-style-type: none"> <li>Locate the training facilities that provide language courses</li> <li>Access the courses at times compatible with work and family commitments</li> <li>Being able to leave and re-start the training courses</li> <li>Acquire verbal and non-verbal communication skills</li> <li>Knowledge of the culture of the host country</li> <li>Recognition of qualifications and skills acquired</li> <li>Professional training</li> </ul>



Domains	Articulations of needs
Socialisation and free time	<ul style="list-style-type: none"> <li>Connect with natives and compatriots</li> <li>Relationship with mass media and social networks</li> <li>Locate places of aggregation with natives and compatriots</li> <li>Expand interpersonal relationships with natives and compatriots</li> <li>Identify hobbies and link them to educational activities</li> </ul>

We conclude this recommendation section referring to the *Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants (LASLLIAM)*<sup>13</sup>. It is the new reference guide developed by a group of experts and the Council of Europe Education Department to support high-quality learning environments for non- and low-literate migrants. As we observed in this Guidelines, Council of Europe confirms non-literate or low-literate migrants have specific educational needs, as they must learn a second language while either learning to read and write for the first time or developing basic literacy competences in an alphabet or writing system sometimes different from the one they will have learned initially. When it comes to language or knowledge of society courses, these needs are rarely taken into consideration, and this group of migrants is rarely offered a sufficient number of hours to reach the language level required (Council of Europe, 2022). For this reason, LASLLIAM aims at supporting language educators, curriculum designers and language policymakers in their endeavour to design, implement, evaluate and improve curricula, syllabi and teaching materials tailored toward the specific needs of the target learners. Even though many of our informants were high school and college graduates, our survey highlights the severe consequences of insufficient educational provision for non- and low-literate adults. As the LASLLIAM report well recalls, this vulnerable group of adult migrants rarely receives adequate instruction in terms of both hours of tuition and targeted teaching approaches, while very often they are required to pass a compulsory written test (Council of Europe, 2022).

Considering the specific needs of our informants and the one of many adult migrants residing in the four partner countries of the ALL-IN project, descriptors, language activities, resources for teaching literacy and second language illustrated in the LASLLIAM report are good starting point to provide practical support for the effective implementation of policy and to encourage good practice and high quality in the provision of language courses. For further information, we invite readers to directly consult the LASLLIAM report. Here we limit ourselves to proposing a *Goal-Oriented Co-Operation* descriptors taken from the report. "Goal-Oriented Co-Operation focuses on task-based activities where learner and interlocutor are required to collaborate in order to achieve a shared aim. Therefore, the descriptors refer both to formal and informal contexts. Key concepts operationalised in the scale include the following: ease of listening and speaking: as outlined in the sections on oral reception and production; complexity of the instruction: from acting on basic instructions mostly with body language to acting on more complex instructions (e.g. involving times, locations and numbers) degree of engagement and role in the interaction: from responding to a proposal and later on asking and giving permission" (Council of Europe, 2022: 71).

13. <https://rm.coe.int/prems-008922-eng-2518-literacy-and-second-language-learning-couv-texte/1680a70e18>



Table 8 - Goal-Oriented Co-Operation

		Personal	Public	Occupational	Educational
4	Can ask for and give permission with simple sentences	e.g. during a video call with a friend	e.g. in a public office ("Good morning, can I come in, please?")	e.g. with a costumer	e.g. referring to an activity ("Can I stop now?")
	Can act on basic instructions that involve times, locations, numbers, etc.	e.g. involved in the homework of their children	e.g. giving directions within a building ("Go to the hall there, then turn left")	e.g. sharing place and time of a work commitment	e.g. co-operating in carrying out a task like a language game
	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions	e.g. answering a friend	e.g. helping a passer-by ("Where is the hospital?")	e.g. about changing a shift	e.g. engaged in a simple scenario-based activity
3	Can ask for and give permission with short simple sentences ("Can I?")	e.g. to a neighbour ("Please, come in")	e.g. at the immigration desk	e.g. for a break to a colleague during a shared job task	e.g. going to the toilet during the lesson
	Can interact in a familiar context by using short, simple sentences and phrases with frequent words	e.g. dictating a message into an answering machine ("I call later")	e.g. following directions on the street ("Straight on and turn right")	e.g. describing a problem in a team meeting ("It doesn't work")	e.g. in a group work within the learning environment
2	Can act on simple instructions with familiar words, accompanied by body languages (e.g. "On left")	e.g. where to find the light switch for the apartment building staircase	e.g. in a simple procedures to validate a ticket in the bus ("Place here")	e.g. naming the object involved in a problem for a job task ("Broken door")	e.g. highlighting a missing comprehension ("Don't understand")
1	Can give permission with Yes/No answers	e.g. to a friend (Can I? "yes")	e.g. in a queue at the ticket office	e.g. to a colleague	e.g. in a simple role-play with the teacher
	Can act on basic instructions mostly with body language, accompanied by a single word or phrase (e.g. "Help")	e.g. with a neighbour	e.g. in order to get off the bus ("Sorry")	e.g. asking for help in a job situation	e.g. indicating they have understood an exercise ("ok")
	Can respond to a proposal with Yes/No answer	e.g. refusing a drink ("No")	e.g. accepting an appointment	e.g. accepting lunch with a colleague ("Yes")	e.g. accepting a task distribution in a peer activity ("Fine")

Fuente: Literacy and second language learning for the linguistic integration of adult migrants (CoE, 2022:71)

By combining LASLIAM descriptors with the linguistic needs of our informants, table 9 makes some didactic proposals suitable for adult migrants. The proposals that emerge through these guidelines will be the starting point of IO2 of the ALL-IN project.



**Table 9** - Linguistic needs of adults experiencing migration in various social contexts: some didactic proposals

Domains	Articulations of needs	Type of text	Communicative acts	Language activities
Reception and regularisation	Find an immigrant reception office	Face-to-face speaking ...	Ask Thank	Teaching units on greetings, services offered, and on the languages and cultures of the host country ...
	Deliver the documentation for the permit of stay	Face-to-face speaking Forms ...	Ask for explanations Read technical-specialist texts Write technical-specialist texts Filling out forms Explain Argue	...
Employment	Find a job	Job announcements Face-to-face speaking Talking on the phone Video Call speaking Forms Curriculum vitae Formal letter ...	Read job announcements Ask for information Understand short texts Read technical-specialist texts Write technical-specialist texts Filling out forms Explain Argue Draw up a curriculum vitae Have a job interview Have a telephone/ conference call job interview Submit a job application Understand an employment contract	Teaching units on interpersonal relationships and for the development of work-related vocabulary; short courses for the development of specialist language skills ...
Housing	Finding accommodation	Face-to-face speaking Announcements Talking on the phone Video Call speaking Lease Formal letter Forms ...	Ask for explanation Explain Describe Argue To present oneself Have a telephone/ conference call interview Write and send a formal letter Write and send a formal email Understand a lease	Teaching units for understanding announcements and acquiring specialised vocabulary ...



Domains	Articulations of needs	Type of text	Communicative acts	Language activities
<b>Housing</b>	Manage a house	Bill Fine Formal letter Instructions for the use of household appliances ....	Report faults Understand bureaucratic speech Make a complaint Make an appeal Have a telephone/ conference call interview Write and send a formal letter Write and send a formal email Read technical-specialist texts Write technical-specialist texts	Teaching unit on lexical activities: management of the house, food and shopping ...
<b>Health and welfare</b>	Locate the health services in the territory	City plan Information brochures Websites and applications Face-to-face speaking Talking on the phone Video Call speaking Forms Hospital signage Prescription	Ask for explanations Ask for help Describe a pain Argue Understand medical language Have a medical consultation on the phone (by phone or conference call) Buy medicine	Health teaching unit focused on functioning of health services, prevention, doctor-patient interaction ...
<b>Socialisation and free time</b>	Expand your interpersonal relationships	Invite Listen Write Discuss Joke Manage non-verbal codes Tell jokes Send messages, Convince ...	Moments of aggregation through inter-ethnic festivals, film festivals, sports activities, intercultural workshops, religious ceremonies ...	Role play Total physical response Activities with the use of cinema, music Outdoor learning activities



## References

- Adler, A. & R. Beyer (2018). Languages and language politics in Germany (Sprachen und Sprachpolitik in Deutschland). In G. Stickel (ed.), *National Language Institutions and National Languages 221–42. Contributions to the EFNL Conference 2017* in Mannheim. Budapest: Hungarian Academy of Science, Research Institute for Linguistics.
- Ager, D. (2001). *Motivation in Language Planning and Language Policy*. Clevedon: Multilingual Matters.
- Asher, J. (1969). The Total Physical Response Approach to Second Language Learning. *The Modern Language Journal*, 53(1): 3-17.
- Asher, J. (1966). The Learning Strategy of the Total Physical Response: A Review. *The Modern Language Journal*, 50(2): 79-84.
- Barni M. (2010). Se la lingua e la sua verifica diventano strumenti di potere, Intervista [www.meltingpot.org](http://www.meltingpot.org)
- Barni, M., A. Villarini (2001). *La questione della lingua per gli immigrati stranieri: insegnare, valutare e certificare l'italiano L2*. Milano: Franco Angeli.
- Beacco, J.C., D. Little & C. Hedges (2014). *Linguistic integration of adult migrants: Guide to policy development and implementation*. Strasbourg: Council of Europe.
- Bedregal-Alpaca, N., A. Padron-Alvarez, E. Castañeda-Huaman & V. Cornejo-Aparicio (2020). Design of cooperative activities in teaching-learning university subjects: Elaboration of a proposal. *International Journal of Advanced Computer Science and Applications*, 11(4).
- Benavides, J. (1999). Exploring materials and activities for CALL. *HOW, a Colombian Journal of Teachers of English*, (5): 63-69.
- Benyo, A. (2020). CALL in English Language Teaching. *International Journal of Advanced Science and Technology*, 29 (3s): 1390-1395.
- Biriello, M., E. Odelli & A. Vilagrasa. (2017). A lezione con i task: fra teoria e operatività. *ELLE*, 6(2): 199-215.
- Borro, I. (2018). L'insegnamento della grammatica nella didattica per task. TBLT e PPP. In D. N. Cortés Velásquez (ed.), *Il task nell'insegnamento delle lingue. Percorsi tra ricerca e didattica al CLA di Roma Tre*. Roma: RomaTrePress, 25-48.
- Byram, M. (2000). Total Physical Response. In M. Byram & A. Hu (eds.), *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge, 631-633.
- Canale, M., Swain M. (1980). Theoretical bases of communicative approaches to Second language teaching and testing. *Applied Linguistics*, 1(1): 1-48.
- Caon, F. (a cura di) (2017). *Educazione linguistica nella classe ad abilità differenziate*, Torino: Loescher.
- Caon, F. & C. Meneghetti. (2017). Il task-based approach nella classe ad abilità differenziate. *ELLE*, 6(2): 217-235.
- Celce-Murcia, M. (2008). Rethinking the Role of Communicative Competence in Language Teaching. In: E.A Soler, M.S Jordà (eds.), *Intercultural Language Use and Language Learning*. Dordrecht: Springer, 41-57.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press,
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of Europe Publishing: [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).
- Council of Europe (2022). *Literacy and second language learning for the linguistic integration of adult migrants*, Strasbourg, Council of Europe Publishing.
- Cortés Velásquez, D. & E. Nuzzo. (2018). La didattica con i task: principi, applicazioni, prospettive. In D. Cortés Velásquez & E. Nuzzo (eds.), *Il task nell'insegnamento delle lingue. Percorsi tra ricerca e didattica al CLA di Roma Tre*. Rome: RomaTrePress, 13-40.
- Coyle, D. (2007). The CLIL quality challenge. In D. Marsh & D. Wolff (eds.), *Diverse Contexts-Converging Goals: CLIL in Europe*. Frankfurt/Main: Peter LangPub.
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters.
- Darn, S. (2006). *Content and language integrated learning (CLIL): A European overview*. ERIC Education Resources Information Center.
- Demetrio, D., G. Favaro (1992). *Immigrazione e pedagogia interculturale. Bambini, adulti, comunità nel percorso di integrazione*. Firenze: La Nuova Italia.
- Diadori, P., M. Palermo, D. Troncarelli (2009). *Manuale di didattica dell'italiano L2*. Perugia: Guerra Edizioni.
- Diadori, P. (a cura di) (2001). *Insegnare italiano a stranieri*. Firenze: Le Monnier.
- Doughty, C. J., M.H. Long (2003). *The Handbook of Second Language Acquisition*. Oxford: Blackwell Publishing Ltd.
- Elt World Wiki, n.d. CALL: Computer Assisted language learning. [https://elt.fandom.com/wiki/CALL:\\_Computer\\_Assisted\\_Language\\_Learning#Advantages\\_of\\_CALL\\_\(motivation\\_and\\_authenticity\)](https://elt.fandom.com/wiki/CALL:_Computer_Assisted_Language_Learning#Advantages_of_CALL_(motivation_and_authenticity))
- European Commission (2007). *White Paper on Sport*. Brussels: European Commission.
- European Commission (2008). *A rewarding challenge. How language diversity could strengthen Europe*. Brussels: European Commission.
- European Commission (2010). *How to learn languages*. Brussels: European Commission.
- European Commission (2020). *Action Plan on Integration and Inclusion 2021-2027 of the European Commission*. Brussels: European Commission.
- Freddim G. (1990). *Azione, gioco, lingua*. Padova: Liviana
- Gardner, R. C., W. Lambert (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Arnold.
- Giacalone Ramat, A. (a cura di) (1988). *L'italiano tra le altre lingue: strategie di acquisizione*. Bologna: Il Mulino.
- Hymes, D. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Integrating Digital Education in Adult Language Teaching (2019). *European profile of a digitally competent language teacher*: <http://platform.ideal-project.eu/digital-competence-profile>.



- Isaac, M. L. (2012). "I Hate Group Work!" Social Loafers, Indignant Peers, and the Drama of the Classroom. *English Journal*, 101(4): 83-89.
- Kiliçkaya, F., G. Seferoğlu (2013). The impact of CALL instruction on English language teachers' use of technology in language teaching. *Journal of Second and Multiple Language Acquisition - Jsmula*, 1(1): 20-38
- Krashen, S. (1982). *Principles and practices in Second Language Acquisition*. Oxford: Pergamon.
- Long, M. (1985). A role for instruction in second language acquisition: Task-based language training. In K. Hyltenstam & M. Pienemann (eds.), *Modelling and assessing second language acquisition*, Clevedon, Avon: Multilingual Matters, 77-100.
- Machetti, S., R. Siebetchu (2017). *Che cos'è la mediazione linguistico-culturale*. Bologna: Il Mulino.
- Maddii, L. (a cura di) (2004), *Insegnamento e apprendimento dell'italiano L2 in età adulta*. Atene: Edilingua.
- Marsh, D., P. Mehisto, D. Wolff, M. J. Frigols Martin (2010). *European Framework for CLIL Teacher Education: A framework for the professional development of CLIL teachers*. Graz: European Centre for Modern Languages.
- McGroarty, M. (1989). The benefits of cooperative learning arrangements in second language instruction. *NABE journal*, 13(2): 127-143.
- Migliorini, B. (1941). *La lingua nazionale. Avviamento allo studio della grammatica e del lessico italiano per la scuola media*. Firenze: Le Monnier.
- Nunan, D. (1993). *Introducing Discourse Analysis*. London: Penguin English.
- Omaggio Hadley, A. (2001). *Teaching language in context Boston*. Boston, MA: Heinle & Heinle: 116-118.
- Ozturk, N. (2013). Using CALL in language teaching and learning, in consideration of its strengths and limitations. *Journal of European Education*, 3(1): 36-41.
- Papadopoulos, I. & E. Agathokleous (2020). CLIL in Second Language Education: A Pilot Project with Immigrant Students in Greece. *Multilingual Academic Journal of Education and Social Sciences*, 8(1): 76-86.
- Paternostro, G. & A. Pelliteri. (2014). Insegnare l'interazione, insegnare attraverso l'interazione. Il caso del task-based language learning and teaching. In A. Arcuri & E. Mocciaro (eds.), *Verso una didattica linguistica riflessiva. Percorsi di formazione iniziale per insegnanti di italiano come lingua non materna*. Palermo: Scuola di lingua italiana per Stranieri, 285-314.
- Polat, M. (2017). CALL in Context: A brief historical and theoretical perspective. *Issues and Trends in Educational Technology*, 5(1): <https://journals.uair.arizona.edu/index.php/itet/article/view/20312/19939>.
- Pona, A. (2020). Modelli operativi nella didattica dell'italiano come lingua seconda e straniera. *ElleDue*, 5: 4-8.
- Porcelli, G. (1994), *Principi di glottodidattica*. Brescia: Editrice La Scuola.
- Prabhu, N. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Prasetyo, S. (2012). The Usage of Teams Games Tournament Method in Teaching Vocabulary In Elementary School. Universitas Muhammadiyah Purworejo.
- Rastelli, S. (2009), *Che cos'è la didattica acquisizionale*. Roma: Carocci editore.
- Richards, J., & T. Rodgers, (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Sanako, (n.d.). *Technology in language teaching and learning*: <https://sanako.com/technology-in-language-teaching-and-learning>.
- Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education*, 45(2): 300-313.
- Siebetchu, R. (2016). Insegnare l'italiano ai calciatori stranieri. In A. De Marco (a cura di), *Lingua al plurale: la formazione degli insegnanti*. Perugia: Guerra Edizioni, 307-316.
- Siebetchu, R. (2020a). From sociolinguistics to language teaching in Football. In R. Siebetchu (a cura di), *Dinamiche sociolinguistiche e didattica delle lingue nei contesti sportivi. Sociolinguistic Dynamics and Language Teaching in Sports*. Siena: Edizioni Università per Stranieri di Siena, 3-38
- Siebetchu, R. (2020b). Strategie didattiche nelle classi plurilingui. Una sperimentazione in contesto sportivo. *Italiano LinguaDue*, 2: 390-403.
- Siebetchu, R. (a cura di) (2020c). *Dinamiche sociolinguistiche e didattica delle lingue nei contesti sportivi*. Sociolinguistic Dynamics and Language Teaching in Sports. Siena: Edizioni Università per Stranieri di Siena.
- Sorensen, S. M. (1981). *Group-Hate: A Negative Reaction to Group Work*. Minneapolis, MN: Annual Meeting of the International Communication Association.
- Stevenson, P. & L. Schanze (2009). Language, migration and citizenship in Germany: discourses on integration and belonging. In, G. Extra, M. Spotti & P. Van Avermaet (eds.) *Language Testing, Migration and Citizenship*. (Advances in Sociolinguistics) London, GB: Continuum, 87-106.
- Swain, M. (1995). Three Functions of Output in Second Language Learning. In G. Cook and B. Seidlhofer (eds.), *Principles and Practice in Applied Linguistics*. Oxford: Oxford University Press, 125-144.
- Van Avermaet, P. & L. Rocca (2013). Language testing and access. In E. D. Galaczi & C. J. Weir (Eds.) *Exploring language frameworks. Proceedings of the ALTE Kraków Conference, July 2011*. Cambridge, UK: Cambridge University Press, 11-44.
- Van den Branden, K. (Ed.) (2006). *Task-Based Language Education: From Theory to Practice*. Cambridge: Cambridge University Press.
- Vedovelli, M. (2010), *Guida all'italiano per stranieri: la prospettiva del Quadro comune europeo per le lingue*. Roma: Carocci.
- Vedovelli, M., R. Siebetchu (2017). 60 anni di politica linguistica dell'Unione Europea. In (a cura di) B. Coccia, F. Pittau, *La dimensione sociale dell'Europa. Dal Trattato di Roma ad oggi*, Roma: Centro Studi e Ricerche IDOS, 127-132.
- Vertovec, S. (2015). Introduction: Migration, Cities, Diversities 'Old' and 'New'. In S. Vertovec. (eds) *Diversities Old and New. Global Diversities*. London: Palgrave Macmillan.
- Vigers, D. & Mar-Moliner C. (2009) *Spanish language ideologies in managing immigration and Citizenship*. In, G. Extra, M. Spotti & P. Van Avermaet (eds.) *Language Testing, Migration and Citizenship*. (Advances in Sociolinguistics) London, GB: Continuum,
- Watson, R. (2010). *Future minds: How the digital age is changing our minds, why this matters, and what we can do about it*. Boston: Nicholas Brealey Publishing.
- Wesche, M. B. & P. Skehan. (2002). Communicative, task-based, and content-based language instruction. In R. B. Kaplan (Ed.), *The Oxford*



*handbook of applied linguistics*, Oxford: Oxford University Press, 207-228.

Wiseman, J. (2018, July 25). *What is Content and Language Integrated Learning? In Pearson English, Blog*: <https://www.english.com/blog/content-and-language-integrated-learning/>.

Wittgenstein, L. (1953 [1967]). *Ricerche filosofiche*. Torino: Einaudi.

Zemach, D. (2021, August 21). What Are the Benefits of CLIL in Bilingual Education? In Bridge Universe, Blog: <https://bridge.edu/tefl/blog/benefits-of-clil/>

## Links

<http://www.jstor.org/stable/23478724>

<https://doi.org/10.2307/411160>

[https://doi.org/10.1016/0346-251X\(81\)90065-8](https://doi.org/10.1016/0346-251X(81)90065-8)

<https://www.jstor.org/stable/322091>

[https://doi.org/10.1007/978-1-4020-5639-0\\_3](https://doi.org/10.1007/978-1-4020-5639-0_3)<http://www.jstor.org/stable/44488150><http://www.jstor.org/stable/44135002>

<https://www.english-efl.com/wp-content/uploads/pdf/CLIL-EN.pdf>

## Appendix

Appendix 1 Questionnaire addressed to adults experiencing migration

Appendix 2 Questionnaire addressed to language teachers and linguistic-cultural mediators







Co-funded by  
the European Union