

*The linguistic integration of adult migrants:
ways of evaluating policy and practice*

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Summing up

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Topic 1

Developing curricula and training programmes

- Use of the CEFR implies adaptation and transposition
- CEFR-related reference tools have been developed for a number of languages, but not in relation to
 - the communicative/integration needs of migrants
 - the professional needs of migrants' language teachers
- A multi-dimensional project in this domain was recently launched in Switzerland
- Account needs to be taken of feedback from participants in training programmes

Topic 2

Applying the principles of the CEFR

- The CEFR was not developed to address the needs of migrants
- Some countries use the CEFR to determine the level of tests, some use it to design curricula, and some use it for tests and curricula
- How can we ensure that course providers link their teaching to CEFR levels?
- Could the Council of Europe produce guidelines for the development of language courses for migrants that take account of the CEFR?
- Could such guidelines include descriptors that take account of the communicative needs of migrants?

Topic 3

Dealing with different needs

- Diverse needs imply that provision should also be diverse
- Needs evolve as learning progresses: courses should take account of this; it may also be necessary to allow learners to change courses
- There may be a tension between attempting to respond to needs on an individual basis and maintaining the linguistic coherence of the programme in question
- Could the Council of Europe produce guidelines for needs analysis – perhaps a document that brings together all the parameters that described migrant situations and migrant groups?
- Migrants with low literacy skills present a special challenge: could the Council of Europe develop a tool that addresses needs below the level of A1?

Topic 4

Teacher training and development

- Specialized training (already available in some countries) is essential but not always easy to deliver
- Such training requires that the needs of teachers in this domain are analysed
- Intercultural education is essential if teachers are to manage diversity in their classrooms
- Teachers can develop professionally in a number of ways besides taking a course: mentoring, peer observation, independent learning, etc.
- **Could the Council of Europe do more in this area, perhaps by facilitating the exchange of good practice?**

Topic 5

Quality assurance

- There is a need for standards in order to describe and measure the quality of curricula, course design and delivery, and teacher training
- **Could the Council of Europe develop guidelines on quality assurance in these areas?**
- Such a project might entail the dynamic development and gradual refinement of quality indicators

Topic 6

Evaluating effectiveness and impact

- Integration is a two-way process
 - Migrants must respect the laws and customs of the host country
 - Citizens of the host country must respect otherness and diversity
- The Council of Europe has produced a document to help member states explore the effectiveness of integration: *Measurement and indicators of integration* (available online)
- **Could the Council of Europe produce guidelines for**
 - **measuring the immediate impact of language programmes for adult migrants?**
 - **encouraging participation in the programmes?**

Topic 7

Incentivising migrants to take advantage of the training

- Motivation and drop-out are often serious problems
- Courses need to be adapted to learners' specific needs
- Tests may help motivation, but they may also encourage the wrong kind of focus
- Motivation may be helped by shortening the waiting period for citizenship
- A portfolio that allows migrant learners to demonstrate their skills in the language of the host country could help to motivate them (European Language Portfolio)
- Research in Flanders: drop-out due to quality and relevance of courses
- "Why learn the language when no one wants to talk to me"

Topic 8

After courses, what then?

- There is widespread recognition of the importance of connecting language courses with the wider context of migrants' lives: many initiatives were reported
- Migrants who are illiterate in their first language and/or have little education present a particular challenge: **could the Council of Europe do more to support member states in responding to this challenge?**

Some concluding reflections prompted by the CEFR

Consider these descriptors for **SPOKEN INTERACTION**:

- **A1:** *I can introduce somebody and use basic greeting and leave-taking expressions*
- **A2:** *I can make simple transactions in shops, post offices or banks*
- **B1:** *I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest*
- **B2:** *I can initiate, maintain and end discourse naturally with effective turn-taking*
- **C1:** *I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics*
- **C2:** *I can take part effortlessly in all conversations and discussions with native speakers*

Some concluding reflections prompted by the CEFR

Now consider the *teachability* of the CEFR levels:

- A1 and A2 descriptors mostly refer to discrete tasks and routine scenarios that play a central role in communicative language teaching
- From B1 upwards descriptors refer to increasingly general and complex communicative activity:
 - *“I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest”* (B1) requires an extended period of learning in which the target language is (at least) the medium of classroom interaction
 - *“I can initiate, maintain and end discourse naturally with effective turn-taking”* (B2) is not a complex of skills that can be imparted by a teacher in a classroom: it requires sustained use of the target language in communication with native speakers in a variety of academic and/or professional contexts

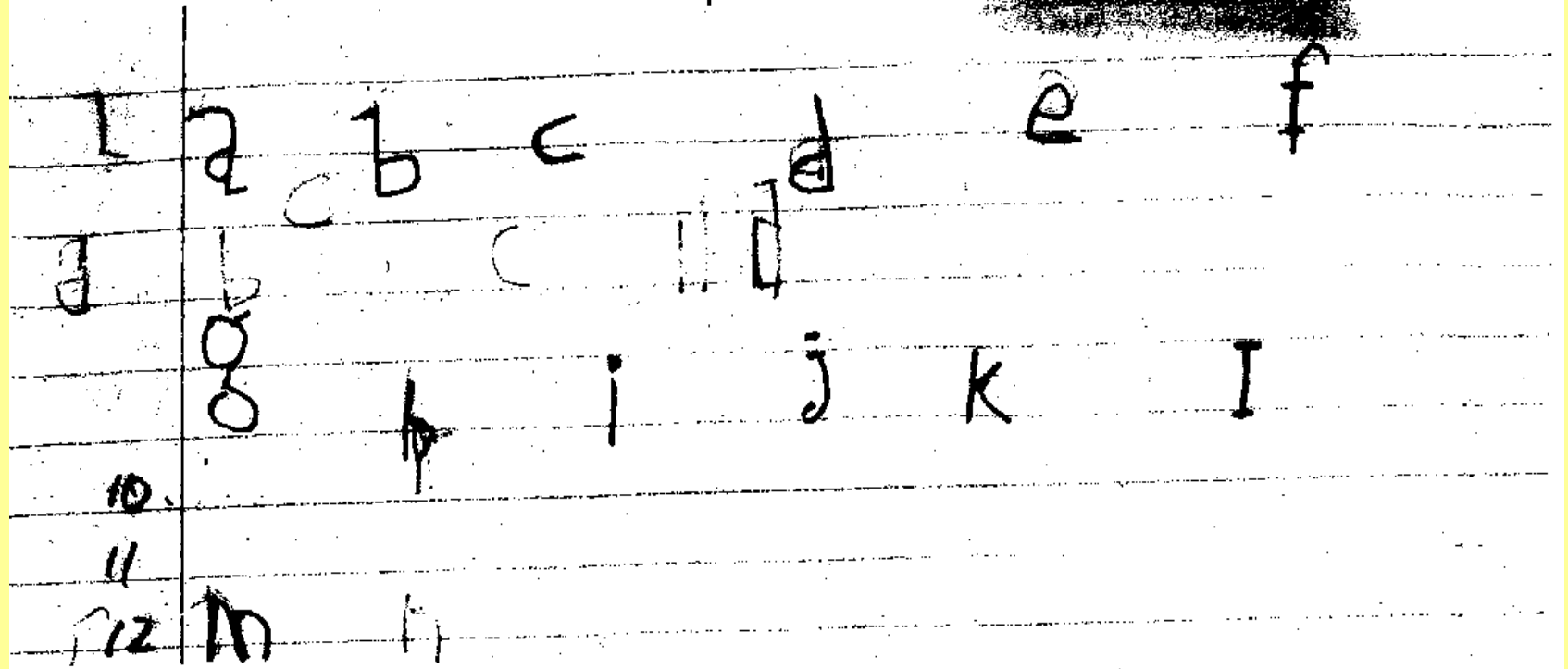
Some concluding reflections prompted by the CEFR

- Migrants are likely to achieve more than A2 in the language of the host country **only** if they use the language in their daily lives
 - in the workplace
 - in further or higher education
 - in informal social interaction
- These communicative possibilities are not open to all migrants
- If after many years of residence, migrants still have low levels of proficiency in the language of the host country, that is evidence of limited integration
- There are many circumstances which make this inevitable, but it is not something for which the migrants themselves can be blamed

And finally ...

Handwritten letters on lined paper, organized into rows and columns. The letters are: l, a, b, c, d, e, f; g, h, i, j, k, l; m, n, o, p, q, r; s, t, u, v, w, x; y, z. The letters are written in a simple, cursive style.

Fardosa - 1st day in school. ~~early feb - 01~~



Non-literate learner, first day in school

Tues 6th Feb 01 -

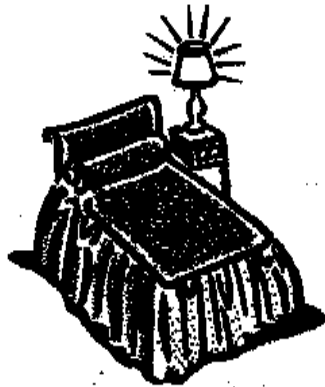
I am fordo sa

I am Somali

I am woman

I am 18

1 week later



bed



SOFA



SPOON



WARDROBE



TEAPOT



BAT



STAIRS



COOKER

Vocabulary review

15 February 2001 (1 week later)

aetic

FENGDS

IS IN THE

OLIVE

IS IN THE
bedroom

Kieran

IS IN THE
garage

HELEN

IS IN THE

HELEN
M

bathroom

March 2001 (1 month into course)

1. bath 7 ardo 11 Pot
 sa
2 tilet 12 basin
3 Shower 13 door
4 KIFchen 14 bed room
5 Woman 15 window
6 COOKER
7 SCISSORS
8 sitting room
9 garage
10 Telephone

April 2001

9 weeks into her course

I have come from Somalia, is in Africa
and it has three neighbour Countries.

They are Ethiopia, Djibouty and Kenya.

Somalia has the longest sea coast in Africa.

The capital City of Somalia is Mogadishu.

Mogadishu is a medium-sized coastal city. It is

Population was one million before the Somali
civil war. In Mogadishu there are different

types of houses. Some are Italian and some are Somali.

People in Mogadishu and generally in Somalia
speak only one language. The language

is called Somali. They wear the Muslim
traditional clothes. The women wear clothes that
cover all their body except their faces and
their hands.

1 year later – February 2002