



ABSTRACTS

Council of Europe Symposium

The linguistic integration of adult migrants: lessons from research

Strasbourg, 30 March – 1 April 2016

Abstracts are listed in the chronological order and in the language of submission,
(in English or in French)

RÉSUMÉS

Symposium du Conseil de l'Europe

L'intégration linguistique des migrants adultes : les enseignements de la recherche

Strasbourg, 30 mars – 1^{er} avril 2016

Les résumés sont reproduits tels qu'ils ont été communiqués, en français ou en
anglais, et dans l'ordre chronologique des soumissions

Council of Europe Symposium

The linguistic integration of adult migrants: lessons from research

Symposium du Conseil de l'Europe

L'intégration linguistique des migrants adultes : les enseignements
de la recherche

Co-ordinating committee of the Symposium / Comité de coordination du Symposium

Jean-Claude Beacco

Hans-Jürgen Krümm

David Little

Members of the LIAM co-ordination group / Membres du Groupe de coordination ILMA

Symposium Organiser / Organisateur du Symposium

Language Policy Unit / Unité des Politiques linguistiques

Philia Thalgott, Head of Section / Chef de Section

Scientific committee / Comité scientifique

Hervé Adami, Université de Lorraine, France

Jitka Cvejnová, Institut national de l'éducation, République tchèque
Rita Franceschini, Free University of Bozen-Bolzano, Italy
Thomas Huddleston, Migration Policy Group, Belgium
Ingrid Gogolin, University of Hamburg, Germany
Lorenzo Rocca, Università per Stranieri di Perugia, Italy
Nick Saville, Cambridge English, United Kingdom
Massimiliano Spotti, University of Tilburg, The Netherlands
Thomas Studer, Université de Fribourg, Suisse
Piet Van Avermaet, University of Ghent, Belgium

Co-ordinating group of the project 'Linguistic Integration of Adult Migrants' (LIAM)
Groupe de coordination du projet 'Intégration linguistique des migrants adultes' (ILMA)

JEAN-CLAUDE BEACCO

Université de la Sorbonne nouvelle, Paris III.

CLAIRE EXTRAMIANA,

Délégation générale à la langue française et aux langues de France (DGLFLF),
Ministère de la Culture.

HANS-JÜRGEN KRUMM

University of Vienna, German as a Foreign / Second Language.

BARBARA LAZENBY-SIMPSON

formerly *Integrate Ireland Language & Training* (IILT), Dublin.

DAVID LITTLE

Associate Professor emeritus of Applied Linguistics, Centre for Language and
Communication Studies, Trinity College, Dublin.

LORENZO ROCCA

Centro per la Valutazione e le Certificazioni Linguistiche (CVCL), Università di Perugia /
Chair of the ALTE SIG-LAMI Group

RICHARD ROSSNER

Chair of EAQUALS (Evaluation and Accreditation of Quality in Language Services)

JOSEPH SHEILS

Former Head of the Language Policy Division, Council of Europe, Strasbourg

CONTENTS

INTRODUCTION	9
KEYNOTE SPEECHES / INTERVENANTS INVITÉS	11
Language testing in the context of migration: <i>pro</i> and <i>con</i> from a (psycho)linguistic perspective (30/03, G03, 15:00–15:55)	11
Rosemarie Tracy, University of Mannheim, Germany	
Migrants connectés, intégration sociale et apprentissage/certification en langues : prendre en compte la nouvelle donne numérique (31/03, G03, 09:00–09:55)	12
Claude Springer, professeur émérite, Laboratoire Parole et Langage, Université Aix-Marseille, France	
Language, migration, and families (01/04, G03, 09:00–09:55)	14
Ofelia García, The Graduate Center, CUNY, New York	
PARALLEL SESSIONS.....	15
9 – The integration of adult immigrants in a multilingual context: language attitudes by origin of learners of Catalan as a host language (31/03, G05, 12:00–12:25)	15
Laura Estors Sastre, Universitat de Barcelona, Linguistic Welcome Center of Barcelona, Spain	
10 – Le résident européen percevant sa propre aptitude linguistique dans un contexte judiciaire – Une première recherche empirique sans prétention (01/04, G04, 11:00–11:25).....	15
Isabelle Bambust, University of Ghent, Belgium	
13 – Professional and social integration of the migrants and language learning: convergences and challenges at the European level - the Vintage project (31/03, G03, 14:30–14:55).....	16
Furio Bednarz, ECAP, Lamone, Switzerland	
14 – All a question of the « right » capital? – Subjectification through language tests for residence permit in Austria (30/03, G06, 17:00–17:25)	17
Boris Printschitz, Researcher at ÖSD Vienna, Wien, Austria	
15 – “The fight against exclusion from the labour market begins ... at the workplace” Work-related L2 development towards inclusion and participation (31/03, G05, 14:00–14:25)	17
Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen (DIE), Bonn, Germany	
Anna Svet, Friedrich-Schiller-Universität Jena, Jena, Germany Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen (DIE), Bonn	
16 – Learning language that matters. A pedagogical method to support low educated migrants in their social integration in Western countries (31/03, G06, 14:00–14:25)	18
Rogier van 't Rood, Utrecht University, Utrecht, Netherlands	
Christa Nieuwboer, Fontys University of Applied Sciences, Tilburg, Netherlands	

- 17 – L2 learning or L1 maintenance in the workplace? The case of multilingual migrant NGO practitioners in Finland (01/04, G05, 11:00–11:25)19
 Sonya Sahradyan, University of Jyväskylä, Centre for Applied Language Studies, Jyväskylä, Finland
- 19 – L'état de l'intégration linguistique dans la région suisse alémanique de Zürich: difficultés et issues (01/04, G03, 11:00–11:25)19
 Jamel Sarraj, DILTEC, Université la Sorbonne nouvelle Paris 3 / Glattbrugg, Zürich, Suisse
- 21 – The impact of language and integration policies on social participation of adult migrants (30/03, G05, 16:30–16:55)20
 Reinhilde Pulinx, Piet Van Avermaet, Centre for Diversity and Learning, Linguistics Department, Ghent University, Gent, Belgium
- 22 – Language tests for access, integration and citizenship: an outline for policymakers from the ALTE perspective (30/03, G06, 16:30–16:55).....21
 Jane Lloyd, Association of Language Testers in Europe (ALTE), Cambridge English Language Assessment, Cambridge, United Kingdom
 Michaela Perlmann-Balme, Association of Language Testers in Europe (ALTE), Cambridge, United Kingdom | Goethe Institute, Munich, Germany
 Lorenzo Rocca, Association of Language Testers in Europe (ALTE), Cambridge, United Kingdom | CVCL (Centro per la Valutazione e le Certificazioni linguistiche) at the University for Foreigners in Perugia, Perugia, Italy
- 23 – Examinations of the Czech Language for Permanent Residence in the Czech Republic - Balance of Experiences 2009 – 2014 (30/03, G05, 17:00–17:25)21
 Kamila Sladkovská, Jitka Cvejnová, National Institute for Education, Prague, Czech Republic
- 25 – Conceptions linguistiques et démarches pédagogiques : quelle efficience pour l'intégration des adultes migrants ? (30/03, G04, 16:30–16:55)22
 Jean-Pierre Sautot, Marie-Hélène Lachaud, Université Claude Bernard LYON 1, ICAR Université Louis Lumière Lyon 2, France
 Marie-Cécile Guernier, Université Claude Bernard Lyon 1, LIDILEM Université Grenoble Alpes, Grenoble
- 27 – Mediation and the social and linguistic integration of migrants: updating the CEFR descriptors (30/03, G03, 17:30–17:55)23
 Brian North, Eurocentres Foundation, Zürich, Switzerland
 Enrica Piccardo, OISE - University of Toronto (and Université J. Fourier Grenoble - France), Toronto, Canada
- 28 – Settlement, integration and language learning: possible synergies. A task-based, community-focused program from the Region of Durham (Ontario, Canada) (31/03, G06, 15:00–15:25)24
 Enrica Piccardo, OISE - University of Toronto, (and Université de Grenoble - France), Toronto, Canada
 Danielle Hunter, Durham District School Board, Whitby, Canada
- 29 – Les évaluations FLI et fide : une alternative aux tests de langue certifiés pour la naturalisation française et suisse (31/03, G06, 10:30–10:55)24
 Coraline Pradeau, Université Sorbonne Nouvelle - Paris 3 (EA2288 DILTEC), Paris, France

- 30 – Barrières linguistiques et problèmes de communication dans les milieux de la santé (31/03, G05, 17:00–17:25)25
 Samira Moukrim, Ligérien de Linguistique (UMR 7270 –Université d’Orléans- Université de Tours – BnF – CNRS, Université Sidi Mohammed Ben Abdellah, FLSH-Fès, Orléans, France
- 31 – Répertoires linguistiques de détenus étrangers en Italie et en Europe: premiers résultats des projets RiUscire et DEPORT (01/04, G04, 11:30–11:55)26
 Antonella Benucci, Giulia Isabella Grosso, Università per Stranieri di Siena, Italy
- 32 – Quatre approches didactiques pour la formation linguistique des migrants nouveaux arrivants (30/03, G04, 17:00–17:25)26
 Michel Gout, Université d’Aix-Marseille, Marseille, France
- ~~35 – Sociocultural integration and second language proficiency following migration (30/03, G03, 17:00–17:25)27
 Kate Hammer, Birkbeck, University of London, United Kingdom~~ **CANCELLED**
- 36 – Langues et identités dans la communauté kurde de France (31/03, G06, 17:30–17:55)28
 Salih Akin, Université de Rouen EA DYSOLA, Rouen, France
- 38 – Literacy and language teaching: tools, implementation and impact (31/03, G04, 17:00–17:25)28
 Fernanda Minuz, Johns Hopkins University - SAIS Europe, Bologna, Italy
 Alessandro Borri, CPIA Montagna, Castel di Casio, Bologna, Italy
- 39 – Langues et insertions : pluralité des parcours et des perceptions. Diversités, demande politique et sociale, responsabilités des chercheurs (31/03, G04, 14:00–14:25)29
 Emmanuelle Huver, Véronique Castellotti, Université F. Rabelais (Tours) EA 4246 PREFics-Dynadiv, Tours, France
 Fabienne Leconte, Université de Rouen EA 4701 DySoLa, Rouen, France
- 40 – Langues et insertions : pluralité des parcours et des perceptions. Les besoins langagiers : une notion complexe à appréhender (31/03, G04, 14:30–14:55)30
 Emilie Lebreton, Université de Rouen, EA 4701 DySoLa, Rouen, France
- 44 – Langues et insertions : pluralité des parcours et des perceptions Quelle pertinence à l’obligation de formation linguistique? (31/03, G04, 15:00–15.25)30
 Eric Mercier, Université François Rabelais, Tours, La Riche, France
- ~~45 – Le numérique pour soutenir l’intégration linguistique des migrants: portrait de la situation (30/03, G04, 17:30–17:55)31
 Simon Collin, Université du Québec à Montréal, Chaire de recherche du Canada sur les enjeux socioculturels du numérique en éducation, Montréal, Canada
 Valérie Amireault, Université du Québec à Montréal, Centre de recherche en immigration, ethnicité et citoyenneté, Montréal, Canada~~ **ANNULE**
- 46 – Does teaching chunks and fluency make a difference in migrants’ language learning? (31/03, G06, 14:30–14:55)32
 Malgorzata Barras and Peter Lenz, University of Fribourg, Research Centre on Multilingualism, Fribourg, Switzerland

- 47 – Parents in (inter)action. The impact of embedded language courses on the communication between parents and school (31/03, G05, 10:30–10:55)32
 Joke Drijckoningen, Centre for Language and Education, University of Leuven, Leuven, Belgium
- 49 – What do employees have to read, write, speak and listen to at the workplace? A comparison of communicative requirements (31/03, G05, 15:00–15:25).....33
 Anke Settlemeyer, Bundesinstitut für Berufsbildung, Bonn, Germany
- 50 – Politiques des langues et parcours d'intégration des migrants adultes en contexte minoritaire et minorisé : Ottawa et Barcelone (01/04, G03, 11:30–11:55) ..34
 Monika Jezak, Université d'Ottawa, Canada
 Encanación Carrasco, Universitat de Barcelona, Spain
- 51 – The integration of adult migrants through the Welsh language in Wales, the UK (31/03, G03, 10:00–10:25)34
 Diarmait Mac Giolla Chríost, Cardiff University, United Kingdom
- 52 – Supporting migrants in low-paid, low-skilled employment in London to improve their English (31/03, G05, 15:30–15:55).....35
 Alexander Braddell, OSEC CIC Ltd, Oxford, United Kingdom
 Linda Miller, Institute for Employment Studies, London, United Kingdom
- 53 – Teenage and adult migrants with low and very low education level: learners' profile and proficiency assessment tools (31/03, G06, 12:00–12:25)36
 Marcello Amoruso, Adriana Arcuri, Egle Mocciano, Mari D'Agostino, Adele Pellitteri, Università degli Studi di Palermo, Italy
- 55 – Community networks and super-connectors: how is English learned in the classroom used in the wider super-diverse community? (31/03, G03, 10:30–10:55)36
 Katherine Swinney, University of Sheffield, United Kingdom
- 57 – Langues et insertions : pluralité des parcours et des perceptions. Appropriations langagières, sociales et professionnelles de femmes migrantes (31/03, G04, 15:30–15:55)37
 Aurélie Bruneau, Université François-Rabelais de Tours, France EA 4246PREFics-DYNADIV, Tours, France
- 58 – How to create online practice opportunities for adult second language learners? NedBox, an online platform for practising Dutch language skills (31/03, G04, 12:00–12:25).....38
 Mariet Schiepers, Annelies Houben, Annelies Nordin, Helga Van Loo, Helena Van Nuffel, Kris Van den Branden
 Centre for Language and Education / Leuven Language Institute - KU Leuven, Leuven, Belgium
- 59 – Mobile language learning experiences for immigrants beyond the classroom (31/03, G04, 11:30–11:55)38
 Agnes Kukulska-Hulme, Mark Gaved, Ann Jones, Lucy Norris, The Open University, UK, Milton Keynes, United Kingdom
- 60 – Differences in the difficulty of subtests targeting different skills, for age, gender and L1 subgroups in the Deutsch-Test für Zuwanderer (30/03, G06, 17:30–17:55)39
 Beate Zeidler, telc gGmbH, Frankfurt, Germany

- 61 – Mobility and inclusion of adult migrants: policy and practice in Europe (31/03, G03, 15:00–15:25)39
 Mahbod Karamouzian, Università di Milano – Bicocca, Milano, Italy
 Vittorio Dell’Aquila, Forskningscentrum för Europeisk Flerspråkighet, Vasa, Finland
 Mark Fettes, Simon Fraser University, Vancouver, Canada
 Gabriele Iannàcaro, Stockholms Universitet, Stockholm, Sweden
- 62 – Linguistic integration and residence policies in Italy: issues and perspectives (31/03, G03, 11:30–11:55)40
 Paola Masillo, University for Foreigners of Siena, Italy
- 70 – Implications from the research for low-educated migrant adults’ learning and their teaching (31/03, G04, 16:30–16:55)41
 Martha Young-Scholten, Newcastle University, England, Newcastle upon Tyne, United Kingdom
 Rola Naeb, Lecturer in Applied Linguistic and TESOL, Northumbria University
- 71 – Planning the development of initial assessments in the integration training for adult migrants in Finland (31/03, G06, 11:30–11:55)41
 Sari Ohranen, Heidi Vaarala, Taina Tammelin-Laine, Centre for Applied Language Studies, University of Jyväskylä, Jyväskylä, Finland
- 74 – « Crawlers, footers and runners »: Language ideological reactions to hybrid language repertoires in a Dutch L2 classroom (31/04, G04, 10:00–10:25)42
 Massimiliano Spotti, Tilburg University, Tilburg, Netherlands
- 76 – Using workplace learning to support linguistic integration of adult migrants – lessons from a decade of work in Sweden (31/03, G05, 14:30–14:55)43
 Alexander Braddell, Oxfordshire Skills Escalator Centre CIC Ltd (OSEC), Oxford, United Kingdom
 Kerstin Sjösvärd, Stockholm Gerontology Research Center, Stockholm, Sweden
- 77 – fide: On the way to a coherent framework (30/03, G05, 17:30–17:55)43
 Margrit Hagenow-Caprez, IDEA sagl, Bellinzona, Switzerland
 Michael Müller, Secretariat fide, Bern, Switzerland
 Myriam Schleiss, Swiss State Secretariat for Migration, Bern, Switzerland
- 78 – Aging in an L2 context: the wellbeing of Turkish migrants in the Netherlands (01/04, G06, 11:00–11:25)44
 Anna Pot, University of Groningen, Netherlands
- 82 – Plurilingual repertoires and linguistic and professional development of inmate migrants in Spain and Germany (01/04, G06, 11:30–11:55)45
 Marilisa Birello, Universidad Autonoma de Barcelona, Bellaterra, Spain
 Marco Depietri, Universität Bamberg, Germany
- ~~87 – Citizenship test preparation and the responsabilisation of learning: Multilingual approaches to monolingual tests (31/03, G06, 10:00–10:25) CANCELLED45~~
~~Kamran Khan, University of Leicester, Leicester, United Kingdom~~
- 88 – La place de la L1 dans les familles originaires de Turquie en Alsace (31/03, G06, 16:30–16:55)46
 Busra Hamurcu Süverdem, Université de Rouen - Laboratoire DYSOLA, Strasbourg, France

89 – Multilingualism as a resource for basic education with young migrants (31/03, G04, 10:30–10:55).....	47
Martin Wurzenrainer, Verein Projekt Integrationshaus, Vienna, Austria	
Thomas Laimer, Die Wiener Volkshochschulen / VHS Ottakring, Vienna, Austria	
91 – Linguistic education of foreign people who are Deaf: the role of Sign Language (31/03, G05 11:30–11.55)	47
Maria Tagarelli De Monte, Istituto Statale per Sordi, Roma, Italy	
92 – The language skills of adult migrants in Europe: evidence from official data (31/03, G03, 14:00–14:25)	48
Michele Gazzola, Humboldt-Universität zu Berlin, Germany	
93 – Language learning at Finnish workplaces (01/04, G05, 11:30–11:55).....	48
Minna Suni, University of Jyväskylä, Finland	
94 – Qu'est-ce que l'intégration ? Analyse des discours de formateurs et formatrices linguistiques intervenant auprès de migrants adultes en France (31/03, G03, 12:00–12:25).....	49
Maude Vadot, Dipralang EA739, Département des Sciences du Langage, ITIC, Université Paul Valéry Montpellier 3, Montpellier, France	
95 – Research-driven task-based L2 learning for adult immigrants in times of humanitarian crisis: results from two nationwide projects in Greece (31/03, G06, 15:30–15:55)	50
George Androulakis, Anastasia Gaintartzi, Roula Kitsiou, Sofia Tsioli, GreekLangLab, University of Thessaly, Volos, Greece Hellenic Open University, Patras, Greece	
96 – From listening difficulties to effective L2 instruction (31/03, G04, 17:30–17:55)	51
Saara Laakso, CALS, University of Jyväskylä, Sipoo, Finland	
97 –Quelle évaluation linguistique à l'OFII en vue de l'intégration socioprofessionnelle des migrants ? Le cas de Nantes et sa région (31/03, G05, 10:00–10:25)	51
 Sophie Le Gal, Université de Nantes - ESPE/CoDiRe, Nantes, France	
98 – Second language socialization on the job (31/03, G05, 17:30–17:55).....	52
 Andrea Daase, Universität Bielefeld, Bielefeld, Germany	
100 – Narratives of literacy experiences of Syrian refugees in European host countries (31/03, G06, 17:00–17:25).....	52
Tasneem Sharkawi, Lancaster University, Lancaster, United Kingdom	
101 – Cultural Integration through Language Skills and Identity: Reconciling Diversity with Social Cohesion in Migrants (30/01, G03, 16:30–16:55)	53
Alejandro Andrés Páez Silva, University of Ottawa- Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, Canada	
104 – Apprendre le français sur son lieu de travail : enjeux et résultats (31/03, G05, 16:30–16:55).....	53
Christophe Portefin, ACCENTONIC, Villemomble, France INALCO, Paris, France	
107 – Quels sont les facteurs qui renforcent l'exigence d'apprentissage par les migrants de la langue du pays d'accueil ? (31/03, G03, 15:30–15:55)	54
François Grin, Guillaume Fürst, Université de Genève, Suisse	

POSTER SESSION (01/04, 10:00–10:55, space between rooms / espace entre les salles G04, G05, G06)	55
24 – Using tablets for L2 learning with illiterate adult migrants: results from experience in Piemonte and Emilia Romagna and policy implications.....	55
Stefano Kluzer, Ervet - Emilia Romagna Valorizzazione Economica del Territorio, Bologna, Italy	
Rocco De Paolis, Coordinator Tabula project, Torino, Italy	
Lia Italia, Coordinator CPIA Modena I, Modena, Italy	
26 – La « raison orale », un levier pour la formation linguistique des migrants et l'intégration dans le pays d'accueil	55
Marie-Hélène Lachaud, LIDILEM, Grenoble, France	
48 – Integration of migrant citizens, from language proficiency to the knowledge of society: the Italian case	56
Sabrina Machetti, University for Foreigners of Siena, Italy	
Lorenzo Rocca, University for Foreigners of Perugia, Italy	
63 – “Integration ... needs language, the language of the workplace”. The contribution of work-related second language learning towards integration of adult migrants	57
Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung (DIE), Bonn, Germany	
Alexander Braddell, Oxfordshire Skills Escalator Centre CIC Ltd (OSEC), Oxford, United Kingdom	
66 – New challenges for learning, teaching and assessment of low-educated and illiterate immigrants. The case of L2 Italian	57
Carla Bagna, Università per Stranieri di Siena, Italy	
Luana Cosenza, Luisa Salvati, University for Foreigners of Siena, Italy	
67 - Being foreigner and deaf in Italy: legal and linguistic considerations Benedetta Marziale, Istituto Statale per Sordi, Roma (ISSR) / Deafness Information Services, Rome	58
 Maria Tagarelli De Monte, Istituto Statale per Sordi, Roma (ISSR) / Department of Research and Project development, Rome	
72 – Plurilingual repertoires, superdiversity and Italian as a lingua franca at the workplace: building new identities	
Antonella Benucci, Giulia Isabella Grosso, Università per Stranieri di Siena, Italy	
75 - What learners want and need	59
Dilek Donat, VHS Wien, Vienna, Austria	
85 – Immigrants and prison: good practices in Europe (Section b Good practices).....	60
Antonella Benucci, Università per Stranieri di Siena, Italy	
Marilisa Birello, Universidad Autonoma de Barcelona, Bellaterra, Spain	

INTRODUCTION

The Council of Europe (47 member states, based in Strasbourg) has been working on migration related issues for over four decades and has affirmed the importance of education for migrants in nearly 30 recommendations and resolutions from its Committee of Ministers and its Parliamentary Assembly, including conventions (see the [compilation](#) of extracts on the LIAM website).

The Council of Europe's project on the linguistic integration of adult migrants (LIAM) is more recent and aims to support member states in the development of policy and practice based on recognition of adult migrants' human rights. This is especially important at a time when surveys conducted by the Language Policy Unit show a growing tendency for member states to attach language requirements to the granting of citizenship, the right to residence, and sometimes the right to enter the country in the first place.

As affirmed by official texts of the Council of Europe and the European Union, access to education is particularly important for migrants.

Language is inevitably a central aspect of the many issues raised by migration, and particularly integration and the maintenance of social cohesion. Thus providing adult migrants with opportunities to learn the language of the host country and assessing their developing proficiency tend to play a central role in their integration in the host society.

However, if language competences are a component of integration, they cannot be a precondition for integration, since acquiring a language is potentially a lifelong process.

For some years the Council of Europe has offered its member states not only clear and agreed principles and guidelines but also targeted practical support to help them respond to the challenges of linguistic integration.

Now it is time to consider the extent to which research findings can inform the development of policy and practice. This symposium is a first step towards compiling an interdisciplinary inventory of relevant research findings.

Le Conseil de l'Europe (47 Etats membres, basé à Strasbourg) s'occupe de la question des migrations depuis plus de quarante ans, en soulignant l'importance de l'éducation des migrants au travers de près de 30 recommandations et résolutions de son Comité des ministres et de son Assemblée parlementaire, y compris des conventions (voir la [compilation](#) d'extraits sur le site ILMA).

Le projet du Conseil de l'Europe pour l'intégration linguistique des migrants adultes (ILMA) est plus récent et vise à aider les Etats membres à développer des politiques et des pratiques basées sur le respect des droits de l'homme des migrants. Ceci est particulièrement important à la lumière des enquêtes menées par l'Unité des Politiques linguistiques montrant une tendance croissante des Etats membres à conditionner à des compétences en langues le droit à la nationalité et à la résidence, et quelquefois l'entrée dans le pays.

Comme le soulignent les textes officiels du Conseil de l'Europe et l'Union européenne, l'importance de l'accès à l'éducation pour les migrants est particulièrement importante.

La langue a bien entendu une place centrale au sein des nombreuses questions liées à la migration, en particulier pour l'intégration et le maintien de la cohésion sociale. En conséquence, il est primordial d'offrir aux migrants adultes des opportunités d'apprendre la langue du pays d'accueil et d'évaluer le développement de leurs compétences pour favoriser leur intégration dans le pays d'accueil.

Toutefois, si les compétences en langue sont une composante de l'intégration, elles ne sauraient en être un préalable, puisque l'acquisition de compétences langagières constitue un processus qui se développe au long de la vie.

Depuis quelques années, le Conseil de l'Europe propose à ses Etats membres non seulement des principes et orientations consensuels et clairement formulés mais aussi des supports pratiques et ciblés pour les aider à faire face au défi de l'intégration linguistique.

It brings together researchers and practitioners from a wide range of contexts and disciplines, and it is anticipated that relevant ministries in Council of Europe member states will be able to use the findings reported by participants to inform their decisions concerning the linguistic integration of adult migrant.

Le moment est venu d'examiner dans quelle mesure les enseignements de la recherche peuvent étayer le développement des politiques et les pratiques. Ce symposium constitue une première étape vers un inventaire interdisciplinaire des résultats de la recherche. Il rassemble des chercheurs venant d'un large éventail de contextes et de disciplines. On espère que les Etats membres du Conseil de l'Europe seront en mesure de s'appuyer sur les résultats présentés par les participants pour étayer leurs décisions relatives à l'intégration linguistique des migrants.

Philia Thalgott
Language Policy Unit
Unité des Politiques linguistiques

KEYNOTE SPEECHES / INTERVENANTS INVITÉS

Language testing in the context of migration: *pro* and *con* from a (psycho)linguistic perspective (30/03, G03, 15:00–15:55)

Rosemarie Tracy, University of Mannheim, Germany

Humans are excellent language learners, remarkably good at inferring the communicative intentions of others, and, as pointed out by Levelt (1998:169), "... fanatic speakers. Most of us talk for several hours a day, and when we are not chatting with others, we are probably talking to ourselves." Pinker, likewise, stresses that "we are verbivores, a species that lives on words" (2007:24), with his word play a perfect illustration of the resourcefulness which comes "for free", as an effortless, untaught side-effect of linguistic competence. Crucially, our linguistic abilities are not restricted to first languages, and certainly not limited to speaking just one language at a time. In many speech communities around the world, language mixing is the "unmarked choice" (Myers-Scotton 2006). Given all this potential, the European vision of trilingual citizens, who appreciate and support Europe's linguistic and cultural diversity, is by no means unreasonable, at least in principle. How come, then, that our linguistically talented and often *de facto* multilingual "knowledge societies" show so little awareness of how to create more effective environments for acquiring languages? And how can we celebrate the linguistic and cultural diversity of Europe as unifying factors and, at the same time, regard the languages spoken by non-European immigrants an obstacle to integration and peaceful coexistence?

To be sure, language plays a crucial role for identity construction, throughout educational systems, for employability, for political and social participation. But how exactly could scales of language proficiency be related to and indicative of degrees of integration? Which is the hen, which the egg? And what could be the function of language tests: an incentive to learn majority languages and an indicator of the effort involved, or a counterproductive hurdle, raising rather than removing obstacles (Strik 2011)? In my presentation I will discuss why, from linguistic and psycholinguistic perspectives, the idea that language tests yield relevant information concerning degrees of integration appears odd. I will address what can and what should not be expected from language testing, drawing attention to problems of measurement, standardization, objectivity, reliability, and validity. Drawing on results from my own research group on the competent performance of adult language learners and bilingual children, I will argue that our knowledge societies are largely unaware of the multilingual communicative resources available to speakers/listeners, literate or illiterate. Finally, I will suggest that before testing immigrants we should make sure that teachers throughout our educational systems know about typical phases of child and adult language acquisition and about what learners need to be exposed to in order for learning/acquisition to take off in the first place.

Levelt, Willem (1998). The Genetic Perspective in Psycholinguistics or Where Do Spoken Words Come from? In: *Journal of Psycholinguistic Research* 27:2, 167-180.

Myers-Scotton, Carol (2006). *Multiple Voices*. Malden: Blackwell.

Pinker, Steven (2007). *The Stuff of Thought. Language as a Window into Human Nature*. New York: Penguin.

Strik, Tineke (2011). *Integration tests: helping or hindering integration? Committee on Migration, Refugees and Displaced Persons*. Council of Europe, Document 1361, December 2013.



Rosemarie Tracy is professor of linguistics in the English Department of the University of Mannheim, Germany. The focus of her research is on multilingualism and types of language acquisition. She has a special interest in developmental stages, in language mixing in simultaneous bilinguals and in language contact phenomena and attrition in adult German immigrants in the U.S.

Her research has been supported by grants from the German Research Foundation (DFG), the German Federal Ministry of Research (BMBF), and the Ministry of Science, Research & the Arts (MWK) of Baden-Württemberg. Over the last ten years, she has been involved in various transfer projects and intervention programs aimed at fostering German as a second language in children from immigrant families. Together with a colleague from the University of Frankfurt (Prof. P. Schulz) she has developed a language test (LiSe-DaZ, based on a grant from the Baden-Württemberg Foundation) for three- to eight-year-old children acquiring German as second language.

Migrants connectés, intégration sociale et apprentissage/certification en langues : prendre en compte la nouvelle donne numérique (31/03, G03, 09:00–09:55)

Claude Springer, professeur émérite, Laboratoire Parole et Langage, Université Aix-Marseille, France

<http://springcloggle.blogspot.fr>

Ce début du 21^e siècle est marqué par l'explosion des réseaux sociaux mais également par une nouvelle approche plus informelle, massive et ouverte de l'apprentissage. La dimension sociale (Springer, 2009), que l'on peut déduire de la prise en compte de l'action sociale (CECR, 2001), doit être interprétée dans toute sa dimension à la fois physique et virtuelle. L'acteur social est aujourd'hui connecté, confronté à des « textes » qui ne relèvent plus uniquement du mode écrit et de la littérature classique, ni même de la plurilittérature. La question de l'intégration linguistique des migrants doit ainsi prendre en compte la nouvelle donne numérique. Or, la didactique des langues vise avant tout la maîtrise de la littérature écrite, malgré l'affirmation de l'importance de la communication orale et l'accent mis sur l'éducation plurilingue comme finalité. Il en va de même pour les échelles de performances du CECR ainsi que pour les certifications en langues, et en particulier pour les certifications du public migrant très marquées par l'alphabétisation (Huver et Springer, 2011).

Les nouvelles vagues de migration, auxquelles nous assistons, montrent l'importance croissante de l'émigration et des réseaux sociaux qui accompagnent les migrants dans leur fuite de la guerre et de la barbarie. Diminescu (2005) décrit les réseaux mis en place par les migrants connectés ; Bashi (2007), de son côté, montre que l'intégration sociale (la survie sociale) dépend de la qualité des liens (survival of the knitted) qu'ils entretiennent avec leurs communautés. La théorie des réseaux de liens (Granovetter, 1973) exprime cette nouvelle réalité.

La compétence plurilingue ne peut donc plus suffire. Elle est portée et renforcée par de nouvelles compétences qui relèvent de la translittérature (digital literacy) et de la multimodalité. De nouvelles recherches (Kress, 2009) montrent que le monde numérique actuel n'est plus fondé sur le mode écrit. La toile propose en effet des « textes » multimodaux qui relèvent plus d'une sémiotique sociale (Halliday, 1978) que d'une linguistique structurale et textuelle ou d'une sociolinguistique.

Dès lors, il semble indispensable de faire évoluer le cadrage théorique qui sous-tend la didactique des langues, le Cadre européen commun de référence pour les langues (CECR)¹ ainsi que les certifications pour les migrants adultes. Nous appuierons cette problématique sur une analyse de discours de forums de migrants (Facebook) ainsi que sur les résultats d'une enquête auprès d'associations de migrants à Marseille. La Recommandation 2034 (2014) alinéa 7.2. de l'Assemblée parlementaire du Conseil de l'Europe² suggère de « proposer des options autres que les tests de langue/d'intégration pour promouvoir et mesurer l'intégration et améliorer les perspectives d'intégration des migrants et des candidats à l'immigration ». Il nous semble que ces options devraient prendre en compte les nouvelles compétences numériques pour accompagner une société de la connaissance réellement inclusive (Stratégie de Lisbonne, 2000, et Europe 2020).

- Bashi, V. (2007). *Survival of the knitted: Immigrant social networks in a stratified world*. Stanford University Press.
- Diminescu, D. (2005). Le migrant connecté : pour un manifeste épistémologique. *Migrations société*, (102), 275-292.
- Granovetter, M. S. (1973). The strength of weak ties. *American journal of sociology*, 1360-1380.
- Halliday, M. A. K. (1978). *Language as social semiotic*. Arnold.
- Huver, E. et Springer, C. (2011). *L'évaluation en langues*. Didier.
- Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Springer, C. (2009). La dimension sociale dans le CECR. *Le Français dans le Monde. Recherches et applications*. Voir aussi : *Canadian Modern Language Review*, 66 (4), 511-523. doi:10.3138/cmlr.66.4.511



Claude Springer est professeur émérite en sciences du langage et didactique des langues à l'université Aix-Marseille, Laboratoire Parole et Langage. Il a été directeur de publication de la revue *Alsic* (apprentissage des langues et systèmes d'information et de communication) et président de l'Acedle (association des chercheurs et enseignants didacticiens des langues étrangères) et de la Cofdela (confédération française de linguistique appliquée). Ses recherches portent sur l'évaluation (Huver et Springer, 2011), sur l'apprentissage collaboratif et la créativité dans le cadre de projets en présentiel ou en ligne et sur le plurilinguisme, en particulier l'enseignement bilingue. Il a dirigé et dirige plusieurs thèses sur ces thématiques.

¹ *Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer* (CECR). 2001. Conseil de l'Europe/Éditions Didier

² Les tests d'intégration: aide ou entrave à l'intégration?, 2014

Language, migration, and families (01/04, G03, 09:00–09:55)

Ofelia García, The Graduate Center, CUNY, New York

This presentation will draw on my family’s personal experience coming to the United States from Cuba in 1961 when I was eleven years old, as well as on research that looks at the support that migrant families need to become productive citizens in their new countries. In particular, the role of language, and its imbrications with social class, race and identity is foregrounded in the analysis of migrant families’ language use, as well as language education programs.

To do so, I draw particularly on the critical poststructuralist literature that deconstructs static concepts of language (Makoni & Pennycook, 2008), as well as bilingualism/multilingualism (García, 2009). I show how as part of a process of colonial governmentality, languages were standardized to legitimize the valuation of certain language practices as inferior. And when bilingualism/multilingualism was theorized and studied in the second half of the 20th century, it was done with these same monoglossic ideologies, viewing bilingualism purely as additive. These ideologies of linguistic and bilingual authenticity are still central today in the ways in which national languages are policed and taught in educational programs so as to manage the language use of migrants, and promote certain political and economic interests.

If language is imbricated with power, then to truly integrate adult migrants, much more is needed than purely normative standard language practices and border-making between “legitimate” and “non-legitimate” language features. Instead of placing blame on the lack of linguistic integration on the adult migrants as speakers, we emphasize the role of the dominant society as the listener.

Language education has an important role in assisting adult migrants to acquire the language and social tools that they would need in order to negotiate the multiple features of their expanding social and linguistic capital. In order to accomplish that, we propose here what we call a translanguaging pedagogy (García & Li Wei, 2014; García, Johnson & Seltzer, forthcoming; García & Kleyn, forthcoming). The presentation ends with describing the features of this pedagogical practice.



Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University’s Teachers College, Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at The City College of New York.

García has published widely in the areas of bilingualism, bilingual education, sociology of language, and language policy. She is the General Editor of the *International Journal of the Sociology of Language* and the co-editor of *Language Policy* (with H. Kelly-Holmes). Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; and *Translanguaging; Language, Bilingualism and Education* (with Li Wei), which received the 2015 British Association of Applied Linguistics Award.

PARALLEL SESSIONS

9 – The integration of adult immigrants in a multilingual context: language attitudes by origin of learners of Catalan as a host language (31/03, G05, 12:00–12.25)

Laura Estors Sastre, Universitat de Barcelona, Linguistic Welcome Center of Barcelona, Spain

This paper focuses on linguistic attitudes of four groups of Catalan learners with different L1: Arabic, Punjabi/Urdu, Chinese and Spanish. On the basis of the description of the sociolinguistic situation of their countries of origin, it is sought to establish relationships between types of attitudes and new motivational constructs in connection with the learning of Catalan in a multilingual context such as that of Barcelona. The main tool of data collection is the style of semi-structured interviews: Casual Speech. The analysis of the statements of 76 pupils allows relationships to be established between linguistic attitudes and motivations in the classroom learning of the Catalan language and its use elsewhere in everyday life. Drawing on the results, patterns of linguistic behaviour are derived among new speakers and native speakers– as linguistic and social agents – who share the responsibility for making Catalan a true host language. The relevance of the research to the Council of Europe’s is to show how the social inclusion starts from a positive and integrative attitude from all community agents.

Adrey, Jean-Bernard (2005). «Minority language rights before and after the 2004 EU enlargement: the Copenhagen criteria in the Baltic states». *Journal of Multilingual and Multicultural Development* 26.5, 453–468.

Baker, Colin (1992). *Attitudes and language*. Philadelphia: Multilingual Matters.

Comajoan, Llorenç; Gomàriz, Eva (2008). «Language attitudes toward Catalan, Spanish, and English: relationship between language attitude, competence, and immigrant status». Comunicació presentada al Sociolinguistics Symposium 17 (Amsterdam, 3-5 abril).

Dörnyei, Zoltán (2001). «New themes and approaches in L2 motivation research». *Annual Review of Applied Linguistics* 21, 43–59.

Gardner, Robert C. (2001). «Language learning motivation: the student, the teacher, and the researcher». *Texas Papers in Foreign Language Education* 6.1, 1–18.

10 – Le résident européen percevant sa propre aptitude linguistique dans un contexte judiciaire – Une première recherche empirique sans prétention (01/04, G04, 11:00–11:25)

Isabelle Bambust, University of Ghent, Belgium

Ma recherche doctorale concerne la communication transfrontalière européenne de documents judiciaires en la matière civile. J’ai entre autres une attention spéciale pour la tension entre la langue officielle du lieu de la communication et la langue comprise par le destinataire, ainsi que pour la détermination de la langue comprise. J’encourage une protection linguistique en faveur de la langue comprise par le destinataire. En ce qui concerne la détermination de la langue comprise du destinataire, je promeus la thèse disant que le destinataire lui-même pourrait concrétiser la langue qu’il comprend. Il va de soi, qu’en défendant une telle thèse, je m’aventure sur le champ de l’article 6 CEDH.

Je défends l’instauration d’un mécanisme de publicité linguistique. Chaque personne présente dans l’Espace européen devrait préalablement déclarer sa langue ou ses langues employable(s) dans un

contexte judiciaire oral ou écrit. Lors d'un examen empirique j'ai interrogé plus de 200 personnes afin de contrôler la valeur qu'elles attribuent à leur propre langue dans un contexte judiciaire. Toutes les personnes interrogées s'inscrivent dans un même projet, notamment celui des tables de conversation pour améliorer la connaissance d'une langue officielle du lieu où ces tables de conversation sont organisées. Lors du symposium à venir j'aimerais présenter le résultat de cette enquête illustrative.

BRANNAN, J., "Raising the Standard of Language Assistance in Criminal Proceedings: From the Rights under Article 6(3) ECHR to Directive 2010/64/EU", *Cyprus human rights law review* 2012, 128-156.

VANDEN BOSCH, Y., "From Nuremberg to the EU Directive: access to justice and fair trial through highly qualified interpreters and translators" in A. ALEN, V. JOOSTEN, R. LEYSEN en W. VERRIJDT (eds.), *Liberæ Cogitationes – Liber amicorum Marc Bossuyt*, Cambridge-Antwerpen-Portland, Intersentia, 2013, 787-801.

NAMAKULA, C., *Language and the Right to Fair Hearing in International Criminal Trials*, Springer International Publishing, 2014, 146 p.

13 – Professional and social integration of the migrants and language learning: convergences and challenges at the European level - the Vintage project (31/03, G03, 14:30–14:55)

Furio Bednarz, ECAP, Lamone, Switzerland

The contribution is based on a project (VINTAGE – www.vintage-language.eu), developed in the framework of the LLP Program, aiming at setting up Guidelines and a Resource Centre for better integrating language learning and professional qualification of the migrants. We will refer to the results of a preliminary research based on an inventory of trends and visions underpinning national policies fostering language training of the migrants, particularly focusing on 4 key contexts (France, Germany, Italy and Switzerland). The study dealt with the consequences of common trends informing policies, linking the certification of linguistic skills with duties and rights of the migrants, making linguistic training more an obligation for gaining basic administrative rights than an opportunity for social and professional development. In our presentation we will consider how policies influence language training and provide opportunities or obstacles), who are the stakeholders supporting effective training and finally methodological and pedagogical lessons emerging from good practices.

The study draws on literature available in the different partner countries, and has been implemented by a joint transnational team, analyzing on the basis of a common grid (and local focus groups and interviews) 2 practices of successful link between language training and professional development.

The study focused on issues coherent with the Council of Europe's core values, identifying how and to which extent language training, combined with professional development, could better contribute to social inclusion of the migrants (promoting mobility and dignity) and more in general to social cohesion.

De la Rica, Glitz, Ortega - *Immigration in Europe: Trends, Policies and Empirical Evidence*, IZA DP No. 7778, Bonn, November 2013

Illeris, Laering, Roskilde University Press, Roskilde, 1999

Jarvis, *Towards a comprehensive Theory of Human Learning*, Routledge, London / New York, 2006

Pulinx, Van Avermaet, Extramiana, *Linguistic Integration of Adult Migrants: Policy and practice*, Strasbourg, 2014.

14 – All a question of the “right” capital? – Subjectification through language tests for residence permit in Austria (30/03, G06, 17:00–17:25)

Boris Printschitz, Researcher at ÖSD Vienna, Wien, Austria

Language tests for the aim of residence in general and German language tests in particular may be seen as a pseudo-paternalistic instrument of power in charge of the nation state which turns individuals into specific subjects (Foucault 2013, Butler 2013), puts them into a hierarchical order and, thus, reproduces social discrimination. Especially individuals with a lack of specific capital (Bourdieu 2005) suffering this discrimination.

The goal of this research is to analyse subjectification and to uncover the (hidden) mechanisms of language tests for residence permit as an instrument of power. This analysis will use both theoretical and empirical quantitative methods to prove hypothesis.

According to philosophical fundamentals such as Foucault, Butler (dispositiv, subject and power) and Bourdieu (habitus, social space) the central term „testing regime” (Avermaet/Extra/Spotti 2009, Hogan-Brun 2009) will be discussed and adapted for the specific scientific interest in a third part.

Therefore it is necessary within the discourse „integration and language tests for residence permit” to shape specific terms and connect them with the framing concept of „Migrationspädagogik” (Mecheril 2004, Mecheril u.a. 2010).

The core of the second part is the empirical study following quantitative paradigm. According to Bourdieu’s theory of capital, the economical, cultural and social capital of a representative group of language test takers will be registered via standardized questionnaire. Their performance in the German language test (ÖSD ZDÖ B1) will be compared with the data of the standardized personalized questionnaire.

The crossover between part I and part II will be realized through a supplement link between Foucault’s and Butler’s concepts of subjectification on one side and Bourdieu’s concept of space and theory of capital on the other side (Dirim 2015).

The results of this scientific work in progress will be discussed within concepts of critical language testing and especially „Migrationspädagogik”.

15 – “The fight against exclusion from the labour market begins ... at the workplace” Work-related L2 development towards inclusion and participation (31/03, G05, 14:00–14:25)

Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen (DIE), Bonn, Germany

Anna Svet, Friedrich-Schiller-Universität Jena, Jena, Germany | Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen (DIE), Bonn

Millions of migrants work in Europe contributing substantially to its economic and social development. While overrepresented in low-paid, risky jobs, over-proportionally threatened by long-term unemployment, they are underrepresented in education. Yet particularly language learning is fundamental for sustainable inclusion and participation in working and social life. In tune with the

focus of social learning theories on the learning potential of work, interest for work-related L2 development is increasing: Work is central to adults' life (including migrants), communication is central to today's work and (second) language central to communication.

This paper presents a research project investigating formal and informal workplace communications to identify its key features, and the communicative requirements for (migrant) employees. It consists of:

- Company ethnography (15 firms, different size, branches) based on interviews with management and employees (with /without migration background), and observant participation.
- A corpus of documents and oral interactions, analyzed in terms of grammatical structures, vocabulary, and functions, laying the foundation for a description of work-related German based on authentic data.

The results bring evidence that communicative competence is a key vocational competence consisting of linguistic and interactional competences; it is a central factor of inclusion and participation bringing added value to employees, employers, economy, and society. The paper discusses the implications of the research findings for language policies supporting L2 provision at, through and for work in tune with European values of civil rights, inclusion/participation and social justice.

Baethge/Baethge-Kinsky (2004): *Der ungleiche Kampf um das lebenslange Lernen*

Boutet (2002): La part langagière du travail, bilan et perspectives, *Langage et Société*, 98

Felstead et al. (2011): Working to learn, learning to work. *Praxis 7*, UKCES

Grünhage-Monetti, Svet (2013): ... also ich glaube, das Reden ist das Allerwichtigste.

Kommunikation und berufliche Handlungskompetenz im Migrationskontext. In: Kiefer et al. (Hrsg.): *Berufsfeld-Kommunikation Deutsch*.

Illeris (2010): *The Fundamentals of Workplace Learning*.

16 – Learning language that matters. A pedagogical method to support low educated migrants in their social integration in Western countries (31/03, G06, 14:00–14:25)

Rogier van 't Rood, Utrecht University, Utrecht, Netherlands

Christa Nieuwboer, Fontys University of Applied Sciences, Tilburg, Netherlands

Background. Participatory adult learning methods are well-known in developing countries, but they are lacking in the array of integration programmes in Europe. Most linguistic oriented courses are not suitable for low educated and illiterate migrants without work, which leaves certain vulnerable groups deprived of adequate support for social integration. **Programme.** This paper describes the IDEAL-programme (Integrating Disadvantaged Ethnicities through Adult Learning) as a good practice to improve foreign language proficiency and social integration of low literate migrants.

The pedagogical approach of IDEAL is fundamentally different from linguistic courses and has two imperatives: learning language that matters and exposing learners to different perspectives on topics that are highly relevant to them, such as health and parenting. **Research.** The IDEAL-programme (350 contact hours) was provided to over 100 participants and evaluated in 2011-2013 in the Netherlands and Sweden within two groups of 16 low educated migrant mothers in total. All participants showed

considerable progress in oral language acquisition and participation in society, even those participants who previously attended extensive language courses unsuccessfully. *Discussion.*

In spite of the small sample, the experiences of this programme contribute new insights to the questions, raised by the Council of Europe, on how to reach low literate groups, improve attendance, encourage intercultural learning, enhance social inclusion and participation in the host society, and raise language proficiency levels. Findings suggest that a participatory course may offer a feasible alternative to linguistic courses, so that vulnerable groups can be supported in their efforts for social integration in receiving societies.

17 – L2 learning or L1 maintenance in the workplace? The case of multilingual migrant NGO practitioners in Finland (01/04, G05, 11:00–11:25)

Sonya Sahradyan, University of Jyväskylä, Centre for Applied Language Studies, Jyväskylä, Finland

In recent years, linguistic research has increasingly focused on different migrant groups and their workplace language learning. Much has been written about the language learning of migrants working in public and private sectors (e.g., Duff 2008; Sandwall 2010). So far, however, little attention has been paid to those working in the third sector, namely non-governmental organizations (NGOs), or to their L2 learning and L1 maintenance in the workplace.

This paper presents one of the main themes of my doctoral research, which explores language policies and practices in a superdiverse NGO based in Finland. The key informants of the study are multilingual migrant NGO practitioners, that is, workers, trainees, interns and volunteers. Using a multi-sited ethnographic approach (Marcus 1995), I carried out fieldwork for one year and collected multilingual data in both online and offline settings of the NGO through participant observation, photographs, artefacts, audio/video recordings, informal talks, mailing lists, websites and Facebook. After the fieldwork, I also conducted interviews with the migrant NGO practitioners and their supervisors. The analytical framework of the study draws from the traditions of narrative and discourse analysis.

Based on the preliminary findings, the migrant NGO practitioners have opportunities to develop their Finnish language skills in ‘backstage’ communication, whereas ‘front stage’ communication supports them in maintaining their L1 skills or improving L2 skills, including Finnish. The findings also illustrate that both L2 learning and L1 maintenance promote the migrant NGO practitioners’ linguistic integration and social inclusion in the workplace, which they need in order to function effectively at work.

19 – L'état de l'intégration linguistique dans la région suisse alémanique de Zürich: difficultés et issues (01/04, G03, 11:00–11:25)

Jamel Sarraj, DILTEC, Université la Sorbonne nouvelle Paris 3, Glattbrugg / Zürich, Suisse

L'intégration linguistique des migrants adultes dans les sociétés d'accueil européennes est un passage obligé pour assurer leur participation au processus de développement socio-économique et la cohésion sociale de toutes les composantes communautaires. Elle facilite la vie quotidienne des migrants adultes sur le lieu de travail, dans les services essentiels, les rassure et les met en confiance. Mais elle

doit prendre en considération la diversité culturelle que les migrants représentent. Le respect de la diversité culturelle fait partie des valeurs du Conseil de l'Europe.

Cette recherche s'intéresse à l'intégration linguistique des migrants adultes dans la région suisse alémanique de Zürich et dont je fais partie. Elle présente en premier lieu le contexte sociolinguistique, le phénomène migratoire et la politique d'intégration. En deuxième lieu, elle démontre les différents moyens mis à la disposition du processus d'intégration des migrants adultes. En troisième lieu, elle souligne la nature des difficultés d'intégration linguistique, leurs causes et leurs effets. Enfin des propositions répondant aux difficultés sont présentées dans le cadre du respect des valeurs du Conseil de l'Europe.

La recherche se base sur des questionnaires, des observations de classe, des analyses de manuels d'enseignement/apprentissage de la langue de la société d'accueil, des tests d'évaluation, des documents officiels et des entretiens avec les différents acteurs de l'intégration linguistique des migrants adultes.

Cette recherche est descriptive car elle s'intéresse à des observations de classes, des analyses de manuels et de tests et des questionnaires. Elle est basée sur la méthode qui consiste à présenter le contexte et à développer les causes, les effets et les propositions tout en faisant appel aux du Conseil de l'Europe telles: Le Guide pour l'élaboration et la mise en œuvre des politiques d'intégration (2014), Les langues dans les politiques d'intégration des migrants adultes (2008) et certains documents de l'ILMA diffusés sur le site www.coe.int/lang-migrants/FR.

21 – The impact of language and integration policies on social participation of adult migrants (30/03, G05, 16:30–16:55)

Reinhilde Pulinx, Piet Van Avermaet, Centre for Diversity and Learning, Linguistics Department, Ghent University, Gent, Belgium

Learning to understand and speak the language of the receiving society is considered as one of the most crucial elements of integration processes. This should not only increase the migrants' level of self-reliance, but language learning is also considered to have a positive impact on their social interaction and participation. And finally, processes of social cohesion throughout the wider society are hereby meant to be reinforced.

In many Western-European countries, considerable amounts of public resources are invested in second language learning as part of integration programs for adult migrants. This study wants to gain more insight into the efficacy of these policy measures, aimed at stimulating social participation of adult migrants by increasing their proficiency in the language of the receiving society. What do the social networks of recently immigrated adults look like? How do they interact with their social environment, consisting of the workplace, the neighborhoods they live in, social services and schools they communicate with and leisure activities they participate in? What languages are being used during these interactions? How extensive are these contacts and to what extent do these contacts cross over to members of the receiving society? What was the impact of second language learning on developing (sustainable) social networks?

To answer these research questions qualitative data have been collected in one urban region in Flanders, Belgium. The research design is based on a case study approach combined with a dynamic social network analysis. In depth-interviews with ten adult migrants, differentiating between migrants having participated in formal language courses, as part of an integration program, and migrants who did not, will be conducted.

22 – Language tests for access, integration and citizenship: an outline for policymakers from the ALTE perspective (30/03, G06, 16:30–16:55)

Jane Lloyd, Association of Language Testers in Europe (ALTE), Cambridge English Language Assessment, Cambridge, United Kingdom

Michaela Perlmann-Balme, Association of Language Testers in Europe (ALTE), Cambridge, United Kingdom | Goethe Institute, Munich, Germany

Lorenzo Rocca, Association of Language Testers in Europe (ALTE), Cambridge, United Kingdom | CVCL (Centro per la Valutazione e le Certificazioni linguistiche) at the University for Foreigners in Perugia, Perugia, Italy

This abstract is submitted on behalf of the Language and Migration Special Interest Group (LAMI SIG) of the Association of Language Testers in Europe (ALTE). Our position paper aims to clarify the role of assessment in the context of migration. It focuses on the ethical use of assessments and test results.

We will contextualize and support this position by considering the role that ALTE played and continues to play through its collection of concrete evidence of assessment requirements across Europe. These assessments range from language tests at different levels for different purposes and Knowledge of Society tests.

The data provided and collected by LAMI via questionnaires has been compiled and collated into posters, tables and summarized in a LAMI Booklet. This booklet formed the basis of the ‘Language tests for social cohesion and citizenship – an outline for policymakers’ (Balch, Andrew, et al. 2008)

We have updated the LAMI Booklet and the up to date information is in the final stages of review, now entitled: Language tests for access, integration and citizenship: an outline for policymakers. We envisage this booklet to be printed and available for consultation and dissemination at the time of the symposium.

We will summarize what the situation was at the time the initial LAMI booklet was written, what we learned while completing the booklet (such as the difficulties of comparability across contexts) what the issues are now (e.g. our concerns over assessment use as a barrier to entry and integration) and our recommendations for the future.

Balch, A, Corrigan, M, Gysen, S, Kuijper, H, Perlmann-Balme, M, Roppe, S, Rübeling, H, Steiner, S, Van Avermaet, P, Zeidler, B (2008) III. Language tests for social cohesion and citizenship—an outline for policymakers. Strasbourg: Council of Europe.

23 –Examinations of the Czech Language for Permanent Residence in the Czech Republic - Balance of Experiences – 2009-2014 (30/03, G05, 17:00–17:25)

Kamila Sladkovská, Jiřka Cvejnová, National Institute for Education, Prague, Czech Republic

As of 1st January 2009, the Czech Republic established examinations of Czech for the purpose of acquiring permanent residence. Since the test has already lasted more than five years, an analysis was conducted of the legal regulations issued in connection with this examination and the tests used in these examinations, additionally statistics published by the National Institute for Education and obtained from individual testing centres as well as information derived from non-profit organizations that predominantly prepare migrants for these examinations. The fundamental question was to

determine whether these examinations language integration in the given time or not and whether they represented an obstacle for the integration of migrants in the Czech Republic.

The analysis also revealed that not all of the examiners are properly motivated and in individual cases there were acts of corruption on the part of the examiners, to which new legal regulations for the examination reacted that were issued at the end of last year and the beginning of this year.

We believe that real integration can be achieved only through a mutual connection of the examination with language instruction, which has not been possible so far in the observed period. Raising the level of the examination, which is currently under consideration, will not lead in and of itself to an improvement of the knowledge of the Czech language with the migrants, unless it is sufficiently and effectively connected with suitable instruction.

CVEJNOVÁ, J (2014): Vývoj a další perspektivy zkoušek z českého jazyka pro migranty, in *Čeština jako cizí jazyk VII materiály ze VII. mezinárodního symposia o češtině jako cizím jazyku Praha: Univerzita Karlova v Praze, Filozofická fakulta, str. 341-351*

LEONTIEVA, Y. – EZEDINNE, P. – PLAČKOVÁ, A. (2013): *Životní styl, jazykové znalosti a potřeby ukrajinských a vietnamských migrantů v ČR. Praha: Sociologický ústav AV ČR.*

SLADKOVSKÁ, K. (2010, 2011, 2012, 2013, 2014, 2015): *Statistická data - zkouška pro trvalý pobyt. Praha: Národní ústav pro vzdělávání.*

25 – Conceptions linguistiques et démarches pédagogiques : quelle efficience pour l'intégration des adultes migrants ? (30/03, G04, 16:30–16:55)

Jean-Pierre Sautot, Marie-Hélène Lachaud, Université Claude Bernard LYON 1, ICAR Université Louis Lumière Lyon 2, France

Marie-Cécile Guernier, Université Claude Bernard Lyon 1, LIDILEM Université Grenoble Alpes, Grenoble

Notre proposition concerne la formation linguistique en France des migrants adultes faiblement scolarisés et / ou faiblement qualifiés.

La perspective est didactique et s'intéresse aux processus d'enseignement apprentissage de la langue française : contenus linguistiques, dispositifs et démarches pédagogiques, etc.

Les enquêtes sont réalisées dans le cadre du projet de recherche GRAFFIC (Groupe Recherche Action Formation Français Intégration Compétence) Elles analysent les pratiques de formation linguistique dans les dispositifs « compétences de base » au regard des performances langagières et des habiletés littératiques des apprenants dans leurs langues première, secondes et étrangères (plurilinguisme), selon deux modalités : (1) observation in situ, (2) entretiens d'explicitation auprès des formateurs et des apprenants.

Nous montrerons que ces pratiques ont tendance à privilégier une conception linguistique de la compétence langagière qui fonde une pédagogie compartimentée qui sépare les différents domaines : écrit, oral, lexique, grammaire, conjugaison, orthographe, écriture, lecture, conversation, etc. au détriment d'une conception plus globale intégrant les compétences discursives et pragmatiques ainsi que les habiletés littératiques.

Nous montrerons que la seconde option, dans la mesure où elle fonde une pédagogie qui, en articulant les différents domaines, peut prendre appui sur les acquis des apprenants dans leur langue ou dans d'autres langues, facilite l'intégration sociale et professionnelle des personnes migrantes.

Dans cette perspective nous discuterons l'efficacité des référentiels utilisés dans ce secteur de la formation des migrants ainsi que de la certification par des tests pour des migrants adultes faiblement scolarisés et / ou faiblement qualifiés.

Adami (2009). Adami, Etienne & Bretegnier (2010). Dabène (1985). Jezak (2011). Leclercq (2011).

27 – Mediation and the social and linguistic integration of migrants: updating the CEFR descriptors (30/03, G03, 17:30–17:55)

Brian North, Eurocentres Foundation, Zürich, Switzerland

Enrica Piccardo, OISE - University of Toronto (and Université J. Fourier Grenoble - France), Toronto, Canada

The notion of mediation, crucial for casting light on phenomena implying contact between the social and the individual and bridging between different elements and spaces (Swain, Kinnear & Steinman, 2011), has been studied in psychology, pedagogy and the social sciences. In the Vygotskian view, semiotic mediation is central to all aspects of knowledge (co)construction. In child development mediation is core both in child/adult interaction and in the way children employ tools and symbols creatively to make sense of their environment. In professional circles, the term describes arbitration in disputes and counselling activities.

The emerging vision of language acquisition as “[s]ocialization into communities of practice through the mediation of material signs” (Kramersch, 2002: 6) and its implications in the field of language education (LE) has informed an ongoing Council of Europe project aiming to produce an extended set of CEFR illustrative descriptors for mediation.

Using the current scholarly discussion on mediation as its conceptual framework, the team conducted a Type 1 developmental research (Richey & Klein, 2005) informed by three phases of data collection, both in-presence and online. The quantitative data were analyzed statistically using the Rasch Model (Linacre, 2014) to validate and calibrate descriptors.

Moving from an overview of the project, the talk will discuss the new focus on mediation in LE. In particular, the socially relevant function of mediation in the integration of migrants will be presented together with the way it facilitates both socialization into new communities and knowledge building.

Kramersch, C. (2002). *Language Acquisition and Language Socialization. Ecological perspectives*. London: Continuum.

Linacre, J. (2014). *Winsteps: Rasch-model Computer Program*, Chicago: MESA Press.

Richey, R. & Klein, J. (2005). Developmental Research Methods: Creating Knowledge from Instructional Design and Development Practice. *Journal of Computing in Higher Education* 16(2), 23–38.

Swain, M. Kinnear, P. & Steinman, L. (2011). *Sociocultural Theory in Second Language Acquisition: An Introduction through Narratives*. Bristol: Multilingual Matters.

28 – Settlement, integration and language learning: possible synergies. A task-based, community-focused program from the Region of Durham (Ontario, Canada) (31/03, G06, 15:00–15:25)

Enrica Piccardo, OISE - University of Toronto, (and Université de Grenoble - France), Toronto, Canada
Danielle Hunter, Durham District School Board, Whitby, Canada

The notions of Task-based Learning (Ellis, 2003; Nunan, 2004, van den Branden, 2006) and Action-oriented Approach (Council of Europe, 2001) have received increased attention in Second Language Education (SLE) in recent years as linguistic and cultural diversity flourishes around the world. This has led to a marked shift in the theoretical framework informing the SLE field and opened to new possibilities for anchoring language learning into real-life practice. After discussing the implications of such a shift, this talk will introduce a language program designed to promote successful settlement and integration of newcomers, while building linguistic competence in the host language. This presentation will outline how the collaboration of over 80 community partners in the Region of Durham (Ontario, Canada) led to the development of an online community-based immigration portal for newcomers and how, subsequently, this portal became the platform for a language program inspired by the Common European Framework of Reference for Languages and the Canadian Language Benchmarks. Findings of a qualitative study will be presented which will show how this specific language program has influenced Canadian adult immigrants' knowledge and access to essential services, motivation to learn the host language and attend English language classes, as well as their confidence levels in the host language. The methodology used for the data collection will be presented and discussed, as well as the implications of this study for adult migrants' language education in increasingly linguistically and culturally diverse social contexts, both at the practical and at the conceptual level.

CCLB. (2012). *Canadian Language Benchmarks: English as a Second Language for Adults*.

http://www.celban.ca/display_page.asp?page_id=254

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: CUP. www.coe.int/lang-CEFR

Ellis, R. (2003). *Task-based Language Teaching and Learning*. Oxford: OUP.

Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: CUP.

Van den Branden, K. (2006). *Task-based Language Education: From Theory to Practice*. Cambridge: CUP.

29 – Les évaluations FLI et fide : une alternative aux tests de langue certifiés pour la naturalisation française et suisse (31/03, G06, 10:30–10:55)

Coraline Pradeau, Université Sorbonne Nouvelle - Paris 3 (EA2288 DILTEC), Paris, France

De nombreux États européens ont introduit des tests évaluant les compétences linguistiques des candidats à la nationalité, et leurs capacités à exercer leurs futurs droits et devoirs de citoyens. L'évaluation des acquis linguistiques revêt donc un enjeu social particulièrement fort pour les migrants.

Nous étudierons deux dispositifs mis en place par les gouvernements français et suisse : les attestations *FLI*[1], et l'instrument « évaluation et passeport des langues *fide*[2] ». Comment traduire en exigences linguistiques les besoins auxquels les candidats seront confrontés dans l'exercice de leur citoyenneté? Peut-on poser éthiquement « l'assimilation culturelle » et « la volonté de participer à une collectivité historico-politique » (Schnapper 2000 : 254) comme conditions d'accès à la nationalité ?

Nous proposons de mener une étude empirique portant sur la conception et la validation de ces nouveaux instruments, en collectant des données (entretiens, recueil de scénarios d'évaluation) auprès d'organismes labellisés par le Ministère de l'intérieur français et du Secrétariat d'État aux migrations en Suisse.

Nous nous assurerons de leur assurance qualité en envisageant les paramètres suivants (Groupe d'auteurs ALTE 2008) : l'adéquation entre les besoins langagiers des candidats et les exigences linguistiques requises, entre le niveau de difficulté et le profil des candidats, la formation des formateurs à ces nouveaux outils, l'impact des formations linguistiques sur la réussite des candidats.

L'enjeu sera de déterminer comment la fiabilité et l'équité de ces outils peuvent être préservées à l'échelle nationale, quand chaque formateur FLI est à même d'élaborer ses propres attestations, et quand les politiques de naturalisation suisse varient d'un canton à l'autre.

Groupe d'auteurs ALTE. 2008. Tests de langue en faveur de la cohésion sociale et de la citoyenneté: descriptif à l'intention des décideurs. Strasbourg : Conseil de l'Europe.

http://www.coe.int/t/dg4/linguistic/liam/Source/Events/2008/ALTE_migrants08_final_FR.pdf

Schnapper, D. 2000. *Qu'est-ce que la citoyenneté ?* Paris : Gallimard.

30 – Barrières linguistiques et problèmes de communication dans les milieux de la santé (31/03, G05, 17:00–17:25)

Samira Moukrim, Ligérien de Linguistique (UMR 7270 –Université d'Orléans- Université de Tours – BnF – CNRS, Université Sidi Mohammed Ben Abdellah, FLSH-Fès, Orléans, France

La France, comme toute l'Europe, est de plus en plus diverse et poursuit son évolution vers une société multiculturelle. Cinq millions d'immigrés environ y vivent (soit 8,1% de la population française). 26 % des immigrés dont la langue maternelle n'est pas exclusivement le français disent éprouver des difficultés à la parler, difficultés qui, dans 38 % des cas, entraînent une gêne lorsqu'ils doivent l'utiliser [1].

La barrière de la langue peut poser de réels problèmes notamment en milieu de soins. Lorsque la santé est en jeu, il est indispensable que les interlocuteurs (soignant et soigné) se comprennent bien. La communication et la compréhension mutuelle constituent le fondement d'un traitement médical réussi. Or, une proportion des patients issus de l'immigration ne disposent pas souvent des connaissances linguistiques nécessaires et sont donc confrontés à des problèmes de communication en milieu de soins.

Selon le Comité européen de la Santé, le respect des droits et de la dignité de la personne impose de prendre en compte la diversité culturelle dans le cadre des services de santé. Pour la France, les données manquent pour élaborer une politique de santé appropriée à la diversité culturelle en milieu de soins, notamment sur les barrières de la langue et leurs effets.

Dans cette communication, nous allons mettre l'accent sur quelques effets négatifs que peuvent avoir les barrières linguistiques sur l'accès aux soins en nous appuyant sur des données recueillies auprès de femmes allophones résident dans la région Centre.

[1] Rapport de l'Insee : « Les immigrés en France », édition 2005.

31 – Répertoires linguistiques de détenus étrangers en Italie et en Europe: premiers résultats des projets RiUscire et DEPORT (01/04, G04, 11:30–11:55)

Antonella Benucci, Giulia Isabella Grosso, Università per Stranieri di Siena, Italie

La transformation graduelle du contexte pénitentiaire européen en réalité multiculturelle oblige à une réflexion pour repenser les programmes d'aménagement de peine et les traitements et à porter plus d'attention aux aspects de la communication interculturelle et de la médiation sociale.

Le Project RiUscire (Erasmus+ KA2) qui est la continuation idéale du Projet DEPORT préalable à la vocation d'améliorer les conditions de détention des sujets privés de liberté et de contribuer à la création d'un modèle de communication à la fois linguistique et professionnel qui puisse contribuer à la réinsertion sociale des détenus étrangers, un modèle qu'on pourra appliquer aux bonnes pratiques des différents contextes européens de détention.

Dans la première phase du Projet on a mené une recherche visant à relever les aspects sociolinguistiques, culturels et professionnels qui constituent le contexte pénitentiaire et des établissements pénitentiaires concernés par le biais d'un recueil d'environ 1000 questionnaires adressés aux détenus, aux enseignants et au personnel qui travaille en prison et d'environ 100 interviews. Dans la deuxième phase on a veillé à élaborer des parcours de formation linguistique et professionnelle, des parcours pédagogiques pour mettre en place la formation d'une compétence spécialisée dans les domaines professionnels les plus cernés par les (étrangers) détenus, des parcours de sensibilisation à la communication interculturelle pour enseignants et personnel qui travaille en prison.

Le but de cette intervention est de présenter les données recueillies sur les répertoires linguistiques des détenus étrangers élaborées à partir des questionnaires et des interviews semi-structurés, avec une attention particulière portée aux interactions professionnelles.

Benucci, A., Grosso, G. (2015). *Plurilinguismo, contatto e superdiversità nel contest penitenziario italiano*. Pisa: Pacini editore.

Bhaita V.K., Cheng W., Du Babcock, 2009, *Language for Professional Communication: Research, Practice & Training*, Hong Kong, The Hong Kong Polytechnic University.

32 – Quatre approches didactiques pour la formation linguistique des migrants nouveaux arrivants (30/03, G04, 17:00–17:25)

Michel Gout, Université d'Aix-Marseille, Marseille, France

L'attitude des apprenants nouveaux arrivants pendant l'apprentissage de la langue d'accueil est fondamentale pour leur réussite.

Or, les migrants récemment arrivés ne sont pas souvent dans un état d'esprit favorable pour recevoir l'enseignement de la langue et pour l'assimiler, à plus forte raison aujourd'hui, lorsque la société les y contraint par la loi. Le rôle des organismes de formation et des enseignants semble donc, prioritairement, avant tout acte pédagogique, de créer un climat favorable, de capter la confiance, et de faire naître une envie, une motivation chez ces apprenants.

La communication présente, issue d'une recherche doctorale et d'une vaste enquête de terrain menée dans quatre grands pays européens d'immigration (Allemagne, Belgique, France et Royaume Uni),

expose ici quatre approches originales d'enseignement de la langue aux migrants dans lesquelles est établie une relation pédagogique élève/enseignant, qui semble avoir un effet mobilisateur et stimuler les capacités d'apprentissage des nouveaux arrivants. Il s'agit des **textes identitaires** [1] visant à la reconnaissance des migrants, de **la pratique artistique** [2] qui encourage l'appropriation à la fois cognitive et affective de la langue, de **la méthode participative de Paulo Freire** [3], dont l'objet est d'apprendre la langue tout en développant son esprit critique, sa liberté de penser et de juger, et enfin, de **la pédagogie de projet** qui promeut la collaboration et les relations interculturelles dans la classe.

Cummins, J., Early, M., (2011). *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. (Anglais) Broché.

Alen, P., Manço, A. (2012). *Appropriation du français par les migrants*. Paris, Editions de l'Harmattan, coll. « Compétences interculturelles ».

Cooke, M., Roberts, C. (2007). *Developing Adult Teaching and Learning: Practitioner Guides – ESOL*. Leicester : NIACE (in association with National Research and Development Centre for Adult Literacy and Numeracy).

35 – Sociocultural integration and second language proficiency following migration (30/03, G03, 17:00–17:25)

- Kate Hammer, Birkbeck, University of London, United Kingdom

CANCELLED

This study investigates potential links between the ultimate proficiency in the second language (L2) and the degree of sociocultural integration in the host country following migration in early adulthood. Participants are a group of 149 highly educated sequential bilinguals in Polish (mother tongue) and English (proficient L2 users) who have been resident in the UK for an average of eight years. Participants filled out an online questionnaire and were interviewed by the researcher.

This research is based on the acculturation model for second language acquisition (SLA), ultimate attainment in the L2 studies, linguistic aspects of sociocultural integration, and the experience of L2 use in post-migration contexts (Schumann 1986; Hyltenstam 2014; Schumann 1986; Singleton et al 2013; Grosjean 2010).

This study investigates potential links between the ultimate proficiency in the L2 and variables belonging to the fields of sociocultural integration and second language acquisition (SLA). Statistical analyses backed up with interview data show that acculturation level and the degree of sociocultural integration are strongly linked to the ultimate proficiency level in the L2 following migration.

Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, Mass: Harvard University Press.

Hammer, K. & Dewaele, J.-M. (2015). Acculturation as the key to the ultimate attainment? The case of Polish-English bilinguals in the UK. In F. Forsberg Lundell & I. Bartning (eds.), *Cultural Migrants*. Bristol: Multilingual Matters.

Hyltenstam, K. (2014). Age and aptitude and native like ultimate attainment in two languages. Plenary paper presented at the annual conference of the American Association for Applied Linguistics, Portland.

Schumann, J.H., (1986). Research on the Acculturation Model for Second Language Acquisition. *Journal of Multilingual and Multicultural Development* 7.5, 379–392.

Singleton, D., Regan, V. & Debaene, E. (eds.) (2013). *Linguistic and Cultural Acquisition in a Migrant Community*. Bristol: Multilingual Matters.

36 – Langues et identités dans la communauté kurde de France (31/03, G06, 17:30–17:55)

Salih Akin, Université de Rouen EA DYSOLA, Rouen, France

Nous proposons dans cette communication de discuter les résultats d'une recherche Procope intitulée « Evaluation contrastive des implications sociales de la langue kurde comme langue d'immigration en France et en Allemagne ». Ce programme de recherche financé par l'Allemagne et la France a associé des chercheurs des universités de Rouen et de Potsdam de 2011 à 2013. Le programme s'est fixé trois objectifs : le premier objectif est d'évaluer le processus de transmission intergénérationnelle et d'acquisition du kurde dans deux contextes sociolinguistiques et au sein de deux systèmes éducatifs différents ; il s'agit d'analyser le degré de loyauté linguistique (Fishman, 1991) des Kurdes vis-à-vis de leur langue maternelle dans le contexte migratoire. Le deuxième objectif concerne l'examen du rôle de la maîtrise de L1 dans les acquisitions scolaires par les enfants issus de l'immigration kurde en Allemagne et en France. Enfin, le troisième objectif, suivant l'hypothèse de l'interdépendance des langues (Cummins, 1979), consiste à mesurer les compétences langagières de ces élèves en L1 et en langue de scolarisation.

Les données de la recherche ont été recueillies en Allemagne et en France par un questionnaire écrit. Le questionnaire a porté sur leurs pratiques langagières au sein de la famille, leur rapport aux langues et cultures avec lesquelles ils sont en contact.

Dans la présente communication, nous présenterons les résultats de la recherche concernant la transmission intergénérationnelle du kurde en France dans un contexte où la langue ne bénéficie pas d'un enseignement. Nous interrogerons le rapport qu'entretiennent les membres de la communauté kurde en France avec leur langue maternelle, mais aussi avec leur(s) langue(s) de scolarisation et la langue du pays d'accueil. Nous étudierons le degré de loyauté linguistique de cette communauté dans le contexte migratoire et le rôle des langues dans la construction identitaire des migrants kurdes.

38 – Literacy and language teaching: tools, implementation and impact (31/03, G04, 17:00–17:25)

Fernanda Minuz, Johns Hopkins University - SAIS Europe, Bologna, Italy

Alessandro Borri, CPIA Montagna, Castel di Casio, Bologna, Italy

Course planning and language assessment tools for Italian L2 have recently been developed. These reflect the CEFR and meet the legal language requirements for migrants. Italiano L2 in contesti migratori. Sillabo e descrittori (IL2S) - specifically, yet not exclusively, focused on illiterate and low educated adults - sets standards and recommends criteria for teaching both literacy and L2. It targets a group at high risk of social exclusion, economic insecurity, and personal isolation.

The paper discusses the results of the validation procedure of IL2S, which aimed to verify: a) its accuracy, in terms of descriptive power, b) its validity (usefulness, simplicity, fairness) as tool for course design and language assessment; b) its impact on teaching planning.

The validation was conducted in public and voluntary course providers: during the first phase, 5 providers has been involved, in 3 Italian Regions. They have used IL2S in planning 6 courses – each averaging 60 hours and attended by 77 participants speaking 14 L1s. By the end of the process, 10 providers will have been included.

The research is quali-quantitative: survey of the providers using IL2S; questionnaires to ascertain the teachers' professional profiles, classes composition, courses organization, evaluation of ILS regarding specific didactic and organizational problems (multilevel classes, short courses for refugees etc.); sampling and analysis of learners' language production.

The general purpose is to enhance the quality of the language provision aimed at vulnerable sections of the migrant population.

Beacco J.-C., Little D., Hedges C., *Linguistic Integration of Adult Migrants*, Council of Europe, 2014.

Beacco J. C., De Ferrari M., Lhote G., *Niveau A1.1 pour le français*, 2006.

Borri A., F. Minuz, L. Rocca, C. Sola, Italiano L2 in contesti migratori. Sillabo e descrittori dall'alfabetizzazione all'A1, 2014 (Italian language for adult migrants. Syllabus and descriptors for illiterate, semi-literate and literate users. From illiteracy to A1 level – Guidelines, www.coe.lang-migrants).

39 – Langues et insertions : pluralité des parcours et des perceptions. Diversités, demande politique et sociale, responsabilités des chercheurs (31/03, G04, 14:00–14:25)

Emmanuelle Huver, Véronique Castellotti, Université F. Rabelais (Tours) EA 4246 PREFics-Dynadiv, Tours, France

Fabienne Leconte, Université de Rouen EA 4701 DySoLa, Rouen, France

Cette communication se donne pour objectif d'interroger quelques évidences concernant la corrélation langue / intégration sur lesquelles se fondent les politiques linguistiques d'intégration et les formations linguistiques qui en résultent, au regard de la diversité des histoires, des parcours, des projets et des perceptions des migrants. Nous verrons notamment dans quelle mesure la prise en compte essentiellement superficielle (voire absente) de cette diversité dans différents discours et usages circulants (politiques, scientifiques, didactiques, etc.) va à l'encontre de la cohésion sociale que ces discours prétendent promouvoir et comment ces phénomènes témoignent, in fine, de conceptions homogénéisantes de la diversité, de la langue et de l'intégration. Ce faisant, il s'agira également de questionner la place, le rôle et la responsabilité des chercheurs dans ce domaine de recherche-intervention particulièrement à l'interface de la demande politique et sociale. Nous nous appuyerons pour ce faire sur différents travaux de terrain et expériences de recherche, issus entre autres du réseau LIFE (Langues, Insertions, Formation & Ethique), réseau international de chercheurs intéressés par ces problématiques.

Cette communication est conçue pour s'insérer dans le panel « Langues et insertions : pluralité des parcours et des perceptions », incluant également les communications d'A. Bruneau, Emilie Lebreton et Eric Mercier.

Beacco J.-C., Little D. et Hedges C., 2014, L'intégration linguistique des migrants adultes. *Guide pour l'élaboration et la mise en œuvre des politiques*, Conseil de l'Europe, Strasbourg, www.coe.int/lang-migrants/fr

Bruneau A., Castellotti V., Debono M., Goï C. & Huver E., 2012, « Langue(s) et insertion : quelles relations ? Quelles orientations ? Autour d'une controverse : le FLI », VEI Diversité, n°170, 185-192. <http://www2.cndp.fr/revueVEI/170/retoursur.pdf>.

Hambye P. et Romainville A.-S., 2014, « Apprentissage du français et intégration. Des évidences à interroger », Français & Société n°26-27

Leconte F. dir., sous presse, Appropriation langagière des adultes migrants. Dynamiques d'apprentissage et de formation, Paris, Riveneuve.

40 – Langues et insertions : pluralité des parcours et des perceptions Les besoins langagiers : une notion complexe à appréhender (31/03, G04, 14:30–14:55)

Emilie Lebreton, Université de Rouen, EA 4701 DySoLa, Rouen, France

Depuis les années 70, la notion de besoins langagiers est récurrente dès lors qu'il s'agit de favoriser l'intégration linguistique des adultes migrants. Or, cette notion reste souvent peu explicitée et la confusion entre les besoins objectifs et subjectifs d'une part, entre besoins langagiers et objectifs d'apprentissage d'autre part perdure. Ces observations résultent d'une recherche-intervention menée dans deux dispositifs de formations linguistiques situés dans l'agglomération rouennaise. L'analyse de nos observables montre que la notion de besoins langagiers recouvre des réalités différentes selon les acteurs de ces formations, à savoir les prescripteurs, les formateurs et les migrants. À partir des entretiens réalisés avec l'ensemble des acteurs, nous analyserons les conséquences des processus d'homogénéisation, voire de réduction des besoins sur les pratiques de formation, et plus largement sur l'appropriation linguistique. Aussi, nous nous appuyerons sur cette expérience de recherche afin de réfléchir à la manière dont on peut accompagner les formateurs à conduire une réflexion plus approfondie sur la notion elle-même. Cette communication s'insère dans le panel « Langues et insertions : pluralités des parcours et des perceptions » incluant également les communications de V. Castellotti, E. Huver et F. Leconte, de A. Bruneau et de E. Mercier.

BEACCO, J.-C., LITTLE, D., HEDGES, C. (2014) : *L'intégration linguistique des migrants adultes. Guide pour l'élaboration et la mise en œuvre des politiques*, Unité des politiques linguistiques, Conseil de l'Europe, Strasbourg.

LITTLE, D. (2008) : *Le Cadre européen commun de référence pour les langues et l'élaboration de politiques en faveur de l'intégration des migrants adultes*, Unité des politiques linguistiques, Conseil de l'Europe, Strasbourg.

RICHTERICH, R. (1985) : *Besoins langagiers et objectifs d'apprentissage*, Hachette, Paris.

VAN AVERMAET, P., GYSEN, S. (2008) : « Apprentissage, enseignement et évaluation des langues, et intégration des migrants adultes. Importance de l'analyse des besoins », Conseil de l'Europe, Strasbourg.

44 – Langues et insertions : pluralité des parcours et des perceptions. Quelle pertinence à l'obligation de formation linguistique? (31/03, G04, 15:00–15.25)

Eric Mercier, Université François Rabelais, Tours, La Riche, France

En Europe, les différentes politiques linguistiques, au-delà de leur hétérogénéité, s'accordent manifestement sur une représentation commune selon laquelle l'apprentissage de la langue nationale serait une condition préalable à l'intégration des adultes migrants, et ce malgré un certain nombre de travaux invitant à questionner cette relation (cf. projet ILMA). La conséquence « logique » de cette représentation est de conférer un caractère obligatoire à l'enseignement de la langue nationale (cf. en France, le Contrat d'Accueil et d'Intégration). Le couplage conditionnalité/tests/sanctions/niveau en langue ne fait ici que durcir et renforcer ces représentations et les mesures qui sont prises sur cette base.

Nous chercherons à interroger quelques-unes de ces représentations en nous intéressant à la diversité de parcours et de perceptions de migrants concernant leur propre intégration. Nous nous arrêterons en particulier sur l'obligation de formation et notamment : sur la relation causale instituée entre enseignant, dispositif didactique et appropriation ; la motivation des migrants et, corrélativement, la

forte responsabilité qui leur est imputée pour l'apprentissage et l'intégration dans ce cadre législatif et didactique.

Nous nous appuyerons sur une confrontation entre la littérature académique et institutionnelle et des enquêtes qualitatives (récits de vie, entretiens) réalisées auprès de migrants. Cette communication est conçue pour s'insérer dans le panel « Langues et insertions : pluralité des parcours et des perceptions ».

Adami, H. ; Leclerc, V., 2012, *Les migrants face aux langues des pays d'accueil*, Paris, Presses Universitaires du Septentrion.

Hambye P. et Romainville A.-S., 2014, « Apprentissage du français et intégration. Des évidences à interroger », *Français & Société* n°26-2

Pochon-Berger, E. ; Lenz, P., 2014, Les prérequis linguistiques et l'usage de tests de langue à des fins d'immigration et d'intégration - une synthèse de la littérature académique, Rapports du Centre scientifique de compétence sur le plurilinguisme.

45 – Le numérique pour soutenir l'intégration linguistique des migrants: portrait de la situation (30/03, G04, 17:30–17:55)

Simon Collin, Université du Québec à Montréal, Chaire de recherche du Canada sur les enjeux socioculturels du numérique en éducation, Montréal, Canada

Valérie Amireault, Université du Québec à Montréal, Centre de recherche en immigration, ethnicité et citoyenneté, Montréal, Canada

Le numérique est un élément fondamental d'inclusion des individus dans les sociétés contemporaines (voir Déclaration de Riga sur l'e-inclusion; CE, 2006; Accès à Internet comme un droit humain; UN, 2011). Concernant l'intégration linguistique: 1) en phase pré-migratoire, le numérique permet aux migrants d'anticiper leur intégration linguistique avant d'immigrer; 2) en phase post-migratoire, il offre aux migrants une plus grande flexibilité spatio-temporelle, donc une meilleure conciliation « famille-emploi-cours de langue » (Collin et al., 2012).

Nous proposons de dresser un portrait des usages numériques des migrants pour soutenir leur intégration linguistique selon deux perspectives: 1) du point de vue des sociétés d'accueil, nous exposerons les initiatives numériques mises en œuvre pour soutenir l'intégration des migrants, en nous appuyant sur l'étude empirique de Collin et al. (2012). Nous présenterons le Français en ligne (FEL), développé par le ministère de l'Immigration du Québec, qui est à notre connaissance une des initiatives les plus avancées. 2) du point de vue des migrants, nous verrons dans quelle mesure les initiatives développées par les sociétés d'accueil (1ère perspective) sont compatibles avec leurs usages du numérique, en nous appuyant notamment sur les résultats préliminaires d'une étude en cours (Amireault et Collin, CRSH, 2014-2016) qui porte sur la manière dont les migrants combinent différentes ressources (notamment les cours de FEL) pour soutenir leur intégration linguistique au Québec.

Collin, S. et Karsenti, T. (2012). Using IT to Facilitate Linguistic Integration by Immigrants: An International Overview. *Issues in Informing Science and Information Technology* 9, 243–251.

Kluzer, S., Ferrari, A., Centeno, C. (2011). *Language Learning by Adult Migrants: Policy Challenges and ICT Responses*. Luxembourg: Office for Official Publications of the European Communities.

Ono, H., & Zavodny, M. (2008). Immigrants' English ability and the digital divide. *Social Forces* 86.4, 1455–1480.

46 – Does teaching chunks and fluency make a difference in migrants' language learning? (31/03, G06, 14:30–14:55)

Malgorzata Barras and Peter Lenz, University of Fribourg, Research Centre on Multilingualism, Fribourg, Switzerland

An intervention study that was carried out in language support classes for refugees forms the basis of this paper. Its general purpose was to collect empirical, especially quantitative evidence on the effects of chunk-based and fluency-oriented activities in German classes for newly arrived refugees in order to make recommendations for classroom practice activities, if possible.

Nation (e. g. Nation, 2001) and others have highlighted the importance of planned fluency practice for developing efficient language use in learners. Chunk-based instead of more analytical types of language teaching has been promoted for a long time (e.g. Lewis, 1993; Lindstromberg & Boers, 2008) but little evidence is available on its actual effects on learning. Our intervention combined chunk-based and fluency-oriented teaching.

Twelve beginners' classes in three schools could be successfully involved in the study. Six times two parallel classes formed a treatment/control group pair. For 10-14 weeks, treatment and control group classes worked according to our guidelines and based on our specifically adapted materials.

On two occasions, a wide range of mostly quantitative, test-based oral and written data was collected.

– The results so far showed 1) no significant differences in several respects, such as rule-based (written) grammar, quality of spoken chunks and the integrative C-test measure; 2) better spoken grammar in the control group; 3) greater fluency (speech rate) in the treatment group (cf. De Jong, Steinel, Florijn, Schoonen, & Hulstijn, 2012).

47 – Parents in (inter)action. The impact of embedded language courses on the communication between parents and school (31/03, G05, 10:30–10:55)

Joke Drijckoningen, Centre for Language and Education, University of Leuven, Leuven, Belgium

Parents in (inter)Action (PiiA) wants to contribute to needs-based education. PiiA consists of language courses of Dutch as a second language (DSL) for migrant parents, especially low-educated and with a beginners level of Dutch, in the primary school of their children. The DSL courses are physically embedded in the school, and their content is determined by the specific school context. DSL teachers work with authentic language tasks based on school life and in interaction between parents and school community.

This needs-based and embedded approach has a double goal. First, the parents learn to communicate directly with the school community about relevant things concerning the school career of their children, in order to improve communication between parents and school. Second, PiiA leads to (more) parental involvement by allowing the parents and the school to get to know each other better. Researchers at the CTO (KU Leuven) investigated if PiiA reach this goals from the point of view of the parents. In interviews with 70 parents (2/3 low-educated) who followed PiiA we asked (1) if they communicate more and better with the school community in comparison with the period before the PiiA course and (2) if the involvement between the school and the parents has been influenced by the PiiA course.

In this paper we give the parents a voice by presenting the most important results of the research we have done. We will also present some examples of PiiA materials, particular relevant for LESLLA-learners.

Drijkoningen, J. (2015), Migrant Parents and their views on language and parental involvement: the impact of an embedded language course. In van de Craats, I. (ed.), *Low-Educated Second Language and Literacy Acquisition*. Proceedings of the 10th Symposium. Nijmegen 2014 (pp. 53–67) (Forthcoming)

49 – What do employees have to read, write, speak and listen to at the workplace? A comparison of communicative requirements (31/03, G05, 15:00–15:25)

Anke Settlemeyer, *Bundesinstitut für Berufsbildung, Bonn, Germany*

The objective of a research project of the Federal Institute for Vocational Education and Training is to investigate the linguistic and communicative (l-c) requirements trainees have to manage at the two learning venues: part-time vocational schools and companies. We specify what trainees have to read, write, speak/talk and listen to in VET and we reveal the contextual, situational and personal factors that influence the l-c requirements. According to the current migration of (also) young adults to Germany that are thought to start a vocational education the project is carried out with trainees. The findings concerning the l-c requirements at the companies are to a great extent valuable for employees, too.

The project comprises three training occupations: Motor vehicle mechatronics technicians, Medical assistants and Management assistants for retail services and therefore covers three different branches. A broad, multi-method design has been applied: documentary analyses of current literature and VET-curricula, participant observations in training companies and VET-schools and qualitative interviews with trainees, trainers and VET-schoolteachers.

The presentation I will give at the symposium will focus on l-c requirements trainees (migrants and non-migrants) have to manage at the workplace. I will highlight the differences between the occupations at the workplaces and reveal the crucial influence of contextual, situational and personal factors on the l-c requirements.

These findings are basic to outlining teaching concepts and materials for teaching for to support effectively the integration of migrants in the communities of practice of several occupations.

Efing, Christian (2013): Sprachlich-kommunikative Anforderungen in der betrieblichen Ausbildung. In: Efing, Christian (Hrsg.): *Ausbildungsvorbereitung im Deutschunterricht der Sekundarstufe I. Die sprachlich-kommunikativen Facetten von „Ausbildungsfähigkeit“*. Frankfurt am Main, 123–145.

Grünhage-Monetti, Matilde: *Sprachlicher Bedarf von Personen mit Deutsch als Zweitsprache in Betrieben*. Bonn 2010

http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Expertisen/expertise-sprachlicher-bedarf.pdf?__blob=publicationFile (Stand 12.09.2015)

50 – Politiques des langues et parcours d'intégration des migrants adultes en contexte minoritaire et minorisé : Ottawa et Barcelone (01/04, G03, 11:30–11:55)

Monika Jezak, Université d'Ottawa, Canada,

Encarnación Carrasco, Universitat de Barcelona, Spain

L'étude qui fait objet de notre proposition se situe à la croisée des axes a) (Apprentissage des langues) et b) (Importance de la langue L1 et du répertoire multilingue) de ce symposium. Son objectif était d'explorer, dans la perspective comparative Barcelone-Ottawa, l'incidence des politiques des langues sur les parcours d'intégration des migrants adultes. Plus particulièrement, nous nous sommes penchées sur les contextes urbains de sociétés officiellement bilingues dont une des langues est minoritaire ou minorisée (français et catalan).

En effet, autant à Barcelone qu'à Ottawa, l'immigration constitue un important facteur de croissance démographique et économique (Jezak, 2010; Conseil de l'Europe, 2015). Les deux gouvernements reconnaissent l'importance d'intégration réussie des nouveaux arrivants, en particulier pour assurer la vitalité des communautés minoritaires ou minorisées. Il est donc maintenant crucial de se demander quel est le rendement de ces politiques en termes de participation et de cohésion sociales (Garcia, 2012). Pour répondre à cette préoccupation, nous avons effectué un examen critique et comparé du cadre législatif qui régit l'intégration des migrants dans les deux villes retenues.

Nous avons également administré un questionnaire à deux groupes-pilotes d'immigrants adultes qui fréquentent les cours de français à Ottawa et de catalan à Barcelone. Ce questionnaire trace le portrait sociodémographique de ces deux groupes et rend compte de leurs pratiques langagières, de leurs contacts avec les structures d'aide à l'établissement et de leurs contacts avec la société-cible. Les résultats de la recherche font entrevoir deux modèles d'intégration distincts qui, avec leurs forces et faiblesses respectives, contribuent à un profond remaniement des sociétés d'accueil.

García, O. (2012). Ethnic identity and language policy. Dans Spolsky, B. (Dir.) *The Cambridge Handbook of language policy*. Cambridge. 79–99.

Jezak, M. (2010). Immigration et littératies nouvelles : perspective canadienne. *Savoirs et formation : recherches et pratiques* 1, 127–145.

Conseil de l'Europe (2015). Migrants adultes : Intégration et Education.

51 – The integration of adult migrants through the Welsh language in Wales, the UK (31/03, G03, 10:00–10:25)

Diarmait Mac Giolla Chríost, Cardiff University, United Kingdom

This paper draws upon several substantive research projects conducted recently by members (Higham, Mac Giolla Chríost et al, Morrow, and Whittaker) of the Language Policy and Planning Research Unit at Cardiff University aimed at examining various aspects of the linguistic integration of adult migrants in Wales, an officially bilingual (English and Welsh) polity located in the UK.

The researchers variously employed a sophisticated combination of research techniques drawn from ethnography, anthropology and sociolinguistics, including longitudinal biographical analysis, semi-structured interviews and highly structured questionnaires, in situ participant-observation, the detailed textual analysis of policy documents, and assessment of teaching and learning materials and methods. The results of the research illuminate a range of challenges in a number of domains, including public policy, curriculum design and approaches to teaching and learning. At the heart of these challenges is

the complicating dynamic of one of the languages of citizenship being a minority language of limited utility (Welsh) and the other being widely perceived as a globalized language with very considerable instrumental value (English).

The paper addresses how the Welsh language can be misleadingly constructed as a language of exclusion and demonstrates how the language, in practice, could instead be deployed as a vehicle for an inclusive, multi-lingual form of citizenship while at the same time fully recognizing the instrumental value of English. The research also critically explores the work of Bourhis, and in particular the interactive acculturation model (e.g. Bourhis et al 1997), and also Kymlicka's work on multicultural citizenship (e.g. Kymlicka, 1995).

52 – Supporting migrants in low-paid, low-skilled employment in London to improve their English (31/03, G05, 15:30–15:55)

Alexander Braddell, OSEC CIC Ltd, Oxford, United Kingdom

Linda Miller, Institute for Employment Studies, London, United Kingdom

London attracts a very large number of migrant workers. Typically these workers fall into one of two groups: those in high-paid, high-skilled work and those in low-paid, low-skilled work. Migrants in high-skilled work usually have good English language skills. Migrants in low-skilled work often do not, yet it is members of this group that are most likely to stay in UK.

Language skills are linked to full-time work, participation in vocational learning and the utilisation of workers' existing higher level skills, as well as social integration, so it is in everyone's interests for migrants with limited English clustered in low-paid employment to improve their English language skills. Unfortunately, these are the migrants least likely to access formal English language learning provision and, for many, limited English remains a long-term problem.

This paper describes research carried out for the Greater London Authority in 2013 to identify the barriers to and enablers of English language development for migrants in low-paid, low-skilled employment in London, with a view to making practical recommendations on how to help this group improve their English.

Sixty migrants were interviewed across London about their experiences seeking and engaging in English language learning (formal and informal) and their p for future learning. The migrants identified the barriers that made participation in formal English language learning impractical, and what alternative approaches to language development would be practical. Work emerged as the key location for learning, along with a clear set of requirements to support language development in the workplace.

Gidley, B., and Jayaweera, H. (2010), An evidence base on migration and integration in London.

London: ESRC Centre on Migration, Policy and Society, University of Oxford / Greater London Authority.

Migration Advisory Committee (2014), Migrants in low-skilled work, The growth of EU and non-EU labour in low-skilled jobs and its impact on the UK. London: MAC.

53 – Teenage and adult migrants with low and very low education level. Learners' profile and proficiency assessment tools (31/03, G06, 12:00–12:25)

Marcello Amoruso, Adriana Arcuri, Egle Mocciano, Mari D'Agostino, Adele Pellitteri, Università degli Studi di Palermo, Italy

This contribution comes within the inclusion projects of the Linguistic School of Italian Language for Foreigners of the University of Palermo that in the last five years has put into life educational courses for adults and unaccompanied minors (msna) of low and very low schooling level, most of them between 16 and 18 years old. In recent years, along with thousands of refugees and asylum seekers, a large number of teenagers have come ashore in the port of Palermo without an adult carer (many of them illiterate and semi-literate); a significant part of them remains in the city and is inserted in Italian language courses, usually quite long lasting ones (from a few months to a year) at the University according to the basis of a memorandum of cooperation with the City of Palermo. This new learner profile has forced the creation of a research group specifically dedicated to research, teaching and training in the area of the Low Educated Second Language and Literacy Acquisition (LESLLA). The focus of the intervention will be addressed in general to describe some profiles of learners, with particular attention to the different forms of multilingualism present among adult and teenage migrants in low and very low schooling. The intervention will also present a particular form of test and the first results of an ongoing research on fifty subjects. Specifically, the test presented aims at assessing the degree of literacy of the subjects of study and the identification of a specific linguistic profile in relation to two key instruments involved in the process of language acquisition: first, phonological awareness, and on the other hand the capacity of phonological memory, both inextricably linked to the lack of writing ability.

55 – Community networks and super-connectors: How is English learned in the classroom used in the wider super-diverse community? (31/03, G03, 10:30–10:55)

Katherine Swinney, University of Sheffield, United Kingdom

Collaborative community research, in Burngreave a political ward in Sheffield England, identified resilient local adult education networks. The study asked: How is English learned by adult immigrants in the classroom, used in the wider super-diverse community?

The process of conducting a census questionnaire in adult English language classes and analysing the findings, involved many people across the ward. Overlapping networks became apparent as information about the research travelled round at surprising speed. This phenomenon is known as the “small world property” (Caldarelli and Catanzaro, 2012 p.49) and ‘super-connectors’ were found to link many diverse networks together. Different models of provision are considered and the location of classes with services such as schools, pre-schools and advice services are particularly effective. Internal links, including the roles of tutors and extended school workers were examined, then external links and the importance of a networked curriculum.

Graphs, charts and network diagrams were used to analyse quantitative research data. These visual tools enabled data driven dialogue (Love, 2009) amongst participants from super-diverse (Vertovec, 2014) language backgrounds.

Finally interviews with three ‘super-connectors’ examined how networks developed and operated. Classes linked to other services and involved in local campaigning networks provided adult students with opportunities to develop their language skills.

Calderelli, G. and Catanzaro, M. (2012) *Networks: A very short introduction*. Oxford: Oxford University Press

Love, N. (2009) *Using data to improve learning for all. A Collaborative Enquiry Approach*. California: Corwin Press

Vertovec, S. (2014), ‘Reading Super Diversity’, *Migration: A COMPAS Anthology*, B. Anderson and M. Keith (eds.), COMPAS: Oxford.

57 – Langues et insertions : pluralité des parcours et des perceptions Appropriations langagières, sociales et professionnelles de femmes migrantes (31/03, G04, 15:30–15:55)

Aurélië Bruneau, Université François-Rabelais de Tours, France EA 4246PREFics-DYNADIV, Tours, France

La plupart des discours relatifs à l’intégration des migrants mettent en exergue la nécessité de « maîtriser » la langue du pays d’accueil, qui devient un sésame préalable à toute intégration. Or, il semble que ce n’est pas tant un code linguistique que des phénomènes sociolinguistiques qui permettent de donner sens à des formes d’affiliation, d’appartenance et de participation sociale. Cette communication a pour objectif d’interroger des processus d’appropriation sociolangagières de femmes migrantes visant des projets d’insertion professionnelle, en s’appuyant sur l’analyse d’un dispositif de formation de français langue professionnelle dans le secteur de la petite enfance, expérimenté et piloté par une collectivité locale française. La présentation proposera une interprétation de parcours d’autonomisation au carrefour de dynamiques linguistiques, sociales et professionnelles, permettant d’interroger le sens de ces parcours pluriels, et d’envisager autrement les relations entre les personnes et la société d’accueil.

Cette communication s’insère dans le panel « Langues et insertions : pluralité des parcours et des perceptions », incluant les communications de Véronique Castellotti & al., Emilie Lebreton et Eric Mercier.

BEACCO, J-C ; LITTLE, D. ; HEDGES, C. (2014) : *L’intégration linguistique des migrants adultes. Guide pour l’élaboration et la mise en œuvre des politiques*, Conseil de l’Europe, Unité des Politiques linguistiques, Strasbourg.

BRETEGNIER, A. (dir), (2011) : *Formation linguistique en contextes d’insertion. Compétences professionnelles, posture, professionnalité : concevoir un cadre de référence(s)*, Collection « Transversales » 28, Peter Lang, 294 pages.

BRUNEAU, A. ; CASTELLOTTI ; V. ; DEBONO, M. ; GOÏ, C. ; HUVER, E. (2012) : « Langue(s) et insertion : quelles relations, quelles orientations ? Autour d’une controverse : le FLI », in *VEI-Diversité* 170, octobre 2012, 185–192. <http://www2.cndp.fr/revueVEI/170/retoursur.pdf>

CASTELLOTTI, V. (2009a) : « Construire l’intégration en (dés)intégrant les catégories ? », *Le Français aujourd’hui* 164, 109–114.

CASTELLOTTI, V., HUVER, E. (éds) (2008) : *Insertion scolaire et insertion sociale des nouveaux arrivants*, *Glottopol* 11. http://www.univ-rouen.fr/dyalang/glottopol/numero_11.html

58 – How to create online practice opportunities for adult second language learners? NedBox, an online platform for practising Dutch language skills (31/03, G04, 12:00–12:25)

Mariet Schiepers, Annelies Houben, Annelies Nordin, Helga Van Loo, Helena Van Nuffel, Kris Van den Branden, Centre for Language and Education / Leuven Language Institute - KU Leuven, Leuven, Belgium

NedBox is a widely accessible and learner-oriented online platform, developed with the support of the European Integration Fund. NedBox aims to offer a wide group of DSL (Dutch as a second language) learners a fun, non-academic way of practicing their Dutch language skills during their leisure time. The development of the platform was spurred by the observation that immigrants in Flemish society lack opportunities to practise their Dutch language skills outside their regular DSL courses. Scientific research, however, clearly states that you only learn a language after long and repeated practice. Therefore, immigrants who lack sufficient practice may fail to develop the language proficiency they need to integrate fully. The use of ICT offers great potential in this respect by providing learners with the opportunity to practise autonomously, related to learning goals they determine themselves.

In our contribution we will exemplify the choices we have made in order to make NedBox accessible and attractive for a broad group of learners in their free time, especially low-educated learners and learners with low digital literacy skills. We will show how a rich and challenging online learning environment is created by choosing for a corpus of authentic news items as the starting point of a range of functional, real-life tasks from which learners can choose following their own interests, needs and level of proficiency. We will also give the users of the platform a voice by presenting the major results of the user research conducted with 276 participants.

Dekeyser, R. (2007). *Practice in a second language. Perspectives from applied linguistics and cognitive psychology*. Cambridge: Cambridge University Press.

Schrooten, W. (2006). Task-based language teaching and ICT: Developing and assessing interactive multimedia for task-based language teaching. In K. Van den Branden, *Task-Based Language Education. From theory to practice*, 129–150. Cambridge: Cambridge University Press.

59 – Mobile language learning experiences for immigrants beyond the classroom (31/03, G04, 11:30–11:55)

Agnes Kukulska-Hulme, Mark Gaved, Ann Jones, Lucy Norris, The Open University, UK, Milton Keynes, United Kingdom

Smartphones are in widespread use among immigrants and offer new options for meeting urgent language learning needs, motivating learners, and extending language practice beyond classroom-based language classes; there is also some evidence that mobile learning may encourage attendance at language classes. Drawing on three mobile learning research projects in The Open University's Institute of Educational Technology, this talk will report on what we have learnt from our design and evaluation of mobile-supported language learning around the city and engaging with services including healthcare, shops, employment bureaux, local government and financial services.

Specific locations can trigger prompts for planned and unplanned learning on the learner's smartphone, on an occasional basis or over an extended period of time. In the EU-FP7 MASELTOV project (2012-15), a prototype smartphone app was developed comprising an integrated suite of navigation, information, social interaction, and language tools for immigrants and was trialled in four

cities. In the SALSA project (2014-15), we have explored location-triggered language learning with beacon (sensor) technology across the city of Milton Keynes as part of the local smart city initiative. The Mobile Pedagogy for English Language Teaching project (2013-14) enabled us to propose a pedagogical framework for teachers wishing to design mobile language learning experiences beyond the classroom. From these projects we derive some transferable models for the design and deployment of mobile learning to support immigrants, recognising the potential of smartphones to provide a complementary or alternative platform for those who may find it difficult to engage with classroom-based learning.

60 – Differences in the difficulty of subtests targeting different skills, for age, gender and L1 subgroups in the Deutsch-Test für Zuwanderer (30/03, G06, 17:30–17:55)

Beate Zeidler, telc gmbH, Frankfurt, Germany

The DTZ is the end-of-course test for students taking part in the language courses for immigrants in Germany. It comprises three papers (receptive skills, speaking and writing).

All DTZ items can be placed on a common difficulty scale. DTZ papers are of equal difficulty for a representative sample of candidates. However, the DTZ candidature is heterogeneous at least with respect to the variables that are known of the candidates, namely, age group, gender and L1. Differences between subgroups are conceivable. Looking into such subgroup differences may inform course providers on the need for special supportive measures for certain subgroups. This is relevant as well-targeted supportive measures may lead to a more uniform development of the candidates' linguistic abilities and hence further their social inclusion.

On the basis of the ten most recent DTZ papers, i.e. about 30,000 candidates' results, the compound difficulty of the items tapping reading and listening comprehension, speaking and writing for the whole group as well as for age group, gender and the four largest L1 subgroups was calculated using an IRT approach. It can be shown that regardless of the concrete tasks the candidates were confronted with, a few consistent patterns can be identified: while there is no significant difference between the genders for the receptive skills and speaking, writing is more difficult for male candidates. Writing is more difficult for candidates with an Arabian or Turkish language background than for candidates with a Russian or Polish one, while roles are reversed for the speaking skill.

61 – Mobility and inclusion of adult migrants: policy and practice in Europe (31/03, G03, 15:00–15:25)

Mahbod Karamouziyan, Università di Milano – Bicocca, Milano, Italy

Vittorio Dell'Aquila, Forskningscentrum för Europeisk Flerspråkighet, Vasa, Finland

Mark Fettes, Simon Fraser University, Vancouver, Canada

Gabriele Iannàccaro, Stockholms Universitet, Stockholm, Sweden

Current policies of the European Union (EU) on mobility include the flagship initiatives that highlight the importance of developing language skills, both through formal education and non-formal/informal learning, which concerns principles of lifelong learning and adult education. Informal/non-formal language learning are adapted to the immediate communicative needs of learners and are more accessible, flexible and inclusive for adult learners who may be migrants from inside or outside the EU with various learning objectives. Recognizing, strengthening and increasing informal/non-formal

language learning can lessen the demands on formal education that mainly includes centralized top-down systems, which are less flexible under changing conditions.

For this study, as part of a broader research project on Mobility and Inclusion in Multilingual Europe (MIME), we examine principles, trends and initiatives linked to the linguistic inclusion of adult migrants in some European countries. We complete our examination by conducting four case studies that focus on: ex-Yugoslavia migrants in South Tyrol, an international European university student association, medium- and high-profile workers in international companies in Finland, and Portuguese migrants in Andorra. We use different types of qualitative methods to elicit sociolinguistic data and explore the attitudes of the target groups. Also, we collect linguistic biographies through explicit interviews or by using social networks. Our ultimate objective is to develop a general model based on the achieved results, which can be used by policy makers and practitioners to develop and implement more effective inclusion- and mobility-related practices.

62 – Linguistic integration and residence policies in Italy: issues and perspectives (31/03, G03, 11:30–11:55)

Paola Masillo, University for Foreigners of Siena, Italy

The paper informs the development of policy and practices designed in Italy to support the linguistic integration of adult migrants. The focus is on the use of language requirements, through the passing of a compulsory language test, required for non-EU citizens who apply for a permanent residence permit. The scope is to highlight the lack of coherence and effectiveness of the Italian policy, caused by the issues of *fairness* and *ethics* (Balch et al., 2008; McNamara et al., 2008).

The study is based on the main results of a PhD research project and the aim is to address ethical and practical aspects concerning the assessment methods and procedures used in the Italian context. The methodology is built on a selection of two potential *equivalent forms* of the tests delivered for migrants to check their *construct validity* and *equivalence* following a trial to a sample of 157 test-takers (Bachman et al., 1995).

In line with the recent Recommendation *Integration tests: helping or hindering integration?*, the research intends to provide scientific evidence about the (mis-)use of language tests for integrative purposes, and also to share potential good practices to support the linguistic integration of adult migrants (Extramiana et al., 2014).

BACHMAN L. et al., 1995, *An investigation into the comparability of two tests of English as a foreign language*, CUP, Cambridge.

BALCH A. et al., 2008, *Language tests for social cohesion and citizenship – an outline for policymakers*, CoE, Strasbourg.

EXTRAMIANA C. et al., 2014, *Linguistic integration of adult migrants: policy and practice*. Final report on the 3rd Council of Europe survey, Council of Europe, Strasbourg. www.coe.int/lang-migrants.

MCNAMARA T. et al., 2008, *Language tests and human rights*, *International Journal of Applied Linguistics* 18.1, 89–95.

70 – Implications from the research for low-educated migrant adults' learning and their teaching (31/03, G04, 16:30–16:55)

Martha Young-Scholten, Newcastle University, England, Newcastle upon Tyne, United Kingdom

Rola Naeb, Lecturer in Applied Linguistic and TESOL, Northumbria University

Low-educated (0-2 years schooling) adults not literate in any language upon immigration require up to eight times longer to master literacy in their new/second language (L2) than do educated adults (Strucker & Davidson 2003). There is a unique, double burden: they learn to read for the first time in a new language they are in the process of acquiring. This puts them at greater risk than other migrants of not earning a living wage or contributing to society.

Research dating back decades indicates that while there is a double burden, they have the potential to learn to read for the first time as adults and to acquire to a high level linguistic competence in their new language. The relevant findings relate to route of development where, regardless of age or education, route is sufficiently similar for linguistic competence (Hawkins 2001) and for first-time literacy (Kurvers 2002) to reject fundamental differences between the literate and non-literate. More than any other set of findings on migrant adults' language and literacy, these compel us to critically consider the effectiveness of techniques and materials used in basic language and literacy teaching and to review what teachers know about their learners.

I discuss the theoretical basis of three European projects on materials for low-educated L2 adult beginners (phonics software, in Dutch, English, Finnish, German; short fiction books in English, Spanish) and on international, on-line training/development to provide their teachers with deep knowledge of core aspects of language and literacy development (in English, Finnish, German, Spanish, Turkish).

Hawkins, R. 2001. *Second Language Syntax: A Generative Introduction*. Oxford: Blackwell.

Kurvers, J. 2002. *Met Ongeletterde Ogen. Kennis van taal en schrift van analfabeten*. Amsterdam: Akskant.

Strucker, J. and Davidson, R. 2003. *The Adult Reading Components Study*. Cambridge, MA: NCSALL.

71 – Planning the development of initial assessments in the integration training for adult migrants in Finland (31/03, G06, 11:30–11:55)

Sari Ohanen, Heidi Vaarala, Taina Tammelin-Laine, Centre for Applied Language Studies, University of Jyväskylä, Jyväskylä, Finland

As part of integration training in Finland, adult migrants are provided with Finnish or Swedish (national languages) language courses and are, if necessary, taught reading and writing skills. The linguistic objective is to provide migrants with the basic language skills required in daily life.

To find the most suitable teaching group (slow/basic/fast course) for learners in integration training an initial assessment is carried out. This includes assessment of the current proficiency level of the target language and study skills/experience.

Between 1.3.2014–28.2.2015 the Ministry of Employment and the Economy (MEE) funded a project for planning a national test system for initial assessments in the integration training. The project was

carried out by the Centre for Applied Language Studies (CALs), University of Jyväskylä and the largest testing firm in the field, Testipiste.

Data collection started by contacting the 15 centres for Economic Development, Transport and the Environment which are responsible for initial assessments. After that, there was an extensive questionnaire (N=22, response rate 73%) for schools and firms who organise initial assessments. Furthermore, approximately 20 teachers who teach in integration training and/or are involved in initial assessments were interviewed or otherwise contacted.

The data shows that practices involving initial assessments vary greatly throughout the country and, therefore, there is a need for a national model. Reasons mentioned were reliable tests and consistent assessment, which contribute to the equal treatment of test takers.

As a result, a new national model for organising initial assessment was introduced. Tests used in the new model draw on tests developed in Testipiste and there is a strong emphasis on research-based development of tests. To implement the national model CALs received further funding from the MEE.

74 – ‘Crawlers, footers and runners’: Language ideological reactions to hybrid language repertoires in a Dutch L2 classroom (31/04, G04, 10:00–10:25)

Massimiliano Spotti, Tilburg University, Tilburg, Netherlands

The contribution engages in a reflection on language learning for the integration of newly arrived adult migrants in Belgium, Flanders. In spite of significant advances in the field of language knowledge and language learning, dominant discourses in the L2 classroom seem to turn to entirely obsolete and conclusively discredited models for measuring language proficiency and through that, newly arrived migrants’ chances of integration.

Against this background and rooted in the emergent paradigm of the sociolinguistics of superdiversity (Blommaert & Rampton 2011, Arnaut & Spotti, 2015), the present contribution takes into examination the practical professional knowledge (Anderson-Levitt 1987) of a voluntary class teacher teaching Dutch as L2 to newly arrived migrants at a Red Cross asylum seeking center. Although the mapping of phonemes onto graphemes proposed by the students engaged in learning new words in Dutch, are totally plausible solutions that draw upon these students’ hybrid language practices, their attempts are either dismissed through the teacher’s reiteration of her native speakerhood or end up becoming (mis)recognized as clumsy shows of faulty language display attributed to a poor level of schooling in their respective countries of origin. The monolingual habitus of the teacher therefore settles in her classroom conduct resulting in her being the only classroom member who has license to move across communicative repertoires.

The presentation concludes by drawing some considerations on how notions of language as a bounded entity continue to impact on the lives of those who could be described as ‘new speakers’ and on how justice could be paid to language learners that, similar to those at issue here, are clear by-products of superdiversity.

76 – Using workplace learning to support linguistic integration of adult migrants – lessons from a decade of work in Sweden (31/03, G05, 14:30–14:55)

Alexander Braddell, *Oxfordshire Skills Escalator Centre CIC Ltd (OSEC), Oxford, United Kingdom*

Kerstin Sjösvärd, *Stockholm Gerontology Research Center, Stockholm, Sweden*

This paper reviews learning from a decade-long series of large-scale projects to support linguistic integration of adult migrants employed in adult social care in the Stockholm region.

As in many European countries, migrants make up a significant proportion of the Swedish care workforce, yet despite secure long-term employment in the sector, often make limited progress learning Swedish. Thus, of some 250 employees identified by their manager as lacking required language competences, almost half had been in role for over ten years.

Within the projects, a range of approaches have been developed and tested, including two new voluntary support roles for native speaker colleagues: language advocate and reflective discussion leader. Results confirm that, once responsibility for language development is shared, the workplace becomes a rich environment for language learning by adult migrants.

This new approach, involving not only migrant staff, but their managers and colleagues too, has now been further tested and developed elsewhere in Europe by the TDAR project, and tools developed include versions of the CEFR contextualised for social care. A significant result in the evaluation of the project was better self-esteem among the learners and stronger social inclusion.

www.aldrecentrum.se/TDAR

Jansson, Gunilla (2014), ‘Bridging language barriers in multilingual care encounters,’ *Multilingua – Journal of Cross-cultural and Interlanguage Communication* 33.1–2, 201–232

<http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-100364>

Sandwall, K. (2010), “I Learn More at School”: A Critical Perspective on Workplace-Related Second Language Learning In and Out of School. *TESOL Quarterly* 44.3.

Sandwall, K (2013), Handling practice – second language students’ opportunities for interaction and language learning at work placements. Gothenburg: University of Gothenburg

https://gupea.ub.gu.se/bitstream/2077/32029/1/gupea_2077_32029_1.pdf

77 – fide: On the way to a coherent framework (30/03, G05, 17:30–17:55)

Margrit Hagenow-Caprez, *IDEA sagl, Bellinzona, Switzerland*

Michael Müller, *Secretariat fide, Bern, Switzerland*

Myriam Schleiss, *Swiss State Secretariat for Migration, Bern, Switzerland*

Systemic coherence: a key factor for the successful implementation of a scheme for linguistic integration

fide - the innovative conceptual framework for the linguistic integration of immigrants in Switzerland - is characterised by a systemic approach to questions of language learning, teaching and assessment. The conviction that a successful scheme can be created and implemented only in close collaboration between State authorities, researchers and practitioners at various levels, probably constitutes an innovative approach in itself.

After the publication and dissemination of the first project results in 2012, focusing on teaching contents and methods, several other elements have been added to the *fide* system, for example a teacher training scheme, procedures for language assessment, a quality development system, as well as a national secretariat, acting as a point of reference for all the institutional and professional actors involved. Parallel processes on the legislative and political level support these developments.

During the first years of *fide*, the coherence of the system and a careful change management have been identified as the key factors for the successful implementation of an innovative teaching approach. The paper to be presented analyses this process, also on the basis of the feedback received from various stakeholders, and points out how, step by step, the different sub-systems of *fide* are converging into a coherent framework.

A detailed documentation on *fide* can be found on www.fide-info.ch.

78 – Aging in an L2 context: the wellbeing of Turkish migrants in the Netherlands (01/04, G06, 11:00–11:25)

Anna Pot, University of Groningen, Netherlands

This paper reports on the results of a linguistic needs-analysis that explored the role of the L2 environment on the (mental) aging process of one of the largest groups of older migrants aging in the Netherlands (Turkish ‘season workers’ recruited in the 1950s). Especially female older adults are increasingly dependent on (health)care facilities, yet may be linguistically impaired to access these facilities in an environment where the majority language differs from their mother tongue.

Thirty older female Turkish adults were interviewed and tested on their language and literacy abilities. The analysis revealed a discrepancy between the health care needs and the impaired opportunities to access care facilities, due to low L2 literacy and proficiency levels. The women are heavily dependent on family members proficient in the L2, and this dependency may result in heightened stress levels and depression, and in extreme cases may lead to social isolation when their needs cannot be met.

Language thus plays a crucial role in enabling social inclusion, especially for these vulnerable, older groups in society (1). The results may therefore inform the current egalitarian care policy installed by the Dutch government, oriented towards self-initiated, independently organised care.

The paper will conclude by proposing an answer to the question of how the linguistic position of this group may be improved, in light of findings in the communication and aging and L2 literacy literature (2,3), with the ultimate aim to stimulate mental wellbeing and healthy aging for the growing group of elderly migrants.

De Bot, K., & Makoni, S. (2005). *Language and aging in multilingual contexts*. Clevedon: Multilingual Matters Ltd.

Harwood, J. (2007). *Understanding communication and aging: Developing knowledge and awareness*. Thousand Oaks, CA: Sage Publications.

Tarone, E., Bigelow, M., & Hansen, K. (2009). *Literacy and Second Language Oracy*. Oxford University Press.

82 – Plurilingual repertoires and linguistic and professional development of inmate migrants in Spain and Germany (01/04, G06, 11:30–11:55)

Marilisa Birello, *Universidad Autonoma de Barcelona, Bellaterra, Spain*

Marco Depietri, *Universität Bamberg, Germany*

This study is part of a larger project (RiUscire) carried out in prisons in Italy, Spain, France, Germany and Portugal. The paper, focused on developing linguistic-cultural and linguistic –professional skills of inmates for social and occupational reintegration, presents the results from two prisons in Spain and Germany. According to Vertovec (2007), the nature of global migration has changed, which meant a diversification of diversity, not only in term of ethnicity, languages and countries of origin, but also in terms of legal statuses, labour market experiences, gender, age, and patterns of spatial distribution. Prisons are very diverse and complex but not very well researched contexts (Benucci, Grosso: 2015).

The aim of this paper is to explore the linguistic and cultural repertoires of inmates, teachers and penitentiary staff in order to elaborate the appropriate syllabus for specific purposes language courses taking into account the inmates' linguistic and professional development needs.

The study was conducted with two groups of inmates one in Spain and the other in Germany. For the paper we followed a qualitative methodology. The data collected is composed by questionnaires and semi-structured interviews with inmates, teachers and penitentiary staff. Data analysis is based on discourse and biographic narrative (Mann, 2011; Pavlenko, 2007).

The study shed light on two super-diversified contexts and lays the basis for the elaboration and production of educational material aimed at the rehabilitation and reintegration of inmates into the labour market.

Benucci, A., Grosso, G. (2015). *Plurilinguismo, contatto e superdiversità nel contest penitenziario italiano*. Pisa: Pacini editore

Mann, S. (2011). A critical Review of Qualitative Interviews in Applied Linguistics. *Applied Linguistics* 32.1.

Pavlenko, A. (2007). Autobiographic Narratives as Data in Applied Linguistics. *Applied Linguistics* 28.2, 163–188.

Vertovec, S. (2007). Super-diversity and its implication. *Ethnic and Racial Studies* 30.6, 1024–1054.

87 – Citizenship test preparation and the responsabilisation of learning: Multilingual approaches to monolingual tests (31/03, G06, 10:00–10:25)

Kamran Khan, *University of Leicester, Leicester, United Kingdom*

In the UK, citizenship language requirements can no longer be satisfied via ESOL classes. The remaining route to satisfying the requirement is via the LUK (Life in the UK) test. Furthermore, LUK test preparation centres are being heavily regulated to the point that many are being closed down. The individual must prepare for the test away from institutional education settings and, through responsabilisation, must take charge of one's own learning. This paper will demonstrate the ways in which such situations are negotiated.

This paper is based on an 11 month ethnography in a diverse, major city in the UK. The focus of the paper is two communities (Yemeni and Chinese). In each community, the test is very difficult for

lower level test-takers. Language planning and test preparation takes place in unexpected places such as khat chewing sessions (khat is a leaf with an amphetamine-like quality) and restaurant kitchens.

Faced with difficult socioeconomic situations, low levels of education and a demanding test, members of both communities engage with the test by translating the materials and taking the test on their own multilingual terms. In so doing, the more that they engage with the test in their native language, the more they undermine monolingual orientation of the test and preparation. However, such methods allow for a meaningful test preparation which is then passed down to others as test-takers become teachers to help others who must also take responsibility for their own learning.

88 – La place de la L1 dans les familles originaires de Turquie en Alsace (31/03, G06, 16:30–16:55)

Busra Hamurcu Süverdem, Université de Rouen - Laboratoire DYSOLA, Strasbourg, France

Cette année, la communauté turque fête les 50 ans de son arrivée en France (1965-2015). En 50 ans de présence en France, de nombreuses études ont été réalisées sur l'intégration sociale, culturelle et linguistique de cette communauté dont certaines (Akinci, 1996, 2003 ; Irtis-Dabbagh, 2003 ; Mortamet, 2005) confirment leur fort maintien du turc et leur rattachement à leur langue et à leur culture d'origine. Notre objectif est de mieux comprendre les raisons de ce maintien au sein de la communauté turque en Alsace.

Pour ce faire, nous avons réalisé, dans le cadre d'une thèse de doctorat (Hamurcu Süverdem, 2015), des entretiens semi-dirigés avec 12 familles originaires de Turquie. Ces familles se distinguent par leurs pratiques langagières, à savoir essentiellement le turc pour certaines (Type 1) et indifféremment le turc et le français pour d'autres (Type 2).

L'analyse de ces entretiens montre que malgré la divergence de leurs pratiques langagières, toutes ces familles tiennent un discours valorisant sur le turc (L1). La plupart relate également les effets positifs d'une bonne acquisition du turc (L1) sur l'acquisition du français (L2) pour leurs enfants.

AKINCI, M.-A. (1996). « Les pratiques langagières chez les immigrés turcs en France » in *Ecart* d'Identité 76, 14–17.

AKINCI, M.-A. (2003). « Une situation de contact de langues : le cas turc-français des immigrés turcs en France », in BILLIEZ, J. (dir.), *Contacts de langues : modèles, typologies, interventions*. Paris : L'Harmattan, 127–144.

HAMURCU SÜVERDEM, B. (2015). Le développement du turc et du français en situation de bilinguisme précoce. Le cas d'enfants d'origine turque scolarisés en maternelle. Thèse de doctorant non publiée. Rouen : Université de Rouen.

IRTIS-DABBAGH, V. (2003). *Les jeunes issus de l'immigration de Turquie en France : état des lieux, analyses et perspectives*. Paris : L'Harmattan.

MORTAMET, C. (2005). « Situations de plurilinguisme en France : transmission, acquisition et usages des langues ». *Glottopol* 5. www.univ-rouen.fr/dyalang/glottopol/.

89 – Multilingualism as a resource for basic education with young migrants (31/03, G04, 10:30–10:55)

Martin Wurzenrainer, Verein Projekt Integrationshaus, Vienna, Austria

Thomas Laimer, Die Wiener Volkshochschulen / VHS Ottakring, Vienna, Austria

Context: In the project partnership MEVIEL (ESF/BMBF: E-1.2-190) linguistic insights (see A Dynamic Model of Multilingualism Herdina/Jessner 2002 and Competence for Translingual Practice Canagarajah 2014) into multilingualism were adapted for educational and counselling practice with the aim of improving educational opportunities for young migrants in Austria.

Focus: The project employed a dynamic concept of multilingualism and regarded the use of more than one language in everyday life and in educational contexts as a process in which experience with language (learning) and competence constitute a two-way relationship. The inclusion of multilingualism mainly meant acknowledging, making visible and using the learners' own repertoires of languages. The project mainly dealt with the question which materials and activities are instrumental for this aim in the context of basic education.

Methods and results:

Phase I: Research, adaptation and development of materials

Phase II: piloting of materials in courses for basic education, reflective workshops with teachers;

Phase III: editing, adapting and re-piloting and reflexion of materials

Phase IV: editing, collecting and publishing of exemplary materials and activities.

(http://www.vhs.at/meviel_handreichung/)

Relevance and reference to other fields of work: Promotion of multilingualism is one of the central concerns of the Council of Europe with the aims of promoting mobility and intercultural understanding. The insights gained in the project can be found in the materials and training workshops for teachers (as for example MEVIELpro <https://www.initiative-erwachsenenbildung.at/akkreditierung/ausbildungsmoeglichkeiten/>) as well as new course models. In addition they constitute the basis for further development and research projects (as for example MEVIEL II with a focus on superdiversity and subject-oriented approaches to multilingualism (see <http://www.integrationshaus.at/meviel/konferenz/lect.html>)).

91 – Linguistic education of foreign people who are Deaf: the role of Sign Language (31/03, G05 11:30–11.55)

Maria Tagarelli De Monte, Istituto Statale per Sordi, Roma, Italy

An ongoing study on the international mobility of deaf people has provided preliminary evidences of an increase in the number of D/deaf people moving throughout Europe 1. Deaf people who are bilingual in spoken and signed languages, wishing to learn a spoken foreign language (L2), clearly need the application of specific educational methodologies relying on the visual/gestural channel 2,3. The question upon how to interact and the language that should be used between D/deaf foreign students and their L2 teachers is often left to individual, sometimes unsuccessful, solutions. Introducing deaf learners to the Sign Language (SL) in use in the target country is a way for the L2 teacher, supported by a SL interpreter, to have a reliable interlanguage to convey meaning and structures belonging to the target, spoken language 4,5.

However, not always SL is seen as a useful way to begin the D/deaf linguistic education in L2. In the context of a wider research on the education of foreign people who are D/deaf, this talk will introduce the state of the art in the individuation of standards for the evaluation of the linguistic skills of D/deaf people and report how this has shown its importance during an experimental classroom experience dedicated to teaching Italian to an integrated group of foreign hearing and Deaf adults. We will thus discuss the role that SL covers in such a situation, providing evidence to the need to organically include it in the education of foreign people who are D/deaf.

92 – The language skills of adult migrants in Europe: evidence from official data (31/03, G03, 14:00–14:25)

Michele Gazzola, Humboldt-Universität zu Berlin, Germany

This paper addresses the question of the relationship between adult migrants' language skills and integration in the EU, both as regards EU-citizens moving to another member state and non EU-citizens living in Europe. Using statistical analysis and two sets of data published by Eurostat in 2011 and 2013 respectively, we correlate data on the language skills of adult migrants (aged 25-64) with data on their socio-economic status.

We compute the percentage of migrants who do not understand the official language(s) of the country where they reside, and we make a breakdown of these results by income, the level of education successfully achieved, professional status and age. We use such percentages as indicators to assess the potential difficulties in having access to public life in the host country (e.g. access to official documents and laws) and to its labour market. We show that migrants' linguistic skills in the official language(s) of the host country significantly vary across social groups, and that large differences exist among EU countries in this respect. Proficiency in the local dominant language are generally associated with higher employment opportunities and higher education, and therefore higher social inclusion and cohesion.

As language policies are a form of public policy, the result of this paper can provide input for the analysis of various contexts in which integration problems arise (“problem analysis”) and for the design of adequate policies to tackle such problems (“solution analysis”). We conclude by examining the implications of applying policy evaluation principles to the design, selection and implementation of language policies for the integration of migrants, as well as some theoretical and methodological challenges raised by the use of a consistent system of indicators.

93 – Language learning at Finnish workplaces (01/04, G05, 11:30–11:55)

Minna Suni, University of Jyväskylä, Finland

This paper draws together some key findings of the project Finnish as a work language: Socio-cognitive perspectives on work-related language skills of immigrants (2011-2013). The aim of the project was to find out how immigrants learn Finnish needed at work, and what constitutes sufficient language skills in different jobs and situations. Special attention was paid to the role of the surrounding work community members in language learning (see e.g. Robers 2010). In some sub-studies, also recent development projects in language education (e.g. the ESR-funded e-learning platform kotisuomessa.fi) were examined.

The theoretical framework of the project was socio-cognitive, combining dialogical, sociocultural and ecological perspectives (van Lier 2000; Dufva et al. 2011). Methodologically the project was based on ethnographic approaches and qualitative case studies. The results show that informal learning opportunities available at work often play a crucial role in development (Virtanen, forthcoming). In addition to the nominated mentors, colleagues from similar language background provide particularly well-tailored support for the new employees. However, there is an obvious risk for immigrants to get stuck in low-paid entry-level jobs and relatively tight “niches” in working life (Strömmer, in press). In language education, in turn, the close collaboration between vocational teachers and second language teachers was proved fruitful.

- Dufva, H., Suni, M., Aro, M. & Salo, O.-P. 2011. Languages as objects of learning: Language learning as a case of multilingualism. *Appl Ling* 5.1, 109–124.
- Roberts, C. 2010. Language socialization in the workplace. *Annual Review of Applied Linguistics* 30, 211–227.
- Strömmer, M. (in press). Affordances and constraints: Second language learning in cleaning work. *Multilingua*.
- van Lier, L. 2004. *The ecology and semiotics of language learning: A sociocultural perspective*. New York: Springer.
- Virtanen, A. (forthcoming). The multivoicedness of workplace literacies: An international nursing student reporting in a second language. *European Journal of Applied Linguistics*.

94 – Qu'est-ce que l'intégration ? Analyse des discours de formateurs et formatrices linguistiques intervenant auprès de migrants adultes en France (31/03, G03, 12:00–12:25)

Maude Vadot, Dipralang EA739, Département des Sciences du Langage, ITIC, Université Paul Valéry Montpellier 3, Montpellier, France

La présente communication vise à présenter les résultats d'une analyse de discours portant sur un corpus d'entretiens de recherche menés auprès de dix-sept formateurs/formatrices intervenant auprès de migrants. Partant du constat qu'il est devenu habituel, dans les documents institutionnels encadrant la formation linguistique des migrants en France, de parler d'intégration et/ou d'intégration linguistique, il s'agira d'analyser comment des spécialistes de ce domaine actualisent et commentent la dénomination intégration et ses variantes lexématiques intégrer / s'intégrer, dans le cadre d'une analyse de discours à entrée lexicale (Née&Veniard, 2012).

On montrera ainsi que l'intégration constitue, pour les formateurs, une catégorie passablement floue dont les migrants sont les principaux acteurs désignés, ce qui contribue à minorer, au moins en discours, le rôle de la société d'accueil. Dans ce processus, la langue tient une place particulière, sans qu'il soit toujours évident pour les formateurs de l'articuler au reste des phénomènes liés à l'intégration. On mettra également en évidence les nombreux commentaires épilinguistiques produits par les formateurs, qui témoignent d'une difficulté à nommer les processus auxquels les acteurs sont confrontés, et ce du fait du poids politique des mots et des débats qu'ils charrient (Bonnafous&Noiriel, 1991; Wieviorka, 2001).

Les résultats de cette analyse permettront de formuler des recommandations concernant la formation initiale et continue des formateurs linguistiques intervenant auprès de migrants, en dialogue avec la sociologie de l'intégration (Schnapper, 2007) et afin de compléter les référentiels pré-existants (Bretegnier, 2011; Référentiel FLI, 2011).

- Bonnafous & Noiriel (1991). *L'immigration prise aux mots : les immigrés dans la presse au tournant des années 80*. Paris: Kimé.
- Bretegnier (Éd.). (2011). *Formation linguistique en contextes d'insertion : compétences, posture, professionnalité. Concevoir un cadre de référence(s)*. Bern: Peter Lang.
- Née & Veniard (2012). Analyse du Discours à Entrée Lexicale : le renouveau par la sémantique ? *Langage & Société* 140.2, 15–28.
- Schnapper (2007). *Qu'est-ce que l'intégration ?* Paris: Gallimard.
- Wieviorka (2001). Faut-il en finir avec la notion d'intégration ? *Cahiers de Sécurité Intérieure* 45, 9–20.

95 – Research-driven task-based L2 learning for adult immigrants in times of humanitarian crisis: results from two nationwide projects in Greece (31/03, G06, 15:30–15:55)

George Androulakis, Anastasia Gaintartzi, Roula Kitsiou, Sofia Tsioli, GreekLangLab, University of Thessaly, Volos, Greece | Hellenic Open University, Patras, Greece

From January 2013 to June 2015, the GreekLangLab of the University of Thessaly designed and implemented two projects, funded by European resources (ESF, EIF), aimed at providing courses of Greek as a L2 for adult immigrants. The main characteristics of these projects were:

- a) Sensitive context; Greece is going through a deep financial and social crisis, while immigration flows have been the pretext for negative and even racist reactions. Moreover, bureaucracy is a constant factor of adversity in the implementation of projects.
- b) Priority, visible both in content and process, given by the projects to social cohesion and to awareness about the rights of immigrants (Plutzer & Ritter 2008).
- c) Emphasis on research during all stages of the projects; needs analysis, revisited and perceived in a more societal way (Long 2005), teachers' training through research activities, and multilateral courses evaluation.
- d) Choice of task-based learning as the more appropriate methodology for the linguistic integration of adult immigrants (Van Avermaet & Gysen 2006).

Research tools we used were interviews (extended data from learners and, to a lesser extent, cultural mediators and teachers), ethnographic observation, and written reports (from teachers and mediators). Greek was not imposed as the language for interviews, so oral data are overtly multilingual. The main methodology used for the transcribed interviews data and for the reports was qualitative thematic analysis (Guest & MacQueen 2008), and a key concept for our research questions was that of 'capital' according to Bourdieu. Some important findings of the projects confirm the suitability of task-based learning, and the relevance of open, multimedia and ad-hoc created teaching materials for satisfactorily tackling the immigrants' needs related to the newly acquired (migratory, intercultural) and the 'objectified' cultural capital (e.g. linguistic certification, formal integration) (Watson-Gegeo 2002).

96 – From listening difficulties to effective L2 instruction (31/03, G04, 17:30–17:55)

Saara Laakso, CALS, University of Jyväskylä, Sipoo, Finland

In Finland, after approximately one year long studies in the national integration training adult learners should reach the level B1 in Finnish which is also required for the citizenship. According to the CEFR, learners on that level have *the ability to maintain interaction and to cope flexibly with problems in everyday life* (CEFR 2001). In order to meet this objective and to be able to interact in Finnish, it is necessary that learners receive comprehensive support from their teachers and the instructional materials.

Overarching aim of this study is to support revising of L2 instruction by raising awareness of the difficulties learners have when they talk with native speakers, the learners' perceptions of what causes the difficulties in these situations, and the possible explanations for the difficulties. Additionally, it provides insights into the interaction between the migrants and the mainstream population. In this paper, I examine the learners' perceptions of comprehension difficulties in everyday situations, and this paper draws on my on-going PhD dissertation on L2 listening problems.

The data comprise of questionnaire answers (n=202), interviews (n=5), individual listening tasks and stimulated recalls of migrants in general and with little literacy (piloting in November 2015 and January 2016; n=6). The preliminary findings indicate that difficulties were most commonly linked to speech rate, colloquial language and unfamiliar words, likely due to learners' ineffective decoding skills. Finally, I will discuss some pedagogical implications.

CEFR = Council of Europe. 2001. *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge, Cambridge University Press. www.coe.int/lang-cefr.

97 – ~~Quelle évaluation linguistique à l'OFII en vue de l'intégration socioprofessionnelle des migrants ? Le cas de Nantes et sa région (31/03, G05, 10:00–10:25)~~

~~Sophie Le Gal, Université de Nantes - ESPE/CoDiRe, Nantes, France~~ **ANNULÉ**

Ayant exercé dans le cadre du CAI, il nous a semblé nécessaire de réfléchir sur le test linguistique de l'OFII dans le but de proposer des instruments d'évaluation adaptés qui puissent favoriser l'intégration socioprofessionnelle des migrants. Notre objectif était de savoir comment et avec quels instruments d'évaluation nous pourrions estimer le niveau de français oral des migrants ? Est-ce que le test de l'OFII est un outil fiable qui communique des résultats valides ? Permet-il de réaliser une orientation socioprofessionnelle des candidats à la formation par une sélection linguistique rigoureuse ? Laisse-t-il à l'administrateur de l'OFII la possibilité de sélectionner les candidats dans le but de les orienter vers la formation en français la plus appropriée ? Ces formations qui relèveraient en principe du français sur objectif spécifique - du point de vue de leur conception et de leur élaboration - existent-elles dans ce cadre ?

Nous avons fait passer des entretiens auprès d'un groupe d'étrangers et nous nous sommes appuyés sur la grille d'évaluation de l'oral en français par rapport au niveau DILF utilisée dans le cadre du CAI. Après évaluation, nous avons observé que la grille utilisée ne permettait pas toujours de déterminer de manière fiable le niveau de français oral des candidats. Par le biais des questions posées, l'évaluateur n'est pas en mesure d'orienter les migrants vers des parcours de formation linguistiques davantage centrés sur des objectifs professionnels. Les questions ne permettent pas de

détecter les signataires qui souhaiteraient accéder à l'emploi par le biais d'une formation linguistique. Aussi vaudrait-il mieux s'interroger sur les moyens de mettre en place une évaluation qui s'inscrirait dans une démarche de progression et d'accompagnement des migrants dans leur apprentissage afin de promouvoir leur intégration socioprofessionnelle.

LE GAL, S. (2010) : Quelle évaluation linguistique de l'oral à l'OFII en vue de l'intégration socioprofessionnelle des migrants ? (Le cas de Nantes et sa région), thèse de Doctorat.

98 – Second language socialization on the job (31/03, G05, 17:30–17:55)

Andrea Daase, Universität Bielefeld, Bielefeld, Germany

How do adult migrants in Germany reconstruct their language socialization (Schieffelin & Ochs 1986) on the way in the job? Based on approaches that see second language acquisition rather in social than in cognitive-individual means, that don't differentiate between language acquisition and language use and consider power relations as crucial (Bourdieu 1977), the study aims at getting subjective insight views of adult migrants that seek to get a qualified work in Germany. Biographic-narrative interviews were carried out with three persons from different countries and with different professional backgrounds. The narrative analyses' (Schütze 1987) show how the individuals handle different sorts of trajectories (Strauss 1985; Schütze 1995) during their language socialization in the job or the working place, how their subjectivity (Weedon 1987) change over time and how they position themselves in different ways. The results show, how inadequate a SLA course system can be for the individual, that motivation isn't enough to learn well a second language, when external circumstances don't fit – and how much we have to learn from the SL learners, if we are willing to ask and to listen them.

100 – Narratives of literacy experiences of Syrian refugees in European host countries (31/03, G06, 17:00–17:25)

Tasneem Sharkawi, Lancaster University, Lancaster, United Kingdom

This research study aims at exploring the worlds of Arabic-speaking Middle Eastern forced migrants as they grapple with literacy in multiple languages in their European host communities. More precisely, I examine the ways in which Syrian refugees in Britain and Germany engage in literacy events across various contexts, mediating transnational spaces. Taking a qualitative multi-method approach, the study focuses on the current experiences of refugees and asylum seekers with language and literacy in school, community, and domestic settings. Looking through the historically situated (Barton, Hamilton, & Ivanic, 2000) lens of literacy, the research sheds light on the ways in which participants' individual histories of literacy could characterize their current reading and writing practices. Borrowing methods of narrative analysis from Discourse Studies while adopting a linguistic ethnographic framework, I look at refugee-participants' accounts of the reading and writing practices they employ in different contexts after they have arrived in Europe, drawing on their educational and linguistic repertoires to acquire the language and the culture of their host societies. The analysis is grounded in a social interactional approach to narrative, adopting the 'small stories' model developed by Bamberg, De Fina, Georgakopoulou, and Schrifin (2006; 2007; 2008; 2015). Analysis of in-depth interviews and observations shows how refugees resort to using literacy practices as tools of sense making and identity construction. The results also shed light on the challenges this particular group of refugees face in the areas of literacy, language learning, and cultural assimilation, in their journey

towards resettlement in Europe. The findings of the study informs teaching and assessment practices for migrants from refugee backgrounds, engage with debates around policy making in the area of literacy in relation to forced migrants in the EU and advocates post-conflict educational interventions that could possibly minimize literacy inequalities for displaced individuals from conflict zones.

101 – Cultural Integration through Language Skills and Identity: Reconciling Diversity with Social Cohesion in Migrants (30/01, G03, 16:30–16:55)

Alejandro Andrés Páez Silva, University of Ottawa- Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, Canada

In Canada over 250,000 immigrants are welcomed every year, yet 30 % do not speak either official language (CIC, 2015). This palpable lack of language skills calls into question an immigrant's ability to successfully integrate economically, politically, socially and culturally. Yet even if equal levels of inclusion and participation are reached economically, politically, and socially, it is cultural integration—tied to notions of identity and belonging—that may influence behaviours and well-being most (Simon, Reichert, and Grabow, 2013). Therefore, in order to tackle the relationship between language skills and integration, this study examined two key related questions. First, does language acquisition forge and develop a national identity in migrants? If so, what is the proficiency level required? (Hochman & Davidov, 2014) Secondly, does national identification enable, particularly, cultural integration? (Tadmor et al., 2010). Using a mixed methods approach participants with advanced English language skills were tested. Moreover, using a Social Identity framework (Tajfel & Turner, 1986) composite indicators were developed from the existing literature to test both identification patterns and integration levels. Lastly, focus groups were carried out to provide qualitative corroboration. The findings are discussed in relation to social inclusion and social cohesion for both the Canadian and European context.

104 – Apprendre le français sur son lieu de travail : enjeux et résultats (31/03, G05, 16:30–16:55)

Christophe Portefin, ACCENTONIC, Villemomble, France | INALCO, Paris, France

Dans le cadre du symposium, nous nous proposons de présenter une recherche en cours réalisée au sein de différents dispositifs de formation de salariés en contexte professionnel en France. Cette étude ethnographique participative réalisée au sein d'une association s'intéresse aux formations de français / compétences clés réalisées auprès de migrants des secteurs de la propreté et du BTP entre autres. Les premiers résultats montrent que les personnes formées gagnent en autonomie et en confiance et en quoi une meilleure maîtrise de la langue du pays d'accueil favorise une participation sociale active tant au niveau professionnel que personnel. Les enquêtes réalisées auprès des formateurs, dirigeants d'entreprise, responsables de ressources humaines en complément des données recueillies témoignent aussi de la nécessaire adaptation des formations avec les demandes des entreprises, de la société civile et des besoins variés de migrants très hétérogènes, tant d'un point de vue sociolinguistique qu'au niveau de connaissance de la langue française et de la France.

Cette recherche pourrait permettre d'enrichir les perspectives de didactique du français en contexte professionnel et de formation de formateurs. Elle s'inscrit dans la lignée des travaux de sociodidactique d'Hervé Adami, ceux de Josiane Boutet sur la place de la langue au travail et de Mathilde Grünhage-Monetti sur la langue au travail notamment.

107 – Quels sont les facteurs qui renforcent l'exigence d'apprentissage par les migrants de la langue du pays d'accueil ? (31/03, G03, 15:30–15:55)

François Grin, Guillaume Fürst, Université de Genève, Suisse

L'acquisition d'un certain niveau de compétence par les immigrants dans la langue du pays d'accueil est généralement considérée comme une condition incontournable de l'intégration. Certains commentateurs soulignent que cela ne garantit pas l'inclusion sur le marché du travail; il reste que les résultats chiffrés montrent que cette compétence est un déterminant statistiquement significatif de la réussite socio-économique des migrants. Plus fondamentalement, on peut considérer comme acquis que si ce n'est pas une condition suffisante, c'est en revanche une condition nécessaire. C'est compte tenu de cette tendance de fond que l'on peut ré-examiner les attitudes des membres de la société d'accueil envers ce processus d'acquisition.

L'exigence d'adaptation à la langue et à la culture locale semble également être une constante des contextes migratoires, mais elle est peu connue. Grâce à une base de données de grande envergure (N > 40.000) et extrêmement détaillée, portant sur des jeunes hommes de nationalité suisse âgés de 19 ans, nous mettons notamment en évidence (i) l'importance relative, selon eux, de l'apprentissage linguistique par rapport à d'autres marqueurs d'intégration (respect des normes sociales et civiques du pays d'accueil, par exemple) et (ii) l'importance de diverses caractéristiques socio-économiques (niveau de formation, orientation politique, etc.) dans la détermination de l'importance accordée à l'apprentissage de la langue du pays d'accueil.

POSTER SESSION (01/04, 10:00–10:55, space between rooms / espace entre les salles G04, G05, G06)

24 – Using tablets for L2 learning with illiterate adult migrants: results from experience in Piemonte and Emilia Romagna and policy implications

Stefano Kluzer, Ervet - Emilia Romagna Valorizzazione Economica del Territorio, Bologna, Italy

Rocco De Paolis, Coordinator Tabula project, Torino, Italy

Lia Italia, Coordinator CPIA Modena I, Modena, Italy

A growing number of adult education centres in Northern Italy are exploring together the use of tablets in Italian L2 courses with low-educated or illiterate adult migrants. The European Integration Fund supported the first such trial in Torino (2013/14) through a project named Tabula. We hence call the subsequent initiatives “Tabula experience”.

Tabula addresses critical challenges of Italian L2 learning with low-educated and illiterate adults (Minuz F. (2005) *Italiano L2 e alfabetizzazione in età adulta*, Carocci, Roma; Favaro G. (2011) “Parole di integrazione”, in AA. VV., *L’italiano di prossimità*, CentroCOME, Milano). In particular, Tabula’s focus –and the main results achieved- besides didactic innovation, have been students’ motivation and course attendance (which increased significantly), development of their abstraction capacity, active involvement in learning and enhanced social inclusion.

The article will first highlight the collaborative approach among teachers adopted early on in Tabula and the measures that supported such crucial endeavour. Tabula’s didactical approach - an accurate integration of tablets’ use in the curriculum and with traditional tools such as blackboard, exercise book, pen and pencil- will then be described, along with the applications selected and how they were used. Finally, the article discusses the difficulties faced by Tabula, mostly with organisational aspects, and its impact on the adult learners.

Policy implications from this experience concern the need for further research/trials (e.g. to exploit opportunities for learning continuity and daily life integration afforded by mobile devices) and the potential and challenges of consolidating and scaling up tablets use in adult literacy programs.

26 – La « raison orale », un levier pour la formation linguistique des migrants et l’intégration dans le pays d’accueil

Marie-Hélène Lachaud, LIDILEM, Grenoble, France

Ma proposition s’inscrit dans l’axe 1 et se situe en France, dans le champ de la formation linguistique pour l’intégration professionnelle des migrants adultes peu qualifiés.

La perspective est didactique. La recherche porte sur les processus d’acquisition des savoirs scripturaux et sur la relation entre les savoirs et savoir-faire mobilisés à l’oral et ceux que l’on cherche à développer à l’écrit. Le cadre théorique est socio-anthropologique. Il se réfère à la « raison graphique » élargie à la littéracie. La méthodologie est celle de l’ethnologie appliquée aux situations de travail. Les enquêtes sont menées dans le cadre de notre thèse de doctorat et dans le projet de recherche-action-formation en français, intégration et compétences (GRAFFIC) du laboratoire

LIDILEM. Le corpus est constitué d'entretiens, d'observations de postes de travail et de séances de formation.

Les résultats identifient les « compétences ignorées » des migrants. Verbalisées, ces compétences mettent au jour la « raison orale ». Il s'agit de la logique de l'organisation dans le temps et dans l'espace, en écho à la « raison graphique » de Goody. Après avoir présenté ces acquis dont certains ne sont pas strictement langagiers mais relèvent d'habiletés littéraires, nous montrerons l'intérêt de leur prise en compte dans les apprentissages linguistiques en vue de l'intégration professionnelle dans le pays d'accueil. Enfin, nous envisagerons la portée d'une telle approche au regard des tests langue, et des alternatives qui pourraient être mises en place pour les rendre accessibles en particulier aux migrants peu scolarisés.

Adami, H. (2009). *La formation linguistique des migrants*. Paris : CLE International.

Borzeix, A., Fraenkel, B. (2001). *Langage et travail. Communication, cognition, action*. Paris : CNRS Editions.

Grünhage-Monetti, M. (2007). *Le français dans le monde. Recherches et applications* 42.

Lahire, B. (1995). *Tableaux de familles. Heurs et malheurs scolaires en milieux populaires*. Paris : Seuil.

48 – Integration of migrant citizens, from language proficiency to the knowledge of society: the Italian case

Sabrina Machetti, University for Foreigners of Siena, Italy

Lorenzo Rocca, University for Foreigners of Perugia, Italy

Language proficiency and social awareness in foreign citizens represent two aspects on which to reflect upon over the course of their integration in the host country. A recent survey by the Council of Europe (2014) highlights how from a corpus of 36 countries, 50% demand that there be tests of language proficiency and knowledge of society for migrant citizens who are planning to come to Europe for medium to long periods of time.

This paper focuses its attention on the Italian situation in which migrant citizens are required to conform with compliances required by law (Barni 2013), faced on one side with the prospect of language and social awareness training courses, and on the other side with the chance to obtain a certificate testifying their knowledge and linguistic and communicative Can do as foreseen by CEFR (2001).

This paper has paid particular attention to a project realized by Università per Stranieri di Perugia and by Università per Stranieri di Siena aimed at creating multimedial aids for the explanation and comprehension of contents on the matter of knowledge of society (Machetti & Rocca 2015). The aids consist of 24 videos on knowledge of society of approx. 1 hour, which are available to download free of charge on tablet, smartphone, pc, and are also accompanied with texts in five languages: Arabic, Chinese, English, French, Spanish.

The interest aspect of these aids lies in the fact that they have two uses: as aids for foreign citizens in preparing for test and the evaluation of their knowledge of society or alternatively as teaching material available to those who work in the fields of Italian language learning and social education.

63 – “Integration ... needs language, the language of the workplace” The contribution of work-related second language learning towards integration of adult migrants

Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung (DIE), Bonn, Germany

Alexander Braddell, Oxfordshire Skills Escalator Centre CIC Ltd (OSEC), Oxford, United Kingdom

Labour market inclusion is a primary goal of integration policy. Learning of the majority language by adult migrants is widely recognised as a key enabler. Likewise for adult migrants, typically seeking employment at the earliest possible opportunity, access to and then progression within the labour market are key motivators for language learning. Yet migrants are still overrepresented in low-paid, insecure employment and underrepresented in education.

In response, a range of approaches has emerged across Europe that directly relates majority language learning for adult migrants to work and workplaces. This provision includes:

- pre-employment for unemployed, job seekers, trainees, people in placements, etc.
- language provision for specific occupational areas including (re)qualification programmes
- workplace learning, including not only formal programmes, but also support for L2 development through non-formal and informal workplace learning.

This paper explores the role of work-related language learning in the linguistic integration of adult migrants, drawing on the results of the Language for Work Network (LFW) developed by the European Centre of Modern Languages, Council of Europe. Comparing experiences in European countries with different approaches to migration, work organisation, labour market structures and learning, it considers the lessons for policy makers and learning providers and makes recommendations for collaborative work to develop this field further.

In particular in view of the present challenge through the inflow of refugees, the paper shows how work-related language provision for migrants and refugees can contribute to their social and economic inclusion in the interest of the whole society.

Extramiana (2012) Learning the language of the host country for professional purposes. Strasbourg.

Grünhage-Monetti et al. (2003) *Odysseus – Second language at the workplace*. Strasbourg.

Kluzer et al. (2011) *Language Learning by Adult Migrants: Policy Challenges and ICT Responses*, Policy report, EU.

Latour, M. (ed) (2014) *Langues et employabilité*. Centre international d'études pédagogiques.

Moulhon-Dallies (2008), *Enseigner une langue à des fins professionnelles*.

66 – New challenges for learning, teaching and assessment of low-educated and illiterate immigrants. The case of L2 Italian

Carla Bagna, Università per Stranieri di Siena, Italy

Luana Cosenza, Luisa Salvati, University for Foreigners of Siena, Italy

According to the most recent laws in the field of teaching L2 Italian in migratory context, immigrants living in Italy must achieve the A2 level of Italian to get long residence permit. The effects of these measures could provoke some risks over time: first of all, the A2 level could become a mere insurance to live in Italy instead of representing the stage of a learning path towards autonomy in daily

communication contexts; secondly, language courses are too focused on the A2 level to the detriment of illiterate and/or low-educated immigrants (18.1% of those attending the L2 Italian courses).

Our paper aims at describing good practices in classroom management with illiterate and/or low-educated immigrants: the welcoming phase for identifying the different illiterates profiles; the organization of teaching time and materials according to the different reading and writing skills; the assessment to recognize the transition from one stage to another of illiteracy.

The paper will show both the results of a survey carried out among teachers of L2 Italian working in centers of adult education and the data collected during the field observation in classes of refugees, in order to identify good practices achievable in these learning environments.

Further data will be discussed in detail.

Burt, B., Peyton, J., Adams, R. (2003). *Reading and Adult English Language Learners*, Washington: National for ESL Literacy Education and Center for Applied Linguistics.
 Italian Ministry of Education, University and Research, 2011/2012.
 Minuz, F. (2005). *Italiano L2 e l'alfabetizzazione in età adulta*, Roma: Carocci.
 Unesco (2003). *United Nations Literacy Decade*.

67 - Being foreigner and deaf in Italy: legal and linguistic considerations

Benedetta Marziale, Istituto Statale per Sordi, Roma (ISSR) / Deafness Information Services, Rome

Maria Tagarelli De Monte, Istituto Statale per Sordi, Roma (ISSR) / Department of Research and Project development, Rome

CANCELLED

The increase in requests for services and information (especially regarding education and social care) by foreign deaf people (children, young adults and adults) has led the State Institute for the Deaf in Rome (ISSR) to build a joint research plan – involving more than one department within ISSR - aimed at collecting all necessary information to face the needs of this population. Through consultancy services and experimental literacy classes, we have collected evidences showing a lack of institutional attention to this target. As an example, when addressing the linguistic preparation of foreign hearing people, the Italian law requires passing a test of proven knowledge of Italian as second language. In respect of the non-discrimination principle, in the case of people with disabilities affecting communication, such as deafness, the law allows for an exception; however, no further regulation is provided in order to develop appropriate methodologies granting access and literacy to deaf foreigners as L2 learners of Italian.

In this talk we will introduce our research and the preliminary data explaining the consequences that this lack of regulations produces in the case of being deaf and foreigner. We will also discuss the existing link between the laws protecting the status of this target and the need to extend the right of a proper education in the language of the host country, in order to include a population – that of deaf people – which is known to show evident difficulties in acquiring appropriate literacy skills.

Council of Europe: Recommendation Rec (2006)5, of the Committee of Ministers to member states

http://www.coe.int/t/dg3/disability/ActionPlan/PDF/Rec_2006_5_English.pdf

Decreto Ministero dell'Interno 4/6/2010

Krausneker. V. (2008), *The protection and promotion of sign languages ...*

http://www.coe.int/t/DG3/Disability/Source/Report_Sign_languages_final.pdf

Leeson, L. (2006). *Signed Languages in Education in Europe*. Strasbourg: Council of Europe Language Policy Division. www.coe.int/lang
 Marschark, M et al (2002), *Educating Deaf Students ...* New York: Oxford University Press

72 – Plurilingual repertoires, superdiversity and Italian as a lingua franca at the workplace: building new identities

Antonella Benucci, Giulia Isabella Grosso, Università per Stranieri di Siena, Italy

In Italy around 7% of the population is immigrant (Dossier Statistico Immigrazione Caritas/Migrantes, 2014). Individuals coming from different cultures interact in many ‘superdiverse’ contexts, such as the workplaces. As a result, individuals’ pragmatic intercultural competence has a main role in facilitating communication among citizens with different linguo-cultural backgrounds, representing the ability to make effective communicative moves in intercultural contexts. While there has been a considerable literature about native/non native speaker interactions, the aim of this study is to focus on the interactions in Italian as a lingua franca in order to hypothesize the presence of different “communication strategies” and a different use of pragmatic features in such interactions. An additional aim is to observe the use of effective and pragmatically appropriate communication strategies by both groups of speakers as a feature of their sociopragmatic competence. This will be done by, focusing on hetero-repetitions and variation of linguistic space. The considerations of the use of the lingua franca in super-diverse contexts have given way to a reinterpretation of concepts such as community, linguistic repertoire and linguistic space. The corpus consists of approximately 40 hours of recordings of spontaneous conversations, collected at a waste management company in Siena, Tuscany. The data was then transcribed using the micro-analytic annotation system of conversation analysis (Jefferson, 1984). The data analysis was carried out using mixed methods. The quantitative analysis was supported by qualitative data of the phenomena identified in the corpus, which was conducted according to the principles used in Conversation Analysis.

Bowles H. - Seedhouse P. (a cura di), *Conversation Analysis and Language for Specific purposes*. Linguistic Insights, Bern, Peter Lang, 2007.

Cogo A., *Accommodating difference in ELF Conversations: A study of pragmatic strategies*. In *English as a Lingua Franca: Studies and Findings*, Newcastle upon Tyne, GB, Cambridge Scholars Press, 2009, 254–273.

75 - What learners want and need

Dilek Donat, VHS Wien, Vienna, Austria

In the context of a European project (AXIA) 15 learners in Sweden, Germany and Austria in the age group from 15 to 30 were interviewed about their wishes and needs regarding integration and their learning situation. The interviews were evaluated and categorised: stability, networks and family were mentioned as central and basic needs; education and especially language learning are linked with high educational aspirations and visions of participating in society. The paper will provide an analysis of the interviews and perspectives from the learners points of view and thus give the learners a voice.

85 – Immigrants and prison: good practices in Europe (Section b Good practices)

Antonella Benucci, Università per Stranieri di Siena, Italy

Marilisa Birello, Universidad Autonoma de Barcelona, Bellaterra, Spain

Within the RiUscire project [1] an important section was devoted to the collection and analysis of good practices that may support the linguistic and social integration of a particular group of adult migrants: those in prison systems in Spain, Italy, France, Germany, and Portugal. The collection of these practices is necessary and pivotal to start a shared action at a European level through models that in some countries have actually proven themselves as best practices in order to respect human rights and the achievement of treatments that are truly inclusive, rehabilitative, and lead to reintegration into society.

Best practices were surveyed through analysis grids that ensure respect for diversity and the right to rehabilitative actions thanks to linguistic and communicative competences as well as professional development.

Good practices are educational, pedagogical and treatment actions or activities that, in the socio-educational penitentiary context, allowed the actors to achieve the expected results. The analysis of good practices was based on 15 general criteria: effectiveness, efficiency, consistency, reproducibility, involvement, and satisfaction, innovation, accessibility, addition of value, institutional recognition, and sustainability.

They constitute desirable models for all European countries and a starting point for the development of new shared good practice.

Benucci A., Grosso G. (2012), L'italiano in carcere: approcci di riferimento e strumenti operativi, in Roberta Grassi (Ed.), *Nuovi contesti di acquisizione e insegnamento: l'italiano nelle realtà plurilingui*, Collana CIS, n.9, Perugia, Guerra, 89–100.

Benucci A. (2014), Immigrazione, carcere e professione. Approcci e modelli per la formazione, in P. E. Balboni, G. Caruso e A. Lamanna (Eds.), *Scuola di formazione di italiano lingua seconda/straniera: competenze d'uso e integrazione*, Roma, Carocci, 115–128.

G. Sciuti Russi, S. Carmignani 2015 (a cura di), *La formazione in contesto penitenziario. Percorsi di lingua e insegnamento a detenuti stranieri adulti*, Pisa, Pacini.