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MIAMSI

Learning the language of the host country

Unsuspected issues

Une expérience personnelle

Parrainage de personnes réfugiées irakiennes
cadre paroissial / Eglise locale (Août 2016).

Apprentissage du français, langue du pays d'accueil, pour
compléter les cours offerts par les structures officielles.

Organisation pensée en termes professionnels
dans le respect de tous et la distance adéquate.

Période de rupture, de changement avec l'arrivée du COVID

Simple initial objectives

By a minimum knowledge of the language:

- ✓ Being able to take on the daily life
- ✓ Responding to requested administrative documents
- ✓ Be able to find small jobs
- ✓ Enabling dialogue with school children

Varied motivations

- ✓ *Learn/integrate*
- ✓
- ✓ *Being able to accompany children*
- ✓ *Search for work*
- ✓ *Obtaining Citizenship*
- ✓ *Getting together with people from the same community*

Take advantage of a "private place" to express oneself, ask, etc.

Requests for aid...

- ✓ *Housing*
- ✓ *Health*
- ✓ *Work*
- ✓ *Exam preparation*
- ✓ *Cultural openness*

Conclusion

As an individual

Richness of exchanges

Cultural openness

Acquisition of an experience to share around
of oneself, both at the family and associative level.

Conclusion

For the learners themselves

Moving from fear to trust
Stimulation within the group
Mutual knowledge and diligence.

The stability of the group, its size and the benevolent exchange are sources of success.

Conclusion

Questions arise

How much time should be allowed for learning / needs?

How to combine language learning, job search, daily management, including monitoring the children's schooling and activities, etc.? ?

The teacher a facilitator, a mediator.

Language learning: a platform or the heart of a network?