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Scuola di Lingua italiana per Stranieri



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14th Annual Symposium

**LITERACY
EDUCATION
AND SECOND
LANGUAGE
LEARNING
FOR ADULTS
(LESLLA)**

**"People, languages
and literacy in new migration.
Research, Practice, and Policy"**

October 4th-6th, 2018

**PIAZZA SANT'ANTONINO 1
PALERMO, ITALY**

BOOK OF ABSTRACTS

con la collaborazione di



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14th Annual Symposium LESLLA

Literacy Education and Second Language Learning for Adults
“People, languages and literacy in new migration.
Research, Practice, and Policy”

October 4th-6th, 2018, ItaStra
Piazza Sant’Antonino 1, 90134, Palermo

BOOK OF ABSTRACTS

PLENARY SESSIONS

October 4th, 11am – 13am

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Quels principes pour les politiques d'accueil linguistique des migrants?

De nombreux états ont mis en place des dispositifs pour permettre aux personnes migrantes adultes d'acquérir une certaine maîtrise d'une des langues du contexte d'installation. Souvent la connaissance de celle-ci est l'une des conditions requises pour l'autorisation de séjour long ou l'accès à la nationalité, par exemple. Ces dispositions font ainsi partie des politiques migratoires que chaque état met en place en fonction des choix idéologiques de ses gouvernants élus et des caractéristiques sociodémographiques et géopolitiques de chaque territoire.

Il convient de mettre en regard de tels principes, qui sont contextualisés dans le temps et l'espace, avec les recommandations et les préconisations des organisations internationales et intergouvernementales à leurs états membres. Celles-ci sont essentiellement fondées sur des valeurs générales (droits de l'homme, démocratie) et elles ont vocation à servir de cadre aux politiques nationales.

Dans cette communication, on examinera comment une organisation comme le Conseil de l'Europe (qui regroupe 47 états membres) conçoit les politiques linguistiques destinées à ces personnes.

Beacco, J.-C. (2008). *Les langues dans les politiques d'intégration des adultes migrants*. Strasbourg: Conseil de l'Europe (disponible aussi en version anglaise)

http://www.coe.int/t/dg4/linguistic/Source/Migrants_ConceptPaper_fr.doc

Beacco, J.-C. / D. Little / C. Hedges (2014). *L'intégration linguistique des migrants adultes. Guide pour l'élaboration et la mise en œuvre des politiques* (disponible aussi en version anglaise). Strasbourg: Conseil de l'Europe.

Beacco, J.-C. / H.-J. Krumm / D. Little (eds.) (2017). *The linguistic Integration of Adult Migrants/L'intégration linguistique des migrants adultes*. Berlin: De Gruyter.

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From “non-speaker” to “new-speaker”?

An ethnographic exploration of the regimented sociolinguistic spaces of an asylum-seeking centre

“Superdiversity is a term intended to underline a level and kind of complexity surpassing anything [...] previously experienced [...] a dynamic interplay of variables including country of origin, [...] migration channel, [...] legal status, [...] migrants' human capital (particularly educational background: *my emphasis*), access to employment, [...] locality [...] and responses by local authorities, services providers and local residents” (Vertovec 2007: 2-3).

The above quote sums up the main characteristics of one of the most talked about concepts in the recent conceptual landscape of the social sciences (Arnaut / Spotti 2015), superdiversity. No matter whether its success has brought stormy weather in the fields of socio and applied linguistics, superdiversity remains in sharp opposition with a national rhetoric that categorizes newly arrived migrants, in the best of cases, as L2 learners who are subject to compulsory ‘inburgering’ (civilisation).

Against this top-down view, the present contribution wishes to unveil the bottom-up sociolinguistic complexity of being a newly arrived migrant that falls under the category 'L2 learner subject to compulsory civilisation'. It does so by taking a peak into the heavily languaged spaces of an asylum seeking centre in Flanders, the Dutch speaking part of Belgium. More specifically, it does so by focusing on three (short) ethnographic vignettes of everyday sociolinguistic life at the centre showing how asylum seekers manage to negotiate, contrast and go beyond (over)imposed essentialised categories like that of being a 'non-speakers' in that their 'languages are beautiful, but they are no language, really'.

The contribution concludes by inviting us to ponder whether recently emerged terms like the 'new speaker' (O' Rourke / Pujolar 2013) could be a valid alternative to essentialist categories like the one reported above. It does so by asking the question of whether 'the new speaker' manages to pay justice to the complexity unveiled above or whether it runs the risk of being yet another incremental term for the description of plurilingual multicultural realities that adds on the multilingual 'verbiage' (Makoni 2012) of present day sociolinguistic debate.

Arnaut, K. / M. Spotti (2015). Superdiversity Discourse. The International Encyclopedia of Language and Social Interaction. Wiley-Blackwell.

Makoni, S. (2012). A critique of Language, Languaging and Supervernaculars. *Muitas Voces, Ponta Grossa* 1/2, 189-199.

O'Rourke, B. / J. Pujolar (2013). From Native Speakers to New Speakers. Problematizing Nativeness in Language Revitalization Contexts. *Histoire, Epistemologie, Langage* 35/2, 47-67.

Vertovec, S. (2007). Superdiversity and Its Implications. *Ethnic and Racial Studies* 30/6, 2014-2054.

October 5th, 9am – 10am

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**Literacy education and multilingualism:
lessons from children with low socio-economic background in India**

The spread of the internet and smart phones in the 21st century along with the new waves of migration from the Global South caused by climate change, conflict, and inequalities have put literacy as one of the top skills necessary for survival and success. And yet, a large number of adolescents and adults have low levels of literacy or are illiterate. Interventions are necessary for these adolescents and adults to develop their literacy skills. These adolescents and adults were at some point children and although many attended school, they did not become competent readers. It is, therefore, important to address how pedagogies can lead to improved literacy skills for all children in school before they reach adolescence and adult life in order to reduce the number of new adolescents and adults with low levels of literacy.

In this talk I will present data from the MultiLiLa project in India <<https://www.mam.mml.cam.ac.uk/>> that addresses the development of language, literacy and mathematical skills in primary school children from low socio-economic background, many of which are First Generation Learners, i.e., their parents did not attend school. This project explores how the complex dynamics of social, economic and geographical contexts on the one hand and the availability of multiple languages in the home and in the school on the other hand affect the learning outcomes of multilingual children in India. By conducting research among children living in urban slums in Delhi and Hyderabad as well as in remote rural areas of Bihar, where environmental factors make school attendance and education hard to maintain, the project focuses on environmental and language factors affecting the children's performance in schools. Children participated in language tasks measuring their vocabulary as well as their grammatical abilities using naming and narrative tasks. They completed literacy tasks measuring their ability to recognize letters, read words and

sentences and comprehend short paragraphs. In addition, they completed mathematical calculations and tasks involving mathematical reasoning. Moreover, we mapped the children's language history and whether or not the language(s) spoken at home are also used in the school.

In this talk I will present data on the education attainment of the children in Delhi. I will address the role of mother tongue education on the development of literacy and mathematical skills by comparing the performance of children who have mother tongue education to those who have English as the medium of instruction. The findings provide insights on how the language of instruction can affect success in school, including success in the development of literacy skills. The findings have important implications for educational practices for children, adolescents, and adults across the globe that can lead to the reduction of the number of adults with low levels of literacy.

October 6th, 9am – 10am

Martha YOUNG-SCHOLTEN

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What is our body of research?

Since 2005 the delegates at the LESLLA symposia have given over 400 presentations in the form of plenaries, panels, talks, workshops, demonstrations and posters. Exactly what is the body of research that these presentations represent? We will step back from the details of these presentations to look at categories beyond the 'research, practice and policy' of LESLLA into which presentations can be grouped. Where do presenters live and on what target languages do they work? What topics do they focus on? Answers to these and other questions enable a fresh look at what our symposium-based body of research can and cannot show us in 2018. We'll then take another step back to revisit the LESLLA mission statement and one of the studies which gave birth to LESLLA, Larry Condelli's *What Works study*. What more do we know with certainty in 2018 after 14 years of LESLLA about what works and what doesn't work in and outside the LESLLA classroom? Answering these questions points to action research and considers the potential of teacher- and tutor-led research to strengthen LESLLA's international community of practitioners to providing a fresh way to approach the question of what works - wherever adult migrants with little or no formal schooling or literacy resettle.

PARALLEL SESSIONS

Sessions 1-3, October 4th, 2pm – 6pm

Session 1

Into the language:

plurilingual repertoires, acquisition, metalinguistic awareness

Martha YOUNG-SCHOLTEN, Joy KREEFT PEYTON, Belma HAZNEDAR, Fernanda MINUZ

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A Heritage Language Hub connecting users to reading and teaching materials for LESLLA learners

The Heritage Language Resource Hub seeks to create links to online resources in LESLLA learners' languages, to support heritage language and literacy maintenance and/or development. The idea for the hub was introduced during a LESLLA conference (Young-Scholten / Peyton / Haznedar 2017) and is being implemented by an international team. The project will provide links to books and other materials in LESLLA learners' languages for learners, family and community members, and their teachers and tutors.

The idea for the project grows out of reconceptualising the role of language in integration. Programs serving adult immigrants typically focus on acquisition of the host country's majority language and social and cultural integration into its life, while giving scant attention to the languages spoken by the immigrants (their L1s), especially by those who have limited or no education and little social capital to maintain the languages that they speak (Aberdeen 2017). However, recommendations from influential institutions (Beacco / Little / Hedge 2014; UNESCO 2017) and results of research on reading and L2 acquisition (August / Shanahan 2010; Eisenclas / Schalley / Guillman 2013) point out the importance of sustaining the L1. The Council of Europe highlights the need to give value to immigrants' language repertoires and cultures as an approach in language teaching and a way to foster inclusive societies, in line with its view of multilingualism as an important feature of European identity (Minuz 2017). A recent UNESCO report (2017), critically reviewing the approaches adopted in the literacy campaigns in the countries with the lowest rates of literacy, suggests that approaches that recognize diverse literacies are particularly successful. Such approaches address the sociocultural contexts in which learning takes place and "recognize the value and role of using the language of the learners, within a multilingual approach that subsequently gives access to other languages" (UNESCO 2017: 62).

The Heritage Language Resource Hub is in line with these trends and focuses on immigrants who are likely to be neglected because they lack the social capital to maintain their languages in resettlement but are geographically dispersed across post-industrialized societies.

The project involves three activities:

- 1) setting up a database of links to resource collections that will be classified according to specific search criteria
- 2) producing guidelines for educators on how to use the resources in formal and informal educational settings
- 3) devising an outreach and dissemination plan so that resources are visible and accessible

The workshop will inform and involve interested researchers and educators. It focuses on conducting a preliminary Needs Analysis to determine possible users of the materials, possible uses of the materials, contexts in which they might be used, their possible sources, and identifies individuals who will participate in a Needs Analysis to be carried out through post-symposium focus groups and individual interviews. The resulting Guidelines for Use of the Materials will take into account the materials available (languages, genres, targeted readers' ages and reading levels, etc.), learners, teaching situations, teacher competencies, and any other relevant information from the Needs Analysis.

Aberdeen, G. C. (2016). *Understanding Community Heritage Language Schools in Alberta*. Doctoral thesis. Department of Educational Psychology, University of Alberta, Alberta, Canada.

August, D. / T. Shanahan (2010). Response to a Review and Update on Developing Literacy in Second-language Learners: Report of the National Literacy Panel on Language Minority Children and Youth. *Journal of Literacy Research* 42: 341.

Beacco, J.-C. / D. Little / C. Hedges (2014). *Linguistic integration of adult migrants. Guide to policy development and implementation*. Strasbourg: Council of Europe.

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc1cd>

- Eisenclas, S. A. / A. C. Schalley / D. Guillman (2013). The importance of literacy in the home language: The view from Australia, *SAGE Open October-December*, 1–14.
- Minuz F. (2017). Changing Roads, Changing Needs. Keynote presented at the 13th LESLLA Symposium. Portland, OR. 10-12 August.
- Young-Scholten, M. / J. K. Peyton / B. Haznedar (2017). A Repository of Heritage Language Resources. Paper presented at the 13th LESLLA Symposium. Portland, OR. 10-12 August.
- UNESCO (2017). *Reading the past, writing the future. Fifty years of promoting literacy*, Paris: UNESCO. <http://unesdoc.unesco.org/images/0024/002475/247563e.pdf>

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Literacy and plurilingualism: an integrated project

The indications on the use of the mother tongues and of a multilingual approach are surely one of the most widely shared points in national and transnational educational programs (cf. inter al. Amoruso / D'Agostino 2017; UNESCO 2016).

The use of the multilingual approach becomes more and more relevant in migration contexts (even more in a multilingual one like the Italian) and when addressed to young and adults with low or no literacy. The School of Italian Language for Foreigners (ItaStra) of the University of Palermo has developed through the years a wide program aimed to the valorisation of the mother tongues of many young migrants that attend its Italian language classes through a variety of activities such as the project of Linguistic Autobiography (cf. Di Benedetto / Salvato / Tiranno 2016) and the Narrative Workshops (cf. Amoruso et al. 2016). At the same time, ItaStra has developed a complex project aimed to build a strongly structured learning model addressed to newly-arrived young and adult migrants with low or no literacy. This model enables such learners to develop literacy skills together with skills in the new language they are learning, the Italian language (ItaStra 2017).

From this twofold line of research and experimentation the project here presented is born, namely the co-use, for a small part of the literacy program, of both literacy in Italian and literacy in one of the languages part of migrants' linguistic heritage. The first part of this project, designed in Mandinka (mainly based on Creissels / Sambou 2013), aims to develop materials, for educational institutions and volunteer centres, also usable in self-learning. The reason behind the choice of this language is its huge diffusion (either as a first language or as a language learned in a second phase of their lives) among the migrant population from Sub-Saharan Africa, prominent in the new Italian migrations.

We will examine the choices that led us to the selection of the subjects, the adaptation of the materials, and the key role of the mediators in the experimentation. We will also show – although in a preliminary way since the project is still on an experimental phase – the reactions of the learners regarding this new project.

Amoruso, M. / N. Cipolla / C. Piraneo / V. Salvato (a cura di) (2016). *Odisseo arriving alone. Un laboratorio, una mostra, un libro. Un percorso di inclusione lungo dieci anni*. Palermo: Palermo University Press.

Amoruso, M. / M. D'Agostino M. (2017), Teenage and adult migrants with low and very low education level. Learners profile and proficiency assessment tools. In J. C. Beacco / D. Little / H.J. Krumm / P. Thalgott (eds.), *The Linguistic Integration of Adult Migrants: Some Lessons from Research*, 347-352. Berlin: De Gruyter Mouton (in cooperation with the Council of Europe).

Creissels, D. / P. Sambou P. (2013). *Le Mandinka. Phonologie, grammaire, textes*. Paris: Éditions Karthala.

Di Benedetto, L. / V. Salvato / C. Tiranno (2017). The Value of Languages In Linguistic Autobiography, Teaching Experience with Low-educated Unaccompanied Multilingual Minors. In M. Sosinski M. (ed.), *Alfabetización y aprendizaje de idiomas por adultos: investigación, política educativa y práctica docente*, 99-108. Granada: Universidad de Granada.

UNESCO (2016) = Hanemann U. / C. Scarpino (eds.) (2016). *Literacy in multilingual and multicultural contexts. Effective Approaches to Adult Learning and Education*. UNESCO, Institute for Lifelong Learning. <http://unesdoc.unesco.org/images/0024/002455/245513E.pdf>

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Linguistic repertoires in Italian L2 classes: implications of the use of pidgin languages for learning and teaching

Italian L2 classes attended by adult migrants are complex and dynamic linguistic landscapes. Inter-linguistic diversity can occur – mainly, in its audibility – through communicative routines, code switching, spontaneous translations or similar phenomena. Languages that have official language status or status as a national language in the students' countries of origin are generally assumed to be the ones emerging during learning activities. However, a larger diversity is likely to arise by means of sociolinguistic varieties, such as local dialects, non-standard varieties, pidgin languages and creoles - within the L2 classroom interactions.

While the former have been depicted in recent official national surveys (ISTAT 2015) and increasingly addressed in debates on 'native languages and Italian as a L2', the study of the latter is focused on sociolinguistic investigations, also dealing with specific dynamics and migrant minorities (Chini 2004, 2009; Guerini 2011), but it has not yet explored non-standard languages as potential resources to enhance interaction and facilitate learning in Italian L2 classrooms.

This paper will report a preliminary study from the perspective just mentioned. Grounding on a conversation analytic approach (Sacks 1992), it will illustrate, through a microanalysis of audio recording sequences of Italian lessons, some interactional excerpts dealing with the Nigerian Pidgin English used by the students, and partly also by the teacher, who is somewhat competent, according to the recent reconceptualization of the notion of *repertoire* (Blommaert / Backus 2013). Recent research on pidginization and creolization studies shows how non-standard varieties are similar to the interlanguages involved in second language acquisition (Mather 2006; Siegel 2006a, 2006b; Yiakoumetti 2011). Taking into account common features between interlanguages and pidgin or creole languages could concern a theoretical rethinking of L2 teaching practices.

Actually, students are thoroughly encouraged by their teachers' effort to refer to languages that they know greatly but would not expect to see arise in the classroom. By referring to or addressing non-standard varieties known to the students, a teacher might be able to experience positive assets on three levels: linguistic, meta-communicative, psycho-relational.

First of all, the linguistic asset: a teacher can provide explanations and examples by rehabilitating translational forms from non-standard varieties to the standard target language or its interlanguages, and viceversa. Secondly, on the meta-communicative level, teachers and students may discuss on the uses of the given L2 through the means of code-switching with non-standard varieties. Then, on a psycho-relational level, a good asset would be motivation enhancement, as well as a better atmosphere in class, for students would feel their linguistic identity somehow recognized.

This study aims at showing when and how such practices, enacted by the use of pidgin languages, emerge and it will discuss implications both for learning and for teaching.

Blommaert, J./ A. Bakus (2013). Superdiverse Repertoires and the Individual. In I. de Saint-Georges / J.-J. Weber (eds.), *Multilingualism and Multimodality, Current Challenges for Educational Studies*, 11-32. Sense Publishers.

Chini, M. (2004) (a cura di). *Plurilinguismo e immigrazione in Italia: un'indagine sociolinguistica a Pavia e Torino*. Milano: Franco Angeli.

Chini, M. (2009). Introduzione, *Plurilinguismo e immigrazione nella società italiana. Repertori, usi linguistici e fenomeni di contatto*, *Studi Italiani di Linguistica Teorica e Applicata* XXXVIII/1 (num. monog.), 3-8.

Guerini, F. (2011). Language policy and ideology in Italy. *International Journal of the Sociology of Language* 210, 109-126.

ISTAT (2015). *Diversità linguistiche tra i cittadini stranieri*, <https://www.istat.it/it/archivio/129285>.

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- Sacks, H. (1992). *Lectures on Conversation*. Oxford: Blackwell Publishers.
- Siegel, J. (2006a). Keeping creoles and dialects out of the classroom: Is it justified? In S. J. Nero (ed.), *Dialects, Englishes, Creoles, and Education*, 39-67. Mahwah, NJ: Erlbaum.
- Siegel, J. (2006b). Language ideologies and the education of speakers of marginalized language varieties: Adopting a critical awareness approach. *Linguistics and Education* 17/2, 157-174.
- Yiakoumetti, A. (2011). Re-invigorating Teacher-Training Programmes in Linguistic Variation. Issa M. Saleh / Myint Swe Khine (eds.), *Teaching Teachers*, 195-214. Nova Science Publishers.

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Methods and strategies to develop metalinguistic skills in German second language literacy classes

Following the guidelines of the German Federal Office for Migration and Refugees (BAMF), it is a central goal in language courses for adult nonliterate learners to provide practical skills, linguistic knowledge as well as, simultaneously, support written linguistic competences in German as a second language. Especially for learners with little school experience and insufficient or no knowledge about the writing system of their L1, becoming literate while learning a new language is challenging in two ways: First there is the acquisition of reading and writing competences and of fundamental linguistic skills, that are the base for the literate work. Secondly learning a second language implies the ability to reflect on linguistic structures as well as to recognise and to see through rules and functioning of the second language to be able to use metalinguistic skills. Studies about the process of learning a second language in adults point out considerable differences in performance and needed time between non-literate learners and second language literacy learners. In this sense non-literate adults learn much slower the second language than the ones, who are literate in their L1. They also reach a significant lower level in this language in the same time span than learners who already have reading and writing skills in their L1 (see Feldmeier 2008) According to Kurvers et al. (2015) these differences can be attributed to the connexion between situated cognition and literacy: The authors argue that learning a second language requires the cognitive ability to abstract language symbols and structures from a specific context. This insight can explain the difficulties non-literate learners have on a metalinguistic level, for example when it comes to reception, processing, listening and reading comprehension. As a teacher for German as a second language in the course programme of the German BAMF, I could observe these problems in my own classroom. Therefore, I decided to conduct a methodological intervention in one of my groups, which is also going to become the project about I am going to write my master's thesis. The main question in this experiment is, if the implemented methods can contribute to build up and extend the metalinguistic language awareness of the learners, as well as they can support the reading and listening skills of learners with low literacy knowledge in their L1. The experiment is going to be conducted in May 2018 and will be analyzed shortly after.

- Feldmeier, A. (2008). The case of Germany: Literacy instruction for adults. In M. Young-Scholten (ed.), *Low educated second language and literacy acquisition. Proceedings of the third annual forum*, 7-23. Durham: Roundtuit Publishing.
- Kurvers, J. / I. van de Craats / R. van Hout (2015). Footprints for the future: Cognition, literacy and second language learning by adults. In J. Kurvers / I. van de Craats / R. van Hout (eds.), *Adult literacy, second language, and cognition*. 7-32. Nijmegen: Center for Language Studies (CLS).

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LESLLA learners' interlanguage: organising data

This presentation is based on an on-going research project on the acquisition of Italian as L2 by low or not literate learners. More in detail, the research explores the construction of the morpho-syntax of nouns and verbs in such learners' interlanguages, trying to individuate possible qualitative specificities, in respect to the general acquisition paths described in the relevant literature on Italian as an L2 (e.g. Banfi / Bernini 2003; Chini / Ferraris 2003) and which can be ascribed to the lack and/or paucity of literacy in L1.

The increasing data deriving from interviews with learners, their longitudinal character, the variety of contexts for collecting data (hosting centres, school etc.), as well as the variety of learners' (socio)linguistic features (D'Agostino / Amoruso forthc.) have imposed an in-depth reflection on the way in which such data should be organized and categorized. The objective of this reflection is the possibility to analyse LESLLA learners' interlanguages in the light of current theoretical insights (inter al. Klein / Perdue 1997, as well as LESLLA oriented analyses, e.g. Kurvers / Van Hout / Vallen 2007; Tarone / Bigelow 2007; Vainikka / Young-Scholten 2007; Vainikka et al. 2017) and to compare the results of this analysis to other research products on Italian as L2 and other L2s.

On this background, my first aim is to present the corpus on which the research is based, namely the (socio)linguistic features of the learners constituting the experimental group, as well as the control group(s); the criteria, contexts and tools for collecting data; the criteria for classifying linguistic information and the tools for archiving data; and, finally, some hypotheses on the way in which such data will be shown and shared at the end of the research project (i.e. facies and tools for audio, video, transcriptions etc.). The debate on these basic choices is crucial, because while there are several excellent databases on Italian as L2 (e.g. Andorno 2001), there are currently no databases on our population of learners (i.e. databases explicitly accounting for the variable "literacy").

This observation leads us to the final goal of the presentation, which is in fact a proposal for a future common research aimed at the construction of a LESLLA multilingual corpus. This could be a precious research instrument allowing the systematic comparison among various acquisition paths, eventually providing relevant information on the common features (if any) of LESLLA learners' interlanguages. While intriguing due to the new possible perspectives on both research and didactics, the hypothesis of such a collective enterprise also presents numerous problems, both at the theoretical and practical levels, which must be faced and overcome. Debating on these possible problems is the necessary first step for the construction of a common platform of intents.

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- Andorno, C. (2001). Banca Dati di Italiano L2. Progetto di Pavia, CD Rom a cura di C. Andorno, Università di Pavia, Dipartimento di Linguistica
- Banfi, Emanuele / Giuliano Bernini (2003). Il verbo. In Anna Giacalone Ramat (ed.), *Verso l'italiano. Percorsi e strategie di acquisizione*, 70-115. Roma: Carocci
- Chini, Marina / Stefania Ferraris (2003). Morfologia del nome. In A. Giacalone Ramat (ed.), *Verso l'italiano. Percorsi e strategie di acquisizione*, 37-69. Roma: Carocci.
- Klein, Wolfgang / Clive Perdue (1997). The Basic Variety (or: Couldn't natural languages be much simpler?), *Second Language Research* 13, 301-347.
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- Tarone, Elaine / Martha Bigelow (2007). Alphabetic print literacy and processing of oral corrective feedback in the L2. In A. Mackey (ed.), *Interaction and Second Language Acquisition*, 101-121. Oxford: Oxford University Press.
- Vainikka, A. / Martha Young-Scholten / C. Ijuin / S. Jarad (2017). Literacy in the development of L2 English morphosyntax. In Marcin Sosinski (ed.), *Lengua y alfabetización: enseñando a alumnos LESLLA / Language and Literacy: teaching LESLLA students*, 239-250. Granada: University of Granada.
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Eleni JANKO

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The influence of L1 literacy in the acquisition of L2 oral skills

The majority of Second Language Acquisition (SLA) research focuses on the educated adolescent and adult population whilst neglecting second language (L2) adults who are less educated in their native language (L1) and who begin learning the L2 past the age of compulsory schooling. Lack of relevant research compromises our understanding of second language learning and teaching (Young-Scholten 2013). However, there has been a rise in the number of studies focusing on the illiterate population in the last decade (e.g. Kosmidis et al. 2006; Kurvers 2007; Kurvers et al. 2006, 2007; Tarone et al. 2009; Young-Scholten / Naeb 2010; Young-Scholten / Strom, 2006). This research has indicated that a lack of knowledge of the alphabetic representation of words has implications in the processing of the language regarding morpho-syntactic features, metalinguistic awareness, and phonological characteristics.

Nevertheless, scholars still point out the need for further research. Literacy has a potential effect on the L2 learners' ability to notice the difference in the linguistic form between the input they receive and their output (Bigelow / Tarone 2004). Tarone et al. (2009) tested Schmidt's (1990) *Noticing* hypothesis with regard to question formation and morpho-syntactic features of L2 English. Their findings showed that low literate adult L2 learners' oral language consists of simpler structures than that of their relatively literate counterparts (e.g. production of verbs without inflection). However, there is no other empirical evidence on the comparison of noticing of L2 morphological forms by older literate and less literate L2 learners.

My study tests the oral production of morphology by adult learners of L2 Greek, who had no prior knowledge or instruction in the L2. In a partial replication of three studies (Konta, 2012; Stavrakaki and Clahsen, 2009; and Clahsen et al., 2010), participants were tested on gender and number agreement, and the perfective past tense. The aim of my study is to support Tarone et al.'s (2009) findings and show that the literate low-educated group has a significantly lower performance than the literate highly educated group. Differences in gender agreement were not significant, as opposed to the differences in number agreement and the perfective past tense. With regard to agreement, the low-educated group attended to the initial form of the acquired word (gender) without necessarily attending to any further changes in its morphology (number). With regard to verb morphology, the more complex the verb formation the more difficult it was for the low-educated group to produce a grammatically correct form (e.g. stem change).

The findings have theoretical implications for Schmidt's *Noticing* hypothesis and Krashen's *Acquisition-learning* hypothesis, as well as pedagogical implications regarding the development of suitable teaching materials and further teacher and learner training. With regard to the *Noticing* hypothesis, low-educated adults might acquire the simpler structures unconsciously through interaction, while they might require the mastery of alphabetic print literacy in order to acquire the more complex structures. Krashen's hypothesis might prove more suitable for the low-educated adult learners who manage to acquire the L2 oral skills implicitly in a naturalistic environment.

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Session 2

Non-formal approaches to learning

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Enquiry: experimental pedagogy and L2 teaching for adolescents

Teaching a second language needs specific methodology and instruments, especially when it concerns heterogeneous groups of adolescents of foreign origin, both unaccompanied and reunited minors. In our pedagogical experience, inspired to Montessori (2014), Lorenzoni (2014), Zoppoli (2014, 2011) and "Gli Asini" (magazine about education and social practice), we observed few important features: (1) The age between childhood and adulthood is, in its very own nature, an age of continuous research: about points of reference, borders and limits. Who am I? What can I do and what do I have to do in this world? (2) Teenagers invariably test the substance and essence of our didactic activities through endless questions about their purpose and meaning – Why are we doing this? These questions allow them to "prune" what is useless (Poletti 2009). The methodological hypothesis we did start testing is: the more a teenager is asked to enquiry himself and the world, following a personal and collective research purpose, the faster will be his/her learning process. In order to check our hypothesis, we have borrowed from the Italian writer and filmmaker Pasolini (1965) the experimental tool of enquiry. So far we have carried out 4 enquiries with 96 teenagers, foreigner and Italian, as peer tutors. Each enquiry is a collection of interviews, as the outcome of an important background work of study around the questions set, reasoned choice of locations and interviewees, analysis of answers and in-depth studies. The key parts are: It should arise from the group as a compelling issue. It might be wide enough that it resonates with everyone, in and outside school. The theme is explored through progressive and carefully planned steps (Lorenzoni 2014) which encourage concepts, thoughts and questions to evolve. The point is to encircle the subject by going around it, without going straight to its core. The interview is the main tool of our enquiry. Once the group decides that the subject has to be examined outside of school, as far as it was too wide to find simple answers in the classroom, the interview became the vehicle which allowed the students to be on the other side of the camera, for once making questions instead of being asked. How to make good questions? And, fundamentally, what are good questions? We believe that they are ones which lead to new doubts and open new windows, instead of closing doors and accepting the first response. Making good questions is a skill which is sharpened each time, developed slowly, almost as through an artisan way of work. Outside and inside the school The enquiry activity is divided in two parts: *Outside of school*, where interviews are carried out in both chosen and unexpected meetings in town, while exploring and conquering it step by step (Zoppoli 2014;

Melazzini 2011); *Inside school*, where all the collected material is analysed, going through an accurate transcription of part of the dialogues, a revision of the question set, collective discussions and in-depth workshops.

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Learning by doing:

self narration for understanding linguistic attitudes, norms and stereotypes

The present study deals with the results of an Experiential Learning (EL) course directed to the professionals of a CARA (an Immigration Centre for asylum protection, located in Eastern Sicily). Some of the professionals involved have recently obtained the Italian citizenship and came originally from different countries of Africa. Professionals worked on norms, attitudes and expectations as members of their community by using an ethnographic approach and analyzed in turn the expectations of the migrants they receive in the Centre. In this sense, an emic and etic approach were necessary to understand the link between narrative and the identity-building process within and outside their community. An emic approach has allowed to access the accounts, descriptions, and analyses expressed in terms of the conceptual schemes and categories that are regarded as meaningful and appropriate by the professionals involved. This means that the emic knowledge is validated by their consensus, who must agree that the constructs matches their shared perceptions. Etic constructs, which are models of analysis, have been based starting from emic accounts and have been developed within the experiential course. The results highlight the importance of working with professionals and migrants by using a narration and self narration approach in order to develop linguistic and cultural understanding (Mishler 2000) and ultimately to promote effective models of inclusion.

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Big family (Groot familie): an intercultural theatre project with low literate adults

A mini 17 minutes documentary film has been made about the first series of 'Groot Familie', which got featured in dozens of news publications, both online and offline: <https://vimeo.com/220454451>

After a run of 8 successful shows of 20 Open School Antwerp low literate adults last year, the *Groot Familie* ('Big family') expanded with 10 new members to bring a new series of theatre performances to more than 1300 people. This is an impressive feat, given the background of this group of actors. Not one performer had previous experience in theatre and they all have a story to tell, with roots ranging from Belgium, China, Poland, Somalia, Syria, Nigeria, Ghana, Romania,

Morocco, Iraq or Afghanistan. 'Groot Familie' became the working title for the first theatre piece that contains sincere expressions of memories, wishes and dreams. In the process of rehearsals, the group did become like one big family. This participation project reflects the colourful diversity amongst the students of Open School Antwerp, an institution that provides basic education to more than 10 thousand lower educated adults in Flanders.

By participating in 'Groot Familie', the students learn to interact with each other by means of honest expression that exposes the story behind each face. At the same time, the students are taught that different rules apply on stage, as opposed to real life. In here, everyone is treated equal: young, old, local, foreign, educated or illiterate. In this way, this project is much more than just a theatre show; it's an inclusive process of interaction, intercultural communication, working together towards a goal, setting deadlines (and respecting them), exposing yourself, discovering hidden talent and learning to think creatively. These reflect the 3 pillars of 'societal orientation' of our school: being self-confident, cooperation and working in groups. For both series of shows, this group has come together for 10 weeks for rehearsals, solidifying our family bond.

Every member of our family has become an ambassador for our school. They have frequent lectures in different classes about how this initiative has changed their experience of living in a new society and learning Dutch. The close and honest interaction between people from all these different backgrounds has influenced their daily attitudes in this multicultural city. This collision of stories has led to countless of fruitful debates and friendships. The bond between this group of actors has become so strong, everybody still comes together regularly.

The rehearsals in this group are quite unique, as they allow everyone to feel comfortable, without the need to learn long scripts by heart. Every individual is able to participate, regardless of their level of education, literacy or language. This project's mission is to advocate for a low threshold approach to education. For us, the starting point should always be the experiences of the students.

Watch the trailer for the second series of shows 'Ik ben een Leeuw' (I'm a Lion):

<https://vimeo.com/257903328re>

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Narrative Inquiry as praxis in migrant language identity development

This paper will present the approaches and some findings from my doctoral study of the lived literacy and language socialisation experiences of marginalised adult migrant English language learners in an intercultural drop-in centre in Dublin, Ireland.

Design/methodology/approach. A combination of socially-situated learning approaches and the research method of narrative inquiry were used in this study as an innovative praxis of problem-posing pedagogical theory and collaborative methodology to both foster and investigate the meaning-making of lived experience and the construction of stronger English language identities for border-crossing learners.

Narrative inquiry, which is a form of qualitative research that involves collecting oral, written or visual narratives which focus on the meanings that people assign to stories of their lived experiences, was deemed best fit to explore the language socialisation and access experiences of this cohort. While situated learning approaches have been shown to enable learners to critically problematise socially-mediated constraints and affordances through problem-posing language and literacy activities, and help them make sense of their language and socialisation experiences and build stronger new language identities in their new settings.

This research was also driven by the immediate literacy needs of long-term migrants who were vocationally and socially marginalised following the economic crash of the late noughties. Narrative or literacy frames were used to help border-crossing learners build their stories of lived experiences and language access in the receiving community. The stories of the lived experiences of members of English literacy groups at the drop-in were collected in two phases over the course of a year using

the collaborative, problem-posing praxis mentioned above. The second phase of this collaborative inquiry included other members of the drop-in centre in a published storytelling project. This project produced a published book of 35 of the participants' stories. Finally, reflective, follow-up narrative interviews were carried out with thirteen core members of both phases to expand their stories and reflect on their experiences of the whole project.

Findings. This inquiry revealed how participants engaged or resisted social and linguistic identity construction in their new settings. How these border crossers were positioned, and how some members challenged these positions by realigning their identities in the face of socially-mediated conflicts and constraints to claim social and linguistic space.

Almost all the participants reflected very positively on the impact of our praxis on their English identities and language socialisation in our community of practice and beyond.

Importantly, this inquiry exposed various instances of transgression, or the ability to reflect on identity work, of which little evidence is available elsewhere in this field.

Research limitations/implications. Drawing generalisability and collective understanding from individual stories has been said to be problematic. Faithfully representing the experiences of these people in an authentic way, without a filtering or distorting of their stories by the researcher's method of collection and analysis. The impact that the sole use of English as the medium for co-constructing these stories on how much of the meaning making and identities of these participants were intact at the end of our inquiry.

Practical/Social implications. By highlighting the challenges facing border-crossing learners, problem-posing praxes such as the one performed in this study could be used to inform educational policy and curricula while helping to address these issues in settings beyond the immediate learning environment.

More information, videos, pedagogical materials, stories and background reading on our storytelling are available here on our site: <http://www.interculturallanguageservice.com/storytelling-at-the-ils.html>

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Conoscere la città dalla A alla Z.

Percorso di con-cittadinanza per donne migranti debolmente scolarizzate

Nel corso dell'intervento verrà illustrato un materiale pensato per realizzare un percorso di accompagnamento alla città e al territorio in cui si vive, destinato a donne migranti debolmente scolarizzate. Partendo dal presupposto che per divenire cittadini attivi e consapevoli sia indispensabile sviluppare senso di appartenenza a un luogo e a una comunità e che per sentirsene parte sia necessario conoscerne il patrimonio storico-culturale, riteniamo che anche nel caso di persone scarsamente scolarizzate sia importante fornire gli strumenti che consentono la "presa di parola", rendendo l'esperienza quotidiana di ciascuno più compiuta e consapevole.

Nel tracciare le tappe di questo percorso sulla città, si è data particolare rilevanza ai seguenti temi: i principali monumenti, i riti e i luoghi della memoria, i personaggi illustri, le tradizioni culinarie, le istituzioni, i luoghi di esercizio dei diritti e dei doveri del cittadino.

Il percorso proposto prevede due momenti:

1. il lavoro in classe in preparazione alla successiva uscita sul territorio
2. l'uscita didattica per il consolidamento di quanto appreso in aula e per sollecitare la capacità di osservazione del territorio circostante, in modo da integrarlo nel proprio repertorio di conoscenze.

Dal punto di vista metodologico, nell'intento di connotare affettivamente i luoghi e i simboli cittadini e di fornire un aggancio concreto all'esperienza diretta delle apprendenti, si è fatto ricorso all'approccio autobiografico e interculturale; il largo uso di immagini e foto, l'adozione di tecniche

didattiche a carattere ludico e l'utilizzo di linguaggi espressivi non verbali ha reso il percorso semplice e inclusivo.

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Le parole e gli sguardi: Milano vista con la voce dei rifugiati

L'intervento ripercorre l'esperienza di insegnamento della lingua italiana L2 realizzata dal Centro Come – un servizio della Cooperativa Farsi Prossimo - attraverso 5 parole chiave che ne illustrano la pratica e la metodologia. Le parole sono: sostanza invisibile, competenza interculturale, navigare, sinestesia, sospensione.

Verrà presentato il video *Sguardi Cittadini*: un itinerario che accompagna i rifugiati alla scoperta di Milano e dei suoi simboli. Una modalità di insegnamento dell'italiano L2 dinamica, multisensoriale, basata sul movimento, per immergersi nel tessuto urbano e attraversarlo da protagonisti.

Farsi Prossimo Onlus è una cooperativa sociale che dal 1994 realizza servizi socio-educativi, a Milano e in Lombardia, promuovendo l'integrazione sociale e culturale delle persone fragili e in difficoltà attraverso l'attenzione alla storia di ciascuno, alla cura e alla relazione educativa. La cooperativa crea modelli innovativi di interventi sociali attraverso la partecipazione attiva delle persone e l'attivazione del territorio in cui opera.

In particolare, il Centro COME promuove l'inclusione sociale e culturale di adulti e minori stranieri; l'inserimento educativo e scolastico degli studenti immigrati; lo scambio e la valorizzazione delle biografie personali, dei riferimenti culturali e delle lingue d'origine.

Progetta e realizza corsi e laboratori di lingua italiana L2 per adulti e minori immigrati. Elabora metodologie, strumenti e materiali didattici.

Nell'ambito linguistico, durante l'anno scolastico 2017/2018, il Centro Come ha realizzato in partnership con associazioni e cooperative locali: 18 corsi di italiano L2 a Milano e in Lombardia (Bergamo, Varese, Brescia) da 80/100 ore ciascuno con 370 corsisti, di cui 200 donne, 75 bambini 0-3 anni nei corsi con lo spazio bimbi, 30 minori non accompagnati, 25 diverse nazionalità, livelli linguistico-comunicativi: alfabetizzazione, pre-A1 e A1, bassa scolarità pregressa. 1.500 persone raggiunte provenienti da più di 15 paesi attraverso 255 moduli da 40 ore di italiano L2 all'interno dei Centri di Accoglienza Straordinaria di Milano per rifugiati e richiedenti asilo.

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I KUNA KADÍ. Le emozioni oltre la parola. Progetto Cultura destinato a rifugiati e richiedenti asilo

Il Progetto Cultura, nato nell'aprile 2016 in collaborazione con il Centro di prima accoglienza straordinario "Casale dei Monaci" di Ciampino (Roma), destinato a studenti rifugiati e richiedenti asilo ospiti beneficiari del Centro, dal mese di gennaio 2018 si è ampliato ad ulteriori realtà del territorio configurandosi con il nome di I KUNA KADÍ, proseguendo la propria sperimentazione in autonomia all'interno dell'associazione di promozione sociale Carminella.

I Kuna Kadi è l'espressione in bambara – la lingua franca dell'Africa occidentale - per augurare buona fortuna all'avventura di un nuovo viaggio.

Molti beneficiari ospiti nei Cas, spesso analfabeti nella loro lingua madre, si ritrovano a convivere con l'immobilità di un tempo che scorre comunque veloce, affiancandoli.

L'unica cosa certa è la memoria di storie personali cariche di nostalgie degli affetti non più riproducibili nella realtà di un presente fatto di emergenze e bisogni materiali.

Focus principale del Progetto è la realizzazione di occasioni ludiche e di incontro e la certezza che queste possano contribuire a restituire benessere e valore al senso di una vita degna di essere vissuta.

La ricchezza teorica ereditata da Massimo Fagioli, psichiatra psicoterapeuta – autore della Teoria della nascita, cfr. www.massimofagioli.com – ci ha guidati in questo percorso grazie alla fondamentale scoperta scientifica sulla realtà umana che dice di una nascita uguale per tutti in virtù di una reazione che fa l'emergenza dell'attività psichica. Ovvero, il primo pensiero non cosciente dell'essere umano.

Al di là del colore della pelle, che si nasca in Europa, nel profondo sud o nord del Mondo, tutti gli esseri umani, alla nascita – grazie alla reazione della sostanza celebrale della retina al contatto con la luce - reagiscono creando una prima immagine-pensiero.

Per quanto attiene al Progetto Cultura I KUNA KADÍ, e ad un pensiero di uguaglianza degli esseri umani, dei fondamentali assunti teorici del professor Fagioli verrà evidenziata la formulazione relativa ad una chiara distinzione tra “bisogni ed esigenze”.

I “bisogni” che vanno assolutamente considerati e soddisfatti nella vita di ognuno, riguardano di fatto una sfera che coinvolge la realtà materiale dell'essere umano. Sono specificatamente diretti all'immediato soddisfacimento dell'utile ed esclusivamente finalizzati alla sopravvivenza.

Le “esigenze”, che possono sembrare apparentemente “inutili” o “superflue” rispetto all'urgenza e alla concretezza dei primi, chiamano invece in causa la realizzazione di una parte di sé molto più profonda fatta di emozioni e di affetti che, se sollecitata, può contribuire a preservare una immagine onnicomprensiva della propria realtà umana.

Con il Progetto Cultura I Kuna Kadì, si è dunque voluti andare oltre la soddisfazione dei bisogni primari per realizzare insieme quelle particolari occasioni di vita che non producono “utile” ma che hanno la forza di coinvolgere il rifugiato o il richiedente asilo “strappandolo” alla ripetitività del proprio quotidiano, al fine di generare qualcosa di nuovo e di costruttivo nei rapporti interumani.

Il linguaggio artistico quale linguaggio universale è stato indubbiamente la chiave di volta che ha permesso di andare oltre la parola scritta e parlata.

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Session 3

Language, inclusion, participation

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Defining, perceiving, and achieving success: the student perspective

This qualitative multiple-case study explores a broad question: Who is successful here and why? In particular, the researchers investigated the extent to which adult refugee-background students in a New England community in the USA are successful with civic integration and English language development. Together with the participating refugee-background individuals, the researchers unpacked what it means to each of them to be “successful.” We also explored the extent to which the participants viewed themselves as successful.

Most teachers of adult refugee-background populations can attest to the varying degrees to which their students move through language proficiency levels, access social services, improve upon their employment situations, and become engaged in their local communities. What sets these

learners on different trajectories toward “success”? What does “success” look like to a newcomer? What does “success” look like in the eyes of the educators?

Existing research has uncovered various factors impacting English language learning by adults, including needs and goals of students, educational backgrounds, first language literacy, teacher expertise, hours of instruction, personal factors, and more (see Schaetzel / Young 2010). In addition, studies in second language acquisition theory (e.g., individual differences, comprehensible input, interaction) inform our understanding about language teaching and learning. Guided by critical race theory (CRT) (Yosso 2005; Yosso / Garcia 2007) the present study builds on extant research to make sense of the different pathways that adult refugee-background students take upon resettlement in host countries. Taking an asset-based approach, various forms of cultural community capital (e.g., aspirational, linguistic, familial, etc.) are explored in an effort to present the *funds of knowledge* (Gonzalez / Moll / Amanti 2013) that these populations use to facilitate civic integration and language learning.

In order to capture the complexity of the experience of refugee-background populations, this study employed activity theory (Engeström 1991; 1999). As a theoretical framework, activity theory allows for an examination of human practice within a given culture and context. Activity theory fits within the critical education research paradigm, which aims to develop emancipatory knowledge; that is, it aims to explore and understand inequities in society with the stated aim of addressing them (Cohen / Morrison / Manion 2007). Activity theory and critical education theory demand not only generating knowledge but using that knowledge to promote social justice by addressing tensions in the activity system that obstruct or leverage one’s ability to reach an end goal (e.g., civic integration, better employment, postsecondary education).

Data was collected through classroom observations, focus groups with students, and semi-structured interviews with both students and teachers. Findings of this study shed light on the complexity of the human experience and broaden the conversation around what factors contribute to or detract from opportunities for successful integration into host communities. In addition, this study provides the important opportunity to share the perspectives of the learners themselves, including their recommendations to educators, policy makers, and other newcomers.

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Labour market participants of low-literate newcomers

Over recent years, Western Europe has witnessed an increased influx of immigrants from non-EU countries. Due to a deficiency of educational opportunities, a non-negligible share of (newly arrived) immigrants are low literate or even illiterate. The integration process of this vulnerable group is particularly difficult facing multiple challenges. In particular, this group is disadvantaged with regard

to their chances on the labor market: finding a (sustainable) job often turns out to be an insurmountable challenge since language and literacy competences are considered as a key condition in order to get these jobs. However, for LESLLA newcomers, language and literacy acquisition is a tough and lengthy process, thus blocking them in their ambition to find a job as quick as possible. In our project, funded by the European Social Fund, it is our goal to find a way out of this field of tension by innovating the trajectories low-literate newcomers now go through on their way to the labour market.

In searching for a solution, i.e. a service (trajectory, support, guidance, ...) to facilitate the labour market participation of these newcomers, we used the Service Design methodology which is characterised by the central role of the users. Service Design or design thinking implies that the experiences of the users in their trajectories are analysed and that these experiences form the starting point in designing new services that better fit the needs of the target group. In concrete terms, users explain their trajectory, appoint emotions to each step in their trajectory and indicate which step had the strongest impact on them. It may be clear that questioning low literate newcomers about their past trajectories and how they experienced it, is a challenge, moreover because the standard tools of the Service Design methodology requires reading and writing skills.

In our presentation we will first present how we dealt with the challenge of involving the LESLLA newcomers in the service design. We will demonstrate the tools and instruments we used to offer the LESLLA newcomers the appropriate conditions to tell in their second language about experiences, emotions and trajectories. The method appeared to be successful as it paved the way for the newcomers to narrate and demonstrate their trajectory, their experiences and feelings, within the limits of their second language proficiency. Our findings can be inspiring for other research that aims to involve LESLLA learners and to listen to their voice.

Second, we will present to what the results of the questioning of the LESLLA newcomers has led, in terms of a concept for a better trajectory toward labour market participation. The concept shows the possible paths and the support needed in order to guide the illiterate newcomers in their second language literacy trajectory combined with vocational training, internship or work. The combination of these different steps in the trajectory will ensure a faster, more solid and tailor-made route toward the labour market.

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Interagency collaborations that work: how direct case management helps LESLLA practitioners and learners

While the U.S. is enduring a time of isolationism, the reality of immigration as an economic reality is known to mid-level cities where birth rates are low and the senior population is high. Within one city in the U.S. many stakeholders have joined together to support immigrant inclusion into the region. One program that is nationally unique is a six agencies collaborative that provides direct services to immigrants in a mid-level sized city in the mid-Atlantic region of the United States. LESLLA practitioners will learn the details of the program for possible replication.

The program has two overall goals, first is to connect immigrants to resources by being a bridge for linguistic and cultural services. The second goal is to provide an infrastructure to support the ongoing ability to connect to resources independently overtime. The program is multilayered program to accomplish these two goals including both individual direct services for immigrant families and professional development services.

The six-agency collaborative was formed from organizations that provide services to immigrants already including, refugee-resettlement, post-refugee resettlement case management, immigrant employment, and English language learning. This was done to support the county the program operates in and ensure that each immigrant population would have an organization that would be a

good fit for them. It serves anyone with a cultural or linguistic limitation so immigration status is irrelevant.

In the program, the services provided include the following: 1) referral to the program through a no wrong door support system; 2) multiple drop in office hours' locations in the immigrant communities with interpretation as needed across the county for people receive immediate direct support; 3) provide information about the culture and review cultural constructs with individuals; 4) provide referrals with and without staff support to resources in the county that the family may need; 5) provide direct assistance such as filling out a form, making an appointment, or demonstrating transportation; 6) provide services coordination that provides an advocate to ally with the immigrant family to connect to multiple services with goals over time.

Professional development is critical. It provides communities a better understanding of immigrant as neighbors and the positive impact of diversity and inclusion in a wider community context as a whole. The program provides professional resources in multiple ways, which include:

- 1) micro-level advocacy for the immigrant family
- 2) providing professional training to local, state and national practitioners on cultural competency and humility, language access, and immigrant stories on challenges to accessing services
- 3) consulting with local, state, and national organizations on implementation of cultural curriculum for professional staff development
- 4) provide ongoing training to all staff on cross-cultural direct services including cultural competency and humility as well as other important areas of social services practice.

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Partners on the job: helping LESLLA learners succeed in the workplace

It is becoming increasingly difficult for employers in the United States to find qualified workers in a variety of fields from manufacturing to hospitality. More and more, employers are relying on immigrants to fill these positions. The number of foreign-born workers in the United States rose to nearly 27 million in 2016, up about 700,000 from the previous year and representing 16.9 percent of the nation's labor force, according to an annual report from the Bureau of Labor Statistics. Immigrants will account for all of the United States' working-age population growth between now and 2035.

A large number of these workers will be LESLLA learners and will enter the workforce with little or no English language proficiency. English is not only needed on the factory floor or in a hotel kitchen, it is also needed for clear communication between employers, employees, co-workers, and customers. Effective communication between co-workers, supervisors and customers is crucial for building a productive and efficient workplace.

Employers are beginning to embrace workplace-based educational ESL (English as Second Language) programs to attract and retain workers. *Workplace ESL classes* focus on developing and improving English language skills that are directly relevant to the work setting.

In this talk we will examine successful workplace ESL models in place now in the Northeast and Northwest of the United States. We will also include and discuss European models. Some factors that enable the success of a workplace ESL class include contextualized instruction, cultural competency training for supervisors, and classes that are offered at the workplace during the work day. We will show that as a result of these classes employers report increased employee retention, increased safety on the job, and improved customer service. Employees/learners report an increased sense of confidence at work and opportunities for promotion. Additionally, when employees feel valued by their employers they will not only have a higher level of confidence in the workplace but also tend to excel and contribute further to the company's goals. While there are costs for the company (paying employees their hourly wage to attend class while also paying the ESL provider a small fee for service), these costs are offset by employee retention and promotion

from within. We will also discuss how to approach employers, design needs assessments and develop contextualized curricula that fits multi-faceted needs.

Improving Workplace Opportunities for Limited English-Speaking Workers. An Overview of Practice in the Manufacturing Sector. Prepared for the U.S. Department of Education Office of Vocational and Adult Education. April 2006. U.S. Bureau of Labor Statistics, <https://www.bls.gov/>

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Supporting refugee integration through intensive instruction and community partnerships

This presentation will describe the development of an intensive English language and literacy class custom-designed for newly arrived refugee women in the Washington, D.C. area. This program grew out of a grassroots effort to welcome refugees and help them thrive in their new communities in the wake of the refugee crisis in Europe and xenophobic backlash against resettlement efforts in the United States. The initiative led to the founding of a small, volunteer-powered nonprofit organization called the Global Center for Refugee Education and Science (GCRES), which is “devoted to breaking down barriers to refugee integration through intensive language training” (GCRES, n.d.).

Through a process of research-based, participatory curriculum development led by a local LESLLA member, GCRES designed an eight-week, full-time beginner-level course consisting of thematic units tied to real-world tasks and contextualized to life in the D.C. area. A community needs assessment then identified a large group of Afghan refugee women recently resettled in the D.C. suburb of Alexandria, Virginia who would benefit from intensive, integrated language and literacy instruction. After successfully piloting a beginner-level class in the fall of 2017 in partnership with Alexandria City’s Workforce Development Center, GCRES has expanded to include intermediate and advanced levels with integrated computer literacy and job readiness components, which include volunteer experiences in places such as daycares and retirement homes.

The curriculum was carefully designed to foster independence through contextualized, culturally responsive lessons and extensive engagement with community social services and businesses. The classes, co-taught by qualified ESL instructors and former Afghan refugee assistant teachers, incorporate translanguaging in Pashto and Dari, especially in the beginner level, to support learning. Each thematic unit builds on prior literacy, numeracy, and language content and centers around real-world tasks, culminating in field trips to local sites to encourage community integration and application of language learning. For example, beginner-level students studied food vocabulary terms, single- and double-digit numbers, and American currency, practiced role-playing cash register conversations, and then traveled to a local grocery store, where they selected items, calculated prices, and completed transactions independently. Following each field trip, students debrief and set updated goals based on their experiences. In addition, guest speakers such as school district representatives, police officers, and former immigrant women visit the class to build familiarity with local services and confidence in navigating the community. Importantly, all thematic units include built-in measures of effectiveness that test for statistically significant student language improvement. Students celebrate their successes at the end of each eight-week course in a graduation ceremony, complete with certificates, student speeches, and potluck lunches.

This presentation will share insights and lessons learned from the successes and challenges of the first few sessions, drawing on student feedback and program data reports. Examples from curricula will be shared to illustrate how classroom content and learning objectives are tied to integration needs and community life. This will be a valuable presentation for educators and administrators looking to design similar programs for LESLLA learners or to refresh existing programs.

Global Center for Refugee Education and Science (n.d.). Home. Retrieved from <https://gcrs.org/>

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Making social engagement choices

Basic education for LESLLA- students is supported by government until level A2 (CEFR). The general targets are lifelong education, social education and integral education. This kind of education has a functional approach. Students have to be able to use their language in different contexts. They will be introduced to different kinds of social, cultural and non-profit organizations in order to enable participation in society. Actual participation remains hard to achieve.

After their second language training (NT2), some students take a professional training, they apply for a job or continue their studies. However, this is not always possible or necessary for all of our students.

Some students are actively looking for ways to participate in society. This remains a big challenge. To lower the threshold, we offer a specific course: 'Social Participation'. This course offers the students an introduction to their neighbourhood, addresses their interests and helps them to get acquainted with volunteer work. For few of them, this course is an opportunity to obtain paid work.

How do we do this?

All of our NT2 students are offered the opportunity to join the course 'Making choices'. During this course we search for their talents and interests. We organize visits, workshops and information sessions about the follow- up program.

This follow-up program offers different courses: Healthy living, ICT, Math, Sewing (mending), 'Know your neighbourhood' and an introduction to volunteer work.

During the last session of the 'making choices' course, the students decide. They will start their choice as soon as possible. The objective of these courses is to improve the students' possibilities to function and participate in society.

We offer the course 'Know your neighbourhood' at 4 different locations in Antwerp. This course focuses on the common divisor of a neighbourhood. The main topics are:

- Getting to know the different organizations
- The history of this place
- Invite famous and notorious local residents
- Visit a resthome
- Group sessions concerning 'the neighbourhood'
- Planning and organization, inviting and contacting residents.

The main goal of these sessions is participating and functioning in 'your own' neighbourhood.

'Introduction to volunteer work' is based on 4 different items: Athletic coach, volunteering in a resthome, gardening and cultural work. The main topics are:

- Making clear the added value and agreements of volunteer work
- Describing and translating customs and culture
- Functional vocabulary and grammar
- Work experience
- Giving feedback
- Preparing for independent volunteer work.

This offer will be evaluated, adjusted and extended with new themes and contexts.

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Weaving together: collaborating with Zapotec artisans on an ESP curriculum

In Teotitlàn Del Valle, Oaxaca, Mexico, Zapotec artisans continue to practice thousand-year-old traditions of natural dyeing and weaving. An influx of tourism in the region has opened up new opportunities for these artisans to sell their wares. Many of these artisans have identified a need for English in order to access the global market, while also expressing a desire to learn the language their communities' history, share their culture and reinforce their traditions.

In collaboration with Colectivo Vida Nueva, a collective of female indigenous weavers in the village of Teotitlàn Del Valle, we have developed an English for Special Purposes curriculum. In this session, we will discuss our collaborative approach to curriculum design and language learning which favors learner involvement in all stages of the process avoiding making assumptions about learner need. We argue that such an approach not only helps to identify learners' needs, but can also be a powerful tool for incorporating these needs in the curriculum so that they shape what happens in the literacy classroom. In this specific learning context, the women of Vida Nueva recognize the need to articulate the natural dyeing and weaving process, explain the cultural and historical significance of their work, and learn appropriate language and pragmatics for effectively carrying out sales transactions.

Participants will learn about the curriculum design process (Richards 2001). We will share some of the challenges of working with an indigenous population with limited literacy skills in a remote area of Mexico, and our strategies for problematizing in that context. We will present the scope and sequence of the developed curriculum and discuss how we plan to assess learning. Finally, we will share our hopes for future expansion of our program, and discuss implications that could be applied to other contexts in need of curriculum development.

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Sessions 4-6, October 5th, 10am – 13am

Session 4 “Testing and assessment”

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Challenges in assessing LESLLA learners: lessons from research

This session will present an overview of an assessment development model, discuss the unique challenges in assessing LESLLA learners, experiences in assessing LESLLA learners in large national research studies and will conclude with a summary of existing assessments available for LESLLA. The audience will discuss their own assessment challenges and methods they have used. The presentation will begin with an overview of the purposes and uses of assessment, describing four types, admissions or placement, credential, diagnostic and progress assessments, and how they apply to LESLLA learners.

Kenyon and Van Duzer (2003) developed a simple model to describe the process for developing valid and reliable educational assessments. The model describes the need for an underlying framework of skills as the basis for both development of tests items or tasks, and for scoring the

results of the assessment. The model also shows the importance of the test administration processes and skills needed by test administrators.

The development of assessments for LESLLA learners is particularly challenging due in part to the lack of an accepted framework on literacy and language skills for assessment of very low-literate adults. The U.S. has a framework of skills by level for adult literacy students, known as the educational functioning levels (EFLs; OCTAE 2018). The EFL descriptors describe skills used for test development and placement. In Europe, the Common European Framework of Reference (CEFR) for Languages serves the same function (Council of Europe 2001). However, neither of these frameworks is adequate for assessing and measuring progress of LESLLA learners. Other issues that affect test development for LESLLA learners include the need to separate language from literacy skills; very low literacy levels of LESLLA learners, which make the use of traditional assessment tasks difficult; and the lack of test-taking skills of most LESLLA learners, who are unfamiliar with formal schooling and the assessment process.

A research study evaluating the instruction of LESLLA learners in the USA (Condelli et al. 2010) illustrates additional challenges. The study assessment battery included oral language, basic literacy, reading skills, vocabulary and fluency tests that assessors individually administered in the learner's native language. Issues in assessment identified by the study included the need for greatly simplifying test taking instructions, understanding of linguistic diversity of learners, the need for ongoing training of test administrators and the need for clear scoring guidelines. Tests that were the most difficult to administer were decoding tests and test that used nonreal words. The most reliable assessors were those whose native language was the same as the learner's and bi-lingual testers (Shore et al. 2010).

The session will conclude with a review of the few assessments that are available, including one developed as part of a national study of instruction of LESLLA learners in the USA (Condelli et al. 2009) that identified many of the challenges presented here. There will be a discussion period for participants to contribute their own experiences and challenges assessing LESLLA learners.

- Condelli, L. / H. Wrigley / K. S. Yoon (2009). "What Works" for Adult Literacy Students of English as a Second Language. In S. Reder / J. Bynner (eds.), *Tracking Adult Literacy and Numeracy Skills: Findings from Longitudinal Research*. New York / London: Routledge.
- Condelli, L. / S. Cronen / J. Bos / F. Tseng / J. Altuna (2010). *The Impact of a literacy Intervention for Low-Literate Adult ESL Learners*. Washington, DC: U.S. Department of Education, NCEE, Institute of Education Sciences.
- Council of Europe (2001). *Common European Framework of Reference for Language*. Cambridge, U.K. Cambridge University Press.
- Kenyon, D. / C. Van Duzer (2003). *Reliable, and Appropriate Assessments for Adult English Language Learners*. Washington, DC: Center for Applied Linguistics.
- Office of Career, Technical and Adult Education (2018). *National Reporting System (NRS) Technical Assistance Guide*. Washington, DC: U.S. Department of Education.
- Shore, J. / S. Sprachman / K. Buek / J. Lentini (2010). Quality Assurance When Assessments Are Conducted in Many Languages and Dialects: When is it okay to call an H Esh, Heche, or Aych? Presentation at the national conference of the American Association of Public Opinion Research.

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Assessing writing skills of low-literate vulnerable learners of L2 Italian

The increasing number of low-literate refugees and asylum seekers recently arrived in Italy required a rethinking of L2 Italian teaching traditional methods, approaches and assessment strategies. Limited formal schooling in the home country, migration project, a long and difficult path to recognition of refugee status in Italy, life in reception centres: all these factors distinguish new

migrants from non-refugee migrants and have a negative impact on their L2 Italian learning process (European Council 2017).

The present study aims to investigate writing skills development of low-literate refugees and asylum seekers learners of L2 Italian. It will try to answer two specific research questions:

- (how) do low-literate vulnerable learners of L2 Italian develop writing skills in a classroom context?
- what is the assessment method that allows a greater valorisation of writing skills for this specific target?

To reach these goals, 50 refugees and asylum seekers were involved in the research (only 5 women). They came from 17 different countries of North and sub-Saharan Africa and South Asia and declared to have 21 different mother tongues (Arabic, Bambara, Bangla, Bissa, Mandinka, Urdu, Wolof, Yoruba, etc.). A group of low-literate learners (0-8 years of schooling in the home country) was distinguished from a high-literate group (9-18 years).

In the period of the research, all the involved learners were hosted in a CAS (Extraordinary Reception Centre) and in SPRAR (Protection System for Asylum Seekers and Refugees) centres in Naples and they were attending L2 Italian courses, level A2 of QCER. During six months, from July to December 2016, their writing skills were monitored by the periodical administration of written tasks (narrative, descriptive and interactive). A corpus of 212 written productions was therefore collected and all the texts were evaluated by expert raters using two different rating scales:

- the Traditional scale considered the criteria used in L2 Italian Certifications (Barni et al. 2009): language use, morphosyntactic correctness, vocabulary, spelling and punctuation.
- the Functional Adequacy (FA) scale (Kuiken / Vedder 2011, 2014), created to assess the ability to successfully transfer information and the socio-pragmatic appropriateness of productions, was used to rate four dimensions - content, task requirements, comprehensibility and coherence and cohesion.

First results of the study show that writing skills development of low-literate refugees and asylum seekers learners of L2 Italian is a long and slow process. Nevertheless, focusing on L2 writing in a classroom context helps to improve quality and appropriateness of written productions in the second language.

FA scale, compared to Traditional scale, appeared to be a globally more reliable and efficient tool for assessing low-literate written productions and valorising their writing skills, instead of underlying their limits. The difference between low-literate learners ratings with the two scales was especially evident (with higher scores on all dimensions of FA) in the case of interactive tasks and in the initial stages of the learning process. On the contrary, high-literate learners ratings in the two scales were more similar.

Such results lead to suppose that a new assessment method in L2 Italian Certification for specific target (A2 level of QCER) is needed.

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Kuiken, F. / I. Vedder (2011). Task complexity and linguistic performance in L2 writing and speaking: the effect of mode. In P. Robinson (ed.), *Second language task complexity: researching the cognition hypothesis of language learning and performance (Task-based language teaching, 2)*, 91-104. Amsterdam: John Benjamins.

Kuiken, F. / I. Vedder (2014). Raters' decisions, rating procedures and rating scales. *Language testing*, 31(3), 279-284.

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Literacy, cognition and multilingualism. Testing and results in the classrooms of ItaStra

The scientific literature that investigates the relationship between phonological memory, metalinguistic consciousness and acquisition of a second language with high educated subject is very extensive. More limited is the research that investigates this relationship about low educated subjects or illiterates instead. The experimental literature about this topic is even smaller if the object of attention is the relationship between the cognitive aspects abovementioned (phonological memory and metalinguistic consciousness) in subject involved in learning processes for literacy.

If we look at studies that investigated the advantages of a multilingual mind about a phonological memory and metalinguistic consciousness, we find an extensive literature as well. These studies boil down greatly if advantages of multilingualism on the two cognitive aspects connected with the acquisition of the language are investigated in relationship with led learning processes; and they seem to disappear if these advantages were connected with illiterates, on the one hand, and with illiterates who follow educational trail dedicated to them.

In this presentation, I will introduce the results of a research conducted in 2016 and closed in 2017, whose goal was to evaluate if multilingualism could be seen as an improvement element of memory capability and metalinguistic ability also in illiterate subject.

The research is included in the framework of actions led inside the School of Italian language for Foreigners (ItaStra) of University of Palermo, whose goal is to build an more complete profile of the many illiterates who populate the school's classes and a didactic more respondent to the educational needs of the students.

In explaining results, we will dwell firstly on the particular profile of the participants constituting the sample (young people between 15 and 18 years old) and its features, namely homogeneity of age and literacy level uniformity. Second, I will explain the assessment instruments that, born fields of research not related with LESLLA studies, have requested a strong control of reliability and following adjustments. I will then describe the obtained results according to the adopted dual investigation method: cross-sectional and longitudinal.

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Assessing oral comprehension in the LESLLA classrooms

The development of oral comprehension is rarely studied in second and foreign language teaching (Vandergrift / Goh 2012), let alone in LESLLA classrooms. This underrepresentation may be due to the fact that existing oral comprehension assessment tools rely heavily on the written code and are therefore poorly adapted to a population with low levels of education (Bigelow et al. 2006). In order to better understand issues related to the assessment of oral comprehension in French in LESLLA classrooms, we conducted a study with 30 LESLLA learners in Quebec City, a predominantly French-speaking city in Canada. Participants ranged in age from 16 to 77, were Nepali or Arabic speakers, and had completed less than 6 years of schooling in their home country. Three different versions of an oral comprehension test from three authentic audiovisual documents were designed. Each test included eight multiple-choice comprehension questions, each associated to a corresponding picture. The questions targeted different levels of cognitive processing: three targeted bottom up listening strategies (e.g., key word identification) and five required the use of top down listening strategies (e.g., different levels of inferencing). Each audiovisual document was presented three times, and the researcher read the questions and response options to participants after each of the three viewings. Overall, data analysis shows a low success rate, especially for inference questions where a floor effect was observed; these questions appeared beyond the participants' abilities. However, the questions targeting bottom up listening strategies allowed for a better discrimination of participants' performance. Discussed are possible internal and external factors

influencing such findings as well as broader issues related to the assessment of oral comprehension of LESLLA learners.

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Vandergrift, L. / C.C.M. Goh (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge.

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A tool for assessing the literacy skills of adolescents and adults from Afghanistan

Although migration is not a new phenomenon, there is surprisingly little research on how adolescent and adult learners with different literacy experiences acquire a second language (e.g. Young-Scholten 2013; Tarone et al. 2012). Often literacy skills are equated with years of school experience in the land of origin (e.g. Van de Craats et al. 2006), but data show that this is not always reliable (Tarone et al. 2009; Schumacher et al. in print). To investigate the role of literacy in L2 acquisition and to assess the literacy skills of second language learners for educational purposes, we need more reliable measures for literacy skills in L2 learners.

Building on the study of Tarone et al. (2009) and on other test batteries (e.g. Faddy / McCluskey / Lannin 2008; Florida Department of Education 2014), we developed and tested an instrument (LIT-L1-L2) to assess the basic reading and writing skills of adolescent refugees from Afghanistan speaking Dari as their first language (cf. Schumacher et al. in print). Dari, an indoeuropean language written in Arabic script, was selected because it was the language most often named by adolescent refugees in Germany (Baumann / Riedl 2016). As the instrument LIT-L1-L2 should also be useful for educational purposes, our aim was to devise a way to assess literacy skills without any knowledge of Dari.

After a thorough revision, the instrument LIT-L1-L2 was tested again with three groups of Dari speaking refugees in Germany with allegedly different literacy levels: (i) students in the *DAAD Integra-Programme* preparing to be enrolled in university classes (high literacy), (ii) pupils in a school providing vocational training for refugees (mid literacy), (iii) adults attending courses, in which they are taught the basic skills to read and write in German (low literacy). Most of the 18 subjects (age 15-40) speak more languages besides Dari and German (e.g. Paschto, English, Arabic), but their highest reading/writing skills are either in Dari or German. They were recorded on video while performing different tasks involving reading and writing in Dari and German. The videos were then rated by two students of German as a Foreign/Second Language, who received specific training to do the ratings, but did not have any knowledge of Dari, or about the subjects, most importantly they did not know, which of the three groups they belong to. To validate the results of LIT-L1-L2, the texts written in Dari and German are analysed linguistically and compared to the results of the ratings.

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Session 5

Literacy: perspective, approaches, practices

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German second language literacy courses for non-Roman alphabet literates

Although empirical studies show that the educational background of migrants has a strong and significant influence on their L2-acquisition (Esser 2006: 109), the potential of second language learners with literacy needs (non-Roman alphabet literates) remains ignored in the German speaking part of Switzerland. In contrast to nonliterate learners, non-Roman alphabet learners usually exhibit higher learning experience (Scheible 2018: 2). This dissertation examines German second language learners with literacy needs (non-Roman alphabet literates), whereby functionally literate learners can also be represented in the course groups. This is because the dissertation does not rely on the number of school years for the definition as second language learners with literacy needs, but rather the reading and writing skills in the dominant language of the participants, since the literature offers diverging opinions on the subject of school years for non-Roman alphabet learners. The swiss framework curriculum is for example based on the definition of non-Roman alphabet learners having at least 6 school years (Lenz/Andrey / Lindt-Bangerter 2009: 6), while the English Language Benchmarks demands at least 10 school years (Acevedo et al. 2016: 5). Although the syllabary method has found its way into most German-language coursebooks, the syllabary method in connection with non-Roman alphabet learners has remained virtually unexplored so far. Phonological awareness is however a crucial skill for literacy development, especially in an alphabetic writing system. Adults with low-literacy often have trouble with spelling and this difficulty can be countered with the syllabary method (ibid.: 109–129). In practice it is often observable that they write consonants without vocals. This can be remedied by the syllabary method by making learners aware that every German syllable has a vocal core (Feick / Pietzuch / Schramm 2013: 102). The syllabary method is introduced in the treatment group in three stages, whereby each stage must be well mastered before the next can be started. The syllabary method is used throughout the course, not just in the literacy phase as is usually the case, to ensure automaticity (Davidson / Strucker 2002: 313). Two treatment groups will be examined. One in which the concept from Germany for a nationwide integration course for German second language learners with literacy needs (nonRoman alphabet literate) serves as a teaching basis (BAMF – Federal Office for Migration and Refugees 2018) and a second group with an additional focus on the syllabary method. Four test instruments (dictation, elicited imitation, oral reading fluency and listening comprehension) were adapted to specifically measure the language proficiency of the target group (approx. n=72). Intermediate tests at two measurement points and an official final examination (telc) according to CEFR will be carried out. Classification takes place in June in German and in the dominant language, first measurement in September, second measurement in November and the final telc exam in December.

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Emergent language and literacy among migrant adolescents

Over the last decades Sweden has experienced a large increase in immigrant adolescents, some of whom have little or no previous formal schooling experience. Pupils between 16 and 19 years old attend language introductory groups in upper secondary school (*språkintröduktion*) in order to learn Swedish, develop alphabetic print literacy, and get prepared for further education. Reports have shown an urgent need for in-service education for many teachers on how to teach beginners (especially adolescents) in reading and writing (Skolverket 2016). Thus even though some studies have focused on this particular group of students (Bigelow / King, 2014; Tarone 2009; Wedin 2015) more knowledge is needed (Young-Scholten 2015). Against this backdrop, the overriding purpose of my doctoral project is to investigate the education and development of literacy among students at *språkintröduktion*. Throughout the study, literacy is viewed as a complex set of social and interactive practices (Freebody / Luke 1990; Martin-Jones / Jones 2000; Street 1984). In this presentation, I use the framework of the Continua of biliteracy (Hornberger 1989) in order to analyse a comprehensive set of data collected over a one-year ethnography, which include field notes, pupils' written material and audio-recordings of classroom interactions. This is with a view of understanding how the development of language and literacy is scaffolded in this instructional setting and how the expansion of the students' linguistic resources can be stimulated.

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Literacy acquisition in an L2: a possible alternative to current approaches

In 2016, more than half a million students were enrolled in government funded German-as-foreign-language classes (Integrationskurse). The majority of these students were refugees from Syria and Iraq. Approximately 18,5% of these students were enrolled in classes, that combine teaching how to read and write in the Roman alphabet and teaching the German as language (Alphabetisierungskurse).

For someone who is not literate in their L1 it is particularly challenging to achieve literacy in an L2. However, approaches to first teach reading and writing in the L1 and later in the L2, currently exist only for speakers of languages that use the Roman alphabet, e.g. Turkish (Feldmeier 2005) and have not yet been proposed for speakers of other languages, e.g. Arabic.

We suggest that non-literate Arabic L2 learners of German might benefit from a novel teaching approach, that disentangles the two tasks of simultaneously having to acquire a new language and a new script.

A possible candidate for an approach, that disentangles L2-language acquisition and L2-script acquisition is the adoption of ACA (arabic chat alphabet) for teaching purposes. ACA is Arabic written in an augmented Roman alphabet, including numbers (Palfreyman / Al-Khalil 2007). For example, the Arabic word for heart, pronounced /qalb/, could in ACA be written as "8alb". This variety first developed in the 90ies, it is mainly used by younger well-educated speakers in computer-mediated communication. Its grapheme-phoneme mappings are non-standardized, i.e. they show a lot of inter- and intrapersonal variety. ACA ist based on local dialects; in contrast, the Arabic written with the traditional abjad is based on the formal Arabic.

We propose to first teach non-literate Arabic L2 learners of German to read and write in their L1, Arabic, using the Roman alphabet, i.e. ACA. Once the learners have achieved basic literacy in their L1, we expect that learning to read and write in the German language should be facilitated, as the knowledge of the basic principles underlying an alphabetic script and knowledge of the Roman characters can be transferred to the L2.

The purpose of this paper is to describe and discuss the development of
a) Arabani, a modified version of ACA, that should help new learners first to learn to read and write in their L1, and subsequently to transfer their literacy skills to the L2,
b) teaching materials for that learner group.

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Emergent literacy in Spanish as a language for immigrants

The acquisition of literacy skills constitutes a challenging task for many second language (L2) migrant learners. This is probably due to the lower priority given to written expression within the communicative approaches of L2 teaching that emphasizes oral interaction over writing practices, as well as to the fact that many migrants – especially those with a low or incomplete educational level in their first language – may lack sufficient motivation to acquire or improve their literacy skills in the

language of the host country. However, writing is a key element for everyday transactions that migrants have to carry out in order to find a job or to be adequately integrated into the receiving societies, thus, reaching a minimum literacy level in the target language becomes an obvious need for this population.

Based on the above, the aim of the present study was twofold: first, to determine possible features and developmental stages of literacy acquisition in the written productions of a group of migrant learners of Spanish as a L2 who took the LETRA certification exam; second, to examine the extent to which gender, age, educational level, length of stay in Spain and duration of Spanish language courses contribute to their writing competence.

Participants were 43 migrants from Rumania, Cameroon and Nigeria, 18 men and 25 women, aged between 16 and 63 years old. The corpus used for this study derived from the writing section of the Diploma LETRA (only Tasks 2 and 3) and was analysed in terms of errors (spelling, grammatical, and lexical errors), number of words, and number and types of spelling strategies used by the participants.

The results showed a clear prevalence of grammatical errors and phonetic and phonemic strategies. Moreover, we found negative and statistically significant correlations between length of stay in Spain and number of grammatical errors (Task 2), and number of words (Task 3), while age was positively correlated with number of errors in Task 3. On the other hand, neither gender nor educational level in the first language appeared to have an influence on the linguistic variables of the study, except for the number of words in Task 3, being participants with university studies those who wrote relatively longer essays.

Session 6

Teaching perspective, practices and tools

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The designing of digital teaching materials for the inclusion of pre-A1 L2 learners in the A1 classroom

CEFR defines language proficiency as the ability to use language to cope with a series of socio-communicative tasks (SCT) referring to various real-life situations. When the SCT envisaged at each CEFR level are analyzed on the basis of their association with oral skills (listening and speaking) and written skills (reading and writing) we find that lower levels (A1 and A2) show "a clear predominance of oral skills at the expenses of written skills [...] due to the fact that SCT at lower levels mainly refer to daily situations in which learners have to cope with different conversational basic tasks such as the fulfillment of needs of concrete types, presenting themselves, asking for the price of an item, that are predominantly associated with oral skills" (Giolfo / Salvaggio 2018: 62).

If this is actually the case and if at lower levels, as a consequence of the specific nature of the SCT involved, oral skills are largely predominant over written skills one can legitimately question the necessity of a rigid separation (always, in all cases, and throughout an entire specific language course) of Pre-A1 and illiterate students from A1 students.

Our contribution aims at illustrating how Information and Communication Technology (ICT) represents a unique tool that allows us to reproduce inside and outside the classroom the complexity of this particular distribution of proficiency levels and oral and written skills. By managing different sets of data through distinct output channels (audio vs. video) ICT enables the separation of spoken and written activities throughout the learning and teaching process. This will be particularly critical at lower levels, and especially when dealing Pre-A1 learners, since ICT allows us to work on oral texts in the form of aural outputs and to avoid unnecessary written transcriptions of

oral conversations. Thus teachers will be able to simultaneously deal with mixed groups of Pre-A1 and A1 learners from an inclusive standpoint and to design digital teaching materials that "maximize learning opportunities for every student" (Rose / Meyer 2002: 6).

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Demands on digital education offers for second language acquisition and basic skills training

Especially disadvantaged social groups benefit from digital education offers that are geared towards their needs and opportunities and that adapt to their performance. Automated feedback and the tutor's support help learners to continuously improve their literacy, numeracy and second language skills.

Since 2003, Deutscher Volkshochschul-Verband (DVV, the German Association for Adult Education which supports over 900 adult education centres) has been developing learning portals for basic skills and literacy training as well as second language acquisition. In 2015, we published our first mobile application, a German language learning app intended for recently arrived refugees ("Einstieg Deutsch"). With our extensive experience in offering e-learning for disadvantaged social groups, we began a complete relaunch of our successful and well-established learning portals (ich-will-lernen.de & iwdl.de) in a revised, updated and mobile version optimised for use on smartphones.

The huge majority of exercises include automated feedback so that learners can track their efforts and learn at their own pace. Additionally, human tutors provide feedback with regard to the learning process and assist with correction of free texts. They can be contacted freely by the learners, encourage continuous and focused learning and motivate learners when they run out of steam. In our experience, the "human factor", i.e. the tutor plays a key role in fostering continuity, enthusiasm and commitment in learning.

In our contribution we share insights into our platform solution – a complex Learning Management System (LMS) which communicates with a smartphone app –, the tutoring system and, of course, the learner's view of the programme. A closer look at user data shows how learners behave on the platform and leads to a discussion on recommendations derived from the findings.

All our digital learning programmes for basic skills training and second language acquisition are open and free for everyone. For an overview and to learn more about our programmes please visit our website <https://portal-deutsch.de/en/> (available in 21 languages).

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E–inclusion for low-literate adults

"Centrum Basiseducatie Antwerpen" is a school for low-literate adults. On an annual basis we reach about 9000 students from all over the world. Most of them understand/ speak / read or write little Dutch. This group is more likely to become excluded from digitalization. Whether or not someone is digitally excluded is determined by a number of socio-economic and digital factors e.g.: income,

education, social participation, access to digitalization, motivation, digital skills, support and how these factors relate to one another.

Nowadays, the increasing digitalization of services within the government and private companies will also lead to further exclusion. "Centrum Basiseducatie Antwerpen" therefore focusses on e-inclusion in its entire program in order to enhance social participation in different domains of life.

In our speech, we will explain our approach.

It is quite a challenge to introduce our students into this digitalization process since they are mostly low-literate or self-illiterate students.

Moreover, most of our teachers are trained as language teachers. Therefore, working on e-inclusion is far from self-evident to them.

Our initial goal is to enhance the self-reliance of our students. But in order to achieve this, a different vision on teaching is important. To realise this mindswitch, training and support of our teachers are crucial.

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Professional development for LESLLA teachers in the Netherlands

Over the last 25 years, the Netherlands has shifted towards an increasingly restrictive attitude towards immigrants (Kurvers / Spotti 2015). Nowadays, over 200 private and non-private schools for Dutch as a second language provide mandatory civil integration trajectories to newcomers. Despite the fact that every school needs a certification, the quality of their education varies widely. In order to pay for the course, refugees have to get loan of up to € 10.000 (about 12.000 U.S. dollars). Passing both the oral and written integration exams at CEFR level A2 within three years is required to obtain a residence permit. LESLLA learners sometimes get two years more to pass for the exams. It is also possible for them to get an exemption of the mandatory integration exam, by following 600 hours of language and literacy classes at one of the certified schools. Many refugees with limited literacy skills follow this last route. They risk ending up with a considerable debt.

Only certified teachers Dutch as a second language (DSL) can teach under the Integration Law. There is a range of graduate and postgraduate schooling programs they can follow to become a certified DSL teacher. Often, one workshop on LESLLA education is included in these programs. Additionally, LESLLA training is offered to DSL teachers at conferences or at in-company workshops.

But what knowledge, competences and attitudes do DSL teachers for (young) adults need to develop in order to become professional LESLLA teachers, who can truly make a difference for LESLLA learners?

This presentation is about the teacher trainings that are given in the Netherlands to starting LESLLA teachers. The training includes information about:

- our Dutch literacy framework (Stockmann / Dalderop 2004)
- what works to stimulate the process of literacy learning (Kurvers 2015)
- portfolio methodology (Stockmann 2006; Stockmann / Dalderop 2004)
- standardized Dutch LESLLA tests
- LESLLA teaching materials

In addition, five requirements for good LESLLA teaching are explained:

1. acknowledge, use and strengthen the ways of informal learning of the students (Bultynck / Vanbuel 2017a, 2017b; Cole / Elson 2015; De Capua 2016).
2. prepare the learners for Dutch-style classroom learning (Bultynck / Vanbuel 2017a, 2017b; Cole / Elson 2015; De Capua 2016).
3. practice speaking, listening and vocabulary without the support of written language
4. work on self-directed learning, empowerment and emancipation

5. provide tailor made courses (Kurvers / Dalderop / Stockmann 2013).

After the presentation, the audience is invited to critically discuss the content of this LESLLA teacher training.

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Language and hospitality. The function of the language to shape a welcoming setting

"The essence of language is friendship and hospitality", Lèvinas writes. A similar observation is the starting point of some statements dating back the mid-90s of the philosopher franco-algerian Jacques Derrida, about the foreigner people and the language, understood as an ensemble of culture, experiences, values, norms and meanings. "The invitation, the hospitality, the giving of accommodation, they pass through the language or through addressing to the other", writes Derrida.

The presentation is inspired by these Derrida's statements on language and hospitality and by reflections related to daily practice with migrants, in institutional (school) and/or not formal settings (migrant information desk). Among the topics: vulnerability, reception, contexts, language rights and skills.

Among Derrida's reflections: the foreigner is "hostis" (guest/enemy), he is one who comes from outside, he is usually one who speaks almost a strange language. When he arrives, we think about him as a guest or an enemy? The threshold is labile, Derrida says: "hospitality, hostility, hospitality".

The hospitality phase travels through various levels: the gestures, the way we use to look at somebody, the tone of voice, the proximity and the distance, the things we say and how we say them, the space settings

Who arrive must ask for hospitality in a language that is not his own, and must go through a first mediation tool, such as translation. But it is also possible – for who arrives- to meet people and use tools that can help to join different worlds and cultures; it is possible – for who welcomes – acquire basic skills to put who arrives more at ease.

The vulnerability of the migrant is linked to the lack of a hospitality context that have to ensure the exercise of rights beyond the language skills.

This context have to affirm and promote the importance of learning the language, using the correct tools.

Paradoxically, the listening experience shows us that migrants who have had prison experiences in Italy achieved better linguistic skills than those who are in public reception centers. So, the prison context seems to promote a greater interaction with Italian people and to represent with greater credibility the need to learn the language.

Moreover, this is evident for refugees and asylum seekers who have to face legal contexts, territorial commissions or other contexts, and who don't speak well the language and risk to be without defence facing the laws of the country they cross, self-asking "what am I doing here?". They seem to be in that limbo that Sayad and Bourdieu have identified as "double absence": they are absent from the country of departure because now gone away and absent in the country of arrival because foreigners, strangers, without speech, without place.

We focus on the actions to be carried out to improve the welcoming practices, in the linguistic field (verbal and non verbal level) and in the social and legal support areas. We think to need an ever greater intertwining and dialogue between the various contexts that the migrant crosses, i.g. schools, information desks, NGO, institutional services.

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Sessions 7-9 – October 6th, 10am – 5pm

Session 7 Teacher training

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La formazione dei docenti di italiano L2 tra diversità e prossimità linguistica: il ruolo delle lingue "ponte"

Nella formazione civico linguistica dei migranti adulti la classe di L2 rappresenta uno spazio multiforme in cui plurilinguismo, *translanguaging* e interculturalità costituiscono di fatto la norma (Simpson / Whiteside 2015). In tale contesto superdiverso (Vertovec 2007), gli insegnanti sono sempre più chiamati ad esplorare ed attingere alle risorse e competenze degli apprendenti al fine di promuoverne l'inclusione linguistica e socio-culturale nel Paese di arrivo.

La valorizzazione e la gestione della competenza plurilingue e pluriculturale rappresenta tuttavia ancora una sfida aperta nella formazione civico linguistica dei migranti (Beacco et al. 2017; Consiglio d'Europa 2014), come pure nella formazione degli insegnanti. Tra le priorità inerenti la formazione dei docenti in contesto plurilingue: la capacità di modificare le proprie rappresentazioni riguardanti l'apprendimento linguistico, di superare la concezione che considera come unico obiettivo la padronanza della lingua-cultura di arrivo a prescindere da competenze in altre L2, ma

soprattutto di saper sfruttare i repertori plurilingui degli apprendenti come un capitale didattico per l'apprendimento della lingua obiettivo (De Carlo 2015).

L'intervento propone una riflessione su tale tema a partire da un'indagine empirica sui bisogni formativi e competenze degli insegnanti condotta su un campione di docenti di italiano L2 operanti in strutture di accoglienza per richiedenti asilo e CPIA nei livelli Pre-A1/A2. Nel mettere a confronto le competenze emerse con quelle attese in contesto plurilingue (De Carlo 2015), l'intervento prenderà in esame se e come i repertori linguistici dei migranti vengano implicati nella classe di italiano L2, con particolare riferimento all'inglese e ad alcune lingue romanze ampiamente diffuse come lingue veicolari nella comunicazione e/o nella mediazione didattica in contesto migratorio (Cognigni 2006; Hay 2009): in che modo le lingue prossime e meno prossime all'italiano partecipano al processo di apprendimento/insegnamento della L2? Quali capacità metalinguistiche e meccanismi di *transfert* (Cummins 1981) vengono attivati per facilitare l'apprendimento della lingua obiettivo?

Nella sua parte finale, l'intervento mira a fornire alcune piste metodologiche per la formazione dei docenti in contesto plurilingue, incentrate sull'intercomprensione tra lingue affini e sul ruolo dell'inglese come lingua "ponte" (Grzega 2005; Klein 2008; Hemming / Klein / Reissner 2011) nell'insegnamento dell'italiano L2.

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Formare insegnanti volontari di italiano L2.

Come decostruire stereotipi pedagogici e incentivare pratiche attente ai bisogni di apprendenti a basso livello di alfabetizzazione

In questa comunicazione vengono riportati gli esiti e le caratteristiche di un intervento formativo condotto con insegnanti volontari di italiano L2 presso la Scuola di Babele di Legnano (MI), un'istituzione senza fini di lucro nata nel 1992 che eroga corsi di italiano L2 a cittadini migranti, nella maggior parte dei casi con basso livello di scolarizzazione e alfabetizzazione e con vissuti personali travagliati. Il relatore del presente intervento ha tenuto nella suddetta scuola un corso di formazione di 16 ore per aiutare gli insegnanti a superare le difficoltà didattiche e relazionali esperite con questi apprendenti. Come sottolineato da numerosi studi (per es. Trulli 2014 e Naeb / Young-Scholten

2017), l'accesso a una formazione di qualità, che favorisca una prassi didattica efficace e consapevole, è una delle principali necessità degli insegnanti volontari. Nel caso qui riportato, 26 docenti volontari con diversi profili lavorativi e di istruzione hanno preso parte al percorso formativo, articolato in 4 incontri di 4 ore ciascuno. Grazie a un questionario somministrato prima dell'inizio della formazione, sono state rilevate alcune caratteristiche della prassi didattica e le principali lacune teorico/pratiche dei 26 corsisti, riassumibili in sei punti critici, riscontrati anche da altri studi sulla preparazione degli insegnanti volontari (cfr. Vinogradov / Linden 2009; Minuz / Pugliese 2012; Bresciani / Aloisi 2012): 1) il primato della grammatica nell'insegnamento della lingua; 2) l'uso di un sillabo composto a entità discrete, ordinate secondo una sequenza nozionistica e non funzionale (cfr. il cosiddetto *Monday morning's menu* di Long 2007); 3) la scarsa consapevolezza che una lingua si può imparare anche incidentalmente; 4) la difficoltà a gestire una frequenza molto saltuaria alle lezioni; 5) la difficoltà a entrare in contatto con la "dissonanza culturale" (Ibarra 2001) di questo pubblico di studenti, spesso non avvezzo a pratiche didattiche di stile occidentale e 6) la convinzione che, nei casi di (semi)analfabetismo, l'insegnamento linguistico debba necessariamente essere preceduto da un lungo percorso di apprendimento della scrittura.

L'intervento formativo ha mirato a relativizzare alcune di queste convinzioni e a ragionare criticamente sulla bontà delle prassi didattiche attuate in accordo con i sei punti critici sopra riassunti. È stato proposto quindi un percorso teorico, pratico e riflessivo focalizzato su quattro macro aree: 1) l'andragogia e le sue necessità didattiche; 2) l'acquisizione spontanea dell'italiano L2 e i limiti dell'intervento didattico; 3) gli aspetti psicologici e sociologici che influiscono sull'apprendimento delle lingue; 4) alcuni accorgimenti didattici utili a questo tipo di pubblico: il sillabo a spirale, l'unità didattica e la didattica per task.

Gli esiti del corso sono stati raccolti grazie alla duplice somministrazione (immediatamente dopo il corso e a due mesi di distanza dalla sua fine) di un questionario stilato seguendo i principi del *teachers training evaluation questionnaire* di Guskey (2000), che ha valutato l'impatto emotivo, formativo e pratico del corso sui partecipanti. I risultati dei due questionari mostrano un maggiore livello di consapevolezza delle caratteristiche personali e linguistiche degli studenti migranti poco scolarizzati e una maggiore capacità di adattamento della prassi didattica alle loro reali necessità e possibilità di apprendimento.

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Working with LESLLA teachers: Evidence from EU-SPEAK online teacher training programs

Adult education programs for migrants typically focus on the receiving country's language and the migrants' social and cultural integration into the new country. These programs mainly aim to prepare migrants for working and dealing with the demands of daily life, with limited focus on the language migrants speak. Recent focus on heritage/migrant languages is beginning to influence such programs and show how they can appreciate and develop migrants' own languages. Among many others, EU-SPEAK is a project which aims to make a difference in the educational outcomes for migrants with limited educational background. The aim of the project is to build an international community of LESLLA teachers, through the free international online teacher training modules prepared in English, Finnish, German, Spanish and Turkish. In 2015-2018, six modules have been offered to teachers of migrant adults, with special reference to migrants' language and literacy development.

This paper presents one of the modules prepared in the EU-SPEAK project, Bilingualism/Multilingualism, whose primary concern was to support teachers worldwide, presenting theoretical and practical knowledge on bilingualism with a focus on linguistic, cognitive, neurological and educational aspects of bilingualism. The goal is that by the end of the module, the teachers will

- be aware of types of bilingualism (successive, simultaneous, heritage, family, receptive, additive, subtractive);
- understand the social and other factors which result in bilingual acquisition;
- know about the complex linguistic environments of bilinguals;
- identify the influence of the learners' additional language(s) on their acquisition of a new language;
- know about bilingual education for migrants.

The ultimate goal is to make sure that the LESLLA teachers know how to

- create a learning environment where the many languages spoken by learners are valued
- draw on learners' bilingualism/multilingualism as a teaching resource
- choose lesson plans, materials, and instruction that exploit bi/multilingualism
- encourage learners to reflect on their knowledge of their own language(s)
- encourage learners as parents to support their children's bilingual development.
- In addition to the academic content covered in the module, the teachers carry out practical activities, such as the following:
 - Code mixing/switching is a common phenomenon in bilingual individuals, which demonstrates their linguistic creativity. Find two or more bi/multilinguals and observe their code mixing/code switching.
 - Find out about the writing systems used in the languages that your students speak.
 - Ask your students to help you make a list of the languages they speak themselves and that they hear in their household and immediate community.
 - How does the wider community support your students' home languages? Try to find out from your students how proficient their children are in their parents' (your students') language of origin.

A total of 173 LESLLA teachers participated into the Alpha and Beta versions of the module, delivered in 2016 and 2017. Nearly 60% of the teachers commented that the activities fostered interaction between teachers and students in the classroom. 53% of the teachers who completed most of the discussion forum questions stated that these discussion forums allowed them to gain new knowledge from their fellow participants.

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Results of the EU-SPEAK project, online teacher training programme

Skilled and knowledgeable teachers are the key to student success. However, there is limited access to specialized training and professional development for teachers and tutors who work with adult immigrants with limited education and literacy in their home language and are developing oral and literacy skills in the language of their new country. The 'EU-Speak Teaching Adult Immigrants and Training their Teachers' project addressed this need at the international level with free, on-line modules in English, Finnish, German, Spanish, and Turkish. By August 2018, project's partners delivered twice six modules (Working with LESLLA Learners, Bilingualism and Multilingualism, Language and Literacy in their Social Context, Reading Development from a Psycholinguistic Perspective, Vocabulary Acquisition, and Acquisition and Assessment of Morphosyntax).

The presentation consists of a brief overview of the project, its genesis, and its key features. We then focus on one of the modules, Reading Development from a Psycholinguistic Perspective, and consider data demonstrating the project's success: number and relevant characteristics of participants registered, participants completing modules, results of pre- and post-module participant subject knowledge evaluation and participants' module evaluations, etc.

The presentation finishes by opening the floor for discussion regarding the future of the developed modules and the best way of making them available to the interested professionals.

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In-service teacher training pilot for supporting the development of LESLLA learners' basic skills in Finland

Immigrant students with limited basic skills are clearly at risk of being excluded from the job market and generally from the society if their studying paths are not supported sufficiently. Also working life skills are increasingly emphasised through different school levels, and the need of integrating language training and field-specific contents is growing rapidly. These are also where personnel working with immigrants lack training.

To fill this gap in Finland, an ESF (European Social Fund) funded three-year-long project "Getting a grip on basic skills: pedagogical design for teachers and advisers in migrant education" was launched in April 2017. The main objective of the project is to develop and pilot a national teacher training model for promoting the skills of teaching and advising personnel in supporting the development of basic skills of immigrant adults with limited or interrupted formal education, and by doing this making it easier for immigrants to move forward on their personal studying paths or getting a job. By basic skills we mean here 1) studying skills, 2) literacy, 3) numeracy, and 4) ICT based problem solving (see e.g., OECD 2013).

The training model that will be created and improved in the project is based on blended learning and is divided into the following modules (15 ECTS altogether):

1. The bases of teaching basic skills to immigrant adults
2. The pedagogical practices of teaching basic skills to immigrant adults
3. The basics of multiliteracy skills

4. Learning and assessment in multilingual learning group I
5. Learning and assessment in multilingual learning group II
6. Supporting basic skills in working life

The training model will be developed in collaboration with the key universities and polytechnics in the country. During the project approximately 50 teachers or advisers with their students will participate in the training – at least 800 people in total.

In the project, new and needed educational contents and solutions will be developed, with the overall goal of adding the teaching of the basic skills for adult immigrants to current teacher training courses at the universities. Also the departments of special education would benefit of the results of the project.

In the presentation, we will discuss the results of the pilot so far, and give some examples of the good practices developed during the pilot. Additionally, we will contemplate the challenges of the long-term web-based training model.

OECD (2013) = OECD Skills Outlook 2013: First Results from the Survey of Adult Skills. OECD Publishing.

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**When home is the mouth of the shark:
helping educators understand the refugee and immigrant experience**

Preparing students to be effective LESLLA teachers requires a carefully designed curriculum that addresses a range of subject areas from emergent literacy to adult learners to language teaching pedagogy. Perry / Hart (2012) in their article “I’m Just Kind of Winging It: Preparing and Supporting Educators of Adult Refugee Learners” share their findings of a qualitative case study of the preparedness of ESL educators for teaching adult refugee learners. Participants express strong feelings of unpreparedness, identifying, among a number of deficits, the need for “cultural education/awareness” of refugees’ backgrounds and experiences.

In her 2013 article “Defining the LESLLA Teacher Knowledge Base”, Vinogradov identifies five areas of knowledge critical for future LESLLA teachers. Among those five is “knowledge of refugee and immigrant experience.” Vinogradov’s framework for teacher educators constitutes the organizing structure for a curriculum at a U.S. university designed for LESLLA teacher preparation. This presentation will detail one segment of the curriculum—the component designed to help teachers develop an *understanding of the refugee and immigrant experience*.

Drawing on the theoretical foundations of Critical Race Theory and culturally-relevant teaching that encourages “students to learn—about their cultural selves, their cultural communities, and the world—from their own as well as others’ cultural perspectives” (Awokoya / Clark 2008: 51), the presenters use a range of resources in their classes—poetry, graphic novels, picture books, children’s literature, films & videos, news articles, and assignments—as a means of building empathy and of guiding future LESLLA teachers to deeper cognitive understandings of the refugee experience and the political and cultural realities of their learners’ backgrounds.

Neuroscience research documents the power literature has to build empathy (Berns et al. 2013; Djikic et al. 2013). Engaging in literary fiction allows readers to be “influenced by works of art” (Kidd / Castano 2013: 377), to be exposed to and absorbed in a story that pulls readers into the nuances of context and experience. “No one leaves home unless home is the mouth of a shark,” writes the poet Warsan Shire (2011), whose poem challenges readers to understand the circumstances that lead her narrator to burning her palms and tearing up her passport, events that lead to awareness of the refugee experience.

The presenters will provide details of their theoretical framework and their teaching resources and assignments. They will also share excerpts from students' journals that capture the impact of the curriculum on their understanding of refugee and immigrant learners' lives.

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- Perry, K. / S. Hart 2012. I'm just kind of winging it: Preparing and supporting educators of adult refugee learners. *Journal of Adolescent & Adult Literacy* 56/2, 110-122.
- Shire, W. (2011). "Home." *Teaching My Mother How to Give Birth*. London: Flipped Eye Publishing.
- Vinogradov, P. (2013). Defining the LESLLA teacher knowledge base. In T. Tammelin-Laine / L. Nieminen / M. Martin (eds.), *Low-educated Second Language and Literacy Acquisition. Proceedings of the 8th Symposium*, 9-24. Jyväskylä, Finland: University of Jyväskylä Printing House.

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Working with volunteers in migrant language education: roles and competences (VIME)

The integration of migrants is one of the greatest current challenges for Europe. In order to support their full integration and avoid social exclusion, migrants should be supported in participating in the labour market and civic society. Learning the language of the host country is an urgent precondition for such participation, and in this, adult education has a key role to play. Volunteers are important in meeting the demand for adult migrant language learners. They can add great value by playing a number of different roles within the language learning process.

Experts in four countries, working within the Erasmus+ project VIME, have developed guidance and practical products for volunteer organisations to adapt and use with the sole objective of facilitating and strengthening the quality of the language education support provided by volunteers.

Through the work of the VIME project we have identified three distinct domains in which such learning can be facilitated. The three domains should be seen as having 'fuzzy' boundaries with overlap between them in the work of particular organisations. In formal education engagement, a qualified classroom teacher leads group learning, leading to recognized qualifications as part of a formal education pathway. Non-formal educational engagement can be classroom based, but is not part of the formal system and does not lead to qualifications. Social engagement activities can also provide important support to the language learning of adult migrants; these activities have no explicit language learning goal, but provide opportunities for language use, as well as social support, and cultural integration.

Within the VIME project we have described four distinct volunteer roles within these domains. The Language Assistant works inside the classroom, providing extra help for individuals or small groups. The Language Coach works in the learner's home, a public space or a community venue to support individuals or small groups. The focus of the Language Buddy is social support (e.g. helping the adult migrant to understand official letters and complete forms). The Language Champion works actively to engage adult migrants in language learning activities.

It is unrealistic to expect volunteers to increase the quality and effectiveness of migrant language education without any preparation. Systematic training for the role(s) they will fulfil in the migrant language learning process is needed. The VIME project has developed a set of training modules for each role a volunteer can take. Their goal is raising volunteers' linguistic awareness, equipping them with knowledge about how a language is learned, how to work with participants in one-to-one

situations and in groups, and knowledge of “the bigger picture” of migrant education in a national, regional or local setting.

To learn more about the VIME project and to download resources please visit www.languagevolunteers.com.

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A LESLLA-based practicum for international MA candidates: challenges and benefits

The practicum is recognized as one of the most important components of professional language teacher preparation. Degree programs in TESOL/AL worldwide include a practicum among the coursework required for graduation. Following the social turn in teacher education (Johnson 2009), research has called for a reconsideration of the nature and scope of the practicum, one that takes into account the contextualized nature of teacher practice and sociocultural perspectives on learner and teacher development (Crookes 2003; Farrell 2015; Santos et al. 2015).

The need to contextualize teacher practice is perhaps nowhere more critical than in LESLLA. As Vinogradov / Liden (2009) point out, teachers of LESLLA require not only a unique body of new knowledge, but also a unique set of skills to translate this knowledge into effective classroom practice. Unfortunately, of the five major domains of knowledge Vinogradov (2013) argues are requisite for LESLLA educators, most teacher education programs address few. Critical areas, including early literacy acquisition and the refugee and immigrant experience, are pretty much universally ignored.

This presentation examines a practicum focused on LESLLA, which I developed and taught for a new MA-Applied Linguistics program at a U.S. university. The university is situated near a large urban area that serves a sizeable population of adult refugees and immigrants, through two refugee resettlement agencies and several community-based ESL programs. These programs, with whom we had previously established relationships, served as field sites for the course. A majority of the learners in the programs can be characterized as SLIFE; they have limited levels of literacy and limited or interrupted formal education.

The inaugural practicum class enrolled nine students—eight international (6 Chinese, 1 Nigerian, 1 Saudi Arabian), all of whom had acquired English as an additional language, and one resident, whose first language was English. They had varying levels of prior experience teaching English, ranging from none (most) to several decades (one), but none had experience with LESLLA.

Within this context, my planning of the course focused on two major considerations: the need to establish the knowledge base candidates require to teach LESLLA, and the need to support international EFL candidates, who face “extensive potential challenges” related to their status, including concerns about their qualifications (however unwarranted, amidst the discourses surrounding “nonnativeness”) and lack of familiarity with U.S. culture, among others (Wagner / Lopez 2015: 287).

In the talk, I will outline the practicum course syllabus, including major readings and assignments; discuss the challenges students and I faced; and present a qualitative analysis of students’ reflective journal entries that reveals the impact of the course on candidates’ teacher identities, sense of efficacy, and ability to link theory and practice.

Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. Cambridge.

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. New York: Routledge.

Johnson, K. E. 2009. *Second language teacher education: A sociocultural perspective*. New York: Routledge.

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Wheels of change

The professional development of teachers is believed to have an effect on the quality of their teaching and on their learners' outcomes. Since 'the quality of an education system cannot exceed the quality of its teachers' (McKinsey 2007: 16), facilitating teachers' professional development is of great relevance. However, there is a general lack of research into the processes and outcomes of professional development of teachers of a second language (L2), particularly in the field of Dutch as a second language (DSL) teaching to adults.

My Ph.D. study aims to broaden our understanding of the professional development of teachers in adult second language education. Professional development is understood as a process of growth and change in a profession, which is influenced by many factors, and in which the person of the teacher plays an important role and teachers themselves are key actors. Therefore, the study investigates professional development from the perspective of the teacher. What changes do they believe are happening, and which factors do they believe stimulate these changes?

A qualitative in-depth study was set up in which five DSL teachers (one of them is a LESLLA teacher) who participated in the postgraduate program 'Teaching Dutch as a second language' at KU Leuven were closely followed up. Data was collected through a combination of in-depth interviews, classroom observations, e-mail communication and written reports. Data collection was carried out during the year in which the five teachers participated in the postgraduate course in order to unravel how their beliefs regarding their profession changed, and which factors influenced these changes. The methodology of narrative case study was adopted, which resulted in five stories, which describe the narratives the teachers themselves constructed to describe their DSL approach (classroom practices and beliefs related to these), professional self-understanding and working context. The stories unravel the teachers' beliefs about what changes with regard to those aspects of their profession and the factors that influences these changes.

The cross-case analysis of the five stories reveals that professional development was not restricted to the teachers' educational approach to DSL teaching, but also affected their beliefs about themselves (professional self-understanding) and their relation towards their working context. Furthermore, a cyclical and continuous wheel of change was detected, which was driven by a complex combination of factors, including experimenting with new ideas, reflection and confirmation, all influencing each other. In this presentation the results of the study will be presented, as well as the implications for the field of second language education, and more particularly for the professionalization of LESLLA teachers.

McKinsey (2007) = Mourshed, M. / C. Chijioke / M. Barber (2007). *How the world's best-performing school systems come out on top*.

https://www.afn.ca/uploads/files/education2/how_the_world_most_improved_school_systems_mckinsey_2010.pdf

Louise SHEPPERD

An ode to code: autoethnographic poetic exploration of L2 literacy acquisition

In an effort to gain a fresh perspective on my LESLLA students' experiences of L2 literacy development, I recently enrolled on an Arabic course and kept a diary documenting my own experience of simultaneously learning an unfamiliar oral and written language. Whilst this is obviously not comparable the experiences of LESLLA students, I aimed to increase my sensitivity and empathy towards those acquiring a new writing system in adulthood. Interactions with my teacher and reflections on my own classroom behaviour, combined with the start of my doctoral study in applied psycholinguistics and voluntary ESOL teaching, provoked a deeper questioning of my beliefs regarding L2 language and literacy acquisition. I attempted to articulate these emerging tensions using poetry to negotiate my multiple perspectives and experiences as a language learner, teacher and researcher, and connect these to the contexts I found myself embedded within. Motivating questions included: How do I personally relate to my L1 and L2 literacy practices? How do I believe written and spoken language relate to each other during language learning? In what ways is my perspective shaped by academic and practitioner cultural contexts?

The present account uses an autoethnographic approach as a way to connect science and artistry, as well as the self with a broader cultural context (Ellis 2009). This directs the analysis of my poem, which functions both as a device to communicate an autobiographical narrative and a transformative space to resolve personal conflict (Lahman et al. 2010; Marechal / Linstead 2010). Due to the nature of autoethnographic research, the aim here is not generalisability or speaking of the experiences of other, but to communicate an accessible, relatable and trustworthy account of my own observations and experiences (Ellis / Bochner 2000). Emphasis is placed on negotiation of my contrasting epistemological approaches to language learning, teaching and researching, as well as my motivations in each of these areas. Additionally, I reflect on cultural assumptions within second language instructional settings regarding the role of literacy from the earliest stages of language learning and how this impacts learners from different educational backgrounds with diverse script familiarity. Finally, I consider the challenges and joys I associate with L2 literacy development in an unfamiliar script as an adult.

The overarching aim of this is to demonstrate the power of reflexivity and creative inquiry in deepening our understanding of ourselves in relation to our pedagogical and academic work, and the cultural context it is embedded within. While autoethnography is growing in popularity in the fields of L2 writing teaching and research (Blecher / Connor 2001; Chamcharatsri 2009), it is rarely used to explore the experiences of beginner learners acquiring a new script in their second language. This paper demonstrates the potential for those working with early adult L2 literacy to communicate both emotional and intellectual accounts of what is a deeply emotionally and intellectually impacting topic.

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European Framework of Reference for Second language and Literacy: From non-literacy to A1 level

From the very start of the implementation of the Common European Framework of Reference for Languages (CEFR) in 2001, it became clear that literacy is presupposed at the entry level. In fact, most European and national educational policies ignore that fact that some adult refugees arrive in the host countries with little or no literacy. These learners are placed in courses below A1. Research conducted in the last 10 years highlight the need for CEFR descriptors below A1 (e.g., Borri / Minuz / Rocca / Sola 2014; Markov / Scheithauer / Schramm 2015; Gonzalves 2017; Hamnes Carlsen 2017; Rocca / Minuz / Borri 2017). Moreover, research on language acquisition by low-literate learners reveal the complex needs of these learners and consequently the slow progress they make during the first years (Kurvers / Stockmann 2009; Tammelin-Laine 2014). Studies conducted at national level indicate an essential factor in this slow progress is the types of tests and assessments used (Allemano 2013) that hinder low-literate learners due to the inherent characteristics of these tests that presuppose literacy and familiarity with print and test materials.

All of the above highlight the need for descriptors below A1. On the one hand, descriptors of language proficiency for first levels in immigration contexts are required by teachers and by educational institutions; on the other hand, they are required by test developers and policy makers to aid and inform assessment and testing procedures for obtaining qualification/certification. Most countries have introduced (if they didn't have already) certain language qualifications for immigration purposes, i.e. a pre-requisite for obtaining residence permits, long term residence permits, or citizenship (Allemano 2013; Robinson 2017).

As the CEFR does not define a teaching methodology, but rather "relate to a very general view of the language use and language learning", a Framework of Reference for Literacy and Language Learning (FLL) below A1 with focus on literacy, literacy teaching and learners is needed. In this presentation, we will present the first results of a 5-phase project funded by the Council of Europe to design a framework below A1: the *European Framework of Reference for Second language and Literacy: From non-literacy to A1 level*. The FLL framework is developed on existing frameworks for L2 literacy e.g., in English, French, German, Italian, and Dutch, including other frameworks, such as the Canadian Benchmarks 2000 – ESL for Literacy Learner. It aims to be an instrument for a flexible and inclusive education of non-schooled and low-educated migrants in Europe. FLL endorses the CEFR approach, especially the notion of communicative language competence as a multidimensional competence and part of a more general action competence. The communicative language competence is understood as the learners' ability to act socially, using strategic language resources – in mother tongue and in second language – together with other available resources, such as cognitive, learning, personal, and relational. As a social agent, the learner relies on these resources also in language and literacy learning.

Ultimately, the FLL framework will provide the skeleton for the design of syllabus and tests from non-literacy to A1 across Europe.

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Practice makes perfect: implications for LESLLA

Longitudinal research with adults having little education and new theory building on (second) language acquisition and cognition indicate the importance of practice engagement for the development of literacy and second language.

Longitudinal studies on adult literacy and numeracy in the U.S and U.K. clearly demonstrate the reciprocal relationships between social literacy practices, literacy education, life changes and developing skillfulness in reading and writing (Reder / Bynner 2008). The LSAL study in the U.S. investigated adult literacy development over a period of about ten years and the factors that impacted development (Reder 2009). The longitudinal data indicate that adult education programs are more strongly correlated with literacy practices than with proficiency. In other words: participation in an adult literacy program leads to increased practice engagement and that usage leads, in the longer run, to growth in proficiency. These outcomes suggest that for the assessment of adult literacy development a framework is needed in which adults' engagement in literacy (and numeracy) practices can be used together with proficiency tests.

Usage-based approaches on language acquisition are rapidly gaining traction in the field of late second language acquisition. Usage-based models of language focus on the specific communicative events in which people learn and use language. People learn linguistic constructions by using language, as is evidenced by the usage-frequency effects on all levels of language processing. Meaning making is essentially rooted in the use of language in specific contexts in which doing, learning and thinking go together.

These data on practice engagement in literacy development and usage in communicative events in L2 learning are supported by classroom studies and experiences of practitioners that highlight the importance of contextualizing in teaching literacy, in making teaching relevant for the learners and breaking out of the classroom walls (Condelli / Wrigley 2006; Kurvers / Stockmann / Van de Craats 2010).

In this presentation, we will focus the Practice Engagement Theory and present outcomes of longitudinal research that indicates practice engagement is important for LESLLA learners, and in what way it is.

We also illustrate how measures of adults' engagement in literacy practices can be used to complement the more well-known use of proficiency tests and to provide a richer quantitative framework for adult literacy development. We address some pedagogical issues in looking for the most effective ways of including practice engagement to enhance literacy and L2 development. We would like to include some policy and program design considerations by discussing how governments and policy makers could be convinced to step aside from "the one level for all in a fixed period of time" requirement (e.g. Level B1 for speaking, listening, reading and writing for all migrants and refugees within 3 years) and consider a more inclusive, less time restricted, practice-engagement based perspective for LESLLA learners in the settlement programs.

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Negotiating Language Education Policy and Instructional Implementation for SLIFE

Minnesota, USA, has a decades-long history of welcoming and resettling refugees, and the state has long supported multilingualism through numerous immersion schools and K-12 world language programs for mainly English speakers. However, the ways newcomers experience our large, urban school districts is not always positive and there are many examples of students, particularly students with limited or interrupted formal education, who need more systemically embedded safety nets to assure their language and content learning. This presentation will recount the origins of and steps through a refugee-parent initiated lawsuit against a large urban district and the very long process of coming to a settlement, thus avoiding a trial. We will highlight the most instructive and transferable points disputed, negotiated, and finally turned into action in a joint agreement. Implications for grassroots policy implementation will be explored.

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A Council of Europe Toolkit: from design to piloting

The paper aims at presenting a Council of Europe Toolkit (2017) designed to assist organizations, and especially volunteers, providing language support for adult refugees. "Refugee" is understood in a broad sense and includes asylum seekers as well as refugees.

The Toolkit has been produced as part of the project Linguistic Integration of Adult Migrants (LIAM) of the Council of Europe's major Program on Language Policy (2016-2017).

The Toolkit comprises 57 tools and other materials available in seven different languages: English, French, Dutch, German, Greek, Italian and Turkish. All tools are in the form of guidelines, activities, reference lists, as well as other materials.

This instrument offers important information on cultural and language awareness and language learning; guidance on finding out about refugees' language needs and planning language support; learning activities that range from breaking the ice, learning vocabulary and thinking about language and learning, to a series of scenarios that focus on real-life communication and suggestions for interacting with the local community.

The paper presents also the results of the piloting phase conducted in Italy between February and April 2017. The piloting involved 18 local coordinators, 150 volunteers, 2,076 refugees and was conducted in 36 centers throughout Italy.

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The “National Decade for literacy and basic skills” 2016-2026 in Germany: reasons, goals and projects

In Germany 7,5 millions of adults are functional illiterates. About 41% of the illiterates are migrants or descendants of migrants. Not only illiterates who were born in Germany (with or without German as first language), but also newly arrived illiterate refugees are thus important target groups for literacy teaching. Therefore, in 2016 the National Decade for literacy and basic skills was proclaimed by the Federal Ministry of Education and Research. In the next years, improvement in public relation, research, teaching and professionalization are the main goal. Specific goals in teaching deal with the literacy training for refugees. Another important goal for the coming years is to find out, if illiterate adults with German as first language and illiterate refugees can learn together. Within the National Decade many projects will be funded.

The talk will give an overview of the National Decade for literacy and basic skills, outline some of the funded projects and give more detailed information about the project “Literacy Learning Couching”, a 3-year project funded by the Federal Ministry of Education and Research.

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RETE Diritto di parola.

**Complementarietà tra pubblico e terzo settore
nei progetti di insegnamento della L2 a cittadini di origine straniera**

Il lavoro che presentiamo è portato avanti all'interno di un sistema strutturato in cui diverse realtà di natura istituzionale e del privato sociale hanno siglato un accordo di collaborazione per l'integrazione linguistica e sociale dei cittadini stranieri. Soggetti molto differenti tra loro come CPIA, Amministrazione comunale, associazioni di volontariato e ONLUS coinvolte nei progetti di accoglienza, lavorano in Rete per condividere sensibilità, promuovere formazione, coordinare servizi su tutta la città.

Un'attenzione particolare è da sempre dedicata al tema dell'alfabetizzazione degli adulti: è stata promossa una campagna di sensibilizzazione che cerca di dialogare con il mondo della scuola e della politica e divulgare consapevolezza sul piano sociale in relazione al tema dell'analfabetismo.

Una prima riflessione della Rete vuole sottolineare un dato di sofferenza sul piano dell'istruzione in Italia. Nelle scuole di lingua per adulti sono tantissime infatti le persone non in grado di leggere e scrivere né la propria lingua madre né la lingua del paese nel quale sono emigrati. Alcuni studenti, pur essendo in grado di riconoscere lettere, parole o più raramente semplicissime frasi in italiano, non sono capaci di affrontare i compiti di lettura e scrittura che la vita quotidiana richiede per il soddisfacimento dei bisogni più elementari.

Una seconda constatazione è che in Italia manca una letteratura sui livelli, sui tempi, sulle esigenze e sulle problematiche di chi si trova a dover imparare l'italiano come L2 a partire da una situazione di analfabetismo.

Da queste premesse nasce la campagna della nostra Rete, che vede muoversi in modo coordinato competenza scientifica e richieste politiche, esperienza quotidiana degli insegnanti e dialogo con il territorio. Accanto a tutto questo, è attiva una riflessione costante sulla centralità del servizio pubblico.

Riportiamo un elenco di azioni per il diritto all'alfabetizzazione promosse e sostenute dalla Rete insieme ai soggetti e alle persone con cui essa collabora.

- ottobre 2013: viene pubblicato l'appello "Analfabetismo: paralisi e cura per l'Italia", firmato da circa 1800 persone tra cui molti autorevoli docenti universitari";
- viene consegnato l'appello ai Ministri dell'Istruzione e dell'Integrazione;
- viene proposto alla commissione Cultura della Camera un OdG sul tema dell'analfabetismo degli adulti, approvato dal Parlamento italiano a fine 2013;
- alcuni insegnanti incontrano a Roma il Direttore del Tavolo Tecnico del MIUR per sollecitare rinnovate attenzioni istituzionali sul tema;
- un gruppo di docenti del CPIA, in collaborazione con l'Università per Stranieri di Siena, elabora un test per la rilevazione dei livelli di alfabetizzazione e la Rete aderisce alla sperimentazione del test;
- la Rete collabora a diverse pubblicazioni sul tema dell'analfabetismo;
- promuove vari interventi in collaborazione con Radio3, importante emittente nazionale;
- promuove la prima edizione del convegno "Cittadinanza e analfabetismo" che vede la partecipazione di oltre 300 insegnanti ed educatori;
- coordina un gruppo di lavoro in collaborazione con la Sanità Pubblica sul tema degli esoneri dal test di A2, per evitare che i test per l'integrazione linguistica possano costituire un ostacolo per gli analfabeti;
- organizza ogni anno formazioni e convegni sul tema dell'alfabetizzazione a cui partecipano centinaia di persone.

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Low-literate L2-learners and citizenship requirements: bias by design?

Low educated, low-literate L2-learners (LESLLA-learners) have long been part of the migrant population in Europe, and even more so recent years. Parallel with the proportional increase of LESLLA learners, European nations have begun implementing or increasing language requirements for permanent residency, citizenship and other purposes (CoE, 2013). As a consequence, in most European countries migrants with a LESLLA background are now obliged to demonstrate language skills at the same level as the general migrant population.

Even though LESLLA learners make up a sizeable proportion of the migrant population, they remain an understudied population in SLA research (Tarone, 2009). Few theories and models of SLA are based on, or take into account how LESLLA-learners approach the task of learning a second language, the obstacles they face and how they deal with them.

In this paper, we will show how language requirements impact LESLLA learners in two European countries, Belgium and Norway. Even though the sociopolitical realities in these countries are quite different, the outcomes of the two studies are remarkably similar and complimentary. The Norwegian study compares the performances of learners with different educational backgrounds ($N > 2000$) on the same test. Using Rasch analysis, bias analysis and nominal regression, the study shows that low educated learners perform significantly different from other test taker groups, especially on the written skills. The Belgian study compares the performances ($N > 1000$) of LESLLA learners to those of the general migrant population on the same test, and comes to similar conclusions: From spelling to orthography and syntax, writing tasks may present LESLLA learners with insurmountable obstacles, even at the A1 level and even after 500 hours of instruction. Furthermore, adding an interpretative layer to the quantitative data, this study offers an insight into the characteristics of written performances. To do so, written performances by LESLLA learners are compared to performances of people with similar backgrounds but a higher literacy level. The comparison is based on complexity, accuracy and fluency indicators.

Since this paper has implications that are of both empirical and societal value, the presentation will end by discussing the ethical implications and challenges of using language requirements to determine access to services that could be considered as basic human rights.

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**What is happening to specialist provision for LESLLA learners in the UK
and why does this matter?**

The talk will be based on the results of my recent survey of 26 colleges and adult education institutes, plus interviews with 6 teachers. The findings suggest that specialist provision for LESLLA learners in the UK is disappearing. The 50% reduction in the overall budget for ESOL (Marsden 2018) has resulted in the closure of specialist classes, as well as reductions in course hours. Meanwhile outcomes based funding encourages institutions to prioritise students who have a better chance of passing the end of term exams, so that they are less likely to take on students who struggle with basic skills. Reductions in support services and in particular childcare provision have created a barrier to access for women with young children, who constitute a large percentage of LESLLA learners (Wonder Foundation 2016). Smaller budgets for CPD have reduced opportunities for teachers to be trained in strategies for working with LESLLA learners. Increasingly classes are being taught by volunteers who are less likely to be qualified teachers or trained in this specialist area. Finally, teachers are finding it difficult to access suitable published resources, but with decreasing preparation time, are also unable to prepare their own. This bleak picture comes at a time when a Government sponsored report identifies lack of English language skills among woman in particular as a cause of community disintegration (Casey 2016) and emphasises the need to improve English language provision.

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**Language and language teaching education for new immigration
from post-Soviet states to Russia**

It is often the case that the speakers from Russian-speaking families get deprived or limited of their rights for the education in their mother tongue as the medium of instruction in the newly-independent Post-Soviet states. As a result, their homeland language policy squeezes them out of the local community and promotes immigration of Russian-speaking individuals to Russia so that to have an opportunity to be educated in the mother tongue.

However, schooling in these countries includes a significant part of learning of the titular nation language with a number of school subjects being taught in it. This comes into a conflict with the principle of mother tongue reliance in education and complicates cognition processes.

The research had two main goals. The first goal was to analyze the sociolinguistic aspect of individual cases of trilingualism in the context of respondents' language learning: Russian as

mother tongue (L1), titular nation language as learnt second language (TNL or L2) and English learnt as a foreign language (EFL). The second goal was to determine the advantages of the trilingual learners in the capacity of teachers of foreign languages and intercultural communication. The cohort of the research involved 7 informants: 2 from the Baltic States (Latvia and Lithuania), one from Ukraine, one from Tajikistan and 3 from Kazakhstan, all from Saint Petersburg State university, mostly post-graduate students of the program "The Theory of Foreign Languages Education and Intercultural Communication". The respondents were first to fill in the questionnaires meant to analyze their language learning environment in their home countries. Secondly, they were interviewed in person following Hoffman's and Wang's approach to trilingualism (Hoffman 2001, Wang 2008).

The research findings displayed that while by the time of their post-graduate studies all respondents achieved high levels of the proficiency in English as the language of intercultural communication, the major part of their everyday communication is conducted in Russian both in their home country and in the place of their studies. The students from Kazakhstan and Tajikistan though displayed insignificantly lower proficiency level in English in comparison to the respondents from the Baltic States, however, demonstrated higher level of cultural awareness and sensitivity as they were able to name and to define more cultural phenomena and artifacts than their peers from Ukraine, Latvia and Lithuania.

The findings of the investigation allow to maintain that the cases of considered individuals clearly display that with their excellency in the titular nation languages (L2) the respondents preferred Russian for everyday communication and opted for being educated in their post-graduate studies in this language. Their peers from the Baltic states who had more schooling (12 instead of 10 years) state being equilingual and feel no difference in using languages, while witness their more frequent use of English instead of Lithuanian or Latvian on their return home for holidays from Russia. The research provided the evidence of the fact that the command of the three languages including global and regional communication languages, deep knowledge of the titular nation language and its culture might ensure higher capacities of the teachers of foreign languages for intercultural communication.

Session 9

Teaching perspective, practices, experiences

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A Freire based action-research approach to learning Italian as foreign language by migrant adults

Our presentation introduces an action-research project that aims at connecting Paulo Freire's adult education approach to learning Italian as foreign language by migrants in the Veneto region. The Paulo Freire approach to literacy training is most clearly presented in Education for Critical Consciousness. We offer a brief description followed by a critical analysis of some of the key issues in adapting such approach to illiterate migrants focusing on generative (key) words and how to use them within the learning process. Examples are provided on how to identify and to play with syllables in order to create cluster families and to generate new words and sentences. Further information is provided on the one-year (2018-19) action-research project involving teachers of Italian as foreign language in different contexts around Padova where the project is co-ordinated by the CPIA adult education centre. The common focus and reflective practice is centred on structuring

learning units that make use of playful and participatory activities and that follow the gestalt approach, i.e. going through four steps, including motivation, global approach, analysis, synthesis & reflection.

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Trauma informed learning spaces for LESLLA learners

This presentation explores how classroom design as well as classroom practices can help better accommodate LESLLA learners who have experienced trauma and violence in their lives. The presentation draws on evidence-based research in the fields of trauma and culturally responsive teaching to think through how instructors and administrators working with LESLLA students might best set up their classrooms, design lessons, and handle classroom management with an eye towards making space for traumatic responses as they arise. The presentation also addresses helping students build resilience, confidence and trust in their learning environment, with their peers and teachers, and with themselves as language learners.

The presentation will also examine what roles instructors have in serving as “space holders” for their classroom, as well as setting the tone for their class with their own speech and body language. Instructors will explore how they might work on acknowledging their own trauma and stress responses and how to manage them in order to best meet their students’ needs and be present and grounded in their own teaching, despite challenges that arise in class that might be difficult for them and even triggering.

Finally, the presentation will explore how trauma-informed learning spaces can encourage success in learners through retention as well as providing a basis from which students are actually able to engage with challenging literacy tasks as new and emergent readers.

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Using the learners’ native culture and non-linguistic knowledge in second language teaching. Case of adults with low literacy skills

The present paper examines the importance of using the learners’ native culture and non-linguistic knowledge in second language teaching in adults with low literacy skills classrooms in order to develop students’ language skills in a second language.

Although most learners understand the importance of speaking and writing in a new second language, the context of literacy classes is often seen as a reminder of their own lack of education. Adult learners often feel devalued. In addition, some experiences of learners, especially in the case of refugees, are not always conducive to learning.

The second language culture is taught and explained. The culture of learners is often “forgotten” in the classroom. The cultural background, the knowledge and the know-how of the learners, that is a link between the past and the present, become a driving force for learning the language if they are shared with others. An approach based on valuing learners’ knowledge and skills can motivate learners, boost their self-esteem and improve their performance in the second language.

The present study is based on the second language teaching experience in two languages in two different countries. We will present results of our observations and some suggestions to teachers that they can implement in their classes.

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Understanding and integrating traditional educational practices of oral cultures as a way of engaging deeply with LESLLA in the classroom

As educators of LESLLA learners, we know that students with limited formal education struggle to acquire the habits of thinking represented and required in schools, as LESLLA typically approach learning and life on the basis of distinctly different learning orientations and values than those favored in Western education, especially at the primary and secondary levels (Bigelow 2012; De Capua / Marshall 2013; Watson 2010). We also know that, while they may diverge on particulars, scholars agree that education is more relevant and effective when teachers incorporate cultural and experiential backgrounds of their students in instruction (Gay 2010; Paris 2012, 2014; Ladson-Billings 1992, 1995). Further, we must acknowledge that while oral indigenous cultures have been educating people for thousands of years, there is little recognition of or respect for traditional education practices in Western schools, even in LESLLA classrooms, where such practices may be uniquely valuable. The purpose of this research is to understand how education has been and continues to be conducted in oral indigenous cultures of Africa, Asia, the Americas, and elsewhere, so that educational practices that resonate with LESLLA cultural backgrounds may be better understood and intentionally incorporated into instruction. In this session, I will share what I have learned about values that indigenous cultures consider paramount in education, including elder epistemology, longitudinality, spirituality, and the four R's of respect, reciprocity, relationship, and responsibility (Akinnaso 2011; Leary 2017; Mosha 2006; Rykken 2017; Vallière 2017), as well as characteristic indigenous pedagogical techniques and strategies, particularly use of proverbs, stories, community projects, and apprenticeship.

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Learning for work: strategies for LESLLA learners

In Germany the number of migrant job seekers in March 2018 reached over 470,000, of whom twenty-three percent are LESLLA learners with no “Hauptschulabschluss” (secondary school degree) (Bundesamt für Arbeit 2018). LESLLA learners in Germany, as in all migrant receiving nations, come from a variety of cultural, linguistic, and schooling backgrounds. Regardless of prior schooling background, what all LESLLA learners share is that not having been able to participate in age-appropriate formal education, whether for economic, cultural, social, or other reasons. And, in addition to needing to learn a new language, develop literacy skills, and master unfamiliar subject area content knowledge, these adult learners encounter cognitive challenges as they prepare to enter the workforce of their new country.

Because culturally-situated interactions and learning underpin cognitive development in the acquisition of specific types of habits of mind (Cole 2005; Gauvain / Perez 2015; Säljö 2009), the cognitive pathways developed through Western-style formal education are not the same as those that LESLLA learners have developed. By not having a formal educational background, LESLLA learners are unaccustomed to seeing print modes as a primary means for gaining and sharing knowledge, or in engaging in the *sine qua non* of formal education, namely logical modes of thinking based on scientific principles and conventions (Flynn 2007) and formal syllogistic reasoning (Olson 1986). Even as LESLLA learners prepare to enter the workforce and not study, these academic ways of thinking pervade modern life and are, to some degree or other, essential for movement into the workforce. These ways of thinking, together with low-literacy, represent a major impediment for most LESLLA learners. The issue for educators is how to foster the development of literacy, language, and academic ways of thinking among LESLLA learners who need to quickly enter the workforce and have advancement opportunities beyond the most basic entry level jobs. Moreover, an ongoing concern for LESLLA educators is that once these learners have progressed to the point where they can pass initial workplace tests, they frequently still lack the skills to participate later in mandatory continuing education and certification (Warriner 2010).

Given the needs and challenges faced by the learners and to facilitate their effective integration into the job market, educators must provide ongoing culturally responsive training aligned with the prior learning experiences of LESLLA learners. To help educators do so, the presenters will analyze the (largely) implicit demands and expectations of typical German as a Second/Foreign Language class work and assignments. In particular, the presenters will focus on the challenges these learners face when confronted with tasks inside and outside of school that demand writing ability and a concept of literacy beyond basic decoding skills. The talk will be framed in the context of preparing LESLLA learners in Germany for the trades, specifically how learning, literacy, and cognitive processes are likely to impact the future trajectories of LESLLA learners once they enter the workforce. The presenters will conclude with culturally responsive suggestions and strategies.

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The peaceful force of language: the creation and implementation of new paths

Learning an L2 is the first and most important stage of integration in a country of arrival because it helps people become autonomous by enabling them to understand others and express themselves. Migrants, due to the contingent problems that the migratory process involves and in some cases due to the lack of education in the country of origin, are usually not aware of the fundamental role of obtaining knowledge of the spoken language in their arrival country. Social marginality, together with a widespread territorial marginality, as well as the vulnerable position of females in migrant populations, often leads to a low level target language knowledge.

The design of language teaching courses that fall outside the CEFR standards have received positive feedback from many migrants who were hitherto excluded (due to their illiteracy or semi-illiteracy situation) or self-excluded from the L2 learning path. The formulation and experimentation of short-term courses, such as proximity courses, or paths based on knowledge needs of individuals or small groups such as self-study courses, have helped some overcome the initial resistance with respect to learning. These courses, due to their strong adaptability for the learner's needs, have demonstrated that language as a living body and more easily accessible to most people. Classes composed of a small number of learners and respecting both cultural and learning needs (e.g., groups of women only or of men with the same linguistic needs usually linked to work), have brought a substantial number of course beneficiaries to continue on the learning path leading them to reach high language knowledge. Along with the courses, a manual has been produced that is the result of thirty years of experience of those who have formulated it and due to their direct contact with migrants, have proposed materials where the learners are able to actively reflect on.

In more recent years and following the arrival of a substantial number of asylum seekers has made evident, although already noted and at the center of the attention of associations involved in the world of immigration, the phenomenon of illiteracy. Direct contact with migrants combined with consolidated skills in the field, has given rise to a teaching methodology that results in learners as the main actors (for example, in the construction of the material), which has allowed many of these learners to break the initial and understandable resistance, bringing a substantial number of beneficiaries that exit from illiteracy or semi-illiteracy. Respecting the timing required in this area of learning has allowed many migrants to understand the importance of completing a path of literacy for the purpose of their social redemption and their need to integrate in the country of arrival.

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Reading, writing, being. Unaccompanied Migrant Minors: educational need and inclusion process

Words we have, but above all, words we miss, represent the measure of our ability to be citizens: words we know, but especially those that do not know, define the field of opportunity that everyone can use to assert their rights and duties. The knowledge of the language becomes a mean through which a person can decrypt the surrounding reality, translating what is only a notion to a real democratic opportunity.

Is there therefore a correlation between language proficiency and social inclusion?

For the new migrants who arrive in our country from poor ones, the issue to access to the knowledge of the Italian language as a presupposition of integration and not only assimilation is proposed again. Literacy, especially for those who are the most vulnerable among migrants, becomes the hub through which a person has the opportunity to acquire rights to participate in public life by new citizens of a country trying to welcome them. "The ability to read and write can be considered the minimum skills necessary to be able to undertake a path of social inclusion" and literacy is a condition for social inclusion, not only because it affects access to education and work, but above all because it binds the possibilities to fully exercise its civil, political and social rights, or to be fully included in society.

From the binomial alphabetization to the Italian language and prospects of social inclusion, the survey proposed here, conducted in Sicily in 2017, is inspired by the University of Palermo and the University Campus of Agrigento, within the Itastra activities. Starting from the educational needs investigated by interviewing migrants on a sample of 503 unaccompanied migrant minors, attending the CPIA of the whole regional territory, we wanted to pursue the objective of analysing the linguistic skills, the family and social conditions of departure and permanence in Italy, with the aim of defining the main socio-linguistic profiles and tracing possible paths to maximize the training offer and the services addressed to them; with reference to LESLLA (Literacy Education and Second Language Learning for Adults) strategies, we focused on individuals with low and very low education, a profile present among unaccompanied migrant minors, mainly aged between 17 and 18 years. Although minor, the percentage of the sample described refers to young adults, many of whom have left their countries without having had regular school attendance.

The present survey intends to consider the new forms of illiteracy on the one hand and the transversal skills of which foreign minors are endowed, on the other, as areas of public policy attention if we really intend to build a process of inclusion that transforms in resource what is instead seen as a problem.

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What's worse students or refugees?

Founded in August 2016, North East Solidarity and Teaching (N.E.S.T) began as a small project called 'Homework Club' which entailed eight students from Newcastle University travelling to Gateshead to spend two hours on a Saturday to support one family of Syrian refugees. Soon the project began to expand, it was re-branded and has moved from strength to strength, gaining momentum with increasing numbers of students being inspired to get involved and in learners attending.

N.E.S.T, a Newcastle University Students' Union Go Volunteer project managed completely by student volunteers, is now a project which educates and empowers the refugee and asylum seeking community in the North East. With approximately 300 students running sessions six days per week N.E.S.T provides a tailored ESOL curriculum and a holistic community integration program which supports around 250 refugees and asylum seekers of all ages and backgrounds.

N.E.S.T has seven unique branches to the project which together meet the needs of all learners who attend. A creative art and cooking session gives learners an opportunity to express themselves and release the energy that they can not voice. The conversation group provides a space for games and laughter and Outreach sessions take N.E.S.T into the West End. In Community sessions which generally support 60-80 learners with 30-50 student volunteers, English is taught one to one as well as in group and classroom settings. STEM runs alongside, supporting children with English Language as well as school work with an attached nursery to cater for babies and toddlers. Explore is a project which takes groups of learners on trips to local attractions and facilities such as the library and the beach, and Beyond Barriers, N.E.S.T.'s digital platform for teaching English films and uploads regularly. Refugees are working through college grade ESOL and IELTS, finding employment and moving forward with life.

The project has raised over £32,000 in public and private sector funding and receives referrals from regional councils, job centres, colleges, and charities. The project has a vast support network of national stakeholders including local MPs, regional organisations such as Action Foundation and national bodies such as The Refugee Council and The UNHCR.

For many, N.E.S.T is a sanctuary of peace and progress where they will find friendship and family. Volunteers speak of the huge impact volunteering with N.E.S.T has made not just on their academia, their university experience, their employability but also on their entire perspective on life. They feel empowered: two hours at a N.E.S.T session and they alone have the power to significantly improve someone's life.

As project managers, we have balanced approximately 35 hours of volunteering a week alongside degrees. We would like to tell our story, the challenges and the unbelievable achievements, how

N.E.S.T has shaped our lives and touched the lives of others.

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Focus on young low literate learners in the BENO project

The BENO project in Antwerp, Belgium is a project developed by CBE Antwerpen for young low literate migrants aged 17 to 22y.

In this project, our school for low literate adults teams up with several partner-organizations in order to create a custom made program for this vulnerable group of students, who can't respond to the high demands of the current educational and economical system.

Together with VDAB, the public employment service of Flanders, Atlas integration service, CVO VIVA en CVO ENCORA, two schools that offer vocational training courses, and Buurtsport, the sports service of Antwerp, we developed a fulltime year program with a focus on the learning potential of these young low literate students.

With this interdisciplinary approach we intend to give young learners the chance to orientate themselves towards a vocational perspective while working on their literacy, numeracy and problem solving skills in technology-rich environments.

The BENO project offers an intensive course of Dutch language acquisition and literacy, hands-on learning in vocational training courses, lessons of math, communication and ICT skills, the Flanders integration course, personal guidance of a VDAB consultant in search for the right job target and competence development through sports lessons.

Although we are still in a testing phase, the positive outcome of the project is clear. First of all we see our students evolving from insecure teenagers into self-confident young learners. Secondly the project increases awareness concerning the challenges we face in working with these young low literate students. The first steps were taken towards influencing public policy, and creating necessary change.

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Images play a vital role

When instruction, techniques and materials are suitable for the learners, are related to their real needs, and focus on developing oral learning, there is a greater chance for success. The use of images is key. Cognitive research has shown that the human brain processes images quicker than it processes words, and images are more likely than text to remain in our long-term memory. This talk will demonstrate a variety of opportunities to generate, build and transfer oral language with the support of images. LESLLA learners are learning to read- not reading to learn. But with the use of manipulative images and they can do a lot of independent learning as though they are reading to learn. This talk will demonstrate how the use of images develops fluency, vocabulary, categorizing and comparing.

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POSTER SESSION

October 5th, 2pm – 3pm

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L-PACK 2: Experimentation at CPIA AL2, Novi Ligure

We will illustrate the testing of the L-PACK (Citizenship Language Pack for Migrants in Europe) project's material nearby the CPIA AL2 in Novi Ligure (AL), for a period of about 3 months, from march to June 2016. The entire group had the goal to reach a linguistic competence in the 4 abilities, so that they can pass the A2 test for immigrants, furthermore to acquire the vocabulary and the cultural notions necessary to be integrated in the Italian society. The innovation was to use the new technologies also in a so complex and of "non-young" course: in particular, it was chosen to use the tablet for 3 tests (starting, intermediate, final) and 2 perception's questionnaires (starting and final): using the tablet has brought an initial disorientation, followed by a growing enthusiasm. L-PACK is a course of A2 level which was born to make easier the immigrants' integration and consists of different input and activities. The real challenge was to fit this course to a lower level, challenge which has concluded with great results: L-PACK interested and activated all the students, because it concerned subjects of first necessity. Both the subjects and the units were chosen according to the students' requests and their specific needs, through the addition or removal of some activities: texts were filled with images to make easier the comprehension, but videos and dialogs stayed the same. 3 kind of didactic methodologies were used: communicative, grammar-translation, situational. Through the course, the students were given 3 tests: the first one to verify the beginning knowledge, the intermediate to verify the progress and the final one to verify if and how L-PACK had an effect on the learning. Moreover, students fulfilled 2 perception's questionnaires concerning topics and methodologies, a starting one to understand their expectations and a final one to verify if they liked or not the activities. But the real innovation concerns the didactic use of the smartphone, referring the new politics of Bring Your Own Device (BYOD) in the public Italian school. It was well chosen to reinforce the bond between teacher and students, by creating a virtual class through Edmodo app, the choice of which was led by several arguments: no need of mail; similarity with Facebook (which everybody knows); it let teacher load interactive material through links (such as activities created by LearningApps); it as an app for smartphone. Also in this case the initial disorientation was followed by a growing enthusiasm, which fed the class.

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L-Pack – Citizenship Language Pack for Migrants in Europe, <http://www.l-pack.eu/?lang=it>

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http://bricks.maieutiche.economia.unitn.it/Numeri/2015/4/BRICKS_4_2015.pdf

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Towards understanding the effect of alphabetical literacy on L2 English morphosyntax acquisition and determining the sources of overgeneralization of non-target *be* while acquiring L2 English morphosyntax

The study is aimed firstly to determine the effect of low versus high literacy on learners' development of English morphosyntax using the stages of Organic Grammar (Vainikka / Young-Scholten 2011). Literacy – from the perspective of generative linguistics – has no direct influence on the acquisition of syntax, but this does not mean it plays no role in the acquisition of certain aspects of functional morphology (Vainikka / Young-Scholten 2006). To achieve this aim, 18 participants (nine with no or low-level native schooling and the other nine with high levels of literacy) were recruited to participate in the study. All of them had one of five language backgrounds (Arabic, Chinese, Urdu, Kurdish and Tigrinya). Within the literature, no study seems to compare low or moderate literacy and high literacy with respect to L2 English morphosyntax. However, Tarone et al. (2009:17) stressed the importance of this kind of investigation and stated that 'the focused study of illiterate and low-literate, as compared with high-literate L2 learners, can show us specific ways in which learners' literacy levels may affect their processing of oral L2 input, with important consequences for SLA theories that accord central importance to L2 input and L2 input processing. The second aim was to further explore learners' overgeneralization of functional morphemes during the acquisition of L2 English morphosyntax and to determine a specific stage of L2 morphosyntax development at which L2 learners engage in overgeneralization. This again was undertaken by applying Organic Grammar. The results statistically demonstrate a positive correlation between literacy and morphosyntax acquisition, in that learners with higher levels of literacy had far better morphosyntax acquisition than those with low levels of literacy. The results also show that the overgeneralization of ungrammatical copula and auxiliary 'be' was a hallmark across the low-literacy and high-literacy groups.

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***Studiare migrando*: a pilot project for young migrants and refugees**

Studiare migrando ('studying while migrating') is an online platform for learning Italian addressed to young migrants and refugees. The app is the resulting product of a pilot project carried out at the School of Italian language for Foreigners of the University of Palermo (ItaStra) in collaboration with the National Research Council (CNR) and with the support of the United Nation Children's Found (Unicef).

The poster will illustrate the innovative didactical aspects brought about by the online platform. Furthermore, the ideal target group of students to whom the app can be addressed will be described, as well as the results of the testing administered during the language courses at ItaStra. Finally, possible future steps and developments will be sketched. The platform has been designed as a tool for supporting young migrants in studying for the final exam of the first cycle of education of the Italian public school and in the Territorial Centres for Adults' Instruction (CPIA). It consists of 7 units, two of which refer to basic interpersonal communication skills (BICS) while the others focus on cognitive academic language proficiency (CALP). *Studiare migrando* can be used on mobile phones as well as computers and tablets, allowing users to study in both formal and informal contexts, without limits

related both to time and location and overcoming any economic limits as well. A first trial phase for *Studiare migrando* has been carried out in different contexts: schools, CPIAs, host communities and ItaStra. In particular, four courses for testing the app have been organized at ItaStra in July. The testing is continuing within various host communities in Palermo and other cities in Sicily, as well as at schools and CPIAs. It is planned to reach the number of 800 students for testing this innovative app.

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**Community collaboration: working with the arts and artists to build community,
literacy skills and resilience for LESLLA learners**

This presentation traces a partnership between a community-based, adult literacy organization working with LESLLA learners and an arts non-profit organization working together to engage immigrants and refugees in an American, urban context. The aim of the partnership is to facilitate greater community engagement between immigrant and refugee newcomers and the wider local community while at the same time helping to promote language facility and literacy skills in and outside the classroom. The presentation will give an overview of the partnership while at the same time outlining and giving examples of how artists and educators might work together with LESLLA learners to create an engaging learning environment where students use their strengths in traditional artisan practices, crafts and handiwork to have ownership over their own classroom environment and learning as well as build connections both inside and outside the classroom. The presentation will also explore how artists can help language instructors develop curriculum that is engaging and immediately relevant to students, through arts activities that develop literacy and acculturation skills concurrently with creative expression. This collaborative curriculum capitalizes on the students' previous knowledge while at the same time helps them acclimate and feel welcome in their classroom settings, adjust more readily to the demands of the western-style classroom and feel more a part of their new community.

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Promoting literacy and access to knowledge in vocational secondary school

Since 2015, an exceptionally high number of migrants from Syria, Afghanistan, Eritrea, and other countries have arrived in Germany seeking asylum. Many of these migrants are older than 18 years old and hoping to enter the labor market. A primary aim of the German government is to foster integration through language education; however, many of these migrants arrive with no, limited or severely interrupted formal education, meaning that they must develop basic literacy skills and foundational content knowledge in addition to learning German. In March 2018 22.3% of refugees who were seeking an employment in Germany did not have any certificate of secondary education (Bundesamt für Arbeit, 2018). Young adults have the possibility in some German states, for example North-Rhine-Westphalia, to make up this certificate by attending a vocational school ('Berufskolleg'). They are required to attend such a school if they are pursuing vocational training and they are under 21 or have the option to attend if they are over 21 (MSW NRW 2011). Western-style formal education, like that which LESLLA learners are confronted with in German vocational schools, is predicated on logic, analysis, reasoning, and literacy. Successful participants in this type of

education develop strong literacy skills and specific modes of discourse and interaction styles. Moreover, from affordances of literacy they develop a kind of knowing which forms the basis of academic ways of thinking, or what) calls “scientific spectacles (Flynn (2007). LESLLA learners by virtue of who they are come with prior learning experiences that have formed cognitive processes different from those expected in formal education. Yet, when they enter formal classrooms, they are required to practice and demonstrate language skills and knowledge through new and unfamiliar decontextualized tasks that presuppose literacy and that are based on academic ways of thinking, ones vastly different from their accustomed ways of thinking. For classroom inclusion and societal integration to become realities, educators must avoid the deficit lens and marginalization (Alford 2014; Roxas / Roy 2012). Instead, it is imperative to understand that these young adults, in addition to their obvious and immediate need to develop literacy skills, must learn “to do school.” Major obstacles for these LESLLA learners include their unfamiliarity with academic ways of thinking and the unsuitability of most pedagogical practices to address their needs (Miller / Kostogriz / Gearon 2009). Educators must therefore implement distinctive pedagogical approaches. In this talk, the presenters briefly outline a culturally responsive instructional model designed to help educators address the needs of LESLLA learners within the context of formal educational settings. The presenters will consider the identification of the implicit cognitive processes (academic ways of thinking) and associated learning tasks. The bulk of the presentation will focus on pedagogical practices that best serve the needs of LESLLA learners in developing both the cognitive processes and the literacy skills central to Western-style formal education and workforce training. Examples of typical classroom tasks will be shared to help educators apply essential strategies in their own lessons.

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**Interagency collaborations that work:
how direct case management helps LESLLA practitioners and learners**

Refugee resettlement and migration in the United States has had a profound impact on U.S. society, its institutions and its policies. Newly arrived refugees, who represent a wide range of cultures and languages, are under intense pressure to adapt quickly to North American life and culture. Within a few months, they are expected to learn English, find sustainable employment, enroll their children in school, and understand the complexities of the North American health care system, government programs, school systems, and a myriad of social services. After three to six months financial assistance from federal agencies is reduced or stops and refugees are expected to become self-sufficient. This is frequently bewildering, especially for LESLLA learners, their families, and the practitioners who work with them. LESLLA practitioners teaching English, basic skills, job readiness, digital literacy through local community-based organizations can frequently find themselves pulled into learners’ lives attempting to solve problems that go far beyond the scope of

their teaching. This creates frustration, tension, and in some cases, causes the learner to drop out of school. This talk will highlight a unique interagency collaboration that allows for successful integration strengthening refugee and immigrants' natural supports as they learn to navigate systems on their own. This collaboration arose out of a needs assessment showing that immigrants with limited English proficiency and/or cultural barriers have trouble accessing services they are entitled to in a mid-level sized city in the mid-Atlantic region of the United States. Its' goals are to connect immigrants to existing services, programs, and communities, strengthen the city's ethnic communities and educate service providers about immigrants in the region, their needs and rights regarding culturally and linguistically appropriate services. Client services include information & referrals (with interpretation when needed), service coordination (with interpretation when needed) to assess needs and connect clients to a full range of community connections, and bilingual navigation. Bilingual community workers provide clients with hands-on short-term assistance to help them learn to access services so clients become more independent. This helps to create an inclusive, strength-based, trauma-informed environment for refugees and immigrants allowing LESLLA practitioners to focus on teaching and curriculum and LESLLA learners to focus on learning.

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Using DigLin to promote reading development for low-literate learners in the UK

This study examined the effectiveness of technology-enhanced learning, in the form of software developed between 2013 and 2015, the Digital Literacy Instructor, which was designed in four languages (Dutch, English, Finnish and German) to develop reading skills for low-educated second language learners just beginning to read for the first time, but in a second language. Second language learners in the Netherlands, Finland, Germany and Austria were involved in the Digital Literacy (DigLin) Instructor project, and in the UK the present thesis also tracked 11 adult migrants (aged 25 to 56 years) from a range of different language backgrounds (speakers of Arabic, Tigrinya, Punjab, Dari, and Russian) who spent seven months using this computer-assisted reading programme. In addition to their regular teaching at a local further education college, they used the seven DigLin exercises in 15 sets to help them identify grapheme-phoneme correspondences to gain basic reading skills. An additional five adult migrant learners received no such extra tuition but attended only their regular classes. All 16 learners were at different sub-A1 and A1 reading levels of the Common European Framework of Reference for language and some of the learners were low- or non-literate in their first language. Pre- and post-tests measured their development of reading and phonological awareness with four tasks: phonemic awareness, rhyme awareness and onset awareness and single word reading.

The results showed that the 11 who used the DigLin software made significantly more gains in phonological awareness and word reading than those who did not use it. Moreover, those who were lower-level readers at the start gained more from the DigLin training than the higher-level readers. Qualitative data further reveal variation in their use of DigLin where its use was not connected to their level of literacy at the start or to whether they had existing native-language literacy.

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(CPIA Prato, CPIA Varese)

Lo sviluppo delle capacità di lettoscrittura strumentale in apprendenti prealfabeti: premesse teoriche e prassi didattiche

La comunicazione descriverà il processo neurologico che permette il passaggio dalla parola udita -buffer fonologico d'ingresso alla parola scritta -buffer ortografico in uscita- evidenziando il rapporto fra consapevolezza fonologica e lettoscrittura. Come risulta da ricerche condotte su adulti non scolarizzati di culture con ortografie alfabetiche, la consapevolezza fonologica migliora se vi è una esposizione ripetuta alle sequenze orali e scritte di unità sonore. Dal concetto di buffer come working memory o memoria di lavoro, verranno definite le abilità di base coinvolte nella capacità di lettoscrittura in apprendenti analfabeti. L'apprendimento della lettoscrittura in età adulta non può prescindere dall'oralità ed è necessario tenere conto del loro funzionamento integrato mediante l'attivazione di aree cerebrali diverse e correlate da gerarchie neuronali. Come sostiene Dehaene occorre dare vita ad una scienza nuova "in grado di combinare quello che le neuroimmagini ci dicono sui circuiti corticali sottesi all'elaborazione di grafemi e fonemi con quello che la psicologia ci insegna sui meccanismi cognitivi." La consapevolezza fonologica, deve essere il fulcro nella prassi didattica con gli alligotti adulti; come dimostrato dalla ricerca psicolinguistica e dai più recenti studi sulla dislessia "la scoperta di una stretta relazione tra la consapevolezza fonologica dei bambini e i loro progressi nell'apprendimento della lettura è uno dei più grandi successi della psicologia moderna". A questo proposito verranno presentate tre nuove tecniche: *Il Flusso parlato e scritto* è una tecnica che si ispira alla PDL (psicodrammaturgia linguistica) e riprende il metodo dell'impronta neurologica (Nelson / Wordle 2004; Flood / Fisher 2005; Barden 2009) integrando in un processo composto di fasi la dimensione acustica dell'ascolto, la comprensione orale mediante la voce e la gestualità, la lettura globale mediante l'attenzione sul flusso sonoro della voce e la scrittura mediante la memoria visiva e iconica; *il Calco Sonoro* è una attività propedeutica al dettato per adulti analfabeti finalizzata a rendere sequenziali i cinque differenti processi neurologici coinvolti nella tradizionale pratica di dettatura. Il passaggio da uno step all'altro avviene solo quando il processo precedente da controllato diventa automatico e viene quindi eseguito con un minimo costo attentivo. La frase scelta per il calco sonoro ha un significato già noto per non rischiare un'interferenza con la procedura automatica di elaborazione semantica; analogamente si evita che lo studente ripeta ad alta voce durante la copiatura perché la codificazione e programmazione articolatoria impegnerebbero le aree frontali dedicate; *il Pedale Vocalico* è invece una tecnica propedeutica alla lettura che si ispira alla teoria della fonologia autosegmentale e mira a sviluppare il processo fonologico dell'assimilazione attraverso l'esercizio della co-articolazione dei segmenti fonetici che compongono le parole e le frasi.

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Seeing sounds: Practical Alphabets for Teachers of LESLLA

Adult ESL learners who have limited literacy and limited formal schooling in their first language face exceptional challenges when learning another language in their newly adopted country. These learners need the fundamentals of reading. What are the essential prerequisites for learning to read? Two key predictors of reading success are alphabet recognition (knowing the names of letters and the sounds they represent) and phoneme awareness (understanding names of the letters and the sounds and the ability to manipulate sounds in spoken words). This workshop will demonstrate a variety of instructional practices in alphabet recognition and phoneme awareness through visual, auditory and kinesthetic–tactile modalities.

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Tracking the learner behaviour of non- and low-literate adults in an online literacy training environment. Lessons learnt and fast forward towards (digital) literacy: Let the games begin!

This study investigated the learner behaviour of low- and non-literate adults practising in an online literacy training environment. The focus of this study was the learning process of making phoneme-grapheme correspondences and establishing decoding and recognitions skills trained in the 'Digital Literacy Instructor' (DigLin), a computer-assisted language and literacy support tool for low-literate adults. The study's participants, migrants from Iraq, Somalia, Syria and Egypt, were developing literacy skills in their second language Finnish and their learning process, performance and progress were tracked by log files. Log files are automatically created by the computer system and provide a temporally accurate, consistent and objective documentation of user-computer interaction. Thus, they enable in-depth post-activity exploration of student behaviour. Additionally, post-testing interview transcripts were analysed. Empirical log file data was analysed quantitatively and qualitatively and provided a precise overview over user profiles including results on student engagement, preference, performance and productivity. Further, the data analysis revealed student strategies. Compared to log files, post-testing reports were not always that accurate. The interviews, however, revealed, why learners preferred certain exercises and what they thought about working with DigLin. During the training with DigLin participants reportedly improved not only their literacy but also their computer skills and the learning experience was perceived as predominantly positive. Based on the results, computer-assisted language learning is seen to have a high potential to enhance the individual learning process of low- and non-literate adults and online learning environments such as DigLin are therefore regarded as beneficial support tools for facilitating initial late literacy development.

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Meet & Read. Working towards a family literacy program for refugees and asylum seekers

Meet & Read is a documented pilot project of the Centre for Language and Education (KU Leuven), funded by Fedasil, the national agency responsible for refugees and asylum seekers. It focuses on literacy development and language stimulation of low- and illiterate parents and children. Specifically, it concerns interactive reading activities in an asylum center, organized in collaboration with a local library and volunteers. This way the project ties in with international literature on tackling low literacy which emphasizes the importance of informal learning through volunteers on the one hand and of family literacy programs on the other hand. Volunteers can make an important contribution to the success of literacy programs. Family literacy programs prove particularly effective in combating low literacy in children and adults. In Flanders, however, this tradition hardly exists, nor does it involve volunteers in literacy programs, nor family literacy programs in the context of asylum centers. However, local and international research shows that it is crucial to start language and literacy stimulation as early as possible. Good training of volunteers in terms of language and literacy stimulation also makes the difference. Without proper training of volunteers, their efforts can even be counterproductive. The Meet & Read project does not wait until the moment when families are already busy with their socialization in their new home country, but opts to start the literacy development during the period they stay in an asylum center. At the same time children's books are a safe entry for the families to focus on the new environment and an opportunity to spend their time meaningfully. In order to realize literacy development through reading aloud, volunteers and/or library staff facilitate 'encounters' around a sophisticated selection of interesting books. The parents and children participate together in concrete, elaborated activities around these books. This gives them the opportunity to develop their emergent literacy in a safe and pleasant way - the mothers and fathers from their role as parents and storytellers, children through reading activities. These activities develop important aspects of emergent literacy: insight into the function of written language, insight into technical aspects of reading and books, such as reading direction and distinguishing letters from non-letters, and so on. After the period in the asylum center, the provided basis of emergent literacy remains a fertile ground for literacy that is developed through educational processes. In addition, families become acquainted with a major player in literacy development, the library and its employees. This can contribute to a permanent reading environment in the families. Finally, this project focuses on training volunteers. On the one hand, the project wants to coach the volunteers in order to work effectively with the residents. On the other hand, through observation and evaluation of the project, we want to document good practices, do's and don'ts and possible pitfalls in literacy development through reading activities. The results of the project are processed in a scenario with which local asylum centers, libraries and volunteers can independently set up a Meet & Read program.

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Assessing language acquisition in adult learners

This study has focused on Italian language learning for adult immigrant students and on how L2 may affect their integration into society. The primary aim of this study has been to highlight, analyze

and assess language acquisition considering the numerous linguistic problems that adult immigrant students face, when learning a foreign language. The results of a recent survey carried out has demonstrated the most common learning problems, which stem from cultural, lexical and mental blockades. Important emphasis has been put on *Integration* such as feeling part of the community and learning to communicate with others. Integration is focused on allowing an individual to assimilate new words and expressions in L2, learning about the rules of the target country and attending classes to learn Italian in order to socialize with the local community. Many teaching and learning strategies have been put into practice in order to build up the new language L2. An important factor to consider is that Adult immigrant students face a myriad of problems when attending Italian classes due to their age; younger students can easily catch up with their peers while older students face a negative impact on their performance. *Motivation* ranks as one of the most important factors for learning L2. As a result, a higher level of motivation will lead the student to acquire the language more easily. Furthermore, when immigrants arrive in a new country, it is quite common for them to take a piece of their culture with them from their homeland. They normally bring a portion of the cultural rules, attitudes and viewpoints to which they are accustomed; in some cases, they decide to live by the standards of their native culture, and thus ignore the Italian culture. Culture shock can easily cause an immigrant to withdraw back into their own culture, and thus never progress to a higher stage. By living in certain immigrant-heavy areas, they may build their own community based on their native culture, and never fully integrate with the local community. Great focus has been on promoting a plurilingual and intercultural education in an approach that is at the same time inclusive and interdisciplinary. Different approaches have been applied according to the different levels of learning skills and abilities. Some adult learners have become familiar with formal and grammatical correctness by hearing their teachers use them, by repeating and memorizing them or simply rephrasing words they have said in the wrong way. Great attention has been put on literacy skills which are essential such as 'learning to write' by teaching the alphabet and phonetic sounds; learning by making comparisons between linguistic and sociolinguistic aspects; other approaches suggested to motivate successful learning in L2 has been by Contrastive hypothesis; positive results have also been attained through the Audio-lingual method; through global reading testing , analytic reading and comprehension testing. Great emphasis was put on the speaking activities through dramatization. Finally, the use of some digital apps, have been highly useful to increase learning motivation and help develop listening, reading, writing and speaking skills.

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Scardinare gli automatismi: didattica e processazione del linguaggio

La ricerca sull'acquisizione della lettoscrittura negli adulti ha individuato cinque tipologie di apprendenti: "prealfabeti", "analfabeti primari/totali", "debolmente alfabetizzati", "alfabetizzati con basso livello di scolarizzazione" e "alfabetizzati con media o alta scolarizzazione" (Borri et al. 2014: 16-21; van de Craats et al. 2005: 8). "Debolmente alfabetizzati" ed "alfabetizzati" nella L1 hanno in comune con le altre categorie una scarsa o nulla consapevolezza metafonologica nella L2 (Minuz et al. 2016: 121). Tale consapevolezza consente all'apprendente di creare una rappresentazione mentale del valore astratto e convenzionale della parola (De Beni et al. 2001: 18-19), svolgendo pertanto un ruolo fondamentale nella costruzione del nuovo sistema linguistico (Borri et al. 2014: 69). Dal punto di vista psicolinguistico, chi impara a leggere in L2 non ha ancora formato un Lessico ortografico di Input e di Output della L2, due magazzini che consentono la lettura globale delle parole (van de Craats / Peeters 2012: 112; Privitera 2017: 144-145). Ma non solo è in via di formazione la rappresentazione grafico-visuale del lessico. Anche l'abbinamento fonema-grafema e la rappresentazione fonologica delle parole non sono stati ancora automatizzati (van de Craats / Peeters 2012: 112). La lettura implica pertanto una serie di operazioni la cui complessità non deriva soltanto dalla "difficoltà" delle strutture della L2 ma anche dal modo in cui la mente processa il

linguaggio. Note sono poi le difficoltà, presso tutti gli apprendenti, nel percepire la prosodia della L2 (Costamagna 2014: 69), segmentare la catena fonica in elementi portatori di significato (Rast 2015: 111, Costamagna 2014: 65), sviluppare la nozione stessa di parola (Minuz et al. 2016: 121), individuarla nel flusso orale (gli analfabeti dichiarano di sentire un unico suono) (De Beni et al. 2001: 19), distinguere tra “lessico” e “strutture morfosintattiche” (registrate prima sotto forma di *chunks*), estrarre le proprietà astratte degli *items* (Rastelli 2014: 6-8 e 20-22) e adattare i movimenti oculari ai pattern della L2 (Minuz et. al. 2016: 108). A mio avviso tali fenomeni potrebbero essere addebitati a dei processi cognitivi automatici, legati non alla L1 bensì alle modalità di processazione del linguaggio. Nella letteratura scientifica, a seconda del paradigma teorico, si parla di processi cognitivi considerati dal punto di vista della *processazione* del linguaggio o da quello delle *rappresentazioni linguistiche* (Hulstijn 2007: 2), di euristiche – indipendenti dalle rappresentazioni grammaticali della L2 che comunque influenzano la processazione (Rastelli 2013:73) –, di conoscenze esplicite e implicite, di memoria dichiarativa e procedurale, di processi automatici e controllati. Nella pratica didattica, quindi, le regole morfosintattiche andrebbero pensate come regole da processare, nella consapevolezza di dover considerare il linguaggio come quella abilità di “processare la lingua”. Si tratta, pertanto, di lavorare su abilità cognitive strumentali e sui processi che si innescano *on line* ogniqualevolta l’apprendente legge, comprende o produce la lingua. Vengono così dati esempi di esercizi per lavorare sui processi linguistici automatici che condizionano micro-abilità specifiche quali consapevolezza fonologica, velocità di articolazione dei fonemi, rapidità di lettura, scansione oculare del rigo, comprensione delle restrizioni fonotattiche della L2, grafemica, ampliamento del lessico, morfologia, pianificazione discorsiva e velocità di eloquio.

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FOCUS GROUP

October 5th, 3.30 pm – 5pm

Let Your Voice be Heard. Focus group with the LESLLA Executive Committee

Coordinated by **Patsy Egan**

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What a fantastic story of collaboration and of dedication to language and literacy development LESLLA tells! When researchers, teachers, and policymakers from across the globe spend time together in the same room, big things happen. Much has changed in the world of LESLLA since that first meeting in Tilburg in 2005. In the last 14 years, we have connected with each other every year in a fascinating new location – in the United States, Germany, Finland, Canada, Spain, England, Belgium, the Netherlands, and now Italy!

This year, LESLLA has a new name and new direction as a more official organization. We have grown to a point where having elected leaders and formal structures makes sense, and elections took place this spring for the Executive Committee. With such supports and people in place, we can now move the work of LESLLA forward in more efficient and equitable ways.

With a constitution, bylaws, and now our Executive Committee in place, it's time to shape LESLLA's identity and priorities! What would you like the leaders of LESLLA to hear? Do you have ideas for special interest groups or committees? Do you have thoughts on special projects, or maybe topics for our website or social media? This "listening session" with members of the newly elected Executive Committee is a forum for hearing from all LESLLA participants.

Representatives from the Committee, including the President, will lead a brainstorming and discussion session with attendees to help guide LESLLA as it takes its first steps as an official organization, charged with furthering LESLLA teaching and learning worldwide! Before we can act, we must LISTEN. This session is our chance to do just that.

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