

# **ICT for Learning the Host Country's Language by Adult Migrants in the EU**

## **Workshop Conclusions**

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**Authors: Stefano Kluzer, Anusca Ferrari and Clara Centeno**



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European Commission  
Joint Research Centre  
Institute for Prospective Technological Studies

**Contact information**

Address: Edificio Expo. c/ Inca Garcilaso, 3. E-41092 Seville (Spain)  
E-mail: [jrc-ipts-secretariat@ec.europa.eu](mailto:jrc-ipts-secretariat@ec.europa.eu)  
Tel.: +34 954488318  
Fax: +34 954488300

<http://ipts.jrc.ec.europa.eu/>  
<http://www.jrc.ec.europa.eu/>

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## Preface

Launched in 2005 following the revised Lisbon Agenda, the policy framework ‘i2010: A European Information Society for Growth and Employment’ has clearly established digital inclusion as an EU strategic policy goal. Everybody living in Europe, especially disadvantaged people, should have the opportunity to use information and communication technologies (ICT) if they so wish and/or to benefit from ICT use by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration on eInclusion<sup>1</sup> defined eInclusion as meaning “both inclusive ICT and the use of ICT to achieve wider inclusion objectives” and identified, as one of its six priorities, the promotion of cultural diversity in Europe by “improving the possibilities for economic and social participation and integration, creativity and entrepreneurship of immigrants and minorities by stimulating their participation in the information society.”

In the light of these goals, and given the dearth of empirical evidence on this topic, DG Information Society and Media, Unit H3 (ICT for inclusion) asked the Institute for Prospective Technological Studies (IPTS)<sup>2</sup> to investigate from different angles the adoption and use of ICT by immigrants and ethnic minorities (henceforth IEM) in Europe and the related policy implications. In response to this request, IPTS carried out in 2007-2009 several studies and related policy support activities.

The main study was on “The potential of ICT for the promotion of cultural diversity in the EU: the case of economic and social participation and integration of immigrants and ethnic minorities”. Other related and more focussed studies have looked at: the use of social computing by IEM; the use of ICT in long-term care at home, with a focus on migrant care workers; the state of the art of research on ICT and IEM in Europe. The results of these studies are published and made available at the URL: <http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html>

Following on the above work, the workshop presented here is part of a new research line launched in 2009, which is being developed always in collaboration with DG INFSO H3, focused on the role of ICT to support social work, communication and integration needs in migrants' everyday life, and integration of disadvantaged youth.

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<sup>1</sup> Available at [http://ec.europa.eu/information\\_society/events/ict\\_riga\\_2006/doc/declaration\\_riga.pdf](http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf)

<sup>2</sup> IPTS is one of the seven research institutes of the European Commission's Joint Research Centre



# 1. Introduction

These conclusions are drawn from the workshop held in Seville on the 1-2 October 2009, which gathered 13 external experts and IPTS researchers (see Annex 1 for the complete list of workshop participants and Annex 2 for the agenda).

The goals of the workshop were: 1) to identify and discuss the key challenges currently faced in L2<sup>3</sup> education of adult migrants in EU countries; 2) to gather evidence on whether, how and with which results such challenges are being addressed by using ICT; 3) in the light of such evidence, to identify which (if any) conclusions can already be drawn concerning the opportunities afforded by ICT to enhance L2 education of adult migrants (from the point of view of learners, teachers, training agencies and other stakeholders), the challenges deriving from ICT usages and the ensuing policy implications; 4) to propose further research needs in order to draw such policy-oriented conclusions.

The workshop is parallel to a study that IPTS is launching on the same topic, which will focus on the Netherlands and Sweden. The aim of the study is to explore how ICT can support the teaching and acquisition of L2 by adult migrants and which policy measures are needed to enhance ICT contribution in this domain.

The present conclusions highlight the main findings of the workshop, presenting evidence based on the experts' consultation.

## ***1.1 Learning the host country language within the integration process***

It is widely acknowledged that L2 acquisition is a crucial factor for integration. However, workshop participants highlighted that language proficiency is not necessarily driving to integration and that, in turn, integration does not necessarily imply full linguistic competence. Language acquisition and integration are two intertwined processes. Besides, language proficiency needs to be combined with a larger set of integration strategies, including cultural, social and professional perspectives.

There are several ways of being integrated in a society and unfinished learning paths cannot be discouraged under the banner of integration. Migrants might not finish a language course or integration programme because meanwhile they found a job, or might want to go back to language / integration programmes after a certain time. In parallel, however, many migrants work in the host society without necessarily knowing the host country's language, leading to possible misunderstandings and conflicts, and thus, limited integration paths. While a certain amount of language knowledge is necessary and relevant for anyone (especially soon after arrival), a knowledge limited to topic and domain-specific competences in the host country language (the so called "truncated multilingualism") can cover the migrants' needs, especially in the short term.

An integration programme should not disregard the importance of language learning, but it should at the same time accept a "truncated multilingualism" as a form of functional communication for integration. Migrants should be supported in the fast acquisition of basic language skills and cultural awareness in order to quickly become functional within a migrant and native neighbourhood.

Moreover, workshop participants underlined that learning the host country's language is not limited to studying the official written language of the country. Speaking skills are at first far more necessary for a fast functionality.

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<sup>3</sup> L2 stands for second language but it is here used as the host country's language.

Participants expressed the need to find ways to value the pluri-lingual repertoires and diverse skills of migrants as a resource also for second language learning.

## **1.2 Some facts and figures on host country language learning**

L2 education of adult migrants is an important issue throughout Europe:

- Evidence shows that **L2 levels are often low** and that this has an impact on educational achievement and employability. Language proficiency and social proficiency seem to be low even among 2<sup>nd</sup> and 3<sup>rd</sup> generation migrants;
- Even if the situation is diversified across Europe, a tendency can be seen in several member states to introduce **language requirements and tests** for adult migrants, for family reunion, permanent residence and citizenship. Annex 3 offers a synthesis of the situation in 2008. Access to welfare subsidies, work permits and other opportunities are also subject to language requirements in some countries;
- **Numbers of migrants** involved in L2 education are high: 60,000 people are the annual target set in the Netherlands (40,000 attended courses in 2008); 120,000 are addressed annually by integration courses in Germany; 20,000 migrants a year are prescribed L2 courses in France as part of the *Contrat d'Accueil et d'Integration* (although 30% do not register to these courses);
- Several countries offer **official courses** (see Annex 3) on L2 usually including knowledge of society. Integration programmes and L2 provision entail **high budgets** for MS, which reflect the high political priority of integration issues: Germany spent 174 M€ on integration courses in 2008 (200 M€ expected in 2009) and The Netherlands is spending 260 M€ (2009) on implementing the new Civic Integration Act (460 M€ expected in 2010).



## 2. The challenges of providing L2/integration courses to adult migrants

Several countries, regardless of the specific national language requirements, are facing similar challenges regarding the implementation and delivery of language and often integration courses for adult migrants. The main challenges that experts identified are summarized in the entwined topics below.

### 2.1 *Adult migrants' characteristics*

The migrant population is extremely heterogeneous, having diverse prior levels of competences, skills and cultural backgrounds. This becomes a challenge from the organisational and pedagogical aspect. The problem is twofold:

- Low literacy group

Among the adult migrant population there is a group of illiterate who needs to become functionally literate to learn the language and to be able to operate in a highly literate society. Illiteracy is particularly challenging as traditional language courses involve several reading and writing activities and even low levels of L2 proficiency (e.g. A1) entail a reading and writing component. Modes of communications through the use of different media are rapidly changing, for instance making written communication less formal and shorter. This should be taken into account, but is currently ignored by traditional courses.

- Diversity of knowledge and experiences

Adult migrants come from different cultures and have a diversity of qualifications, knowledge and skills, making it a difficult target group to cater for. For example, it might be challenging for some women to come to a class where there are men; or highly qualified migrants require higher competences in the L2 to obtain the job they were qualified for in their home country. In addition migrants come from a variety of L1,<sup>4</sup> thus having different phonetic and morphologic understandings of language. The diversity entails that the group might move at different paces, asking for differentiation,<sup>5</sup> some of the migrants requiring more time to get used to the new phonetic system of the language, some others finding it harder to memorise vocabulary. In addition, the diversity also implies that language courses have to include cultural components, filling the cultural gap between migrant learners and the host country society (for example: making it necessary to explain that when people are ill they cannot ask one of their relatives to go to cover for them at work).

### 2.2 *Diversity of migrants' needs*

L2 and integration provision needs to address the learners' specific needs and requests, making it a challenge for the focus of the courses. For example, some migrants want to learn the technical language to pass the driving license test; some others need a fast and focused approach in order to be able to start a particular job; and others are interested in helping their children with homework. Moreover, the need arises to provide courses in a flexible way (rather than only at a fixed time and through face to face delivery e.g. two hours once a week, starting in September and ending in June), to address those arriving at other times of the year, to cope with those working in shifts, and with those who are not able to come to a learning centre. An additional aspect is migrants' need for a certificate in order to get a job, which is not always guaranteed.

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<sup>4</sup> L1: mother tongue or first language.

<sup>5</sup> *Differentiation*: variety of approaches, tasks and activities in order to accommodate and cater for the different skills and needs in a group.

## ***2.3 Continuous participation in courses***

Workshop participants highlighted the problems of low percentages of attendance and achievement and of high drop out rates across countries. Lack of motivation can be due partly as a consequence of the current shortcomings in meeting the challenges mentioned above regarding diversity of skills and needs, to the fact that courses are not always tailored or adapted to learners' demands and needs. Low attendance can also stem from work and family commitments and the high mobility of many migrants. Very often, migrants have limited opportunities to socialize with the native population and do not speak the L2 outside the classroom, lacking thus the stimulus to get integrated and to learn. Experts also raised the lack of quality of provision as a possible cause.

## ***2.4 Teachers' preparation and motivation***

The requirements for teachers of L2/integration courses for adult migrants are manifold: teachers are required to have L2 language teaching qualifications; adult teaching qualification; digital skills or fluency; to be gatekeepers and entertainers; and to be able to deal with the diversity of migrants' cultures, skills and needs. These high requirements contrast with their working conditions, which appear to be far from optimal, characterized by low pay, working at unsocial hours, working part-time, and lack of recognition and rewards. As a consequence of the mismatch between requirements and work conditions, institutions face the challenge of attracting and retaining good and highly skilled staff; as there is a high burnout and turnover, and highly skilled teachers tend to leave the job.

Workshop participants sketched the most common teacher's profile as being: mainly women; working part-time; who never found a job in public schools system or who dropped out of the public school system; having low ICT skills; otherwise being recent university graduates at their first job (in which case they have higher ICT skills).

## ***2.5 Evaluation of the effectiveness of courses for integration***

Even when funds are available, there is a need to justify the expenditure of public money on L2 education, by proving that L2 proficiency among migrants has an impact on their socio-economic inclusion and that it entails benefits for the whole society.

However, measuring integration is complex, and there is no set of commonly agreed indicators for integration. It is therefore challenging to measure how L2 provision can affect integration, and pass rates and completion rates are neither measures nor indicators of inclusion, as educational achievements are not necessarily reflected into socio-economic integration.

### 3. Key components of an enhanced L2 educational approach for integration

In order to address the above challenges, workshop participants pointed at the need to develop a **L2 educational approach for integration**. Language functionality or proficiency has to be combined with support for integration. Moreover, the objectives of L2 provision have to be linked with socio-economic integration achievements (i.e. finding a job, linking with host society, etc). In essence, this approach comprises four key elements: enhancing teachers' skills and work conditions; motivating learners by addressing their needs/goals with respect to integration in the host country; providing a flexible delivery in terms of time and location; catering for the full spectrum of learners' levels, skills and difficulties.<sup>6</sup>

Based on workshop participants' contributions, an effective L2 education approach for integration should ideally incorporate the following components:

#### *Course preparation*

1. Training opportunities (initial training and CPD)<sup>7</sup> for teachers and recognition of their professionalism;
2. Diagnostic assessment to verify migrants initial skills (i.e. literacy, numeracy and digital skills; L2 levels, general attitude towards learning), learning styles,<sup>8</sup> and cultural background;
3. Analysis of migrants' needs to better identify their motivations and aims for learning L2;
4. Tailoring of courses content to such skills, needs and goals;
5. Establishment of active links with local society/community so as to seek and create opportunities for L2 usage in job, socialization, etc. and involve other parties in L2 education such as employers, schools and civil society;
6. Cater for all levels of ability, from illiterate to qualified professional;
7. Provision of integrated courses, facilitating social and economic integration;
8. Provision of basic literacy training for migrants: ability to read and write, to use technologies, and to understand the host country's culture.

#### *Course delivery*

9. Co-operative or task-based learning (horizontal interaction, learning from each other) and constructivist approach<sup>9</sup> (building on previous knowledge/experience, problem-solving and task-based activities) matched with ongoing support, as learners need it;
10. Flexible delivery: adapting L2 provision to learners schedules and location: learning when/where possible, according to learner's social, work, and family commitment, involving learning at a distance;
11. Personalized content and method, addressing learners skills (e.g. focus on literacy; catering for all learning styles) and needs (learning specific vocabulary for a specific job), including the use of different tools such as mobile phones, PCs, etc.;
12. Promotion and support of socialization opportunities for continued practice, e.g., host society volunteer schemes;

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<sup>6</sup> It should also be mentioned that socio-cultural integration is a reciprocal process. The integration process also involves the dominant group and the ways and means of communication between dominant and migrant groups.

<sup>7</sup> CPD: Continual Professional Development, in-service training.

<sup>8</sup> *Learning styles*: all learners have their own way of learning. Visual learners tend to find it easier to learn while reading or seeing; auditory learners prefer to listen; tactile/kinesthetic learners learn by doing, moving and touching.

<sup>9</sup> *Constructivist approach*: based on the theory that learners build knowledge from their own experience of the world.

13. Formative continuous assessment, peer assessment and self assessment, taking into account informal learning opportunities.
14. Final test / evaluation to appraise the effectiveness of the approach.

*After the course (Follow-up)*

15. Link L2 education achievements to further education opportunities, including self-access to ICT-based L2 learning resources;
16. Support further opportunities to use the L2: building social networks;
17. Providing a L2 certificate which is widely recognised by institutions and society, e.g. when looking for a job;
18. Assessment and evaluation of the integration process.

## 4. ICT role for an enhanced L2 educational approach for integration

ICT are already part of the everyday life of most migrants and of the host society. Moreover, ICT are already being used in L2 provision. Therefore, experts pointed out that the use of ICT for L2 education should not be questioned, but rather it is necessary to explore how to use it to reap its full potential.

ICT emerged in many ways as necessary to implement the enhanced L2 educational approach for integration presented above. Notwithstanding the central role of ICT to implement the enhanced approach, a broad consensus seemed to exist among the workshop participants on the following cautionary statements about ICT and L2 education of adult migrants:

- There is the need to raise realistic expectations;<sup>10</sup>
- ICT alone can not be considered as a solution to the current challenges: it needs to be embedded in a wider adapted methodology and approach. The appropriate ICT tool/application and a sound methodology must meet.
- It should be avoided to use ICT tools and applications as an "upgraded paper-and-pencil" approach, or as a new mean for old instructional methods and frontal teaching.
- Different learners, situations, contexts and contents will require different tools: the ICT provision has to be as diversified as the needs of the learners and the didactical approaches. No one ICT solution fits all.
- Stakeholders should understand that new technologies entail new ways of learning and new literacy requirements.
- ICT should only be used when it helps (also if this means addressing only a segment of the migrant population).
- While ICT allows creating new pedagogies and approaches to L2 learning and integration, a structured approach seems to be appreciated by learners.
- ICT tools and applications should be kept simple; possibly using tools already known/trusted by learners (mobile phones, but also TV and radio and potentially some internet media). Full and instant technical support must be organized to ensure solutions are always operational.
- It needs to be understood that some migrants will likely never make use of ICT.

The following table gives an overview of ICT opportunities for L2 acquisition and socio-economic integration of adult migrants. The examples of the potential contribution of ICT are set against the challenges that experts raised during the workshop (see above Section 2).<sup>11</sup> It should be noted that the list of examples presented below is meant to be illustrative, and not to be inclusive of all options that arise from ICT.

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<sup>10</sup> The history of second/foreign language education is replete with cases of technological fixes, such as language laboratories, which promised to make language acquisition easy for everybody.

<sup>11</sup> The only challenge that is not addressed here is the "Evaluation of the effectiveness of courses for integration", as this cannot be solved with a different educational approach but it is rather a policy challenge.

Challenges	Solution	Examples of the potential contribution of ICT
<i>Diversity of skills and cultural background of adult migrants</i>	<p><u>a. Illiterate group</u> Courses need to address literacy of learners. With this group, the first focus of L2 learning will have to be on speaking and listening.</p> <p><u>b. Diversity of knowledge and experiences</u> Cater for all abilities. Teach the language and the culture of the host country. Tailor lessons and materials to learners learning styles and paces.<sup>12</sup></p>	<ul style="list-style-type: none"> <li>○ Video and audio material can provide authentic and relevant examples of real life exchanges</li> <li>○ Educational resources based on videos and audio recordings (including a vast amount of ICT tools and resources: from online video-sharing networks to podcasts to MP3s) can help illiterate learners to enhance their speaking and listening skills in the L2 without having to read nor write</li> <li>○ ICT tools can be used to teach and learn how to read and write (e. g. tablet PCs have been used in this way)</li> <li>○ ICT can provide translations for absolute beginners (online translation tools such as Babel Fish)</li> <li>○ ICT allows for different paces in a group, as learners can work on their own</li> <li>○ The combination of different ICT tools permits to cater for all learning styles by allowing learners to watch videos, listen to audios or reading a text in the L2 (e.g. News can be accessed via three different ways)</li> <li>○ 3D simulations can prepare for real life challenges, by lowering fears and stress levels (especially for those with low L2 levels)</li> <li>○ ICT provides new communication channels between teachers and learners, allowing a personalised guidance and follow-up (e.g. emails, text chat, instant messaging, Internet phone)</li> <li>○ ICT provides new means and opportunities for peer-to-peer learning and exchange of information or experience (e.g. online fora, text chat, instant messaging, social networking sites)</li> </ul>
<i>Diversity of migrants' needs</i>	<p>Tailored made provision (in terms of diversified content, method and vocabulary). Flexible courses, in terms of delivery and participation, thus addressing the needs of those who cannot come to class regularly (people working in shifts, those needing an intense course or those who might not be able to come to a learning centre) and</p>	<ul style="list-style-type: none"> <li>○ ICT distance learning applications on mobile and PC allow flexibility in time, letting learners learn when they want and can (while waiting for the bus, at home, etc.)</li> <li>○ ICT allows flexible delivery by providing blended learning settings<sup>13</sup></li> <li>○ ICT-based learning applications can be used during class time or at a distance, therefore learners can integrate "learning on their own" with "learning with others"</li> <li>○ PC access constraints can be bypassed using mobile devices</li> <li>○ Speaking the L2 with other learners or with the teacher can be done flexibly (in terms of time and place) via Internet phone chatting</li> <li>○ ICT facilitates remote exchanges, communication and collaboration using the target language. These can be done via various widely used platforms, with the web as the most prominent among them, and also devices including desktop and portable computers, mobile</li> </ul>

<sup>12</sup> *Learning pace* refers to the rhythm and time that every learner needs to finish a task or achieving a goal.

<sup>13</sup> *Blended learning*: combination of learning methods and ways of delivery, here it is intended as an approach that mixes classroom participation with online learning.

	<p>allowing for discontinuity in the L2 acquisition.</p> <p>Organisation of courses starting at different times of the year and allowing short outcomes/exit points.</p> <p>Distance learning provision.</p>	<p>phones, other handheld devices (e.g. PDAs, MP3 players, i-pods, digital audio recorders, digital video recorders), games consoles, TV and radio.</p>
<i>Migrants' low motivation and participation in courses</i>	<p>Tailor courses' contents and pace to learners' skills, experiences, needs and requests. Making courses relevant to learners needs.</p> <p>Promote flexibility and personalisation<sup>14</sup> of learning.</p> <p>Ensure a provision of high quality.</p>	<ul style="list-style-type: none"> <li>○ ICT enables the easy production of interesting/relevant content that learners might want to study (e.g. extracting text from a webpage on football)</li> <li>○ ICT enhances a variety of teaching/learning methods and activities, e.g. alternating watching a video with digital multiple choice exercises, etc.</li> <li>○ ICT makes some specific activities (e.g. vocabulary drilling and repetition) more interesting, relevant and effective by providing visuals or allowing a different set of activities to focus on the same content, vocabulary or grammatical point</li> <li>○ ICT can "bring the world into the classroom" (e.g. through 3D simulation): learners can browse for facilities in the home town on the web (libraries, post office)</li> <li>○ ICT-based simulation application provide a mean to role-play activities which are contextualised and relevant</li> <li>○ ICT allows learners and teachers to track progress and get continuous feedback on achievements</li> <li>○ ICT supported learning scenarios<sup>15</sup> boost motivation</li> </ul>
<i>Teachers' preparation and motivation</i>	<p>Providing training opportunities for teachers.</p> <p>Enhancing teachers' work conditions</p>	<ul style="list-style-type: none"> <li>○ ICT offers the opportunity to produce, share and download educational material and ready-to-use lessons</li> <li>○ Teachers can make use of stand-alone applications specifically designed for language learning purposes, such as CD/DVD or web-based courses and materials, digital reference works such as dictionaries and grammars</li> <li>○ Some ICT based learning platforms support and provide guidance to teachers</li> <li>○ Through ICT, the role of the teacher changes as she becomes a mentor. This is reflected in a different relationship and communication with the learners enabled by communication means such as email, audio-conferencing, video-conferencing, text chat, instant messaging, presence indication and virtual worlds</li> </ul>

<sup>14</sup> *Personalization*: tailoring teaching and learning to individual needs.

<sup>15</sup> *Learning scenarios*: activities and exercises simulating a particular situation linked with a desired/undesired outcome, e.g. when the situation is looking for a job, a right set of answers will lead to finding the job (desired outcome), the wrong answers to not finding one (undesired outcome).





## **5. Challenges to realize ICT opportunities for an enhanced L2 educational approach for integration**

ICT provide solutions for learning and integration, but experts pointed at some barriers to overcome when implementing ICT in L2 / integration provision, namely:

### **a) Lack of awareness and information of stakeholders**

Good practices of L2 and integration approaches, as well as ICT-enabled L2 provision, are happening around Europe. There is nevertheless a lack of information exchange and at times a lack of awareness of the potentiality of ICT for L2 and integration of migrants, i.e., what benefits can ICT bring, how to integrate it and which difficulties need to be addressed.

### **b) Lack of sufficient teachers' digital skills and training**

Teachers need to be better prepared in order to be pro-active and functional in an enhanced L2 educational approach. Most of all, they need initial and in-service training. In order to successfully implement ICT in their practice, teachers need digital fluency. Moreover, they need to be prepared for new learning approaches and for the pedagogical and pragmatic changes that these new ICT-enabled approaches entail. They also need support in implementing both ICT and new practices. Collaboration and resources or experience sharing could be used for building new knowledge and for developing new skills and practices.

### **c) ICT-based L2 education content/materials**

There seemed to be consensus among workshop participants that at the moment there is no real need to invest in the production of professional ICT-based teaching materials and platforms, except for simulation environments (which are very promising but relatively underdeveloped). Much material is already available to be re-used, and the need rather seems to make it more searchable and to support users/teachers in learning how to select it and make use of it, besides learning how to produce new materials as well. However, in those countries with a less widely spoken L1 there may well still be a need for promoting and supporting the development of good quality materials, appropriate for use in a migrant-education context. The availability (or not) of such digital materials in those countries seems to depend on at least two driving factors: a) the existence (or not) of an industry providing services and materials (of any kind, not just digital) for this specific segment of the language learning market; and b) the existence (or not) of an e-learning industry able to provide solutions for the local needs in this specific segment of the language learning market.

### **d) Lack of didactical support**

On top of having learning tools and materials, teachers and learners face the challenge of how to use them. They need to have examples of good use of ICT tools and resources. New pedagogies and ICT opportunities need to be spread, by providing teachers with examples of good practices (e.g. videos showing a classroom interaction). Peer observation is already being used as a useful mean of practice sharing.

### **e) Low levels of digital literacy of migrant learners**

Some digital skills and competences are of course needed for using ICT in L2 acquisition. However, migrant learners show diverse levels of digital literacy, where low levels represent a clear challenge for the use of ICT in L2 education. In order to address this challenge, some countries are incorporating ICT courses within the language /integration programme.

#### **f) Barriers to digital access**

ICT access local conditions – broadband availability, regulations and other factors determining availability and price of ICT devices and services – are still a barrier in many national and local contexts. Technological choices in L2 education can take these barriers into account and minimize their effects. But in some cases, direct measures need to be taken (e.g. providing public internet access points).

#### **g) Need to develop an e-Culture**

Even when ICT infrastructure is available and teachers and learners have ICT skills, efforts need to be made to develop an e-Culture. I.e., in order to implement ICT in language and integration courses, there is a general need of raising the awareness of ICT opportunities and of embedding ICT in everyday practices, by the means of a systematic incorporation by all stakeholders of ICT use in everyday teaching, learning and communication practices. Given the 'distance' from ICT that seems to characterize the majority of stakeholders in this field (including adult migrants, who may use ICT a lot, but not for learning purposes), greater familiarization with different types of ICT in the education context seems to be needed to move on towards more innovative usages.

#### **h) Challenges in measuring the impact of ICT for L2 learning and for inclusion**

Measuring the impact of ICT for L2 learning and for inclusion faces specific challenges related to this specific context. On one side, ICT in isolation does not represent a solution per se, but it is rather an effective mean to reach L2 functionality and socio-economic integration. Thus, improvements of L2 education for integration will not depend exclusively on the use of ICT, but more on the use of an adapted educational approach which incorporates an adequate implementation of ICT. On the other side, the impact of ICT for L2 education needs to be measured against two linked objectives: 1) L2 learning; and 2) socio-economic integration of migrants.

## **6. Recommendations for policy-makers**

In order to reap the full potential of ICT for an enhanced L2 educational approach for integration, a number of policy options were suggested by experts. These recommendations address both the challenges identified of providing L2 / integration courses together with those identified for realizing the potential of ICT for an enhanced L2 educational approach.

### **1. Awareness raising and better information of stakeholders**

Policy-makers, education providers, teachers, ICT companies and learners have different perspectives and expectations. A common level of information and understanding and likely some consensus on how to enhance the L2 education approach and the role that ICT can play are needed for a sustainable change process.

### **2. Teachers training**

Teachers are certainly a central figure to enhance the L2 / integration provision. Therefore, they need to be empowered to be able to understand and address all learners' needs. Teacher training is a priority: teachers need to acquire relevant skills, such as knowing how to teach to specific target groups (e.g. adults and illiterates), and digital skills. Training is also necessary to enable teachers to understand and become capable to apply new pedagogies. This needs to be done as Initial Teacher Training (ITT) but also as Continual Professional Development (CPD).

### **3. Involving other stakeholders in L2 education**

Involving other actors in the L2 / integration provision can have positive effects on the quality of the provision and boost integration of migrants. Prospective employers, for instance, can play a crucial role in the development of courses which enable the economic integration of migrants. Employers, schools and civil society can also play an important role in language education for different migrant contexts and needs: for the employee to perform on his job, for the parents to support their children in education, and for immigrants in general to establish links to the host society. In this context, educational institutions need to be ready to listen to the needs and requirements of employers.

### **4. A platform for a systematic exchange of information, experiences and good practices**

Stakeholders (decision makers, institutions, and teachers) across Member States are facing similar problems regarding L2 provision and socio-economic integration of migrants, while different experiences exist across countries. Therefore, they would benefit from exchanging information, experiences and good practices in order to learn from each other. Building a platform for a structured and systematic exchange of information among stakeholders at European level would suit this purpose. The platform would be a point of exchange on ICT-enabled L2 provision and on ITT and CPD, where to discuss benefits and barriers of implementation. This platform should be made available to a wide range of stakeholders, including people from social welfare and sociology. In this context, DG EAC (Multilingualism) is currently supporting with funds the creation of Transversal multilateral projects to develop innovative language learning materials or raise awareness of the importance of language learning and Networks in the field of language learning and linguistic diversity to support the sharing of ideas, information and good practice across Europe.

### **5. Rethinking language provision curricula and delivery**

For L2 courses to be relevant for migrants and functional for inclusion, the language provision needs to be tailored to the migrant's needs. Current language provision often focuses on topics not much relevant for adult learners. Moreover, there is a need to promote flexibility in times and modes of delivery through virtual learning environment and self-accessed learning resources. ICT can play a crucial role, as it allows a more flexible and user-driven approach to learning, e.g. through mobile-assisted, location-based learning (where the learner's location in a given environment is used to select and make available to him/her specific content which is relevant there).



## 7. Recommendations for further research

This section presents some suggestions for further research that were only briefly discussed at the workshop.

### **a) Research on L2 teachers**

Given the training effort envisaged to prepare teachers to a new L2 education approach, including the use of ICT, some questions are worth exploring: who are these teachers, what is their professional identity? What creates the core of this profession? What is their socio-economic status, how are they organised? Which pedagogical values and competencies do they bring with them into ICT-based teaching environments? What competencies do they need to develop in order to use ICT-based approaches and methods to L2 teaching? What demands do different types of media and environments put on their L2 teaching competencies? Given these questions what approaches to teacher training courses (their content and organization) are then needed? How can ICT be used to efficiently enhance teacher training and continual professional development, e.g. “on demand” learning and virtual teacher training environments focusing on specific teaching needs?

### **b) Research on new ICT-based pedagogy in L2 education of adult migrants**

Research on new ICT-based pedagogies might involve the comparison of different tools, used in similar or different pedagogical approaches, with different target groups, etc. Vice versa, there is a need to research and develop appropriate pedagogical concepts to effectively exploit ICT opportunities. Some questions raised were: how could content and concepts of digital learning be adapted for users with no ICT-enabled learning experience (but possibly with some ICT skills)? How can possibilities of digital communication (known and used by migrants) be integrated in language-learning concepts? How can migrants with no ICT experience become familiar with them in the context of a language courses? Workshop participants appreciated the UK experience of funding action-research promoted by teachers in this field and providing support to teachers in designing and setting up the research projects. Also, there is need to research on how to overcome the danger of converting old, instructional didactics on ICT. A particularly interesting area of research would address the use of mobile tools by migrant, and how to integrate mobile use and language / integration needs and opportunities.

### **c) Research on migrants' needs and motivations for L2 learning**

In order to better support a user-driven approach to L2 education, more knowledge is needed of migrants' needs and motivations for L2 learning in an integration perspective, and of other mechanisms beyond language leading to integration. Research projects which carry out a needs analysis are necessary. This will start with an analysis of the different migrant populations, of their linguistic and social needs and prospective in any given region or country. These data will then have to be linked to the societal needs (policy and the dominant majority). This needs analysis, based on reciprocity, could form the basis for a policy of language programmes and become the starting point for curriculum design and course preparation and tailoring.

### **d) An impact measurement framework on ICT for L2 education**

Policy makers need evidence of the impact of ICT investment in L2 education, in order to justify and better direct expenditure in this area. As mentioned in the Section 2 on challenges, pass rates are considered a too crude measure of courses' success, in terms of both educational and integration outcomes. It is challenging to isolate the contribution of ICT use in L2 courses from other factors, such as pedagogy, local contexts, teachers' preparation, etc. An appropriate framework should be designed, developed and tested by identifying which impact dimensions should and can be measured (learning achievements, attendance, delivery process costs, integration outcomes etc.); which data exist or can be gathered; the privacy and other sensitive issues involved; and so on. Ongoing research in the Netherlands on the impact of courses on migrants' integration, empowerment and participation (results are expected in May 2010) could provide an important starting point for this work.



## **Annex 1 – Workshop Participants List**

**Magnus Axell**

Utbildningsförvaltningen  
Sweden

**Mads Bo-Kristensen**

Videnscenter for Integration (VIFIN)  
Denmark

**Marianne Driessen**

CINOP  
The Netherlands

**Christoph Hauschild**

Bundesministerium des  
Innern  
Germany

**Eva-Lotta Johansson**

Ministry of Integration and  
Gender Equality  
Sweden

**Maria Kambouri**

Institute of Education,  
University of London  
United Kingdom

**Pavlos Koulouris**

Ellinogermaniki Agogi  
Greece

**Gilbert Lhote**

OFII  
France

**Lilian Nygren-Junkin**

Göteborg Universitet  
Sweden

**Luciano Sáez Rodríguez**

Gobierno de Aragón  
Spain

**Massimiliano Spotti**

Babylon/Tilburg University  
The Netherlands

**Nancy Steutel**

ITpreneurs  
The Netherlands

**Christina Trojan**

Goethe Institute  
Germany

**Piet Van Avermaet**

University of Ghent  
Belgium

**IPTS participants**

David Broster, IS HoU  
Clara Centeno  
Anusca Ferrari  
Anssi Hoikkanen  
Stefano Kluzer  
Yves Punie  
Christine Redecker





## Annex 2 – Workshop Agenda

### Workshop on ICTs for learning the host country's language by adult migrants in the EU Seville, 1-2 October 2009

<b>1 October – Afternoon session</b>	
<i>14.00 – 14.15</i>	<i>Registration</i>
<b>14.15 – 14.30</b>	<b>Welcome and introduction by IPTS</b> Brief presentation of past work on ICT & IEM and the new research on ICTs for L2 education of adult migrants
<b>14.30 – 14.45</b>	<b>Round table presentation of participants</b>
<b>14.45 – 16.15</b>	<b>The key challenges of second language learning by adult migrants</b> <ul style="list-style-type: none"> <li>○ Overview of input sent by workshop's participants (IPTS)</li> <li>○ Explanations and discussion (all participants)</li> </ul>
<b>16.15 – 16.30</b>	<b>Coffee break</b>
<b>16.30 – 17.00</b>	<b>Short demonstration of ICT tools/applications of the Danish and Swedish initiatives</b>
<b>17.00 – 17.40</b>	<b>Denmark - The www.dansk.nu language learning platform</b> Presentation by Mads Bo-Kristensen, Vidsenscenter for Integration (VIFIN) Q&A session
<b>17.40 – 18.20</b>	<b>Sweden – Using mobile phone for language training of refugees in Stockholm</b> Presentation by Magnus Axell, Municipality of Stockholm Q&A session
<b>18.20 – 19.00</b>	<b>Short demonstration of ICT tools/applications of the Dutch and Spanish initiatives</b>
<b>2 October – Morning session</b>	
<b>09.10 – 09.50</b>	<b>Spain – The use of Aula Virtual de Espanol for migrants' education</b> Presentation by Luciano Sáez Rodríguez, Gobierno de Aragon (Dept. Professional Training and Permanent Education) Q&A session
<b>09.50 – 10.30</b>	<b>Netherlands - ITpreneurs</b> Presentation by Nancy Steutel (ITpreneurs) Q&A session
<b>10.30 – 10.50</b>	<b>Coffee break</b>
<b>10.50 – 11.50</b>	<b>ICTs for L2 education: challenges and opportunities</b> Introductory presentation by Maria Kambouri (Institute of Education University of London) Roundtable discussion
<b>11.50 – 12.30</b>	<b>ICTs for L2 education: policy challenges and implications</b> Roundtable discussion
<b>12.30 – 13.20</b>	<b>ICTs for L2 education: further research needs</b> Roundtable discussion
<b>13.20 – 13.30</b>	<b>Wrap up and final remarks</b>



## Annex 3 – Language requirements for adult migrants in the EU

The Language Policy Division of the Council of Europe in cooperation with the French Ministry of Culture and Communication (Délégation générale à la langue française et aux langues de France), the Association of Language Testers in Europe (ALTE) and the University of Ghent, Belgium undertook in 2008 a survey of current trends concerning language requirements for adult migrants in Council of Europe member states. The results are summarized as follows:

Country	Family reunion	Permanent residence	Citizenship	Official courses
Germany	A1	B1	B1	Obligatory for 40% of migrants, optional for others
Austria		A2	X	Optional
Denmark	Planned	A2? / B1 / B2	B2	Obligatory
Belgium (Flanders)				Obligatory (A1)
France	X	A1.1	Interview	Obligatory
The Netherlands	A1-	A2	A2	
United Kingdom	A1 (Feb. 2008)	B1?	Progression to a higher level	Optional
Norway		Course of 300 hours	Course of 300 hours	Obligatory, 300 hours minimum
Greece		A2	A1	
Italy			?	In country of origin: A2 minimum for work permit; also optional courses
Slovak Republic			X	
Czech Republic		2009	Interview	Optional
Estonia		A1–A2	X	
Latvia		X		
Croatia		2008	?	
Poland				Optional courses for spouses of persons of Polish origin
Armenia			X	
Georgia			X	Optional
Turkey			Language certificate	
<b>Total</b>	<b>4 + 1 planned</b>	<b>12</b>	<b>14 + 3?</b>	<b>5 Obligatory</b>

An update of this survey is planned by the Council of Europe for late 2009.

Requirements are based on the Common European Framework of Reference for Languages (CEFR). Levels descriptors can be found at: [http://www.coe.int/t/dg4/linguistic/DNR\\_EN.asp](http://www.coe.int/t/dg4/linguistic/DNR_EN.asp)



European Commission

**JRC 57387 – Joint Research Centre – Institute for Prospective Technological Studies**

Title: ICT for Learning the Host Country's Language by Adult Immigrants in the EU – Workshop Conclusions

Authors: Stefano Kluzer, Anusca Ferrari, and Clara Centeno

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Technical Note

**Abstract**

It is widely acknowledged that L2 acquisition is a crucial factor for integration. However, language proficiency is not necessarily driving to integration. Language provision needs to be combined with a larger set of integration strategies, including cultural, social and professional perspectives. In order to address the current challenges of integration of adult migrants, workshop participants pointed at the need to develop a L2 educational approach for integration. In essence, this approach comprises four key elements: enhancing teachers' skills and work conditions; motivating learners by addressing their needs/goals with respect to integration in the host country; providing a flexible delivery in terms of time and location; catering for the full spectrum of learners' levels, skills and difficulties. ICT, which is already part of the everyday life of most migrants and of the host society, can play a crucial role in the implementation of this new, tailor-made educational approach for integration. The use of ICT for L2 education should not be questioned, but rather it is necessary to explore how to use effectively it to reap its full potential.

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