

HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT

LASLLIAM - LITERACY AND SECOND LANGUAGE LEARNING FOR THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS FERNANDA MINUZ

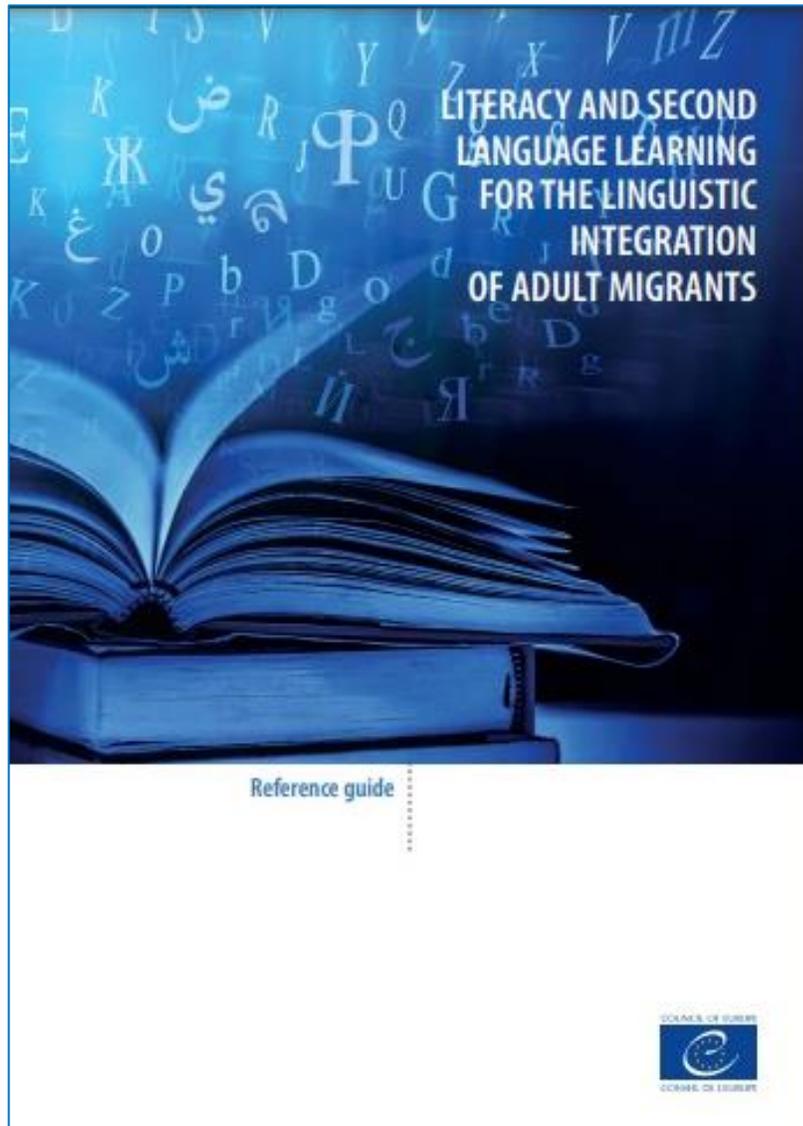
A Reference Guide

that builds on the *Common European Framework for Languages (CEFR)* and the *CEFR Companion Volume*

below and up to the CEFR A1 level

for non-literate and low-literate adult migrants who are learning the language of the country of resettlement.

It provides Can-do-descriptors and extensive recommendations on how to use these for the sake of learner emancipation and learner development



Fernanda Minuz
Jeanne Kurvers
Karen Schramm
Lorenzo Rocca
Rola Naeb

<https://rm.coe.int/prems-008922-eng-2518-literacy-and-second-language-learning-couv-texte/1680a70e18>

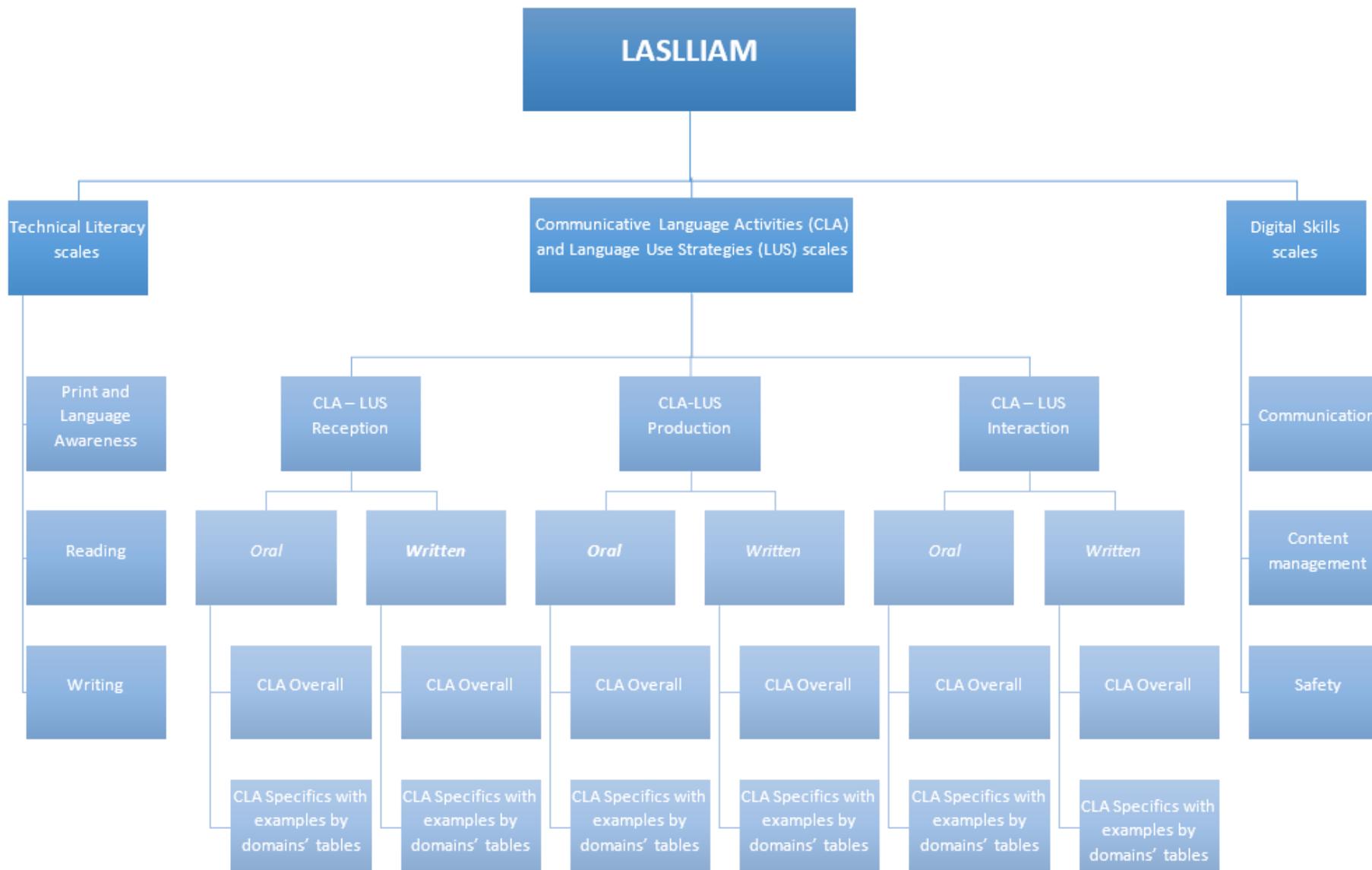
adopts the **action-oriented approach** of the CEFR and CEFR Companion Volume

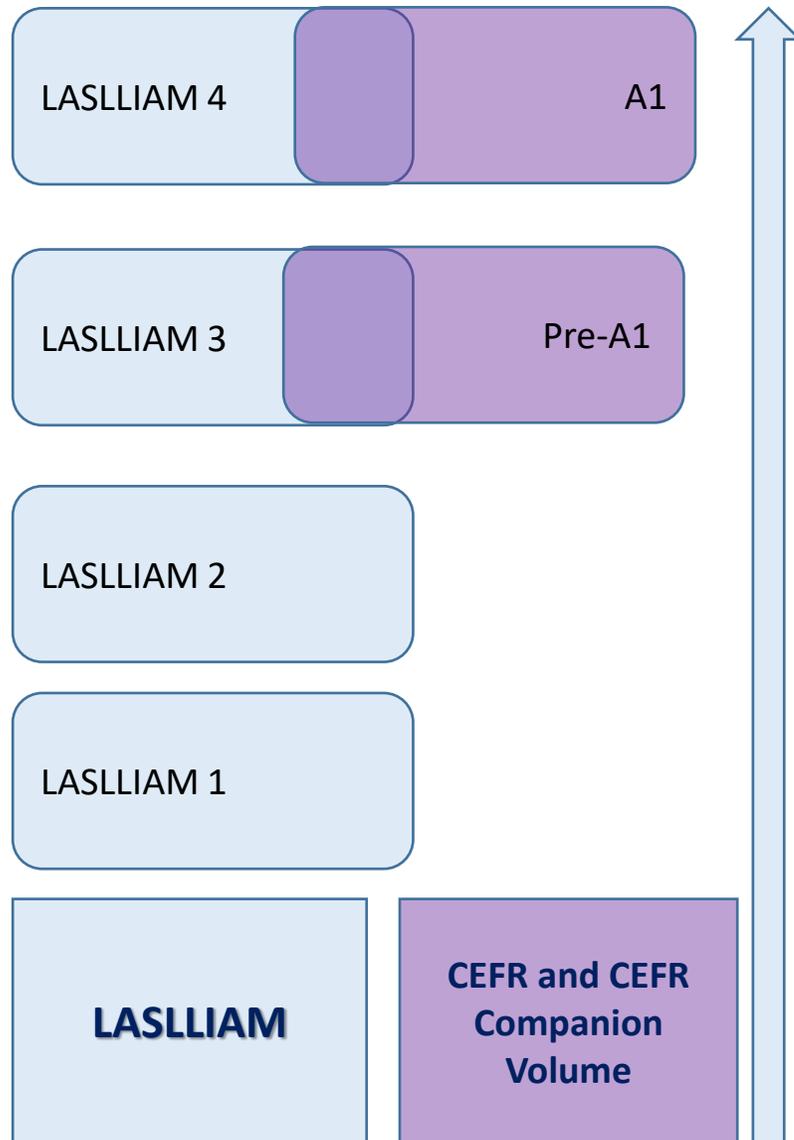
adopts the key notions of **communicative language competence** as a multidimensional competence, **tasks** and **learners' profiles**

provides **illustrative descriptors** for **reception, production and interaction** for oral and written second language learning, in relation to both **communicative language activities** and **language use strategies**

provides also **illustrative descriptors** for the acquisition of the written code (**technical literacy**) and the **digital skills**

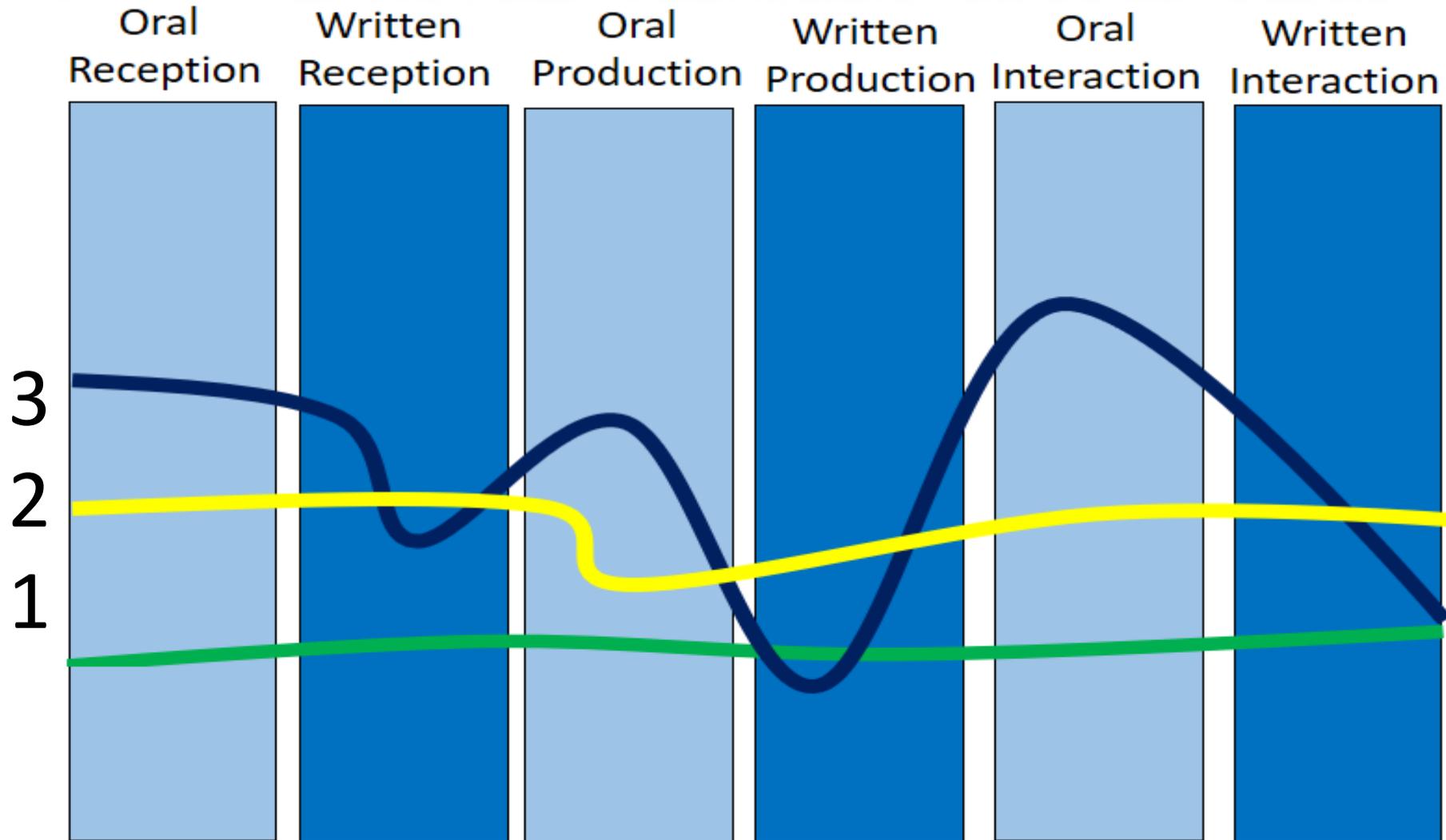
organises the descriptors in **four-level scales** ranging from the first contact with the written language and the(oral and written) target language up to level A1 of the CEFR Companion Volume





- As CEFR and CEFR Companion Volume, LASLLIAM assumes the concept of **individual profiles**, which implies learning goals independently of each other
- Therefore, the descriptors are not co-dependent, in the sense that a learner might be at level 1 in a certain 'can-do' and level 2 or 3 in another

Uneven Profiles of three LASLIAM learners



In LASLLIAM *literacy* refers to the ability of individuals, as **social agents**, to identify, understand, interpret and produce written texts (which can be handwritten, printed, digital and multi-modal) in accordance with **social context**.

LASLLIAM addresses

- the **individual** cognitive processes and linguistic dimensions of learning and using the written language and
- the **individual** communicative needs and activities, alongside roles, functions and values attributed to the written language by the **communities** in which individuals learn to read and write.

LASLLIAM Reference Guide describes the simultaneous, interrelated, and not linear processes of acquiring literacy and a second language

- Non- and low-literate adult migrants form a highly diverse group with a vast array of educational needs (**needs analysis**).
- **Literacy background** and **oral and plurilingual resources** (including **competence in the target language**) are of foremost relevance.
- A combination of features characterize **learner types**:
 - ✓ from non-literates in any language to the so-called functionally non-literates
 - ✓ from non- and low-literates with minimal ability to act in a second language to non-literates with some ability to speak and listen in their second language.

***Literacy and illiteracy* represent poles of a wide continuum of individual skills and knowledge.**

Technical literacy is the ability to **get access to the written code of a language**. For alphabetical scripts, this means learning to use the systematic relationship between letters/graphemes in writing and sounds/phonemes in spoken language in a gradually more fluent way until word recognition is automatised.

Technical Literacy scales

focus on cognitive and linguistic dimensions,

describe the progression from emergent literacy towards fluency and automatized decoding and encoding.

1. Language and Print Awareness
2. Reading
3. Writing

Examples

Language and Print Awareness- level 2

- *Can analyse words with a simple syllabic structure into phonemes (e.g. 'map' into 'm-a-p')*

Reading – level 2

- *Can read practised words and new short words with a simple or highly frequent syllabic structure by applying the grapheme-phoneme correspondence (e.g. "son", "sera").*

Writing - Level 2

- *Can write words with a simple syllabic structure using the phoneme grapheme correspondence (e.g. "book").*

Overall scales

- Oral Reception
- Written Reception
- Oral Production
- Written Production
- Oral Interaction
- Written Interaction

Specific Scales

- Oral Reception
- Written Reception
- Oral Production
- Written Production
- Oral Interaction
- Written Interaction

Can do X (referring to the CLA teaching goal), **by**
(reading/writing/listening/speaking) Y (referring to practice,
length and linguistic complexity)

Example

Overall oral reception – Level 2

Can pick out isolated pieces of information and frequent social formulas (e.g. greetings) by recognising familiar words and expressions in a short simple speech.

Every descriptor is contextualized and completed by **examples of language use in the 4 domains** mentioned in the CEFR

Specific scale – Functional writing – Level 1

Descriptor	Personal domain	Public domain	Occupational domain	Educational domain
<i>Can write a personally relevant word by copying it into an agenda.</i>	e.g., date and time of sports club; birthdays of relatives; public holidays ('June 17: aunt Nora')	e.g., appointment at the doctor's or a public office	e.g., working days and times	e.g., room number, lesson time and name of teacher

LASLLIAM general indicators

- Reception before production
- Interaction before reception and production
- Practiced before new
- Meaning before form
- Pragmatics before accuracy (only for functional literacy, not for technical)

Curricula and
syllabi

Teaching
materials

Assessment
tools

Professional
development

INTERNATIONAL COMPARATIV (SUPRA)

e.g. international reference instruments (LASLLIAM)

NATIONAL/EDUCATION SYSTEM, state, region (MACRO)

e.g. study plan, syllabus, strategic specific aims, common core, training standards

SCHOOL, institution (MESO)

e.g. adjustment of the school curriculum or study plan to match the specific profile of a school, developments in partnership with businesses

CLASS, group, teaching sequence, teacher (MICRO)

e.g. course, textbook used, resources

INDIVIDUAL (NANO):

e.g. individual experience of learning, lifelong (autonomous) personal development

Heterogenous classes/groups due to many factors

literacy, L2 competence, education, digital skills, distance between L1 and L2, scripts, contacts with the L2 and domains of L2, uneven profiles, plurilingual repertoires, internal factors (age, motivation, cognitive style, attitudes, etc.), trauma experience, physical impairments, external factors (social context, cultural distance, migration project, etc.), conditions for regular course attendance (distance, costs of public transport, working and/or family commitments, etc.)

Needs analysis

- at the beginning, to tailor the course to the needs of the participants,
- during the course, as a continuous monitoring tool to keep the teaching in tune with the learners' evolving needs.

WWW.COE.INT HUMAN RIGHTS DEMOCRACY RULE OF LAW EXPLORE English Connect

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Language Support for Adult Refugees

Home Introduction Preparation & Planning Activities Resources About the Toolkit Contact

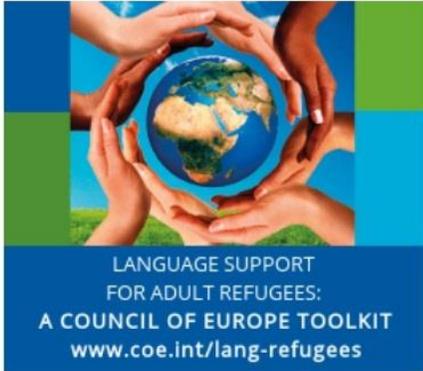
You are here: Democracy and Human Dignity > Language support for adult refugees

A Council of Europe Toolkit

The Council of Europe has developed the toolkit presented on this website (available in seven languages) to support member states in their efforts to respond to the challenges posed by unprecedented migration flows. It has been produced as part of the project *Linguistic Integration of Adult Migrants (LIAM)* of the Council of Europe's major Programme on language policy.

The toolkit comprises the 57 tools and other resources contained in the various sections of this website. Tools can be downloaded and adapted to meet the needs of different contexts

The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.



<https://www.coe.int/en/web/language-support-for-adult-refugees/home>

Tool 25

<https://rm.coe.int/tool-25-finding-out-what-refugees-can-already-do-in-the-target-languag/16807171aa>



Language Support for Adult Refugees
 A Council of Europe Toolkit
www.coe.int/lang-refugees

Linguistic Integration
 of Adult Migrants (LIAM)
www.coe.int/lang-migrants

What I can do now

I can do this in the language of the host country (tick the relevant column)			
			
			
			
			
			
			



Language Support for Adult Refugees
 A Council of Europe Toolkit
www.coe.int/lang-refugees

Linguistic Integration
 of Adult Migrants (LIAM)
www.coe.int/lang-migrants

What I need now

You could ask a number of simple questions, if necessary by using pictures, and get the refugees in the group to indicate a positive or negative reaction.

It is important to ensure that everybody in the group understands that:

-  means urgent ;
-  means very important;
-  means important

When you are sure that each person knows how to use this system, then introduce the grids.

				
	Doctor, hospital, medical, dental etc.			
	Shopping			
	School, education			
	Bank, money ATM etc.			

TOOLS

Teaching units

Tasks and mini-projects

Communicative scenarios

Tools for strategy instruction

Training in the use of digital devices

Portfolio and linguistic biography

Tools for the needs' analysis test

Placement test

End of course exam

Dutch

English

German

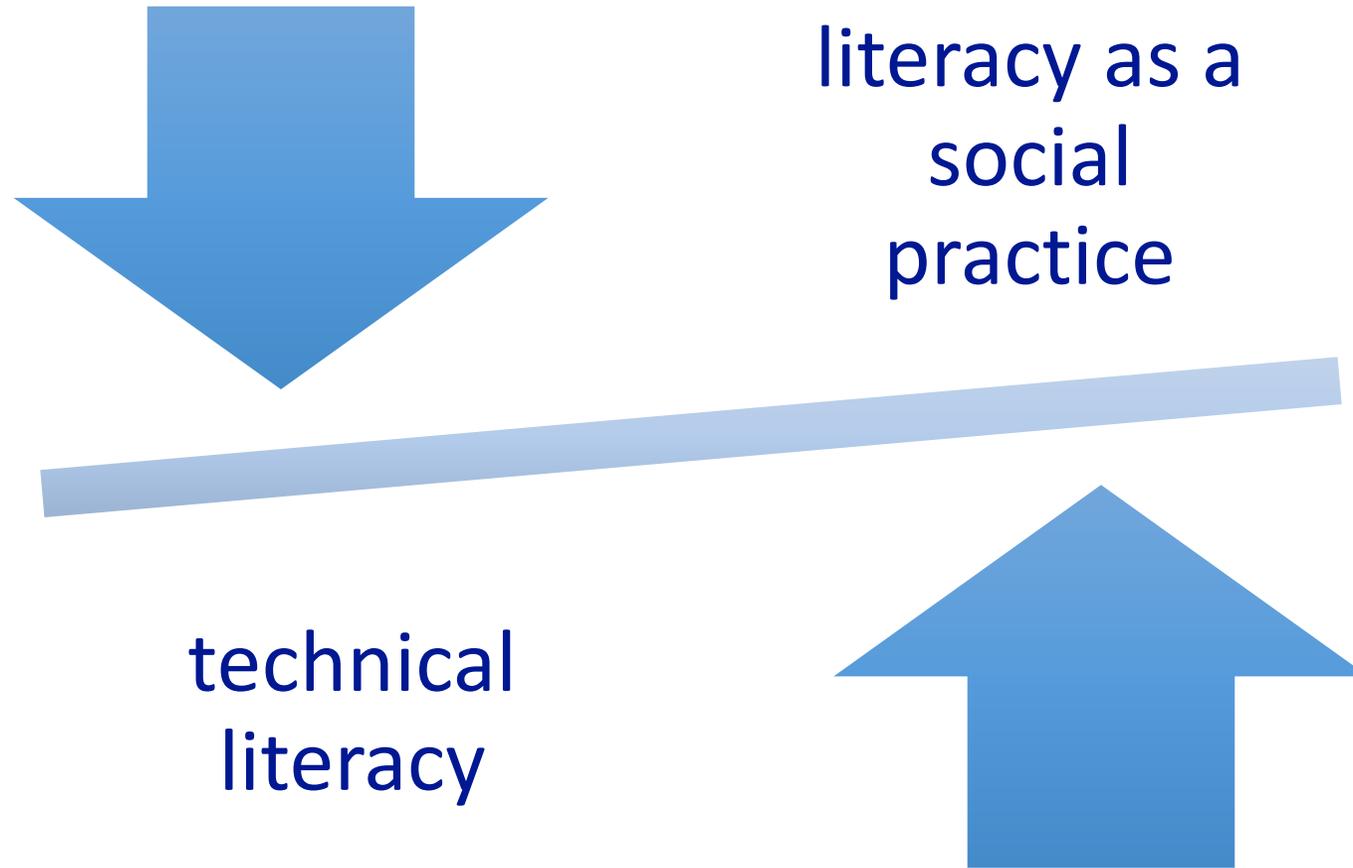
French

Greek

Italian

Spanish

Turkish



Scenarios focus on communicative situations that learners are facing in real life. Each scenario provides a **set of real-world situations**, with **activities presented in a strategic order** to satisfy a **specific and concrete need** (e.g. collecting a parcel at the post office).

Scenarios

involve both **general knowledge** (e.g. where to buy a bus ticket) and **competences** (such as filling out the form)

provide a **meaningful and realistic frame** for language use in an instructional and therefore guided setting

bring together “a set of real-world variables, including a **domain, context, tasks, language activities and texts**” (Council of Europe – LIAM 2020)

allow differentiating teaching and learning pathways according to the individual learner’s competence within a **common and co-operative setting**



Aloisi E., Borri A., D' Amico F., Scaramilli E.,
LASLLIAM Tool «The speaking machine»,
In print

A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved (CEFR, p. 10)

Tasks interface teaching activities and «real-world» situations

1- The new job: in the kitchen

Aim: To understand and perform work procedures in the catering sector

Introduction

This specifies the language objective

Communicative situations

- Follow orally explained work procedures
- Interact with the employer
- Read for orientation a work shift table
- Take note of work shifts

A list of the situations and the types of communication involved

Level

A group with **reading and writing competence at level 1**, and **oral competence at level 3**. Learners with **digital skills at level 1**.

Levels are established through a language assessment based on LASLLIAM

Aloisi E., Borri A., D'Amico F., and Scaramelli E. (2022)

Functional literacy



The scenario aims to enable learners to follow and understand the work procedures in a kitchen and orient themselves in reading a frequent type of text (work shift table).

In implementing the activities, the development of phonological competence and of language and print awareness are in focus. Target words present the CV (consonant-vowel) syllable structure; CVV (consonant-vowel-vowel) syllable is introduced.



Technical literacy

Materials

(examples)

- A1) Pictures: bar, restaurant, kitchen, cook, assistant cook, dishwasher, waiter
- A2) Pictures: bin, waste, soap, detergent, sponge, sink, bar, dishes, glasses, pots, cutlery, gloves and cap
- B) Pictures: **PROFESSIONAL ACTIVITIES** (e.g. cleaner, carer...)
- D) Card: **SEEKER FINDS: LOOK FOR THE YELLOW SPONGE, LOOK FOR THE GREEN SPONGE, LOOK FOR THE DETERGENT, LOOK FOR THE SOAP, LOOK FOR THE RED GLOVES, LOOK FOR THE BLUE GLASSES**
- Q) **LEARNING APPS**
 - <https://learningapps.org/watch?v=pv8ety8ia22> (match target words to pictures)
 - <https://learningapps.org/watch?v=pp3ug071t22> (match oral word to picture)
 - <https://learningapps.org/watch?v=pzm23raun22> (match oral word to icon)
 - <https://learningapps.org/watch?v=pk5wigjz322> (lexical fields)
 -

Examples of materials needed for the language activities. Teachers can find similar materials, preferably related to their contexts

Language activities

The sequence of activities. They can be used separately in any order or as a series

The proposed scenario addresses situations that a person faces on the first day of work as a dishwasher in a restaurant kitchen: job tasks and shifts

Task A: follow the instructions given by the employer about the job tasks to perform and their sequence.

Text types: Instruction (videorecording)

Language activity: Oral Reception

Task B: Find out about work shifts by asking the employer and reading the timetable

Text types: Asking for information (videorecording)

Work shift table

Language activity: Oral Interaction

Written Reception

Task C: Take note of the work shifts

Language activity: Oral production/Written Production

Digital skills: Digital skills - Content creation and management

Digital skills - Collaboration and cooperation

LASLLIAM provides descriptors in terms of «can do» to define **learning goals**

Task A

Oral Reception – Specific scales- Listening to Announcements and Instructions



	Personal	Public	Occupational	Educational
Can understand short, simple instructions for actions such as "Stop", "Close the door", etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	e.g. the request to make a phone call ("Call me at 5 please")	e.g. about where to go or what documents to exhibit in a public service	e.g. a simple manual procedure	e.g. instructions for simple tasks delivered by the teacher as for a matching between words and pictures

Datore: Allora Ewa, ascolta è importante ... la prima cosa da fare è buttare i rifiuti che sono nei piatti, ci sono tre bidoni, devi buttare il cibo nel bidone marrone dell'umido.

Ewa: Marrone, ho capito

Datore: Qui in questo lavandino devi lavare velocemente i piatti, le posate, le pentole. Qui c'è il detersivo, c'è tutto: la spugna e i guanti. Poi metti tutto nella lavastoviglie.

Ewa: Va bene. e poi?

Datore: Fai scolare bene, asciughi e metti tutto a posto. Tieni sempre tutto pulito, anche il pavimento, attenta a non scivolare... Dai, lavati le mani, metti la cuffia e guanti e comincia!

Ewa: Sì, scusa una domanda: dove sta il sapone?

Datore: È lì a destra vicino alle spugne... c'è tutto quello che ti serve...buon lavoro!

https://drive.google.com/file/d/1vDly_MLM2aOeM6-O3PEXB5TvYA5XoWaB/view

Employer: So Ewa, listen, it's important ... the first thing to do is to throw away the rubbish that's on the plates, there are three bins, you have to throw the food into the brown wet bin.

Ewa: Brown, I understand

Employer: Here in this sink. You have to wash the dishes, cutlery, pots and pans quickly. Here's the detergent, everything's there: the sponge and the gloves. Then you put everything in the dishwasher.

Ewa: OK. Then what?

Employer: Drain well, dry and put everything away. Always keep everything clean, even the floor, be careful not to slip... Come on, wash your hands, put on your cap and gloves and start!

Ewa: Yes, sorry, one question: where's the soap?

Employer: It's over there on the right next to the sponges...everything you need is there...good work!]

Task B

Overall Reading Comprehension

- 1 Can pick out a single piece of information in a text by reading sight words and using pictures.
- Can distinguish numerical from alphabetical information by recognising some numbers and letters.

Reading for Information

- | | | | | | |
|---|--|----------------------------------|---|-------------------------------------|--|
| 1 | Can distinguish numerical from alphabetical information. | e.g. days and months on calendar | e.g. opening hours of supermarket; prices on a price list | e.g. working hours on work schedule | e.g. days, hours and room of language course |
|---|--|----------------------------------|---|-------------------------------------|--|
- 

Technical Literacy – Language and script awareness

- Can identify some initial phonemes of a spoken word (e.g. the initial phoneme of their own name).

Technical Literacy - Reading

- Can recognise practised sight words (e.g. days of the week).
- Can recognise some graphemes in practised words (e.g. initial letters in own name).



Turni di lavoro CUCINA

SETTIMANA DAL 7 AL 13 MARZO

MATTINA ORE 11.00

SERA ORE 18.00

NOME	LUNEDÌ	MARTEDÌ	MERCOLEDÌ	GIOVEDÌ	VENERDÌ	SABATO	DOMENICA
SALIH	18.00	11.00	RIPOSO	18.00	11.00	11.00	18.00
EWA	18.00	11.00	RIPOSO	11.00	18.00	11.00	18.00
MIREL	11.00	18.00	RIPOSO	18.00	11.00	18.00	11.00
NICOLA	11.00	18.00	RIPOSO	11.00	18.00	18.00	11.00

Task C

Written Production - Specific scales - Functional writing

Can write a personally relevant word by copying it into an agenda.	e.g. date and time of sports club; birthdays of relatives; public holidays ("June 17: Aunt Nora")	e.g. appointment at the doctor's or a public office	e.g. working days and times	e.g. room number, lesson time and name of teacher
--	---	---	-----------------------------	---



Digital skills - Collaboration and cooperation

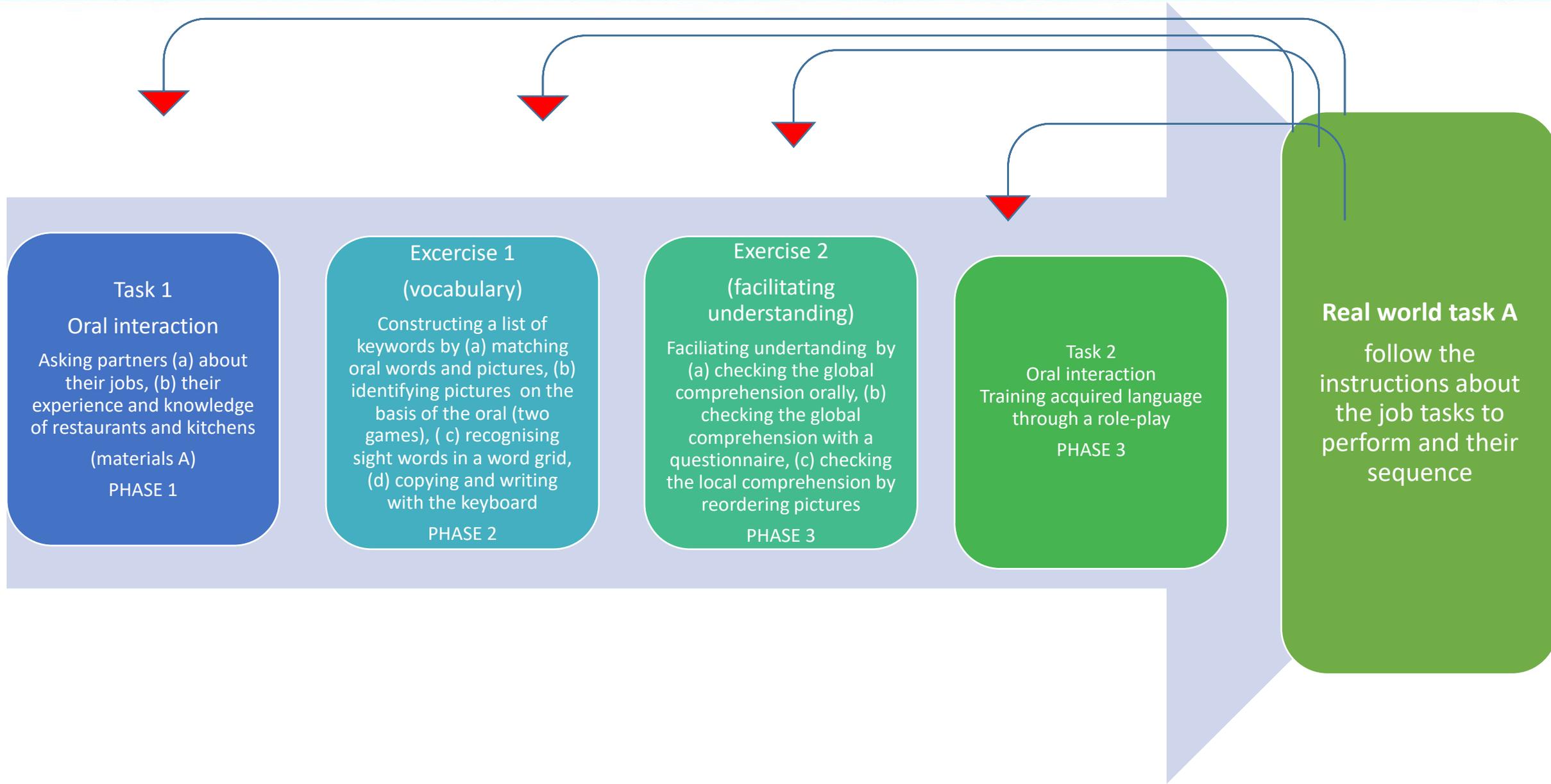
Can take photos.

Digital skills – Content creation and management

1 Can type words by copying from print (e.g. name, address from paper to an online form).

Can record multimedia messages (audio or video) on a mobile device with guidance.

Backward planning



MATERIALE A1: IMMAGINI

BAR - RISTORANTE – CUCINA – CUOCO – AIUTO-CUOCO – LAVAPIATTI – CAMERIERE



MATERIALE A2: IMMAGINI

BIDONE – RIFIUTI – BICCHIERI - SAPONE – DETERSIVO – SPUGNA – GUANTI – SECCHIO E SPAZZOLONE – LAVELLO – POSATE – PIATTI – PENTOLE



MATERIALE D: CHI CERCA TROVA: CERCA LA SPUGNA GIALLA, CERCA LA SPUGNA VERDE, CERCA IL DETERSIVO, CERCA IL SAPONE, CERCA I GUANTI ROSSI, CERCA I BICCHIERI BLU



MATERIALE F: TROVA QUESTE PAROLE: RIFIUTI – BIDONE – SAPONE – CUCINA

A	S	I	M	U	R	P	P	O	D
S	A	P	O	N	E	R	I	V	E
C	E	T	A	R	Y	I	U	D	V
B	E	R	B	I	D	O	N	E	E
C	U	C	I	N	A	I	V	O	X
L	A	R	I	F	I	U	T	I	O

1. _____ 2. _____

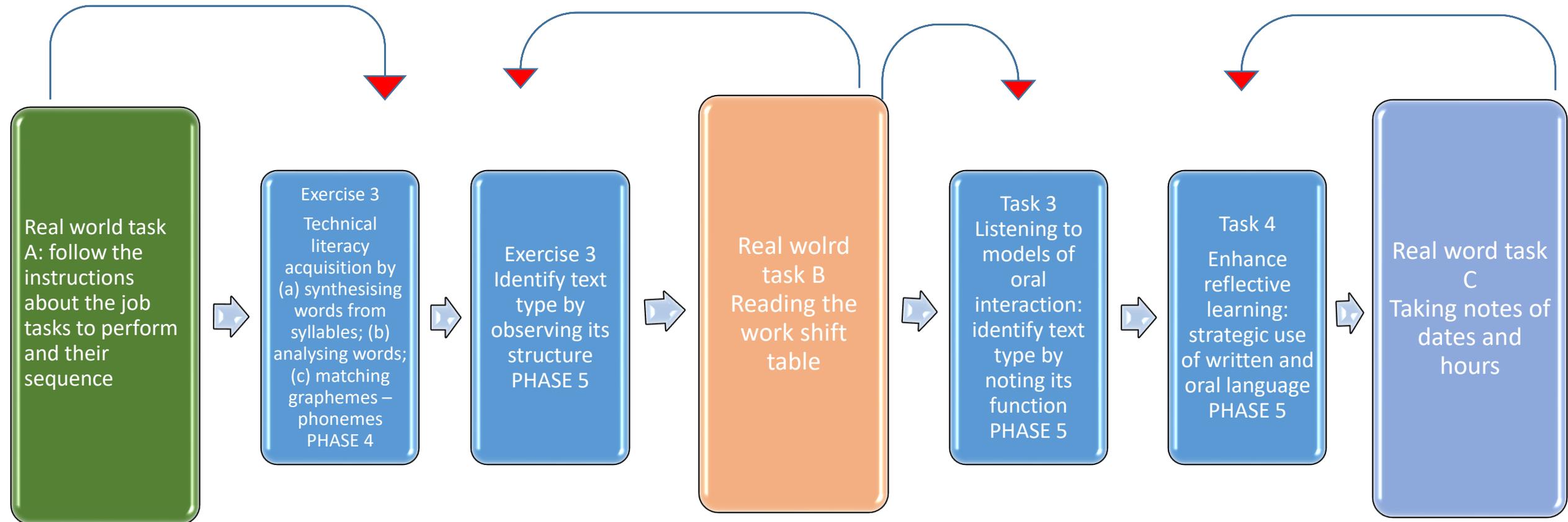
3. _____ 4. _____

SCHEDA I: I COMPITI DI EWA



MATERIALE L: ASCOLTA E METTI LE IMMAGINI IN SEQUENZA

1.	2.
3.	4.
5.	6.
7.	8.



Technical Literacy

MATERIALE O: ASCOLTA E RICOMPONI LE PAROLE

MATERIALE P: ASCOLTA LE PAROLE E INDICA CON QUALE SUONO INIZIANO

	S C E B R		S C E B R
	S C E B R		S C E B R
	S D E B R		S C E B R
	S C E B R		S C E B R

<https://learningapps.org/watch?v=pv8ety8ia22> (match target words to pictures)

<https://learningapps.org/watch?v=pp3ug071t22> (match oral word to picture)

<https://learningapps.org/watch?v=pzm23raun22> (match oral word to icon)

<https://learningapps.org/watch?v=pk5wigjz322> (lexical fields)

<https://learningapps.org/watch?v=pkkzjhpc22> (kitchen devices and tools)

<https://learningapps.org/watch?v=pm7obj50n22> (target words puzzle)

<https://learningapps.org/watch?v=pmrexz0bt22> (crossword with target words)

<https://learningapps.org/create?edit=pgazxqz5322> (target words and picture memory game)

<https://learningapps.org/watch?v=pgnn01kot22> (write the target words)

<https://learningapps.org/watch?v=pudnzn60n22> (complete the target words with syllables)

<https://learningapps.org/watch?v=pgd1knujt22> (complete the target words with syllables)

- Ask the learners to help Ewa remember her shift. *How can she remember her turn?*
- Collect the answers and facilitate the discussion: *Does she write a note in a notebook or on her mobile phone? Does she take a photo? Does she record a voice note **in her own language**?*
- In pairs or small groups, learners choose and implement one of the ways to remember an event:
 - a. One pair/small group takes a photo with the mobile phone of the shift to be kept in the picture gallery as a reminder of their weekly work calendar;
 - b. One pair/small group writes their turn in the notebook;
 - c. One pair/small group can write a note on their mobile phone using an application (e.g. Notepad)
 - d. One pair/small group can record a voice note on their mobile phone using an application, in Italian or **their own language**, to record their weekly turn which can then be listened to autonomously.

Language
use
strategies

Plurilingual approach

Research tells us:

- Systematic **instruction** matters
- **Phonics** matters
- **Tailoring** teaching matters
- Relating to **real life** matters
- **Active learning** matters
- **(Oral) vocabulary** matters
- Reading **experience** matters
- Much **practicing** and **variation** matters
- Attention for **fluency** matters
- **Using L1** in class (or another well know language) matters

In sum: **Balance** real life tasks and code learning

Tack!

Grazie!

Thank you!

Takk!

Kiitos!

fernandaminuz@gmail.com