

Language Learning by Adult Migrants: Policy Challenges and ICT Responses

POLICY REPORT

Authors: Stefano Kluzer, Anusca Ferrari, Clara Centeno



JRC 63889 - 2011

The mission of the JRC-IPTS is to provide customer-driven support to the EU policy-making process by developing science-based responses to policy challenges that have both a socio-economic as well as a scientific/technological dimension.

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
Tel.: +34 954488318
Fax: +34 954488300

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

Legal Notice

Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use which might be made of this publication.

A great deal of additional information on the European Union is available on the Internet.
It can be accessed through the Europa server <http://europa.eu/>

JRC 63889

Technical Note

Luxembourg: Publications Office of the European Union

© European Union, 2011

Reproduction is authorised provided the source is acknowledged

Acknowledgments

The authors would like to thank the following people who contributed to the work behind this report as participants to the expert workshop held at IPTS, October 2009 (see Preface) and/or by providing (through e-mail exchanges and telephone calls) useful comments and suggestions for the development of the research. The institutional affiliations indicated below date back to the end of 2009 and may have changed in some cases in the meantime. Particular thanks go to Patricia Farrer for proof-reading this report.

Belgium

Piet Van Avermaet, University of Ghent

Council of Europe

Joseph Sheils, Directorate of Education and Languages, Language Policy Division

Thalgott Philia, Directorate of Education and Languages, Language Policy Division

Denmark

Mads Bo-Kristensen, Videnscenter for Integration (VIFIN)

European Commission

We would like to thank all colleagues from DG EAC, JLS, INFSO and JRC-IPTS who took an interest in this research line and contributed to its development

France

Claire Extramiana, Ministère de la Culture et de la Communication, Délégation générale à la langue française et aux langues de France

Gilbert Lhote, Office français de l'immigration et de l'intégration (OFII) Direction accueil et intégration

Germany

Anita Boomgaarden, Goethe-Institut e.V., project "Sprachen ohne Grenzen"

Carola Chicos, Federal Office for Migration and Refugees

Christina Trojan, Goethe-Institut e.V.

Christoph Hauschild, Bundesministerium des Innern

Susan Kaufmann, FIF Förderung von Integration durch Fortbildung, Mainz

Greece

Pavlos Koulouris, Ellinogermaniki Agogi

Netherlands

Nancy Steutel, ITpreneurs

Marianne Driessen, CINOP

Massimiliano Spotti, Babylon/Tilburg University

Norway

Osmund Kaldheim, Directorate of Integration and Diversity (IMDi)

Spain

Ana Maria Gimeno-Sanz, Universidad Politécnica de Valencia, Departamento de Lingüística Aplicada

Juan Enrique Agudo Garzón, Universidad de Extremadura

Luciano Sáez Rodríguez, Gobierno de Aragón

María Gil Bürmann, Instituto Cervantes, Dirección Académica Unidad de Nuevas Tecnologías

Olga Juan Lazaro, Instituto Cervantes, head of Aula Virtual de Espanol project

Sweden

Eva-Lotta Johansson, Ministry of Integration and Gender Equality

Eva Schultz, Ministry of Integration and Gender Equality

Lilian Nygren-Junkin, Göteborg Universiteit

Magnus Axell, City of Stockholm

Shoresh Ibrahim, City of Stockholm

Ronny Nilsson, Dept. of Education at Municipality of Malmo

United Kingdom

Jean Preece, Swansea University Department of Adult Continuing Education (DACE)

Laura Pearson, Anspear Ltd

Maria Kambouri, Institute of Education, University of London

Nicola Davies, NALDIC National Association for Language Development in the Curriculum

Richard Rossner, EAQUALS (European Association for Quality Language Services)

TABLE OF CONTENTS

ACKNOWLEDGMENTS	1
PREFACE	5
ACRONYMS	7
EXECUTIVE SUMMARY	9
1 INTRODUCTION	15
1.1 POLICY BACKGROUND AT EU LEVEL	15
1.2 LANGUAGE POLICIES IN THE EU27 MEMBER STATES.....	16
1.3 LEARNING THE HOST COUNTRY'S LANGUAGE WITHIN THE INTEGRATION PROCESS.....	22
2 ADDRESSING THE CHALLENGES OF PROVIDING L2/INTEGRATION COURSES TO ADULT MIGRANTS	25
2.1 ADDRESSING MIGRANTS' HETEROGENEOUS NEEDS.....	25
2.2 ADAPTING CONTENT TO THE FULL FAN OF MIGRANTS' SKILLS	26
2.3 PROVIDING FLEXIBLE DELIVERY OF COURSES	28
2.4 SUPPORTING TEACHER TRAINING	28
2.5 INVOLVING THE HOST SOCIETY IN THE INTEGRATION PROCESS TO ENHANCE MIGRANTS' L2 ACQUISITION	29
2.6 EVALUATING THE CONTRIBUTION OF L2 PROVISION TO THE INTEGRATION PROCESS	29
3 HOW CAN ICT-BASED RESOURCES ADDRESS L2 LEARNING CHALLENGES?	31
3.1 OPPORTUNITIES OFFERED BY L2 LEARNING THROUGH ICT	31
3.2 MAIN TYPES OF ICT-BASED RESOURCES FOR L2 LEARNING	34
3.3 THE BENEFITS FROM ICT USE IN L2 EDUCATION	38
3.4 ICT LIMITATIONS FOR L2 EDUCATION.....	40
3.5 CHALLENGES TO ICT IMPLEMENTATION IN L2 PROVISION.....	41
4 RECOMMENDATIONS	43
4.1 IMPLEMENTATION RECOMMENDATIONS	43
4.2 POLICY RECOMMENDATIONS	46
ANNEX 1: INVENTORY OF ICT EXAMPLES FOR L2 LEARNING FOR ADULT MIGRANTS	49
ANNEX 2: IN-DEPTH DISCUSSION OF CASES OF ICT FOR L2 EDUCATION FOR ADULT MIGRANTS	59
Denmark.....	60
Germany.....	61
The Netherlands	62
Norway.....	65
Spain.....	66
Sweden.....	67
United Kingdom	72
REFERENCES	77

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) to benefit from ICT use by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration on eInclusion¹ 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)² to investigate from different angles the adoption and use of ICT by immigrants and ethnic minorities in Europe and the related policy implications. In response to this request, IPTS has carried out since 2007 several studies and related policy support activities, whose results are available at the URL: <http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html>

This report stems from the research line on ICT contribution to social work, communication and integration needs in migrants' everyday life, and to the integration of disadvantaged youth. In particular, it provides results of the work done on the use of ICT for learning the host country's language (henceforth L2, second language) by adult migrants in the EU. The findings and recommendations provided here are drawn from the two main steps of that work: a workshop held in Seville on the 1-2 October 2009, which gathered 13 external experts and IPTS researchers (Kluzer, Ferrari, & Centeno, 2010) and a study that investigated the experience of two countries, the Netherlands and Sweden, in this area (Driessen, Emmerik, Fuhri, Nygren-Junkin, & Spotti, forthcoming 2011). The study was carried out in early 2010 through both desk and field work and looked at: the policy framework and organisational context of L2 education; which ICT applications are available and actually used, and who provides them on a commercial basis and otherwise; and the benefits, drivers and barriers of ICT use in L2 tuition. These latter aspects were explored through five case studies (three in the Netherlands and two in Sweden) of ICT-based L2 resources usage in formal education settings, based on ethnographic research and interviews to the school heads, teachers and migrant learners involved. The main results of these case studies are reported in the Annex of this report.

This report incorporates also additional evidence and opinions drawn from:

- the workshop on Adult Education and Language Learning of the expert meeting on Integration of New Arrivals – Incentives and Work in Focus, held on December 14-16 2009 in Malmö under the Swedish presidency of the European Union;

¹ Available at http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf

² IPTS is one of the seven research institutes of the European Commission's Joint Research Centre.

- a survey of initiatives of ICT use in L2 education for adult migrants in European countries (Kluzer, Haché, & Codagnone, 2008), further enriched by online searches and e-mail exchanges with reference people of the projects involved;
- recent scientific literature.

By integrating all these sources, we believe that this report can be seen to reflect the state of the art in research in the field.

Acronyms

CBP	Common Basic Principle (on integration)
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CPD	Continual professional development, in-service training (of teaching staff)
CoE	Council of Europe
EAL	English as Additional Language (refers to school aged learners)
ESOL	English for Speakers of Other Languages (refers to adult learners)
FE	Further Education
ITT	Initial teacher training
KoS	Knowledge of Society
L1	First language, mother tongue
L2	Second language (in this report, equivalent to host country's language)
PDA	Personal Digital Assistant
SFI	Swedish for Immigrants

Executive Summary

Policy background

The use of ICT³ to help adult migrants learn their host country's language (or second language, L2) forms part of at least three policy areas at EU level: immigration and integration policy; information society policy, in particular eInclusion measures; and education and training policies for lifelong learning. All three areas are currently addressed by flagship initiatives of the Europe 2020 Strategy, which underlines their strategic relevance.

Second language acquisition by adult migrants is perceived – albeit in different and at times controversial ways – by governments, the host society and the migrants themselves as a crucial factor for socio-economic and cultural integration. Several EU Member States have actually introduced compulsory L2 requirements for migrants, and a major effort is underway by a large numbers of stakeholders to help migrants to enhance their L2 proficiency, even where no binding requirements exist.

ICT is now being used in this context and is attracting increasing interest as it can help with both the quantitative and qualitative challenges of L2 education. At the moment, ICT is only used to a significant extent in the provision of L2 to adult migrants in the Netherlands, Denmark and the UK. This seems to be a consequence of national policy measures: for example, in the Netherlands over the last decade these measures have favoured ICT-based L2 testing (and market-driven provision of L2 tuition); in Denmark, L2 course delivery has been ICT-based, including online; and in the UK the Skills for Life initiative has prioritised L2 and digital competences in adult education. In other countries, ICT use in L2 education for adult migrants is gradually growing, generally in a bottom up fashion. Currently, however, none of the EU countries has an official policy or deployment strategy for ICT use in L2 provision.

Challenges of providing L2 courses to adult migrants

Second language education for adult migrants, especially on the scale and with the intensity envisaged by recent policy developments in many EU countries, poses a number of challenges. These concern organisational, pedagogical, technical and financial aspects, some of which can be addressed by ICT.

First, adult migrants often have extremely diverse educational backgrounds and literacy levels. They come from many different countries and cultural backgrounds, and speak many languages. Other factors, such as their immigration status and duration; employment, residential conditions and features such as the origins of their spouses/partners shape their opportunities to speak the second language outside of the classroom. Additionally, each migrant has his/her own short term goals and life project. This heterogeneity leads to diverse needs and requests with respect to L2 abilities, practice and learning paths. It means that within a group, learners need to work at different paces and on different contents etc., demanding personalisation and differentiation. These challenges are compounded by the fact that many adult migrants face personal and work-related constraints on attending courses

³ The term ICT as used here refers to a wide range of digital technologies, including: desktop computers, interactive multimedia, laptop computers, interactive whiteboards, interactive digital television, mobile phones, personal data assistants (PDAs), the Internet and the Web (whether accessed via interactive TV, a PC or a mobile phone).

regularly at a fixed time of the day, in certain locations, and in given periods of the year. Flexibility in course organisation and delivery is crucial to overcome these constraints. Even where legal L2 requirements exist, learners' motivations cannot be taken for granted and are often undermined by negative contextual factors (e.g. lack of opportunities to practice the new language with members of the host society).

Facing all these challenges, the demands that L2 education for adult migrants puts on teachers are very hard. But teachers are seldom trained and qualified for this in their initial training, and existing opportunities in this domain for their continuous professional development seem to be inadequate. An additional conceptual and methodological complexity arises from the policy need to evaluate L2 courses' contribution to the integration of migrants.

Responses to challenges and the role of ICT

In the light of these challenges, an effective L2 educational approach for integration should comprise features such as: addressing the actual needs of learners; linking L2 courses with personal trajectories and job orientation; making L2 learning opportunities available in a flexible way, at the workplace, on the move, at different times of day; offering support through mentoring and buddy schemes; providing portable language credentials; and others.

ICT can play a useful role in achieving many of these aims. There is an abundance of ICT-based resources for L2 learning: full L2 courses available on CD-ROM or DVD or websites and more often on multiple ICT platforms and devices; e-Learning platforms for self-study and teacher-led L2 learning; a wide range of web-based often specific L2 learning resources (e.g. exercises) and tools (e.g. dictionaries and translation services); video and TV series associated with L2 courses (available through TV, Internet, DVD, CD-ROM); mobile L2 learning with mobile phones, podcasts, personal digital assistants and other portable devices; virtual and gaming environments for L2 learning; digital storytelling and other user-learner produced content (on wikis and blogs) in the context of L2 learning; and language exchange platforms and communities.

ICT can be used to address the L2 education challenges discussed above, in particular the personalisation of learning, as it offers greater flexibility in delivery, and access/production of interesting content for the learner etc. Table 1 below summarizes some of these opportunities.

Table 1: Some ICT-based opportunities to address L2 education challenges

ICT-based opportunities	Benefits for L2 education
Systems supporting personalised guidance and content delivery	Coping with diverse learners' needs and learning styles
Flexible L2 provision through distance and mobile learning	Tackling time and location constraints L2 learning support at work
Automatic and continuous feedback on progress and errors	Support to autonomous learning motivation
Video- and audio-based resources	Possibility to practice listening and some speaking skills Possibility to (partly) bypass illiteracy barriers
Authentic and location-based material	Contextualised, up-to-date and relevant learning
Virtual and gaming environments	Role-plays useful in preparing for real life situations More engaging and fun learning
Online sharing platforms	Support for teachers' professional development Ready to use material

Benefits, limitations and policy challenges of ICT implementation

The *benefits* stemming from the above opportunities –most of them of a qualitative nature- are discussed from the point of view of learners, teachers and educational organisations. For learners, besides personalisation and flexibility of learning, it is important to mention the joint acquisition or improvement of L2 and digital skills, which are highly valued by the learners and have empowering effects especially among digitally illiterate and less educated migrant women. Teachers can use ICT to better manage the demands for differentiation and personalisation, flexible course delivery and learners' guidance in the classroom and at a distance. Education institutions can save on costs, if they implement appropriate organisational changes along with the technology (without jeopardising the quality of teaching). Additionally, ICT can significantly enhance the monitoring of L2 provision and results.

There are however some *limitations* that have emerged from the analysis of ICT use experiences in L2 education (poor support of speaking skills and inadequate feedback on mistakes) and the *policy challenges* that must be addressed when implementing ICT in L2 provision. These are: stakeholders' lack of awareness and information about ICT opportunities, lowering investment in this direction; barriers to ICT access by migrant learners, especially if they live in poor, segregated areas; and teachers' lack of digital competence, training opportunities and didactical support, compounded by the difficult problem of searching for and choosing the appropriate ICT-based resources. Additionally, measuring the impact of ICT for L2 learning and integration is complex, as it is difficult to gather convincing evidence that feeds back into investment decisions on L2 education.

Implementation recommendations

A number of recommendations can be drawn from experts' suggestions and research findings about how to reap the full potential of ICT for an effective L2 educational approach for integration. Two overarching considerations should be kept in mind here: that no one ICT solution fits all the learners' needs and didactical approaches and that ICT needs to be

embedded in innovative educational approaches to meet L2 education challenges. An effective approach must combine the appropriate ICT tool/application and a sound learning methodology. This report makes some recommendations for L2 teachers and tutors and the heads of schools and other organisations as regards the implementation of L2 education for adult migrants.

Coping with learners' diverse familiarity with ICT and digital skills

In order to avoid the possibility that ICT-enabled L2 education further marginalizes the weaker members of the migrant population (the lower educated and skilled), it is essential to deal with learners' diverse attitudes towards ICT and with low levels of digital competence among some learners. It is recommended that simple-to-use ICT tools which are already known/trusted by these learners, such as mobile phones, MP3 players, TV and some Internet media, are selected. Use of simpler devices can start a learning curve towards more demanding solutions. When a PC-based application has to be used, ad hoc introductory actions or measures embedded in the first steps of L2 tuition could familiarize reluctant users with computers and Internet, provide them with basic digital literacy (if needed, along with basic reading and writing capabilities) and guarantee support from a teacher or tutor in early usage practice. Bilingual tutors and materials, and instructions, which are both written and narrated, can be very useful at this stage.

Innovating L2 provision approaches to exploit ICT opportunities

Integrating ICT in L2 education can be fruitful as long as the language provision approach is innovative and appropriate: using ICT tools and applications as an upgraded 'paper-and-pencil' approach, or as a new means for old instructional methods and frontal teaching, should be avoided. In general, a structured L2 learning approach that combines formal tuition, examination incentives and encouragement from teachers and peers creates a favourable context for L2 learning. The opportunities offered by ICT-based L2 resources for personalised, individual and flexible (in time and space) learning are better exploited within a blended approach which combines classroom teaching and distance learning and individual-autonomous and group learning. Some face-to-face interaction is crucial, especially for the weaker learners, for developing speaking skills, getting feedback from teachers and for socialization opportunities. It is also effective to use technology to engage learners in projects that encourage them, through role-plays and other activities such as constructing digital artefacts to practise jointly their language and ICT skills. This also allows activities to be differentiated.

Using a mix of solutions and experimenting with them

Since no one solution can fit all needs, when possible it is good to use a mix of different ICT-based L2 learning resources. In general, the use of authentic content and interaction through Internet downloads, navigation and communication is a cheap approach, supportive of the "bricoleur" teacher and much appreciated by learners, who also tend to like the more interactive, game-like exercises and applications. A very promising area for both practical and pedagogical considerations is the use of phones and other mobile devices for L2 learning in real time, real life conditions starting from the workplace. The use of interactive simulation and learning game environments is an upcoming and promising area.

Involving other stakeholders in L2 education

Involving others beyond course providers, in particular employers, in ICT-based L2 education is important, in some cases for its sustainability (e.g. learning at work), for the quality of L2 provision (e.g. specific content definition) and for boosting migrant integration.

Policy recommendations

From a policy perspective, additional recommendations can be addressed to policy makers and other decision-makers involved in adult education and in immigration-integration policies at European, national and local levels.

Raising stakeholders' awareness and information of ICT-related opportunities and challenges
Policy makers and other stakeholders should be made aware, in a realistic way, of the ample potential of ICT for L2 learning in both structured and informal contexts. They should also be made aware of the complexity for practitioners of coping with a wide and growing range of solutions, and of the new 'literacy' requirements (starting from digital competence of learners and teachers) and the need for innovative educational approaches that they entail.

Strengthening teacher training and support

Teacher training, both initial and as continuous professional development, is a priority and should address aspects such as: L2 education; digital literacy and support; the new pedagogies for integrating ICT in L2 education; and the new roles expected from teachers. Distance learning platforms and other communication and social media services can be effective for delivering teacher training and support. Also, full and instant technical assistance must be organized to ensure that ICT devices in the classroom and in distance education are always operational.

Creating open banks of ICT-based L2 resources

Online repositories of ICT-based L2 learning resources created by publishers, teachers and in some cases even learners should be set up –starting from the national or regional level- for use by teachers, tutors and assessors. Teachers and tutors could contribute to enriching these databases as part of their professional development.

Creating the knowledge base for good practice dissemination and future quality standards

Since evidence about the use, problems and results of existing ICT-based L2 learning resources is still very limited, in addition to the creation of the above repositories, it is also necessary to gradually build up and share knowledge about these aspects. This is crucial for defining quality criteria and standards that can be used to choose and assess ICT-based L2 learning resources. To help build this knowledge base, more socio-pedagogical research is needed.

A European platform for a systematic exchange of information, experiences and good practices

This report strongly recommends that the above effort be undertaken in a European perspective, given the common challenges of L2 education for adult migrants and the current experiences with ICT-based resources in many countries. Creating a platform for a structured and systematic exchange of information among stakeholders at European level would enable them to better learn from each other. This platform could build upon the national or regional repository initiatives suggested before and drive them forward at the same time.

Support for research

A number of relevant questions on how to optimize the results of ICT use in L2 education need to be better understood:

- a) Who are the teachers involved in L2 tuition? What competencies do they have or need to use ICT-based approaches and methods to L2 teaching?

- b) What are the new ICT-based pedagogies for L2 education for adult migrants and how can quality criteria and standards for the evaluation of these tools be defined?;
- c) What are migrants' needs and motivations for L2 learning in an integration perspective and what are their learning practices, including those outside formal courses?
- d) How can the impact of ICT-based tuition on L2 acquisition be measured, in terms of both educational and integration outcomes?

1 Introduction

Knowledge of the host country's language is crucial for migrants' integration. In this report we argue that today migrants' integration requires the acquisition of communication skills that have three important and increasingly indistinguishable dimensions: language skills, ICT skills and functional skills which are needed in everyday life in our society.

In this introduction we briefly illustrate the policy context which makes second language (L2) education and the use of ICT an important issue in several policy domains at EU level and a topic of growing relevance in the integration measures of many Member States. An overview of language policies in the EU based on a recent survey performed by the Council of Europe will then be provided, along with a summary of what is known about the use of ICT in this context. The chapter ends with a brief reference to the complex and contested nature of the language-integration link highlighted by a number of scholars and practitioners working on L2 education for adult migrants.

1.1 Policy background at EU level

The use of ICT for L2 learning by adult migrants is a topic which crosses at least three policy areas at EU level, all of them currently addressed through flagship initiatives of the Europe 2020 Strategy for smart, sustainable and inclusive growth (European Commission, 2010c).

In the domain of information society policy, eInclusion has been renewed as a priority for the current decade by the Digital Agenda for Europe flagship initiative: “Bridging this digital divide can help members of disadvantaged social groups to participate on a more equal footing in digital society (including services of direct interest to them such as eLearning, eGovernment, eHealth) and to tackle their disadvantage through increased employability”. (European Commission, 2010b)

In the immigration-integration policy domain, the fourth Common Basic Principle (CBP) on integration states: “Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration”. The eleven CBPs were agreed by all Member States in November 2004 (Council of the European Union, 2004)⁴ and have been the main drivers of the Open Method of Coordination process which has been gradually building a common integration policy in the EU. A crucial tool of this process was in the past the preparation of three Handbooks on Integration, jointly produced by representatives of the European Commission, Member States and civil society organisations. Under the new Stockholm Programme, adopted on October 27 2010, that effort will continue with the new European Integration Modules (Niessen & Kirchberger, 2010). Like the handbooks, the integration modules aim at providing optional, practical guidelines for Member States and other stakeholders to use, based essentially on the analysis of good practices and the lessons learnt from them. Like the handbooks, the modules are built through a bottom-up process of exchanges and consultation. The first module will be on Introductory and Language Courses, highlighting the importance attached to this topic in Europe. The integration of migrants and all measures needed to promote it is one of the priorities set by the flagship initiative European Platform against poverty and social exclusion (European Commission, 2010d) promoted by the European

⁴ The policy documents and other publications referred in the text can be found at http://ec.europa.eu/home-affairs/policies/immigration/immigration_integration_en.htm

Commission to achieve the Europe 2020 strategy's target to lift at least 20 million people out of poverty and social exclusion in the current decade.

Finally, in the domain of education and training policies, mother tongue and foreign languages competences along with digital competence are three of the eight key competences identified by the European Union as crucial for life-long learning (European Parliament and the Council, 2006). Developing the appropriate mix of skills and competences is important for inclusive growth and to achieve greater labour market and educational mobility and is one of the aims of the Europe 2020 flagship initiative "An Agenda for New Skills and Jobs" (European Commission, 2010a).

1.2 Language policies in the EU27 Member States

Following early moves in the past decade by the Netherlands, Denmark and the UK,⁵ most EU countries have today introduced language policies towards migrants which typically combine three kinds of measures: a) specific requirements of L2 competence (based on CEFR levels⁶) and 'knowledge of society' (KoS) as a formal condition to acquire entry, residency and other rights in the host country; b) provision of official L2-KoS courses; and c) L2-KoS exams. As partly illustrated in Table 2, there is significant variation among countries in terms of regulations and conditions; of L2 proficiency level required (for courses and tests); of types of courses offered, hours of tuition and cost; and other aspects.

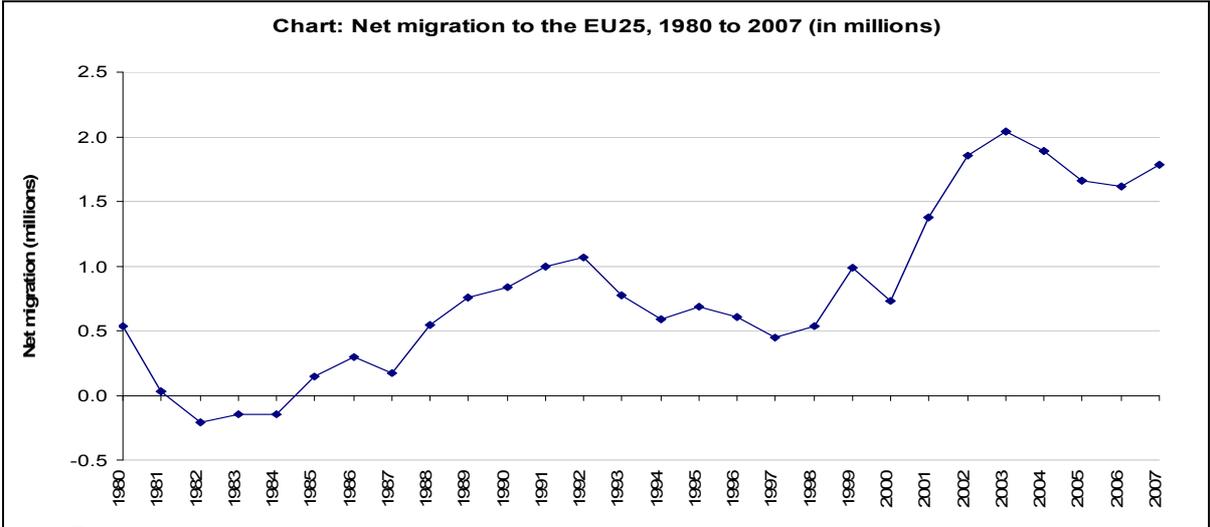
These policies are officially introduced to facilitate the integration of migrants, based on the view also expressed by the fourth CBP mentioned above of a positive correlation between host country's language mastery and integration. Their wider adoption thus undoubtedly reflects the significant growth of immigration into Europe which occurred in the last decade (see Figure 1) and the desire to actively manage its implications. According to some observers, however, the recent evolution towards stricter language policies and wide reliance on language tests in Europe also reflects the negative reaction in many countries of public opinion and politicians towards the larger influx and presence of migrants and a way to contrast them (Van Avermaet, 2009). Stricter language requirements would represent an additional barrier to new entries or permanent settlement and an attempt to reduce the stream of immigrants.⁷

⁵ The Netherlands introduced an obligatory integration programme for new comers, including a course in Dutch as a second language, with the 1998 *Act on integration*; a language test to acquire citizenship became compulsory in 2003; and a much stricter and comprehensive integration examination programme came into force in 2007. In the UK a language requirement for citizenship applicants was first introduced in the *British Nationality Act* in 1981, and was later significantly extended and enforced by the 2002 *Nationality, Immigration and Asylum Act*. Denmark introduced the *Act on Danish Language Courses* in 2003; language requirements for the naturalisation test in 2005; and a compulsory exam for permanent residency (integration exam) in 2006.

⁶ The Common European Framework of Reference for Languages (CEFR) and the descriptors of its levels can be found at: http://www.coe.int/t/dg4/linguistic/DNR_EN.asp

⁷ In the U.S. the analysis of the five major legalization bills proposed by Congress since 2006 shows that language requirements, depending on how they are structured, could exclude the largest number of unauthorized immigrants, with between 3.3 million and 5.8 million unauthorized adults (out of 11 million) unable to pass the English language tests contemplated by two recent bills (Rosenblum, Capps, & Yi-Ying Lin, 2011).

Figure 1: Net migration to the EU25, 1980-2007



Source: Eurostat, demographic statistics.

The Council of Europe has surveyed twice in 2007 and in early 2010 the above key measures of language policies adopted by the CoE Member States.⁸ The results of the latest survey are summarized in Table 2 below for EU Member States only. The table shows that in almost two thirds (17 over 27) of EU countries immigration and integration regulations foresee linguistic requirements for granting citizenship (15/17 countries) and for permanent residency (12/17). Seven Member States from Central and Northern Europe also put L2 requirements on new migrants to enter the country, especially for family reunion or creation. In Eastern Europe, the focus of language policies tends to be more on citizenship, while in the Western part language requirements now focus on entry and residency from an integration perspective. The requested L2 proficiency level ranges from CEFR levels A1-/A1/A1.1 (relatively uniform) for entry to the country, to large variation across countries for residency and citizenship from A1 to B2. Almost all countries provide official language courses, most of them for free; and they are in fact compulsory in 7 countries. L2 tests in turn are obligatory in 13 countries. Besides those listed in the table, some countries also have language requirements for other purposes, such as access to welfare subsidies in Sweden (Driessen, et al., forthcoming 2011).

⁸ The surveys were designed and carried out by 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. The 2007 survey’s results are available in the introduction chapter (Little, 2009).

Table 2: Language requirements for adult migrants in the EU Member States (2010)*

Country	(A) Entry	(B) Permanent residency	(C) Citizenship	Official courses	Obligatory test
Austria		(2006) A2 (2011) A1/B1	(2006) A2 + KoS (2011) B1	Obligatory for B	B, C
Czech Rep.		(2009) A1	(1993) Interview + KoS	Optional for B, C	
Denmark	(2010) A1- + KoS	(2003) A2/B1/B2 ⁹	(2006) B2 + KoS	Obligatory for B	B, C
Estonia		(2008) B1	(2008) B1	Optional	B, C
Finland	Russian ingriens ¹⁰	(1999) B1	(1999) B1	Obligatory for A (Russian ingriens), B	B
France	(2008) A1.1 + KoS	(2007) A1.1	(1993) Interview	Obligatory for A, B	A, B
Germany	(2007) A1	(2005) B1	(2008) B1	Obligatory for B. Optional UE	B, C
Greece		(2005) A1/A2	(2004) Interview	Optional for B	B
Hungary			(1993) B1/B2 in Constitution test	Optional C	C
Italy		(2011) A1/B1	?	Optional for B	B
Lithuania		(2003) A2/B1 (to work)	(2003) A2/B1/B2	Obligatory for B, C	BC
Luxembourg	(planned) A1.1 ¹¹	(planned) A1.1 ¹²	A2/B1 ¹³	Optional for A, B, C	C
Netherlands	(2006) A1- + KoS	A1/A2 ¹⁴	(2007) A2		A, B, C
Poland			(2009) B1/B2/C1		Envisaged C
Slovakia			(2007) Interview	Obligatory for C	
Slovenia			(2008) B1 + KoS	Optional C	C
United Kingdom	(2008) A1 (2011) A1 for family reunion	Progression to higher level (up to B1)	Progression to higher level (up to B1)	Optional B, C	BC

* Dates in brackets are those of related legislation.

Source: *Extramiana & Van Avermaet (2010)*.

Compared to the first survey, one notices an increase in requirements prior to entry; an increased level of required proficiency in a few cases; and a wider introduction of L2 and KoS tests. The gradual extension of L2 requirements for granting a wider range of rights hence

⁹ Depending on education background.

¹⁰ An ethnic minority which speaks a variant of the Finnish language and which has lived for centuries in the region between Saint Petersburg and the Estonian border on the Gulf of Finland.

¹¹ Optional French, German and Lëtzebuergesch.

¹² Optional French, German and Lëtzebuergesch.

¹³ Obligatory Lëtzebuergesch.

¹⁴ A1/A2 for new migrants: A2 for already settled migrants.

involving new categories of migrants, coupled with the growth of immigration flows in the past years has translated into high numbers of migrants involved in or expected to attend L2 courses.¹⁵ 60,000 people was the annual target set in the Netherlands in the last years (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*.

The budgets involved in the provision of official integration and L2 courses are high as well. Although figures are not directly comparable, as different elements are included in each country's specific budgets, Collet (2011) claims the following expenses for L2 courses. The Netherlands spent 439.7 M€ in 2010 on implementing the Civic Integration Act; Germany increased spending on integration courses from 174 M€ in 2009 to 218 M€ in 2010-11; and Denmark's integration budget grew from 163.6 to 241.1 M€ between 2008 and 2011, with the bulk of the increase going to introduction and language courses. In the wake of public budget reductions due to the economic crisis and to shifts in policy priorities (Collett, 2011), spending cuts have emerged recently in some countries (especially the Netherlands¹⁶ and the U.K) and this poses additional challenges to the already existing ones.

The CoE's latest survey also looked at the use of ICT for L2 courses delivery and/or testing. Among the 17 EU countries with compulsory L2 requirements, five declared that ICT tools are already being used on a relatively wide scale: Denmark, Finland, Luxembourg, the Netherlands and the UK.¹⁷ Germany, Greece, France¹⁸ and Slovakia declared they were studying possible steps in that direction. In Lithuania L2 tests have been recently made available online.

Among the countries with no language requirements, in Belgium several adult education centres in the Flemish region use combined distance and classroom learning for L2 Dutch tuition. In Spain, regional authorities are responsible for integration and education measures towards migrants and most of them have signed agreements with Instituto Cervantes to use the e-learning platform called *Aula Virtual de Español (AVE)* also for L2 tuition for adult migrants.¹⁹

It should be noted, however, that no EU country has an official policy on ICT use in L2 provision. Only the Netherlands make a systematic use of ICT in the Central tests of the Civic

¹⁵ The figures on the number of migrants involved and the money spent on official L2 courses provided here were given by participants to the experts workshop held in IPTS in 2009 (Kluzer, et al., 2010).

¹⁶ The funds for language and orientation courses have been particularly hard hit and resources will drop to 45 M€ in 2015, one-tenth of what they were in 2010 (Collett 2011: p. 13).

¹⁷ Besides a multiplicity of initiatives by individual organisations and teachers to use ICT to support learning, we should mention the role of Learn Direct (<http://www.learnirect.co.uk/>) the public-private partnership launched in 2000 which operates 750 online learning centres in England and Wales. Among other activities, Learn Direct centres offer the "Skills for Life" package for all adults (250,000 took a course in 2009) with low skills, including those from a migrant background. Skills for Life provides literacy, numeracy and English for Speakers of Other Languages (ESOL) tuition. Learn Direct is widely used for adult learning courses, especially where there are distance or other difficulties getting to a centre, and in combination with face-to-face learning.

¹⁸ The *Office Français de l'Immigration et de l'Intégration (OFII)* is assessing ICT-based solutions for L2 training. Pilot projects were launched for this in late 2009 by IDAP - *Institut de Développement des Activités de Proximité* (programme Intégr@dom, modules for home care assistants) and by Cned - *Centre national d'enseignement à distance* (CD-ROM to be used in the public Internet access points network *Espaces Publique Numerique*).

¹⁹ More on the AVE platform in Annex 2.

Integration exam²⁰ and have developed a standardised study package with ICT components²¹ for preparing the Central exam from abroad (pre-entry test for family reunification and religious workers). This, along with other factors has led to a significant market development for ICT-based L2 learning materials (see Box 1). The only other case of an official move on ICT use in L2 tuition is that of the Danish Ministry of Refugees, Immigration and Integration Affairs that is planning to launch in 2011 Online Danish. This will be a free online course in Danish language making it possible for foreign national job seekers to learn Danish before moving to Denmark. The service targets both novice Danish speakers and students with some knowledge of Danish, and will include a self-assessment module to place the learner at the right starting level. The tuition will consist of modules at different levels of L2 proficiency with exercises in speaking, writing, listening and reading. Besides L2 tuition, Online Danish offers two information modules (translated into English, German and Polish) about working life in Denmark and occupational safety and health at the work place.

Box 1 - ICT-based materials in the Dutch L2 learning market²²

The Netherlands have a wide range of ICT products for L2 learning and all language courses for adult migrants have by now an ICT component (CD-ROM, Audio-CD, DVD web site, web-based tool, web-based e-learning system and so on). The supply ranges from complete ICT-based courses that cover different types of learners and L2 levels in view of the civic integration and state exams²³ (Table 3) to tools for specific purposes or skills and educational websites for specific target groups (Table 4). In most cases paper based materials are combined with ICT tools (e.g. extra exercises on CD-ROM) into a broader overall L2 training package.

This situation reflects about ten years of competitive market development for L2 learning materials prompted by two factors. One is the shift over five years ago to digital format of important parts of the compulsory civic integration exam and the state exams for Dutch as a second language. In parallel, the Dutch government while promoting the use of ICT in L2 learning and for integration in general has opened the market of L2 provision to commercial parties and stopped playing a direct role in the development of learning materials. A wealth of digital materials has thus been produced, but most must be paid for. Free materials found on the web are often promotional or made and published by enthusiastic teachers.

²⁰ The central exam is made of three ICT-based tests: 1) computer test on L2 skills for coping with practical situations in everyday Dutch life. This test has over 40 questions to assess written and oral skills and takes about one hour ; 2) computer test on KoS, also with over 40 questions and lasting 45 minutes; 3) telephone test of Spoken Dutch from abroad, lasting about 15 minutes (answers are assessed automatically by a computer using speech recognition technology). The other part of the Civic Integration exam is called Practical exam and is administered in a decentralised way across the country by accredited testing organisations and examiners-teachers. This exam can be passed by presenting an evidence portfolio (of having handed everyday life situations in Dutch) plus a short written and oral assessment, or by taking four assessments of written and oral skills, or by a combination of those two methods. Dutch integration courses are organised by private institutions (often on request of local administrations) which make a varied use of ICT in course delivery and preparation for the tests, especially the Central exam. (For a rich description of ICT use in L2 provision in the Netherlands see Driessen, et al., forthcoming 2011).

²¹ The package includes a DVD/video-based film “To Holland”, a book and an audio CD with questions and answers.

²² Driessen et al. (forthcoming 2011) provide more detailed information on the Dutch market of ICT-based L2 learning solutions.

²³ State Exam I provides access to vocational education. State Exam II gives access to higher professional education or university. These exams are not obligatory.

Table 3: ICT-based L2 learning resources (courses) in the Netherlands

Learners target	Name language course	L2 level (start-end)
Civic Integration		
All L2	Nederlands aan het werk; Nieuwe buren	A1 – A2; 0 – A2
Illiterate	AAP [plan for illiterate non-natives]	0-alpha b/c ²⁴
Low-educated slow	IJsbreker – Breekijzer [Break iron]; Een goed begin	0 – A1
Low-educated	Nederlands in beeld; IJsbreker [Icebreaker]; De Delftse methode Basiscursus Nederlands voor buitenlanders	0 – A1; 0 – A2
Low-educated women	Spraakmakers; Thuis in Nederlands; Thuis in Nederlands – Klaar voor de start	A1 – A2; 0 – A1
High-educated	De Delftse methode – Nederlands voor buitenlanders; De Opmaat	0 – A2
State Exam I		
Low-educated	IJsbreker – Op Koers	A2 – B1
Middle-educated	Nieuwe Buren	0 – B1
High-educated	Code; De delftse methode – De tweede ronde	A2 – B1
State Exam II		
High-educated	Nieuwe buren; Code; Nederlands op niveau; De Finale	0 – B2; B1 – B2
Civic Integration examination		
Part	Training materials (no target group distinction)	
Test spoken Dutch	Op Weg; Onderweg; Thuis in Nederlands	
Knowledge of the Dutch society	Bagage; EHBN; Wegwijzer; Thuis in Nederlands	
Electronic Practical Exam	Thuis in Nederlands	

Table 4: ICT-based L2 courses for specific skills and educational websites in the Netherlands

Learners target	Name of tool	Language skill	L2 level
Language courses for specific language skills			
All L2	Uitspraaktrainer	Pronunciation	A1 +
All L2	Muiswerk	Spelling, vocabulary, grammar, reading skills	A0 – B2
All L2	Klare Taal	Grammar	A1 – C1
Low-educated	Alfaschrift	Basic reading and writing	0 – alpha C
High-educated	NT2 Nieuwslezer	Vocabulary	A1+
High-educated	Konnex	Idioms and collocations	B1+
Educational websites			
Illiterate	www.taalklas.nl; www.alfabetiseren.nl	Learning to read and write	0-A1
Low-educated	www.steffie.nl	Participation in society	A1-A2

²⁴ These levels are based on the *Raamwerk Alfabetisering* (Literacy Framework) developed in the Netherlands to describe three levels of literacy: Alpha A, B and C. Alpha C parallels CEFR level A1. Each level describes technical and functional reading and writing skills.

1.3 Learning the host country's language within the integration process

As the proliferation of language policies shows, it is widely acknowledged that L2 acquisition is a crucial factor for integration. However, it is also commonly recognised that language proficiency alone is not necessarily driving to integration and that, in turn, integration does not necessarily imply full linguistic competence.²⁵

On the one hand, there is a need to embed L2 education in integration measures and policies to provide an incentive for migrants, as language courses alone do not constitute one. The low number of targeted migrants registering to language courses and the high drop-out rates confirm this.²⁶ Integration strategies can have a wide spectrum, including educational, cultural, social and professional perspectives. Following the principle that integration is a process of mutual adaptation,²⁷ measures should also aim to involve the host society actors to create opportunities for migrants to practice L2 skills. One of the common complaints among adult L2 students is the lack of opportunities to speak with natives and practice their newly acquired language skills, due to residential segregation, limited contacts at work²⁸ or unemployment, unfriendliness or outright racism of local people. In countries like Sweden where the vast majority of adults, even parents of young children, go to work every day and their job (along with the weather) is the main topic of conversations, it is of vital importance for integration into society to find employment. "Extended small talk with Swedes becomes a challenge without a job to talk about. But without talking to Swedes, it becomes difficult to improve one's spoken language skills - without good language skills, it is hard to get a job. It can easily become a vicious circle" (Driessen, et al., forthcoming 2011). Language acquisition and integration are two intertwined processes, with the first being a consequence of the second and vice versa (Van Avermaet & Gysen, 2009).

On the other hand, 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's language²⁹ can cover the migrants' needs, especially in the short term. An integration programme should thus 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

²⁵ A rich discussion of the complex interrelationship between language competence and migrants integration can be found on the Council of Europe's Language Division's web site <http://www.coe.int/t/dg4/linguistic/> in the presentations and reports of the two conferences held in Strasbourg on this topic: the international seminar on "The Linguistic Integration of Adult Migrants", 26-27 June 2008 and the intergovernmental conference on "The Linguistic Integration of Adult Migrants: Towards the evaluation of policy and practice" 24-25 June 2010.

²⁶ This happens also where L2 courses are compulsory. In France, for instance, in 2009 about 30% of the 20,000 migrants who had signed the *Contrat d'Accueil et d'Integration* had not signed up for a language course.

²⁷ See the Common Basic Principles on Integration (Council of the European Union, 2004).

²⁸ This might be due to being employed in ethnic work units or jobs where the mother tongue is predominant; or working in a job where there is no need to speak much (lorry driver, housekeeping etc.).

²⁹ The so called 'truncated multilingualism' (Blommaert, 2005; Massimiliano Spotti, 2011).

migrant and native neighbourhood. Speaking and listening skills are at first far more necessary than proficiency in reading and writing.

2 Addressing the challenges of providing L2/integration courses to adult migrants

The implementation and delivery of language courses to adult migrants is a challenging process that has to be tackled through the means of a specific and enhanced L2 educational approach for integration, according to the literature and stakeholders (Baynham et al., 2007; Hogan-Brun, 2010; Kluzer, et al., 2010). L2 provision should target concrete socio-economic integration achievements, such as learning the host country's culture, finding a job, establishing social contacts with members of the host society, access to education, accessing public and private services, participating in community life and so on.³⁰ Moreover, it should be an engaging and fulfilling process for the migrant learner.

Several countries, regardless of the specific national language requirements, are facing similar challenges regarding the implementation and delivery of language and integration courses for adult migrants. Besides the increasing number of migrants to train resulting from the growth of migration flows and from the spreading of second language requirements put on them, there are other challenges to be faced, such as the heterogeneity of the migrant group, their motivation to take part to language courses, the variety of competences they have when enrolling to course, among others.

This chapter offers an overview of the most common issues and proposes a number of responses that have been collected through consultation with stakeholders.

2.1 Addressing migrants' heterogeneous needs

Upon arrival to the host country or upon enrolment to L2 courses, migrants' needs have to be analysed in order to understand their motivation and their educational and integration priorities. Therefore, courses content have to be tailored to such needs and goals.

Low percentages of attendance and achievement and high drop-out rates are commonly highlighted problems of L2 courses across many EU countries.³¹ Lack of migrants' motivation to attend the courses can be due partly to the fact that courses are seldom tailored or adapted to learners' skills and background, to their demands and needs. Low attendance can also stem from work and family commitments and the high mobility of many migrants. The lack of quality of L2 tuition and the fact that many courses do not issue certificates which are widely accepted in the labour market or for further education are also identified as possible causes.

Migrants are a highly heterogeneous group in various ways, for instance in terms of immigration status and duration (e.g. newcomers vs. long-term residents); employment, residential conditions and other factors (e.g. origin of spouse/partner) that determine the opportunities to speak the second language outside the classroom. They have various short term goals and life projects, leading to much diverse needs and requests. This heterogeneity

³⁰ Given that integration is a reciprocal process, the ways and means of communication of mainstream society institutions and individuals with migrant groups and people should also be brought into the picture. Choices at this level –for instance, the use of foreign languages and translated materials in the delivery of public information and services- can make more or less easy the processes of socio-cultural integration.

³¹ The expert meeting on Integration of New Arrivals – Incentives and Work in Focus, held on December 14-16 2009 in Malmö, under the Swedish presidency of the EU addressed the motivation-incentive issue also through a specific workshop on Adult Education and Language Learning.

has to be reflected in the L2 provision. 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. Given this diversity, which in some countries has turned into a super-diversity (Vertovec, 2006), the still predominant "one-size-fits-all" approach to language courses for migrants is increasingly acknowledged to be inadequate. However, meeting these diverse characteristics and needs constitutes a major challenge from both organisational and pedagogical perspectives (Baynham, et al., 2007).

Designing L2 personal learning plans will provide flexible and relevant courses which are adapted to individuals' conditions and aspirations. L2 provision will have as its ultimate aim the possible integration of the migrants into society and not their linguistic proficiency. L2 competence has to be measured against the aspirations and necessities of the migrant. Moreover, tests have to be adapted to the changing communication styles through the use of technologies, acknowledging that written communication is becoming less formal and shorter and that a variety of mediums are now used for communicating through writing.³²

2.2 Adapting content to the full fan of migrants' skills

In terms of pedagogic and linguistic content of the courses, there is a need to ensure that the courses respond to the educational level of migrant learners. In order to do so, systematic diagnostic assessment should allow gauging migrants' learning styles, cultural background and initial skills (i.e. literacy, numeracy and digital skills; L2 levels, general attitude towards learning). Courses have then to be tailored to such skills, catering for all levels of ability, from illiterate to qualified professional. It is particularly important to provide courses to enhance the basic skills of migrants, in particular addressing their ability to read and write, to use technologies, and to understand the host country's culture.

The migrant population is extremely heterogeneous in terms of educational background and literacy levels, languages and cultural background. For example, migrants come from a variety of L1³³ and have different phonetic and morphologic practice and understanding of language. Some learners may thus require more time to get used to the new phonetic system, or may find it harder to memorise vocabulary. This diversity entails that learners might move at different paces,³⁴ asking for differentiation³⁵ within the same group of learners or class. As another example, it might be problematic for some women to come to a class where there are men. Cultural differences among the migrants and with the predominant views of the host society emerge on other aspects such as everyday behaviour at work, dealing with health problems and so on. The diversity of migrants' competences does not allow a one-size fits all approach. In particular, for the following sub-groups, different approaches are to be envisaged:

³² The Swedish study found that the new SFI-test under preparation in that country will also consider authentic communication practices through the use of e-mails, chat rooms etc. (Driessen, et al., forthcoming 2011).

³³ L1: mother tongue or first language.

³⁴ Learning pace refers to the rhythm and time that every learner needs to finish a task or achieving a goal.

³⁵ Differentiation: variety of approaches, tasks and activities in order to accommodate and cater for the different skills and needs in a group.

- *For mid/high educated migrants*, an effective approach in line with the Content and Language Integrated Learning approach³⁶ consists of providing the possibility, for those who wish so, to go to University and take courses on topics they are already specialised in, or undergo some specific further training.³⁷ Since they already know much of the content and technical jargon of that domain, these courses, when they already exist, provide the possibility to familiarize with the host country's context, upgrade their skills and gain qualifications that give them more chances in the job market. For this to happen, however, migrants need to be allowed to enter university and study even though they do not yet have full L2 proficiency.
- *For low educated migrants*, a personalised approach is envisaged. Finding a job that fits the migrant's individuality and skills is a strong incentive for learning. Language courses should be organised for different work categories, addressing people with the same professional profile, in order to provide them with specific, tailor-made courses matching their learning needs and also to allow them to fit into a category where they can recognise themselves, thus helping them to overcome the migrant label as their sole identification.
- *For uneducated migrants* (often women who migrated for family reunification or formation), focus groups (rather than questionnaires) are very important to assess their L2-related needs. These people want to learn L2 in the first place to speak and socialize, to be able to talk to a doctor, or to their children's teachers, but they are less interested in L2 skills certification and are often scared by L2 exams. L2 education has to be very practical, close to their goals and needs, so to remove existing fears and perceived barriers. Illiteracy is particularly challenging as traditional language courses involve several reading and writing activities and even low levels of L2 proficiency entail a reading and writing component. Integrated literacy and language training is thus recommended (Plutzer & Ritter, 2008).

In some cases, and regardless of the educational level of the migrants, the use of bilingual materials could help overcome the first linguistic barrier and provide useful information on the host country, on required procedures and practices or on specific content, as in the case of the Irish project START- Start Progressive Learning in a New Culture, where migrants are offered ICT courses using bilingual material.³⁸ At the same time, other skills have to be considered when offering L2 or integration courses: literacy, ICT basic skills and numeracy. The knowledge of the host country's language is but one of the competences needed to become functional in the host society. Moreover, L2 education achievements could also be linked to further education opportunities in a life-long learning perspective, including self-access to ICT-based L2 learning resources, thus promoting autonomous learning.

³⁶ *Content and Language Integrated Learning* (CLIL) refers both to learning another (content) subject such as history or geography using a foreign language and learning a foreign language by studying a specific, content-based subject.

³⁷ The Swedish for Professionals program, set up by the Stockholm County and other local authorities, offers the opportunity to validate one's qualification and learn Swedish through intensive L2 courses with a focus on specific professions such as bus and truck drivers, craftsmen, teachers and medical staff, engineers and entrepreneurs and others. Internships and the opportunity to complement education at a university or high school are also offered. For more information see: <http://www.stockholm.se/ForskolaSkola/Svenska-for-ivandrare-sfi/Sfi-for-dig-som-ar-yrkesutbildad/?oversatt=>

³⁸ See Annex 2 and http://migrantict.ning.com/notes/START_Programme.

2.3 Providing flexible delivery of courses

Due to the different needs and lifestyles of migrants, L2 courses delivery has to be flexible and adapted to learners' schedules and location: this means promoting learning when/where possible, acknowledging learners' social, work, and family commitments, involving learning at a distance.

A change in methods has to be paired with a change in delivery settings, allowing more flexible participation to courses. Low motivation and high drop-out rates from language courses might also be a consequence of the strict delivery time and place. Language courses are typically organised at a fixed time and through face-to-face delivery e.g. two hours once or twice a week in a classroom, starting generally in September. Dealing with the diversity of the adult migrants' population entails however addressing those arriving at other times of the year, coping with those working in shifts, and with those who are not able to come to a learning centre. All this calls for the organisation and delivery of courses in a flexible way in terms of time, location and other aspects.

2.4 Supporting teacher training

Teachers of L2 are not necessarily trained to deal with this target group. The low status and pay are an obstacle for recruitment and retention of staff. Training opportunities (initial training and CPD)³⁹ should be offered to all teachers, together with recognition of their professionalism.

The requirements for teachers of L2/integration courses for adult migrants are manifold: teachers are ideally 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. Effective teachers of L2 courses have been described as 'bricoleurs' who “can plan on the spot and ...pull together whatever is at hand to make the class work ... eclectic in using and designing materials and activities to be highly learner responsive, and this eclecticism is underpinned by their clear professional vision” (Baynham, et al., 2007). Teachers' motivation and preparation is thus essential to the success of courses.

These high requirements contrast with the teachers prevailing working conditions, which appear to be far from optimal, characterized by low pay, unsocial working hours, part-time and temporary contracts, and lacking of recognition and rewards. As a consequence of the mismatch between requirements and working 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. The most common teacher's profile in this area for many countries is: a woman; working part-time; who never found a job in the public schools system or who dropped out of it; having low ICT skills; otherwise being recent university graduates at their first job (in which case they have higher ICT skills).

³⁹ CPD: Continual Professional Development, in-service training of teachers.

2.5 Involving the host society in the integration process to enhance migrants' L2 acquisition

L2 provision should target concrete socio-economic integration achievements, such as finding a job, establishing social contacts with members of the host society, accessing public and private services, participating in community life and so on. There is a need to involve other stakeholders (employers, schools, social inclusion actors, the wider local community) in order to promote the integration of the migrants and to support their L2 acquisition.

Migrants often claim to use little L2 outside the classroom, and have little opportunities to socialise and interact with the host society.

It is suggested to seek opportunities to involve all stakeholders in the integration of migrants: language training providers, Governments, teachers, employers, schools, the host society. Employers can work in partnership with educational institutions, the first providing possibility of employment or internships, the second ensuring intensive L2 and specialised courses aimed at preparing the learners for the future employment. Schools can also be a meeting point for migrant parents to meet with other parents and support their active participation in the host society. The involvement of parents in the school life of their children has positive effects for both migrant parents and children, and also for the host society. Migrants could also be informed through the network they acquire from their language courses on the local possibilities and opportunities for integration with the host society, including information on leisure activities and courses or clubs.

Some countries have adopted a buddy scheme, under which a native citizen help a migrant to integrate into their new country.⁴⁰

2.6 Evaluating the contribution of L2 provision to the integration process

As L2 courses have integration objectives, an evaluation of the L2 provision should incorporate an evaluation of the progress of migrants' integration after the course.

As L2 courses have ultimately migrant integration objectives, in the evaluation and assessment of the impact of the public investments on L2 education, it is suggested that evaluation methods incorporate the impact that L2 proficiency among migrants has on their socio-economic inclusion and the benefits it entails for the whole society.

However, measuring integration is itself complex,⁴¹ and measuring how L2 provision can contribute to integration is even more challenging. For instance, pass rates and completion rates are neither measures nor indicators of inclusion, as educational achievements are not

⁴⁰ A 'buddy project' for immigrants has been initiated in the Netherlands as part of the European Year of the Intercultural Dialogue. Immigrants are guided by so-called 'language buddies', 'language coaches' or 'integration guides' (native Dutch people) in the context of sports or cultural activities, but a Dutch native can also render support to an immigrant in internships or jobs.

⁴¹ An interesting attempt on this has been made by the Europe4All project (<http://www.e4all.eu/>). The E4A Integration Ladder is a self assessment tool that measures your condition in the fields of language and education, work and income, social contacts and cultural identity to gain insight in your personal integration process and the competences you may need to develop further. The assessment can be done individually or with help of a professional trainer or coach. The E4A Integration ladder is available in seven languages (English, Dutch, Danish, Finnish, French, Greek and Italian) on www.integration-plaza.eu.

necessarily reflected into socio-economic integration. Income and employment could be assumed as "proxies" of integration at individual level, in this case their correlation with the acquisition of basic skills (which include a degree of L2 proficiency) needs to be further investigated. A review of recent quantitative studies in the UK found that "There is extensive evidence on the earnings and employment returns of having basic skills, however and whenever these are acquired. There is less evidence on the returns to attaining basic skills in adulthood, although most of this evidence suggests a positive impact on labour market outcomes" (Vorhaus, 2009).

3 How can ICT-based resources address L2 learning challenges?

The personalization of learning paths is crucial for an effective L2 educational approach, bringing with it the need for efforts and innovation at the level of institutions and teachers. Personalisation is a major challenge for education and in this chapter we illustrate and discuss the many ways in which ICT can facilitate individual learning paths and tackle the other current problems of L2 education for adult migrants. First we highlight the opportunities brought by such ICT-based resources to address the shortcomings of L2 education. In the next step we present the different types of ICT-based tools and applications that have been found in our research on this topic. Then we will discuss the benefits and limitations of ICT use in L2 education and finally we consider the challenges that must be addressed to realize the opportunities offered by ICT for L2 education.

3.1 Opportunities offered by L2 learning through ICT

Technology is already part of the everyday life of most migrants (Codagnone & Kluzer, 2011) and of the host society and is currently being used across Europe for L2 provision. ICT offers the opportunity to tackle many of the shortcomings faced in L2 education for adult migrants. It has to be noted that no one ICT solution fits all, as different learners, situations, contexts and contents will require different devices and applications. For this reason, in this section we provide a list of new opportunities offered by the use of ICT. For every opportunity, examples are provided of initiatives across the EU Member States⁴² which illustrate the argument (the name of the initiative is written in italics). The reader is referred to the two annexes where more information on the initiatives is provided. Annex 1 provides a table with a short description and links to websites of thirty-seven initiatives from 10 countries plus five Pan-European initiatives (in alphabetical order). Annex 2 discusses 18 of these initiatives in seven countries in further detail. In this case, the name of the initiative is followed by an asterisk (i.e.: *Digitala spåret**).

Coping with diversity – Catering for different learning styles, paces and interests

- ICT enhances and supports a variety of teaching/learning methods thus catering for diverse learning styles, for instance allowing visual learners⁴³ to see videos and presentations, and auditory learners⁴⁴ to listen to a wealth of both original and designed material (news, videos, movies, songs, or role-plays and dialogues). It also allows a variety of learning activities which make the lessons and self-study more engaging and varied, e.g. alternating watching a video with digital multiple choice exercises; assigning different tasks to different students in the classroom, and so on.
- ICT allows for different paces in a group, as learners can work on their own both in the classroom (*IJsbreker**) and at a distance (*AVE**; *Digitala spåret**). Higher educated learners in particular can take advantage of ICT-based self learning opportunities.

⁴² Plus an example from Norway.

⁴³ Visual learners tend to have " a preference for graphical and symbolic ways of representing information" (Fleming & Mills, 1992) and thus can learn more effectively when information is presented to them in such a way.

⁴⁴ Auditory or aural learners display "a preference for 'heard' information" (Fleming & Mills, 1992).

- The wealth of multimedia L2 materials available and downloadable from the web can be used to enrich and personalise mainstream teaching based on paper and books and organise learning paths customized on the learner's specific interests (*Kreativ Pedagogik**).

Addressing low educated, L2 beginners and illiterate learners

- Audio- and video-based educational resources, especially video series, TV series, podcasts and MP3 files, can bypass the barrier of written materials and help illiterate and low educated learners improve their speaking and listening skills, which should be the initial focus of courses addressing them (*Thuis in Nederlands**; *UK Swansea**) Simplified language content provision supports absolute L2 beginners (but literate in L1). For instance, the Finnish broadcaster through *YLE Mondo* publishes news in simplified and slow speed language along with listening and reading comprehension exercises. Retrievable from the web portal *Kreativ Pedagogik**, in Sweden some media web sites target users of Swedish with limited language skills: the newspaper "8 sidor" (8 Pages); the radio newscast "Klartext" (Clearly said); and TV news program "Lilla Aktuellt" (Little current events).
- ICT tools can be used to teach and learn how to read and write. Two resources from the Netherlands exemplify this: *Taalklas.nl* and *AAP Alfabetiseren anderstaligen Plan* (Plan for Illiterate non-natives). The first is a website with exercises developed for low-educated learners connected to a web television series, the second is a course launched in 2009 by Boom publisher for illiterate L2 learners who must learn to read and write. The method is based on guided learning (it is not suitable for self study) and relies on two booklets with many illustrations and on exercises for listening, speaking, reading, writing and spelling that can be done on their freely accessible website. For instance, for practicing the writing of letters the user can click on a letter, she can hear its sound and a hand appears that shows how to write that letter. At the end of the course, the learner should be ready to start on a regular L2 course.
- ICT-based virtual environments provide a safe and easy way to become familiar with everyday life and work topics and related L2 requirements and to learn how manage them independently. They can thus prepare for real life challenges by lowering fears and stress levels, especially for those with low L2 and education level (*Thuis in Nederlands**, in particular the application *Virtuele Wijk*).

Flexible delivery in terms of time and location

- Distance learning applications on PCs (stand-alone or Internet connected) let learners study/practice at any time, at home or from work. Also, self-study courses delivered fully online can be started at any time during the year.
- ICT allows flexible delivery by providing blended learning settings⁴⁵ and combining 'learning on their own' with 'learning with others' (*AVE**; *Thuis in Nederlands**; *Digitala spåret**).
- Mobile learning applications let learners study/practice at any time, in any location and also on the move, for example while on the bus, or train (*Anspear**, *Myvocab**).
- ICT provides new communication channels between teachers and learners, supporting personalised guidance and follow-up also at a distance (e.g. emails, chat services, instant messaging, Internet phone).

⁴⁵ *Blended learning*: combination of learning methods and ways of delivery, here it is intended as an approach that mixes classroom participation with online learning.

- ICT enables informal learning through remote peer-to-peer communication and exchanges (as through chats, instant messaging, communities) using the target language.

Making courses relevant to learners' needs, including job-related ones

- ICT makes it easier to gather and provide interesting, authentic content targeted on learners' personal needs and interests (*NT2 Nieuwslezer**).
- ICT can support job-related L2 learning and language learning at the workplace (*Mobile-Assisted learning at workplace**; *MyVocab**; *ePortfolio Skane**; *English in Action*).

Making courses more engaging and entertaining for the learners

- Multimedia and especially video-based L2 learning resources are commonly perceived by learners as more entertaining than plain written material.
- ICT enables multimedia content production by the learners as part of the L2 learning process thus creating a more engaging and rewarding learning experience (*Swansea arrivals*; *Wikim*).
- ICT makes some specific activities (e.g. vocabulary drilling and repetition) more interesting and effective by providing visuals (*Anspear**) or allowing a different set of activities to focus on the same content, vocabulary or grammatical point (*Kreativ Pedagogik** Nyheter och Media - News and Media - section).
- ICT can 'bring the world into the classroom' as learners can browse the web for facilities of their new home town (libraries, post office as in *Thuis in Nederlands** Virtual neighbourhood), can read the latest news in a facilitated form (*YLE Mondo*).
- ICT-based virtual and gaming environments provide a mean to role-play activities that can be contextualised, visually rich and highly engaging.
- ICT supported learning scenarios⁴⁶ are also much engaging for learners (*Thuis in Nederlands** Virtual neighbourhood).
- ICT provides new means and opportunities for peer-to-peer informal L2 learning and exchange of information and experience.

Tracking progress, giving feedback and certifying L2 acquisition

- ICT allows both learners and teachers to get/give continuous-instant feedback on language practice and exercises (*Anspear**; *NT2 Nieuwslezer**) and to track progress in L2 acquisition (*IJsbreker**) at individual and group level.
- Even though the recognition/certification of L2 abilities acquired outside of formal settings depends on many other factors, ICT makes it easier to gather evidence, document and report about the L2 learning experiences and related work (assignments, task performed etc.), L2 practice and so on in support of that goal, in line with the Language Portfolio approach⁴⁷ (*MyVocab**; *ePortfolio Skane*).

⁴⁶ *Learning scenarios*: activities and exercises simulating a particular situation linked with a desired/undesired outcome, e.g. when the aim 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).

⁴⁷ The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe over a decade ago. See <http://www.coe.int/t/dg4/portfolio/>

Supporting teachers' training, activity and motivation

- ICT supports the provision of rich training materials and guidance for L2 teachers, often resulting from online sharing of teaching practice and self produced materials among them, and distance learning opportunities (*FIF**; *NALDIC** and *TALENT**).
- Online resources provide ready-to-use materials, which give teachers examples of the applicability of technologies for L2 learning and teaching (*NALDIC**'s resources on YouTube and *TALENT**'s interactive resources; *Kreativ Pedagogik**).
- ICT offers the "bricoleur" L2 teacher much increased opportunities to find and integrate authentic (online) material for L2 tuition and to reuse existing learning material and tools, both of which support the difficult task of differentiating and personalising L2 education.
- ICT provides new communication means (such as email, audio-conferencing, video-conferencing, text chat, instant messaging, presence indication and virtual worlds) that enable and support the changing role of teachers towards becoming a mentor or 'consultant'.

3.2 Main types of ICT-based resources for L2 learning

The following list aims at providing an overview of the variety of ICT-based tools and applications that were found in L2 education for adult migrants in Europe, mostly but not exclusively in the context of formal learning. Several dimensions could be used to classify these learning resources:

- *delivery platform*: stand-alone PC, PCs on a local/school network, PC or interactive whiteboards with Internet connection; mobile phones, MP3 readers and other portable devices; radio and TV programs (increasingly web-based) integrated with online services etc.;
- *types of learning resources offered*: full courses vs. specific learning materials and tools (e.g. dictionaries); standard vs. customizable learning materials/delivery etc.;
- *learning/teaching approach enabled/supported by the resource*: self study, teacher-led individual learning, teacher-led group learning; 'traditional' tuition, learning based on virtual/gaming interaction, on social-community interaction and so on;
- *primary target user*: learners by L2 target level, teachers, generic foreign language students etc.

The inherent flexibility afforded by digital technology makes so that most of the identified resources are available across platforms and can be adapted and used flexibly according to teachers' and learners' needs, to educational context facilities and so on. It is therefore almost impossible to provide a clear cut classification of these resources. The classification below sorts them according to each resource prevailing dimension and characteristics. A different set of categories and a different clustering of each item would undoubtedly be possible.

1. *L2 courses on CD-ROM or DVD, or web- based*
2. *Web-based and eLearning platforms with L2 learning courses and resources*
3. *L2 courses and applications for mobile L2 learning (mobile phones, podcasts PDAs and other portable devices)*
4. *Virtual environments and games for L2 learning*
5. *Video and TV series associated with L2 courses (available through TV, Internet, DVD, CD-ROM)*
6. *Learner produced content (on wikis and blogs) for L2 learning and digital storytelling*
7. *Language exchange platforms and communities*

For each category, a list of examples is provided below to illustrate the diversity of ICT and the diversity of ways in which ICT supports L2 learning. Every example can be found in the table provided in Annex 1. Examples or initiatives which are followed by an asterisk (*) are developed at length in Annex 2.

L2 courses on CD-ROM or DVD, or web- based

- *EHBN - Eerste Hulp Bij Nederland* is a multimedia course by Malmberg publisher for newly arrived immigrants in the Netherlands who have to pass the exam on knowledge of the Dutch society. It is available on CD-ROM and for a school's local area network.
- *Tussen taal en wereld* is a multimedia training tool on CD-ROM for teaching skills of Dutch as an L2. It is aimed at teachers who want to expand their didactic knowledge.
- *English in Action* by Tribal Education Ltd is a collection of CD-ROMs with interactive learning resources for ESOL⁴⁸ learners that can be used for self-study, classroom work or as the basis of group activity.
- *Delftse Methode* offers L2 courses for beginner, intermediate and advanced learners through a package consisting of a book, wordlists, an audio-CD, a CD-ROM (with extra exercises to practise listening or pronunciation) and a website.
- *Ijsbreker** is an L2 course based on a combination of books, CDs and web-based resources.
- *Muiswerk* is a software used in ICT-based L2 classroom education. After an initial test, the program selects exercises in specific areas that are problematic for the learner and provides feedback on learner's performance.
- *TALENT** is a website that provides access to interactive resources that teachers can download for free and use on interactive whiteboards.

Web-based and eLearning platforms with L2 learning courses and resources

- *Dansk.nu** is a web-based e-learning management system with grammar lessons consisting of six modules: learning space; library; pronunciation workshop; assignment workshop and teacher forum.
- *New to Denmark** is a website which provides link to online resources for both novice learners and practised users.
- *FIF** is an e-learning platform used for training teachers wishing to work in integration courses, including L2 tuition.

⁴⁸ English for Speakers of Other Languages.

- *Thuis in Nederlands** is a web-based learning method used in the preparation for the civic integration examination. Each theme of the course comprises: a TV-series, an entry-level test, a story, practicing vocabulary, sentences etc., and the final test. Teachers can give assignments and monitor learners' progress online.
- *Migranorsk** is an interactive, web-based tool for adult learners offering self-study and group learning options in Norwegian.
- *AVE** is an e-learning platform developed by the Instituto Cervantes and currently used by some adult education centers for L2 training for adult migrants.
- *SAFIR* is a Swedish beginner's online course that can be used by those with very limited language skills.
- *Fronter* is an e-learning platform used by several education institutions to run courses making use of digital materials.
- *International Sweden University programs* offers for payment teacher-led Internet-based distance courses,. Among those, one is tailored to the L2 learning needs of foreign health care workers (from medical doctors to nursing assistants).
- *NT2 NieuwslezerI** selects the latest news drawn from the Internet according to the reading interests and L2 abilities of the learner and suggests related learning exercises.
- *Educatie.kennisnet* is a portal and an online community providing links to other websites and materials.
- *Kreativ Pedagogik** and *Digitala spåret** are two web portals organising access to other online digital content by theme, language complexity and other characteristics.
- *LaProf – Language Learning for Professionals in ICT and Agriculture* has developed web-based L2 learning units and exercises in support of migrants. This consists of a web portal, a platform for developing interactive exercises and a wiki.
- Online translators (e.g. Babel Fish) and embedded web sites translation (e.g. Google Translate).
- Dictionaries.

L2 courses and applications for mobile L2 learning (mobile phones, podcasts PDAs and other portable devices)

- *Mobile-Assisted Language Learning at the Workplace** project develops flexible, location-based,⁴⁹ job-related practical L2 Danish and English learning courses on mobile platforms for migrant employees in small and medium enterprises.
- *E-bridge to mobility* offers mobile applications as a supplement of the online L2 course and also as stand-alone items.
- *Kreativ Pedagogic** offers links to the online newspaper "8 sidor" and the radio newscast "Klartext", allowing users of Swedish with limited language skills to download podcasts with the audio files of the simplified news they offer.
- *MyVocab** is a mobile-phone based L2 learning tool used in a recruitment program and L2 training project to train migrants and refugees for job opportunities.
- *Anspear** has used with over 40 predominantly Bangladeshi residents in the City of London an ESOL learning tool which provides learners with interactive materials – word cards, audio clips, videos and word games that run on the memory card of a

⁴⁹ This refers to applications using the learner's position in space to select and make available to her specific content, contacts etc. which are meaningful/useful in that location.

common mobile phone. Learners could also use the mobile phone to record and listen to their voice when speaking in English.

- *NRDC** action research studies explored the use of tablet PCs and camera phones and handheld computers with mobile phone functionality and built-in cameras in ICT and ESOL skills learning.
- *Swansea arrivals** website offers free MP3 files for practicing English for different levels of complexity.

Virtual environments and games for L2 learning

- *Danish Simulator** is a 3D virtual game universe under development for learning the Danish culture and language.
- *My IT!* was developed to help learners gain ICT competences along with literacy, L2 and numeracy skills. Seventeen exercises are designed as an interactive virtual environment through which the learner gains competency by doing basic ICT tasks and accessing Internet based services.
- *Steffie* is a website for low-educated learners where Steffie, an avatar, guides the user through everyday tasks.
- *Thuis in Nederlands** offers a Netherlands, IT-preneurs' is a 3D environment called *Virtuele Wijk* (Virtual Neighbourhood), where learners can visit ten buildings (municipality, library etc.) and chat with virtual characters about topics faced in daily life.
- *BBC Skillswise Games* is a portal to all the games available from BBC Skillswise to help adults improve their reading, writing and number skills.

Video and TV series associated with L2 courses (available through TV, Internet, DVD, CD-ROM)

- *Thuis in Nederlands** uses, among other components, a movie structured as TV series.
- *Taalklas* consists of a web television series and a website with exercises.
- *Bonte Was* is an L2 course based on a soap opera.
- TV programmes for L2 learning integrated with online services from public TV broadcasters (as for example *DW-WORLD*, *YLE*, *RAI Educational*).

Learner produced content (on wikis and blogs) for L2 learning and digital storytelling⁵⁰

- *Language Mentor** is a CD and web-based tool using stories in Danish whose content is drawn from migrant personal and practical (workplace) experiences.
- *Wikim* is a pilot project which explored the use of a Wiki platform to develop and share useful material for L2 learning with the active participation of learners.
- *Untold Stories* focused on the provision by public libraries and museums of informal learning opportunities for migrant communities with a specific interest on the use of digital storytelling. storytelling was encouraged both in native and host country's language (Hedelund & McHenry, 2009).

⁵⁰ Based on Wikipedia, digital storytelling covers a variety of new forms of digital narratives (web-based stories, interactive stories, hypertexts, and narrative computer games) where ordinary people tell their own 'true stories' in a compelling and emotionally engaging form.

- *Swansea arrivals** worked with traumatised asylum seekers and refugees, who attended story telling (recorded as digital story telling) and creative writing workshops facilitated by ESOL teachers as part of language learning.

Language exchange platforms and communities

- *Diskussionsgrupp – Vi studerar svenska* is a yahoo group where participant practice Swedish.
- There are several international web language sites where people can chat and practice a variety of language skills.⁵¹ To our knowledge the use by adult migrants and the L2 learning effects of these dedicated platforms and of other ICT-based services (e-mails, social networking and video sharing sites etc.) that could lead to informal L2 learning have not yet been studied.

Moreover, the web offers plenty of original material created in the target language for natives, which is not intended for L2 learning, but which can be used by migrants for practicing their language skills. This includes online newspapers, videos (example: on youtube), web TV and radio programmes, podcasts and more.

3.3 The benefits from ICT use in L2 education

A systematic and rigorous assessment of the results and impact of ICT use in L2 education for adult migrants does not yet exist. JRC-IPTS own research and the analysis of existing, mostly qualitative and anecdotal evidence make it possible nevertheless to identify the main types of benefits provided by ICT based resources in L2 education, from the point of view of the learners, teachers and education organisations involved.

From all three actors' perspectives, crucial benefits are the lower drop out rates and higher L2 achievements (as measured from final tests) among L2 learners. A piece of anecdotal evidence of this that we could find comes from regional colleges in the Netherlands using IT-preneurs' ICT learning solutions (*Thuis in Nederlands**). An assessment by an independent organisation of all L2 courses⁵² showed that one of IT-preneurs' biggest customers (with over 7,000 licences) had a pass rate between 78 - 97% compared to about 75% as national average (candidates passing the civic integration exam the first time they tried it). These positive results are ascribed in any case to the combination of technology use and innovative pedagogy. On the other hand, the study of five interventions of the action-research project in the UK (*NRDC**) found no correlations between any of the observed teaching strategies and changes in performance in the listening (ESOL) tests. The Dutch and UK cases are however very different in many ways, and hardly comparable.

From the point of view of L2 learners the main benefits can be summarized as follows:

- more individualised learning in terms of pace, style, L2 level and content of learning material;
- time and place independent learning (from home, at work, on the move etc.) making it possible to better cope with personal life and work constraints on course attendance and additional benefits such as saving commuting time, transport costs etc. This is

⁵¹ Examples include: <http://lang-8.com>, <http://www.busuu.com>, <http://www.lingofriends.com/>.

⁵² The web site <http://www.blikopwerk.nl/bow/Blik-op-Werk> provides much information about integration courses, including test results achieved by different schools, to facilitate the choice of courses by migrant learners.

particularly relevant for migrants living in remote, rural areas or in suburbs of large cities with poor transport services and L2 education facilities;

- with distance and mobile learning, additional learning time in between classes and outside of the normal working day;
- access to authentic (real-time, online, location-based) learning material, making L2 learning more engaging, more effective⁵³ and also an opportunity to gain useful information and knowledge about host society;
- more engaging and entertaining learning thanks to multimedia content, guided role-plays, simulation of real life dialogues etc.;
- practice of the language in a protected way (through simulation and access to online content, thus reducing the exposure to real life communication making it less threatening and stressful (M. Spotti, Kluzer, & Ferrari, 2010);
- opportunities for independent and informal learning (e-learning, mobile learning, TV series);
- opportunities for inter-generational support in ICT-based learning as children often help digitally illiterate adults;
- enhanced digital skills along with L2 and knowledge of society learning with empowering effects especially for digitally illiterate migrant women (Garrido, Rissola, Rastrelli, Diaz, & Ruiz, 2010).

In turn, from the point of view of teachers we can mention:

- reduced teaching preparation time thanks to wide access to all kinds of ready-made teaching resources that can be used for this purpose;
- support for differentiation and individualisation of classroom activities thanks to the ample and varied teaching material and to diverse ICT-based learning tools;
- more efficient use of contact time (i.e. classroom time), as time is not devoted to catch up with learners with attendance problems (who can partly rely on distance learning);
- enhanced monitoring of learners' progress (at individual and group level) both through synchronous and asynchronous data collection through the use of ICT-based learning tools in the classroom or at a distance.

For institutions, two main potential benefits have been identified:

- cost savings especially on teaching work, once the introduction of ICT is coupled with appropriate organisational change. Again, anecdotal evidence from IT-preneurs' experience in the Netherlands shows in some cases a reduction of 20/40% of teaching time, thanks to the partial replacement of teacher activities with tutoring functions. Research in Sweden (Driessen, et al., forthcoming 2011) actually found teachers predicting that as funding for L2 education in that country is being reduced, more teaching will have to be done without the teacher physically present. Learning is envisaged to take place during more 'teacher-free' lessons when learners will access equipment available at the school and meet their classmates, but the actual teaching will consist of recorded lectures and reviews by the teacher(s) now available mostly through e-Learning platforms.

⁵³ Mobile media can be used in innovative ways to create or mediate connections between the formal classroom setting and more informal learning situations. This is important because the communicative appropriation of language draws on the authentic and experiential input from the real life of the learners and mobile learning can involve learners in authentic productive activities (Gjedde & Bo-Kristensen, 2010).

- enhanced monitoring and documentation of learning efforts and results, on the side both of learners and teachers, which can be useful for several purposes such as: better assessment of teaching innovation itself; better understanding of students' performance and its determinants; reporting and communication activities towards external funding and policy bodies, and so on.

3.4 ICT limitations for L2 education

The use of ICT in L2 education predictably suffers from the typical problems faced in the operation of ICT systems which partly stem from contextual factors (e.g. poor Internet connectivity in certain regions; inadequate ICT technical assistance and support in schools and so on) and partly are inherent to the current development of technology in a broad sense (e.g. poor format standardization of multimedia messaging services for mobile phones, complicating the distribution of content across different devices). Research in the Netherlands and Sweden (Driessen, et al., forthcoming 2011) has found however two types of 'functional' shortcomings which are specific of ICT-based L2 learning, which came up repeatedly both in the case studies and in the interviews with L2 education experts and which are particularly important.

First there is the limited support given by ICT-based individual learning tools to speaking skills. Opportunities to practice talking/speaking with ICT are mostly limited to pronunciation drills, which emphasise phonemes in relation to the letters of the alphabet or individual words. Intonation and stress patterns however are poorly addressed if at all, hence they should be learned and practiced in the classroom. Also, it is unclear to what extent ICT-mediated communication in distance learning or other contexts can reproduce, support or possibly enhance the important features and benefits of what is called 'classroom talk'.⁵⁴ Conversation and speaking practice thus correctly become the priority for classroom activities in blended learning approaches.

The second widespread complaint concerns the feedback on mistakes provided by the ICT-based system to the learner, which is often deemed to be too poor, especially by the less educated and autonomous learners. An illustrative comment from an interviewed learner says: "I get the 'wrong answer' message, but I don't understand why. Or the explanation given for it is not clear". Also this limitation must therefore be compensated through direct learner-teacher and learner-learner exchanges and, possibly but inevitably only partially by enriching the amount of explanation and contextualization of content of automatic feedback.

Another shortcoming lies in the wrong expectations that stakeholders – in particular teachers – have regarding the use of technologies for learning, which arise from a lack of knowledge and practice of the available tools (M. Spotti, et al., 2010). These misleading beliefs might lead to a misuse or neglect of ICT.

⁵⁴ "Talk is work in the ESOL classroom and these classes are largely made up of talk... 'Speaking English' is the goal, but the adults in the classroom are also social actors struggling to get things done and move on in terms of their social world and work opportunities. So, classroom talk is not only about fluent and accurate linguistic form (second language acquisition, SLA) but second language socialisation (SLS): the social and pragmatic knowledge to use language in real communication and the process of socialisation through language" (Baynham, et al., 2007, p. 56).

3.5 Challenges to ICT implementation in L2 provision

As we have seen in the previous sections, ICT provides many interesting solutions for L2 education for adult migrants, but a number of barriers and challenges are faced when implementing ICT in L2 provision, beyond the shortcomings in current ICT applications just discussed before.

a) Lack of awareness and information of stakeholders, limited investment in ICT

Experiences with ICT-enabled L2 provision and integration support are slowly spreading around Europe. There is nevertheless a lack of information and awareness of ICT potential for L2 acquisition and migrants' integration, i.e., what benefits ICT can bring, how it can be used and which difficulties need to be addressed. In this context, even though the pressure to make L2 tuition more effective and efficient is growing (see chapter 1.2) and is stirring attention on the opportunities that technology can bring, ICT is still mostly seen as an extra cost, as an expensive investment with unclear returns. This leads to an overall limited spending on technology, on users training (of teachers and learners alike), and on pedagogic research.

b) Barriers to ICT access

Whereas an adequate degree of digital skills among learners can be set as a prerequisite for attending ICT-based L2 courses or can be achieved through appropriate digital literacy actions, the local conditions for ICT access such as broadband availability and price of ICT devices and services can still be a barrier in many national and local contexts. Appropriate technological choices in L2 education should take these barriers into account and can mitigate their effects. But in some cases, direct measures must be taken such as providing public internet access points, upgrading Internet connectivity of organisations offering L2 tuition, making agreements with mobile phone operators and so on.

c) Lack of teachers' digital competence, training opportunities and didactical support

Teachers often have limited information and awareness and develop wrong expectations (too high or too low) about ICT and its potential contribution to L2 education. Teachers often lack digital fluency; the skills to deal with the latest technologies and other transversal competences which are necessary in order to successfully implement ICT in their practice.⁵⁵ They also find it difficult to incorporate these tools in teaching, and lack the knowledge on how to use them for different learner levels and learning styles and for balancing conflicting demands in the classroom. This knowledge is often missing across actors, due to the novelty and still limited understanding of ICT use in L2 education.⁵⁶ Despite such pedagogical challenges for teachers, opportunities are lacking for initial and in-service training on digital competences, new ICT-enabled learning approaches and the pedagogical and pragmatic changes that these approaches entail. Also, teachers lack institutional and practical support in implementing ICT and new practices even when they take the initiative of trying out new ICT applications.

⁵⁵ Teachers face several challenges when dealing with the multiplication of online resources for L2 acquisition and in their changing role – becoming a resource selector, designer of digital learning environments or ‘consultant’ (Bailey, 2010).

⁵⁶ For instance, in blended learning situations teachers need to match ICT-supported self-study and the resulting diversity of learning paths (pace, level etc.) which develop with distance learning with the aim of maintaining pedagogic and emotional coherence in the class.

d) The problem of searching and choosing the appropriate ICT-based resources

In some countries there are plenty of professional ICT-based teaching material and platforms, especially for literate learners, which can be accessed and re-used in many ways. More technologically sophisticated applications like 3-D simulation and gaming environments are also starting to be developed for the adult migrant learners⁵⁷ even though the benefits and shortcomings of these solutions, also in comparison with other types of ICT applications are practically unknown. The primary need however seems to be making content and tools more searchable and supporting users/teachers in learning how to select them and make use of them, including learning how to adapt or produce new materials as well. In other countries however, especially those with a less widely spoken language, there may well still be a need for promoting and supporting the development of appropriate L2 learning materials for use in a migrant-education context. Regardless of the development of ICT-based L2 learning resources in different countries, the lack of quality criteria and standards to support teachers and education institution in making their choice is undoubtedly a much felt problem.

e) Challenges in measuring the impact of ICT for L2 learning and integration

Measuring the impact of ICT on L2 learning and supposedly on the benefits that this should bring for integration faces specific challenges related to this specific context. On one side, ICT does not act in isolation. The results of its use in L2 learning depend crucially on the educational approach and teachers' capabilities, on the learner's digital skills and other characteristics.⁵⁸ Besides, L2 learning itself occurs in the classroom and elsewhere, making it difficult to isolate to role of ICT-based support. 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.

Besides the above conceptual and methodological problems, an impact assessment research underway at the time of writing in the Netherlands⁵⁹ highlights also operational difficulties in data gathering for impact assessment such as: the need to rely on individual interviews (which are much more time consuming) rather than group interviews, due to variable courses duration and different entry/exit time of students in/from the courses; and the difficulty of getting in touch with students after they finish the course to find out about any changes in their employment situation.

⁵⁷ Gejel (2010) claims that an accurate analysis of the learning game markets unambiguously showed that no such games exist in Europe for lifelong learning among migrants and disadvantaged citizens in general. He gives two reasons for this: 1) very few educational stakeholders are able to mobilize the technical, design and financial resources needed to launch such initiatives; 2) the world of computer games, embedded in a highly competitive market, is a very long way from the everyday life of lifelong learning.

⁵⁸ Mellar et al. (2004) illustrate the research instruments and the resulting analysis of ICT use and learning processes in 11 classrooms teaching adult literacy, numeracy or ESOL in East London. This was developed through an innovative research approach which saw the involvement of the eight tutor-teachers in the investigation itself. Subsequent step of that experience, with some findings also concerning the correlation between ICT use and learning results is provided by Mellar et al. (2007) and is summarized in UK NRDC in the Annex 2 of this report.

⁵⁹ The research is promoted by IT-preneurs and performed by the University of Utrecht. Interviews with migrant learners are performed before and after the L2 courses and related exam. They investigate issues such as: satisfaction and problems with the course and exam; employment situation; changes in the learners' social networks, social participation patterns and use of computer and social media. Results of the study are expected later in 2011.

4 Recommendations

In order to reap the full potential of ICT for an effective L2 educational approach for integration, a number of recommendations can be drawn from experts' suggestions and research findings. Before moving to more specific recommendations on implementation aspects and broader policy issues, two overarching warnings should be kept in mind:

- There is the need to raise realistic expectations⁶⁰ and the awareness that no one ICT solution fits all the learners' needs and didactical approaches.
- ICT alone can not be considered as a solution to L2 education challenges: it needs to be embedded in innovative educational approaches. These must combine an appropriate ICT tool/application with a sound learning methodology.

4.1 Implementation recommendations

These recommendations address primarily L2 teachers and the heads of schools and other organisations involved in L2 education for adult migrants. However, many of them also have implications for policy makers and other stakeholders, such as companies and other entities designing and producing ICT-based content and applications for L2 education.

1. Coping with learners' diverse attitudes towards ICT and levels of digital competence

Fear of technology and a low level or lack of digital literacy clearly represent barriers to effective ICT use for L2 learning. In fact, there is concern that ICT in L2 provision will further marginalize the weaker members of the migrant population, the lower educated and skilled. While this is indeed a risk, it is not an inevitable outcome.

Selecting already known and simple-to-use ICT tools and applications

First of all, various ICT applications do not require advanced skills and provide benefits for the lower educated. MP3 players for instance are low cost, user-friendly tools for listening to recordings of conversations, role-plays or songs in the L2, which can be replayed as many times as wanted and needed, in any location and at any time. As learners are listening to conversations, no literacy competence is required. TV series are used in some countries as a first stimulus for a new learning module and are very popular among migrant learners as they are effective and entertaining. Especially with the weaker learners, ICT applications should be kept simple; possibly adopting tools already known/trusted by them (mobile phones and other devices, and also TV and some Internet media) and providing training when needed.

Addressing learners' technology fears and basic digital literacy needs

Use of simpler devices can allay technology fears and start a learning curve towards other solutions (as in Swansea Arrivals*, where some users of the MP3 players moved on to take computer classes). However, when a PC-based application is the starting point, learners' attitudes towards this option are found to vary significantly. Women, especially low educated ones (who are typically also digitally illiterate), are more often reluctant adopters. Ad hoc introductory actions or measures embedded in the first steps of L2 tuition should be taken to familiarize reluctant users with computers and Internet, to provide them with basic digital literacy (if needed, along with basic reading and writing capabilities) and to guarantee support from a teacher or tutor in early usage practice. In this respect, basic L2 ability especially for understanding feedback from teachers/tutors was found to be another crucial factor, if not an

⁶⁰ 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.

outright prerequisite for effective ICT use in further L2 acquisition and should thus be addressed.

An effective approach for this appears to be the provision of bilingual tutors in the early stages of ICT-based learning (*MyVocab** and refugees project) and/or bilingual manuals and other course materials.⁶¹ Also, including exercises with instructions both written in text and narrated (in L2 or in both languages) allows students to overcome the literacy barrier (if present) and helps them learn the language of the host country (*My IT!*). When these problems are successfully tackled, positive empowerment and emancipation usually occur among the learners. They can improve their linguistic and digital competence at the same time and they are aware that both are needed today for full participation in our society. This then motivates them to use ICT enthusiastically in L2 learning and beyond. After initial practice with ICT, the ability to use learning applications and to select from new ICT-based resources should also be considered and developed for both new and more experienced users (Bailly, 2010), particularly in view of the increasing number of opportunities available online often for free and related opportunities for autonomous learning.

2. Rethinking the language provision approach for integration

An effective L2 educational approach for integration should comprise features such as: addressing the actual needs of learners; linking L2 courses with personal trajectories and job orientation; offering continuous feedback to learners; making L2 learning opportunities available in a flexible way, at the workplace, on the move, at different times of day; offering support through mentoring and buddy schemes; providing portable language credentials; and others.

ICT can play a useful role in achieving these aims. It can support the personalisation of L2 tuition and the integration of specific, authentic, location-based content and material. This can better link L2 learning with learners' actual needs and personal trajectories, including job-related aspects (professional vocabulary and expressions, job search and interviews, etc.). Mobile phones are used to make available language learning opportunities at the workplace. L2 learning applications can easily offer continuous feedback to the learner (even though, as we have seen, learners complain about the inadequate explanation of mistakes). ICT can also be used to document and make visible learning progress (language portfolios), paving the way to the provision of portable language credentials; and so on. Some recommendations - albeit often based on limited early evidence - can be made on how to exploit these and other opportunities in L2 education for adult migrants. All experts seem to agree, however, that the overarching consideration must be that *the use of ICT tools and applications as an upgraded 'paper-and-pencil' approach, or as a new mean for old instructional methods and frontal teaching, should be avoided.*

Embed ICT in L2 education through a structured learning approach

Recent developments in ICT devices and services have multiplied the opportunities for informal L2 learning and practice. While the pros and cons of these developments are still being explored and understood, current evidence suggests that these opportunities could be integrated as useful resources within a structured L2 learning approach, as this seems to be appreciated by learners and more effective. The combination of formal tuition, examination incentives and encouragement from teachers and peers creates a favourable context that, for

⁶¹ This has been a key choice and success factor of the 'Start Progressive Learning in a New Culture' project in Ireland. See the project's presentation at <http://www.epractice.eu/en/cases/startprogramme> and the project's website at http://migrantict.ning.com/notes/START_Programme.

instance, stimulates a more intense and varied use of learning resources (*Anspear**). Besides, autonomy development in online learning environments clearly needs guidance and support from trained advisors (Bailly, 2010).

ICT-based L2 tools and resources offer many opportunities for personalised and individual study in the classroom and at a distance, which are in principle important given migrants' diversity and course attendance constraints. However, a blended approach combining classroom teaching and distance learning and a balance between individual and group learning is recommended.⁶² Face-to-face group learning is important (especially for the less educated and autonomous learners) in order to overcome current ICT shortcomings in supporting speaking skills and giving feedback and to preserve the role of 'classroom talk'. Also, face-to-face contact with teachers and peers is highly beneficial for migrants' social inclusion, especially for new comers, as language classes are an important source of new friendships.

Another recommendation which stems from the analysis of ICT-based learning experiences is that a particularly successful teaching strategy is engaging learners in projects that encourage them, through role-plays and other activities, to practise jointly their language and ICT skills. Easy access and use of new audio-video recording tools and of new media to organise, share and disseminate digital content offer plenty of opportunities for this (see 3.2 Digital storytelling).

More in general, teachers and teacher trainers should be made aware that the following practices are effective in supporting the development of ICT skills and confidence in the context of digital and other basic (including L2) skills development among adult learners (Mellar, et al., 2007):

- encouraging collaborative learning;⁶³
- encouraging learner autonomy, and consequently releasing time for teachers to get to know their learners better and to more carefully adapt their teaching to learners' needs;
- use of a wide variety of technologies, and in particular mobile technologies to support greater flexibility;
- use of technology to construct (usually shared) artefacts – which often allow learners to experiment with a variety of roles, and allow differentiation.

Choosing ICT-based learning resources and experimenting with them

As no one solution can fit all needs, the first recommendation is to consider and assess the variety of ICT-based L2 learning resources and probably make use of a mix of them, depending on learners' characteristics and other factors. Existing evidence shows that:

- the use of authentic content and interaction through Internet downloads, navigation and communication is a cheap solution, in tune with the approach and supportive of the *bricoleur* teacher, also much appreciated by learners;

⁶² Crump (2004) identifies the factors that were influential in the blended learning experiences of 17 newly-arrived adult immigrants (the majority of who were women, including illiterate ones) attending English language classes that integrated ICT with the traditional face-to-face learning approach.

⁶³ Mellar et al. (2007) also identified some problematic issues of collaborative learning in their trials (NRDC*). Sometimes the task set (e.g. the construction of e-portfolios) actually pushed learners towards a more individualised approach. While discussion in the groups was often positive, and pairing helped with both language and computer skills, some learners did not feel they could forgo the teacher's intervention. When collaborative work was forced by the need to share technology, it was less successful than when teachers developed tasks that required peer interaction. When equipment was shared, it was common for the more confident ICT user (not necessarily the most proficient in English) to take over and/or teach others.

- the more interactive, game-like exercises and applications, especially when they stimulate and support peer and group interaction and learning, are very popular among learners and endorsed by teachers;
- the use of mobile phones is effective for learners with limited digital skills and/or with course attendance problems, but should be seen –especially for this group- as complementary to classroom L2 provision;
- the use of mobile phones and other mobile devices for L2 learning and assistance in real time, real life conditions (starting from the workplace) is an emerging, promising area for practical and pedagogical considerations (e.g. creating or mediating connections between formal and informal learning situations, see footnote 53);
- the use of interactive simulation and learning game environments is an upcoming and also promising area.

The pedagogical implications of the above ICT usages (in particular mobile learning and simulation environments) to achieve effective L2 education are in fact still poorly known and understood and there is need for more research in this area.

Involving other stakeholders in L2 education

Although this aspect does not depend as such on ICT use, involving other actors beyond education providers can have positive effects on the quality of L2 provision and boost migrants' integration. Many of the above ICT applications could benefit for instance from the contribution of prospective employers in the definition of learning content (e.g. key vocabulary, expressions etc.) and in supporting related organisational changes (e.g. accepting use of distance learning solutions at work). In this perspective, educational institutions must listen to the needs and requirements of employers. Civil society, non profit organisations working with/for migrants, and local administrations also play a fundamental role in creating (or preventing) occasions for real life social interaction and L2 practice by adult migrants.

4.2 Policy recommendations

Policy makers involved in adult education and in immigration-integration policies at European, national and local levels can also play an important role to enhance second language education for adult migrants through the use of new technology.

1. Raising stakeholders' awareness and information of opportunities and challenges

Despite the spread of ICT use among both host country's nationals and migrants, its potential for L2 learning is still largely unexploited. The continuous development of mobile device functionality (e.g. towards location-based, augmented reality, social networking services) will only increase such potential. Currently, policy-makers themselves, but also education providers, teachers, ICT companies and learners are largely unaware of these opportunities which thus need to be better illustrated in a realistic way and promoted. As stated at the beginning of this chapter, stakeholders should also be made aware that no one ICT solution fits all needs, hence that the complexity of having an ample and growing choice of solutions must be addressed. Moreover, stakeholders should be made aware that new technologies entail new 'literacy' requirements, from the digital competence of learners and teachers, to new ways of teaching and learning through ICT.

2. Strengthening teacher training and support

Teachers are fundamental for effective L2 provision, and for the effective inclusion of ICT in their lessons. Therefore, they need to be able to understand and address all learners' needs. They also need support in dealing with innovation in education that, as we have seen, they are called to carry out.

Training and support

Teacher training is a priority: they need to acquire relevant skills, such as knowing how to teach to specific target groups (e.g. adults and illiterates), and digital skills, including how to teach and help learners with this. Training and ongoing support are also necessary to enable teachers to understand and apply new pedagogies which integrate ICT use; to play new roles in the learning process; and to manage the conflicting demands that may stem from ICT use. This needs to be done as initial teacher training, and also as continual professional development and support. Using distance learning platforms and other ICT-based communication and social networking tools for teacher training and support is an effective way to fight technology fears and demonstrate first hand the opportunities brought by new technology in this field.⁶⁴

Invest in technical assistance and maintenance of ICT for L2 education

Full and instant technical support must be organized to ensure that ICT devices in the classroom and in distance education are always operational.

Creating open banks of ICT-based L2 resources

Teachers and learners face the challenge of how to use L2 learning tools and materials. They need to have examples of effective use of ICT tools and resources. Since many experiences of ICT-based L2 learning and related resources for adult migrants already exist, an important step towards this would be to establish online repositories of ICT-based resources –starting from the national and, in some cases, regional level- for use by teachers, tutors and assessors. Crucially, these actors should be encouraged to contribute to the further development and updating of the repositories as part of their professional development activities. Materials created by learners (artefacts and learning outputs) should also be included for use by the teachers with other learners.

3. Creating the knowledge base for good practice dissemination and future quality standards

Making existing ICT-based L2 learning resources known and more widely available is important, but it is not enough. As mentioned already, evidence about their use, problems and results is still very limited. This hampers decisions on strategy (doing it or not) and implementation (how) of ICT adoption in L2 education for adult migrants at various levels. It makes it difficult to actually identify and disseminate good practices. And it prevents the definition of quality criteria and standards⁶⁵ that could guide education institutions and L2 education practitioners in making appropriate choices with new tools and in benchmarking their use. Along with the building of resource repositories (see previous point) it is therefore necessary to gradually build up and share any evidence and understanding about: ICT use in L2 learning and the results achieved; related pedagogies and teaching approaches; difficulties

⁶⁴ This has been a welcome and unexpected outcome of the *FIF** initiative.

⁶⁵ Rossner (2008) provides an overview of key issues affecting the delivery of language learning services for adult migrants, including an analysis of the main criteria that need to be fulfilled in an effective programme of language training. An international quality scheme that includes formal accreditation by a suitable body is proposed. While not addressing specifically technological opportunities, this paper offers a useful framework where to set such an analysis.

met and solutions found. For fuller comprehension and to enable re-use of learning resources, information should also be provided about relevant features of the learners involved such as age, gender, literacy level, digital competence and other factors to be agreed upon. To help build this knowledge base, deeper research and analysis of the evidence collected from teaching/learning practice is clearly needed. Practitioner-led research, such as that described in the *NRDC* case,⁶⁶ looks particularly promising.

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

Stakeholders across the Member States are facing similar problems regarding L2 provision and socio-economic integration of migrants, while different experiences exist in many countries. Therefore, they would benefit from exchanging information, experiences and good practices in order to learn from each other. Creating a platform for a structured and systematic exchange of information among stakeholders at European level would suit this purpose and could both build upon the national or regional initiatives suggested before and drive them forward. The platform would be a point of exchange on ICT-enabled L2 provision for teachers, practitioners and other actors involved in this field where they could discuss benefits and implementation barriers. This platform should be made available to a wide range of stakeholders, including people from social welfare and sociology. An important contribution to this aim might come from the European Commission's DG Education and Culture's multilingualism policy which is currently funding the creation of transversal multilateral projects to develop innovative language learning materials, raise awareness of the importance of language learning and create networks in the field of language learning and linguistic diversity to support the sharing of ideas, information and good practice across Europe.

5. Support for research

Last but not least, given the ongoing investment in L2 education for adult migrants in the EU and the still limited understanding and exploitation of the potential of ICT in this context, a number of relevant questions about how to optimize the results of such effort need to be better researched:

- a) Who are the teachers involved in L2 tuition? What competencies do they have or need to use ICT-based approaches and methods to L2 teaching, etc.?
- b) What are the new ICT-based pedagogies for L2 education for adult migrants and how can quality criteria and standards for the evaluation of these tools be defined?
- c) What are migrants' needs and motivations for L2 learning in an integration perspective and what are their learning practices, including those outside formal courses?⁶⁷
- d) How the impact of ICT-based tuition on L2 acquisition, in terms of both educational and integration outcomes, be measured?

⁶⁶ See also <http://www.nrdc.org.uk/content.asp?CategoryID=512> about *NRDC*'s Practitioner-led Research Initiative.

⁶⁷ As a rare example, Tully (2005) explored the range of resources -personal relationships, courses, social situations, physical resources and emotional behaviours- that played a part in the acquisition of English language by seven forced migrants (refugee and asylum-seekers) in the UK.

Annex 1: Inventory of ICT examples for L2 learning for adult migrants

This annex collects forty-two initiatives which illustrate the current use of ICT for learning the host country's language by Adult Migrants. These initiatives come from eleven European countries, plus five Pan-European projects. The initiatives are listed by their name and presented in alphabetical order. For each of them, a brief description (including the name of the country and a website when available) is provided. For a discussion of these initiatives, see Chapter 3 of this report.

Name of initiative⁶⁸	Country	Description	website	Category⁶⁹
<i>AAP Alfabetiseren anderstaligen Plan (Plan for Illiterate non- natives)</i>	NL	Course launched in 2009 by Boom publisher for illiterate L2 learners who must learn to read and write. The method is based on guided learning (it is not suitable for self study) and relies on two booklets with many illustrations and on exercises for listening, speaking, reading, writing and spelling that can be done on the freely accessible website.	www.alfabetiseren.nl	L2 courses on CD-ROM or DVD, or web-based
<i>Anspear*</i>	UK	This mobile phone-based learning tool has been used with over 40 residents in the City of London as an ESOL learning tool to provide learners with interactive materials – word cards, audio clips, videos and word games that run on the memory card of a common mobile phone.	http://www.anspear.com/projects/	L2 courses and applications for mobile L2 learning
<i>AVE*</i>	ES	e-learning platform developed by the Instituto Cervantes and currently used by some adult education centers for L2 training for adult migrants.	http://www.ave2.cvc.cervantes.es	Web-based and eLearning platforms with L2 learning courses and resources

⁶⁸ When the initiative's name is followed by an asterisk (*), the reader is referred to Appendix 2, where the initiative is discussed in-depth.

⁶⁹ For a discussion of the categories, see chapter 3.1

<i>BBC Skillswise Games</i>	UK	Portal to all the games available from BBC Skillswise to help adults improve their reading, writing and number skills.	http://www.bbc.co.uk/skillswise/games/	Virtual environments and games for L2 learning
<i>Bonte Was</i>	BE	L2 course based on a soap opera in a launderette, with 36 lessons on 4 CD-ROMs.	http://www.arts.kuleuven.be/bontewas/	Video and TV series associated with L2 courses
<i>Danish Simulator*</i>	DK	3D virtual game universe under development. Foreign language student learns Danish language and culture by interacting with virtual communities and solving specific tasks in various learning relevant scenarios. Danish simulator aims to further streamline L2 training for adult immigrants, to reduce the need for teacher resources and to ensure a greater focus on the individual student's needs and training opportunities.	http://www.vifin.dk/default.htm	Virtual environments and games for L2 learning
<i>Dansk.nu*</i>	DK	Web-based e-learning management system with grammar lessons consisting of six modules: learning space; library; pronunciation workshop; assignment workshop and teacher forum.	www.dansk.nu	Web-based and eLearning platforms with L2 learning courses and resources
<i>Delftse Methode</i>	NL	L2 courses for beginner, intermediate and advanced learners through a package consisting of a book, wordlists, an audio-CD, a CD-ROM (with extra exercises to practise listening or pronunciation) and a website. By Boom Publishers.	http://www.delftsemethode.nl	L2 courses on CD-ROM or DVD, or web-based

<i>Digitala spåret*</i>	SE	Free access web portal designed and developed by the adult education teachers in the municipality of Botkyrka. The site addressed both language instruction and knowledge of Swedish culture.	http://www.digitalasparet.se/	Web-based and eLearning platforms with L2 learning courses and resources
<i>Diskussionsgrupp – Vi studerar svenska (Discussion group – We study Swedish)</i>	SE	This Yahoo group is not specific for L2 learners, but has as its primary focus here to practice the Swedish that is being or has been learned by the participants.	http://groups.yahoo.com/group/Vi-studerar-svenska/	Language exchange platforms and communities
<i>DW-WORLD</i>	DE	Deutsche Welle, Germany's international broadcaster, offers several L2 learning opportunities via its multimedia Internet portal DW-WORLD.DE, radio and TV services. Deutsch Interaktiv is a free online interactive course for A1 and B1 levels offering authentic videos, slideshows and audio texts accompanied by worksheets, exercises and tests designed for a personalised study program.	http://www.dw-world.de/ http://deutschkurse.dw-world.de/KursPlattform/WebObjects/KursPlattform.woa/	Learner produced content (on wikis and blogs) for L2 learning and digital storytelling
<i>E-bridge to mobility</i>	Pan-EU	This European-funded project offers mobile applications as a supplement of the online L2 course and also as stand-alone items. Co-funded by the EU Lifelong Learning Programme the project was launched in 2009 to develop ICT-based resources in support of mobility from Poland to other EU countries, especially of young people less than 25 years old and 50+ people. Users are helped coping with mobility stress by provision of education (L2) and practical information about destination country and other measures. Several files can be downloaded on PC (screensavers and audio files) and on mobile phones	http://www.2mobility.eu/	L2 courses and applications for mobile L2 learning

		(one java and one flash application) providing hints on how to ask about a flight, rent a flat, communicate in a bank or office and so on.		
<i>Educatie.kennisnet</i>	NL	A portal and an online community addressing mainly teachers that provides links to other websites and materials that can be used in the L2 classroom.	http://educatie.kennisnet.nl/	Web-based and eLearning platforms with L2 learning courses and resources
<i>EHBN - Eerste Hulp Bij Nederland (First aid for Dutch)</i>	NL	Multimedia course by Malmberg publisher for newly arrived immigrants in the Netherlands who have to pass the exam on knowledge of the Dutch society. It is available on CD-ROM and for a school's local area network. Each module starts with a film, followed by one or more multiple-choice questions. The film can display subtitles in five languages: Dutch, French, English, Turkish, Moroccan Arabic. The program also has tests to check whether the course content is acquired.		L2 courses on CD-ROM or DVD, or web-based
<i>English in Action</i>	UK	Collection of CD-ROMs by Tribal Education Ltd with interactive learning resources for ESOL learners that can be used for self-study, classroom work or as the basis of group activity. Two titles include realistic video scenarios about work-based themes in authentic settings, enabling learners to practise the language and skills needed for a range of tasks. The specific vocational areas addressed are construction, leisure, childcare, hospitality and tourism, and health and beauty.	http://www.english-in-action.co.uk	L2 courses on CD-ROM or DVD, or web-based

<i>FIF*</i>	DE	e-learning platform used for training teachers wishing to work in integration courses, including L2 tuition.	http://moodle.fif-rlp.de/ http://fif-rlp.de/	Web-based and eLearning platforms with L2 learning courses and resources
<i>Fronter*</i>	SE	e-learning platform used by several education institutions to run courses making use of digital materials.		Web-based and eLearning platforms with L2 learning courses and resources
<i>Ijsbreker* (Ice-breaker)</i>	NL	<i>Ijsbreker</i> by Thieme Meulenhoff is a widely spread method for Dutch as a second language based on a combination of books, CDs and web-based resources.	http://www.ijsbreker.nl/	L2 courses on CD-ROM or DVD, or web-based
<i>International Sweden University programs (ISU)</i>	SE	Among the teacher-led Internet-based distance courses provided (for payment) by the University of Lund one is tailored to the L2 learning needs of foreign health care workers (from medical doctors to nursing assistants). The level of courses ranges from A1 to C1.		Web-based and eLearning platforms with L2 learning courses and resources
<i>Kreativ Pedagogik*</i>	SE	Free access web portal with seven sections covering different sets of resources/links, ranging from news and media to specific links to learn Swedish.	http://www.kreativpedagogik.se/	Web-based and eLearning platforms with L2 learning courses and resources
<i>Language Mentor*</i>	DK	CD and web-based tool based on simple, well structured, pre-prepared stories in Danish whose content is drawn from the individual immigrant employee's personal and	http://www.vifin.dk/default.htm	Learner produced content (on

		practical (workplace) experience. The method is aimed at volunteer and co-worker mentors (Danish people or migrants) who have not had any formal mentor or teacher training.		wikis and blogs) for L2 learning and digital storytelling
<i>LaProf – Language Learning for Professionals in ICT and Agriculture</i>	Pan EU	European-funded project which developed web-based L2 learning units and exercises (in Greek for Romanian agricultural experts and in Finnish for Estonian ICT teachers and trainers) in support of migrants in these countries and sectors. This has been done using three integrated platforms: the project’s web portal; the Miksike Learning Folder – Lefo platform for developing interactive exercises (http://www.lefo.net/); and a wiki where the learning units were developed and shared as WebQuests. (Ungur, Maroudas, Pilv, & Rattasepp, 2010)	http://www.laprof.eu	Web-based and eLearning platforms with L2 learning courses and resources
<i>Migranorsk*</i>	NO	An interactive, web-based tool for adult learners offering self-study and group learning options in Norwegian on level Start, A1, A2, B1 and B2, and in knowledge of Norwegian society.	http://www.migranorsk.no/	Web-based and eLearning platforms with L2 learning courses and resources
<i>Mobile-Assisted Language Learning at the Workplace</i>	DK	The project is currently addressing migrant employees in small and medium enterprises in the South Denmark region. Based on analysis of a range of SME-specific needs for training in Danish as a second language and English, the project will develop flexible, location-based, job-related practical learning courses using mobile platforms (mobile phones and PDAs). This project supplements other VIFIN m-learning projects, i.e. the Mobile Language Learning Lab and MobiSticks ⁷⁰ a 2D barcode and location-based m-learning project focussing		L2 courses and applications for mobile L2 learning

⁷⁰ See <http://www.mobisticks.dk> and <http://www.mobisticks.blogspot.com>

		on contextual (on location) everyday and workplace learning.		
<i>Muiswerk</i>	NL	Software used in ICT-based L2 classroom education. Based on an initial test, the program selects exercises in specific areas that are problematic for the learner such as grammar, spelling or vocabulary. Feedback to learner's mistakes is offered either as the correct answer or as language rules. The teacher can monitor the learner's progress and she can also adjust the learner's program.	http://www.muiswerk.nl/index.php	L2 courses on CD-ROM or DVD, or web-based
<i>My IT!</i>	Pan EU	This project was developed by the European-funded (Leonardo Da Vinci) project The WrITe Skills (http://writeskills.ning.com/) coordinated by the Irish company Fast Track into Information Technology (FIT Ltd). Its aim is to help learners gain ICT competencies along with literacy, L2 and numeracy skills. Seventeen exercises such as 'Buying a Ticket Online' (available on a CD or live on the Internet) are designed as an interactive web-based environment through which the learner gains competency by doing basic ICT tasks and accessing Internet based services. The learner sees and experiences what appears to be a real web site, but she is in fact in a virtual environment where she can make mistakes and try again until she masters each step along the way. During this process, the learner acquires also L2 skills (some of the instructions are purposefully both written and narrated to overcome literacy barriers and enable L2 learning) and other skills required to perform the tasks.		

<i>MyVocab*</i>	SE	Mobile-phone based L2 learning tool used by the Municipality of Stockholm in a recruitment program and L2 training project to train migrants and refugees for job opportunities.	http://www.myvocab.com/	L2 courses and applications for mobile L2 learning
<i>New to Denmark</i>	DK	This website lists eight online resources for L2 Danish novice learners and six online learning resources for practised users. Most of them are free.	http://www.nyidanmark.dk	Web-based and eLearning platforms with L2 learning courses and resources
<i>NRDC*</i>	UK	Action research studies that explored the use of tablet PCs and camera phones and handheld computers with mobile phone functionality and built-in cameras in ICT and ESOL skills learning.	http://www.nrdc.org.uk/publications_details.asp?ID=87#	L2 courses and applications for mobile L2 learning
<i>NT2 Nieuwslezer (L2 Newsreader)*</i>	NL	An innovative service that selects the latest news drawn from the Internet according to the reading interests and L2 abilities of the learner and suggests related learning exercises.	http://www.nt2nieuwslezer.nl/	Web-based and eLearning platforms with L2 learning courses and resources
<i>RAI Educational</i>	IT	The Italian national broadcaster's educational channel RAI Educational offers Italian L2 courses for migrants to be used within classroom activities at adult education centres.	http://www.educational.rai.it/ioparloitaliano/main.htm	Video and TV series associated with L2 courses
<i>SAFIR</i>	SE	Swedish beginner's online course that can be used by those with very limited language skills. It has seven units each one comprising grammar and other types of exercises, assignments (writing, using e-mail or telephone, and spoken practice) and a final test.	http://sfi.halmstad.se/safir/	Web-based and eLearning platforms with L2 learning courses and resources

<i>Steffie</i>	NL	Website for low-educated learners where Steffie, an avatar, explains how to use the Internet, send an e-mail, buy train tickets etc. The learner can also practice certain acts in a virtual environment, such as buying a train ticket or paying with a bank card.	www.steffie.nl	Virtual environments and games for L2 learning
<i>Swansea arrivals*</i>	UK	This website offers free MP3 files for practicing English for different levels of complexity.	www.Swansea-arrivals.net	L2 courses and applications for mobile L2 learning
<i>Taalklas</i>	NL	Website with exercises developed for low-educated learners connected to a web television series. It is developed for low-educated learners on their way to the civic integration examination. Three candidates are following a Dutch language course with a teacher in a studio. The viewer at home can watch the series on the Internet and is invited to do the exercises on the website.	www.taalklas.nl www.etv.nl	Video and TV series associated with L2 courses
<i>TALENT</i>	UK	This website gives access to interactive resources that teachers can download for free and use on interactive whiteboards. It can also be used by ESOL learners, albeit with teachers' support, to access interactive multimedia materials for basic level, covering the topics of friends, health, jobs, neighbourhood and shopping.	http://www.talent.ac.uk/content.asp?CategoryID=1831	L2 courses on CD-ROM or DVD, or web-based
<i>This in Nederlands TiN (At home in Dutch)*</i>	NL	A web-based learning method developed by IT-Preneurs and used in the preparation for the civic integration examination. Each theme of the course comprises: a TV-series, an entry-level test, a story, practicing vocabulary, sentences etc., and the final test. It also includes a 3D environment called <i>Virtuele Wijrk</i> and an online cardboard game (called <i>Participation Game</i>).	http://www.thuisnederlands.nl/	Web-based and eLearning platforms with L2 learning courses and resources

<i>Tussen taal en wereld</i>	NL	Multimedia training tool on CD-ROM for teaching skills of Dutch as an L2. It is aimed at teachers who want to expand their didactic knowledge.		L2 courses on CD-ROM or DVD, or web-based
<i>Untold Stories</i>	Pan EU	This European-funded project focused on the provision by public libraries and museums of informal learning opportunities for migrant communities with a specific interest on the use of digital storytelling. L2 learning was not a direct aim of the project, but storytelling was encouraged both in native and host country's language (Hedelund & McHenry, 2009).	http://www.untoldstories.eu	Learner produced content (on wikis and blogs) for L2 learning and digital storytelling
<i>Wikim</i>	Pan EU	This European-funded pilot project has explored the use of a Wiki platform to develop and share useful material for L2 learning with the active participation of learners. In fact, content production is itself conceived as part of the L2 learning process from a constructivist perspective. The project has relied on associations working with migrants in France, Switzerland, Germany and Spain.	http://wiki.wikim.eu/	Learner produced content (on wikis and blogs) for L2 learning and digital storytelling
<i>YLE</i>	FI	The Finnish Broadcasting Company YLE offers some basic language course material on the YLE Learning Online site and access to other web-based courses, such as EasyFinnish developed under the EU project Oneness for those who want to start learning Estonian, Finnish, Lithuanian, Polish or Portuguese languages.	http://oppiminen.yle.fi/suomi http://www.oneness.vu.lt/en/	Video and TV series associated with L2 courses
<i>YLE Mondo</i>	FI	News in simplified and slow speed language along with listening and reading comprehension exercises.	http://www.yle.fi/selkouutiset/	Video and TV series associated with L2 courses

Annex 2: In-depth discussion of cases of ICT for L2 education for adult migrants

List of cases

DENMARK	60
DANSK.NU	60
LANGUAGE MENTOR	60
MOBILE-ASSISTED LANGUAGE LEARNING AT THE WORKPLACE	60
DANISH SIMULATOR	61
GERMANY	61
FIF, FÖRDERUNG VON INTEGRATION DURCH FORTBILDUNG (PROMOTING INTEGRATION THROUGH TRAINING)	61
THE NETHERLANDS	62
IJSBREKER (ICE BREAKER).....	62
THUIS IN NEDERLANDS.....	63
NT2 NIEUWSLEZER (L2 NEWSREADER).....	65
NORWAY	65
MIGRANORSK65	
SPAIN	66
AVE - AULA VIRTUAL DE ESPAÑOL (VIRTUAL CLASSROOM FOR SPANISH)	66
SWEDEN	67
KREATIV PEDAGOGIK (CREATIVE PEDAGOGY)	67
DIGITALA SPÅRET (DIGITAL TRACK)	68
MYVOCAB FOR L2 LEARNING IN THE MUNICIPALITY OF STOCKHOLM	70
EPORTFOLIO SKÅNE FOR COMPETENCE VALIDATION	71
UNITED KINGDOM	72
ANSPEAR’S MOBILE PHONE-BASED LEARNING ESOL (CITY OF LONDON - ANSPEAR, 2010).....	72
NRDC EFFECTIVE PRACTICE STUDIES: ICT IN ESOL CLASSES	73
NALDIC AND TALENT	75
SWANSEA ARRIVALS	76

Denmark

Dansk.nu

www.dansk.nu

Videnscenter for Integration (VIFIN, Resource Centre for Integration)⁷¹ was established in 2001 by the Vejle Municipality to facilitate the integration of migrants into the Danish society. Its flagship program developed over the past 6 years involves the teaching of Danish as a second language using several digital platforms. Based on this experience, VIFIN is establishing an e-school for Danish L2 education. The Centre reaches over 5000 migrant students through a network of local and national public and private organisations, learning institutions and NGOs.

The www.dansk.nu web platform is an e-learning management system with grammar lessons consisting of six modules: learning space; library; pronunciation workshop; assignment workshop and teacher forum. Dansk.nu utilises different communication channels, making it possible to offer flexible, individually shaped e-learning sessions; it can be used in various different ways and as part of many different e-learning strategies. Besides online exchanges, VIFIN organizes periodical e-days and m-days for L2 teachers who work with Dansk.nu to promote sharing of e- and m-learning materials.

Dansk.nu is also the entry-level L2 learning resource for Denmark of the *Welcome Package for Migrant Workers*⁷² project coordinated by VIFIN, which has developed additional L2 learning content related to specific jobs (social-health care, cleaning, skilled labour), work standards, safety etc. The project has also developed a digital competence training module to enable learners to use the ICT platform and participate in e-learning; and two other modules of cultural and social aspects to facilitate the migrant workers integration to the workplace and the local community.

Language Mentor

<http://www.vifin.dk/default.htm>

In order to support mentors (already involved in the Welcome Package project) VIFIN developed and tested a *Language Mentor* prototype in 2009-2010 which is currently being applied on the ground. The CD and web-based tool is based on simple, well structured, pre-prepared stories in Danish whose content is drawn from the individual immigrant employee's personal and practical (workplace) experience. The method is aimed at volunteer and co-worker mentors (Danish people or migrants) who have not had any formal mentor or teacher training. The first mentee target group are women of Somali language background with limited knowledge of Danish and especially written Danish. Language Mentor is a tool which is open for additional content involving other target groups.

Mobile-assisted Language Learning at the Workplace

Mobile phones have also been integrated into teaching of Danish L2. The *Mobile-Assisted Language Learning at the Workplace* project is currently addressing migrant employees in small and medium enterprises in the South Denmark region. Based on analysis of a range of SME-specific needs for training in Danish as a second language and English, the project will develop flexible, location-based, job-related practical learning courses using mobile platforms

⁷¹ <http://www.vifin.dk/default.htm>

⁷² <http://www.workmobility.eu/default.html>

(mobile phones and PDAs). This project supplements other VIFIN m-learning projects, i.e. the Mobile Language Learning Lab and MobiSticks⁷³ a 2D barcode and location-based m-learning project focussing on contextual (on location) everyday and workplace learning.

Danish simulator

The *Danish simulator* project (under development, deadline April 2012): a PC-based 3D virtual game universe, where a foreign language student learns Danish language and culture by interacting with virtual Danish communities and solving specific tasks in various learning relevant scenarios. Danish simulator aims to further streamline L2 training for adult migrants, to reduce the need for teacher resources and to ensure a greater focus on the individual student's needs and training opportunities.

Germany

FIF, Förderung von Integration durch Fortbildung (Promoting Integration through Training)⁷⁴

<http://moodle.fif-rlp.de/>

<http://fif-rlp.de/>

In Germany, participation in teacher training is mandatory for all teachers wishing to work in integration courses (established by the 2005 Immigration Act) without a university degree in second- or foreign-language acquisition and teaching. As described in the teacher-training curriculum issued by the Federal Agency for Migration and Refugees, training comprises 32 curricular building blocks in 4 modules on subjects like migration, intercultural learning, German as a 2nd language, didactics, language for special target groups.

In the FIF initiative training is based on an ICT learning platform, self-study materials and several one-day attendance sessions. Participants get to know the learning platform at the first attendance session. All of them are tutored and have to work through the learning platform. FIF uses the Moodle platform offering virtual "classrooms" in which participants find learning activities and materials and additional fora, wikis, surveys for exchange of information and cooperation, activities and feedback for processing and reflection. In 2007, the "FIF online-supported distance education for further training of teachers of German as a second language" was accredited by the Federal Agency for Migration and Refugees. By early 2011, over 740 teachers of German as a second language successfully finished their qualification.

Blended-learning was chosen to make the training more flexible and adaptable to individual needs while minimising travelling costs and increasing the general ICT competences of the teachers involved. ICT-based training has indeed been the appropriate approach to tackle the diversity of learners' needs, motivations and capacities. Tutors (their presence, competence and skills) have been the most significant determinant of participants' motivation and satisfaction. On average, there is one tutor for each eight students. The platform itself was found to be instrumental in bringing the group together. Continuous contact through it, along with monthly meetings, appears to be a very good combination.

⁷³ <http://www.mobisticks.dk> and <http://www.mobisticks.blogspot.com>

⁷⁴ Further information can be obtained in the Compendium of Good Practice selected by Members of the ICT Cluster (Institute, 2008).

The Netherlands

Ijsbreker (Ice Breaker)

<http://www.ijsbreker.nl/>⁷⁵

Ijsbreker by Thieme Meulenhoff is a widely spread method for Dutch as a second language that through many revisions has been on the market for the last two decades. *Ijsbreker* is aimed at adult migrants who are alphabetized in the Latin alphabet and have an educational background of at least three to four years of primary schooling (low level) to a maximum of a few years of secondary education (intermediate level). *Ijsbreker* is not developed for self-study, but is meant for intensive formal L2 schooling: 3 to 4 sessions (in total up to 9 hours) per week.

Ijsbreker consists of three parts. Part 1 and 2 prepare for the civic integration examination. Part 1 leads to level A1, and Part 2 to level A2. Part 2 is divided into two separate programs depending on the learner's needs: *Wonen in Nederland* (Living in the Netherlands) and *Werken in Nederland* (Working in the Netherlands). Once learners have reached A2, they can continue on to B1 with Part 3, *Op Koers* (On track) that prepares for the Dutch State Exam I. Each part offers to the learner a workbook, a personal word-list and *Ijsbreker* Multimedia (on a CD-ROM for stand-alone use or network version on the school LAN). For the teacher there is a digital administrative module to keep track of learners' progress at individual and group level, a video/DVD with extra film materials per chapter, audio CDs and CD-ROMs with transcriptions and other extra information.

Ijsbreker follows a communicative approach⁷⁶ with a strong emphasis on expanding the learner's own lexicon (grammar is offered in a very limited way) and is largely based on a try – error – feedback – repetition method. *Ijsbreker* is meant for use within a group of learners under teacher guidance: 50% of the learning time should be dedicated to self directed learning with *Ijsbreker* Multimedia at a PC. During the other 50% learners should work with the workbook, under the guidance of a teacher. Half of this time (so 25% of the total learning time) should be dedicated to group activities where speaking the L2 is the main goal, as speaking/spoken interaction is hardly possible in *Ijsbreker* Multimedia.

The ICT part of *Ijsbreker* offers several tools and resources that support these didactic approach: a multi-media dictionary with over 160 thematic posters with illustrations and translation in five languages;⁷⁷ a personal words list (learnt and still to learn) and vocabulary exercises; videos with listening exercises; Language rules (grammar exercises and explanations); and limited speaking and repeating exercises, as this practice is to be done in group sessions with the teacher.

The case study on the use of *Ijsbreker* in a regional education centre in the Western Netherlands (Driessen, et al., forthcoming 2011) found that none of the learners interviewed reported any problems with the use of a PC and with coming to grip with understanding how *Ijsbreker* works in its ICT applications. Using ICT in the classroom was a common thing and a quarter of learners in fact used it for language learning also at home. These learners had a degree from their country of origin and wanted better L2 qualification to move on with their career in the Netherlands. On the other hand, less educated learners who lacked basic L2 skills

⁷⁵ From 2010, a new web-based version is available: <http://www.ijsbrekerplus.nl/ijsbrekerplus/>

⁷⁶ In the sense that it implies much listening and reading as a precondition for speaking.

⁷⁷ English, French, Spanish, Turkish and Arabic.

(understanding the meaning of a given word, or the Dutch alphabet) could hardly benefit from ICT use. Interaction with the teacher was essential for the learner to grasp what she had missed during the exercise with the ICT application. The learners showed a wide spectrum of approaches/attitudes to ICT. Strongly motivated learners (regardless of education level) used *IJsbreker* ICT tools beyond the classroom to broaden the depth and breadth of their Dutch vocabulary. Other learners believed that L2 learning should start from the book and then move onto ‘using the PC’ and thus saw ICT as a part of the method to be used mostly in class. On the teachers and school side, the study found a lack of institutional support when teachers want to try out and implement (new) ICT applications along with technical problems in the daily operation of ICT infrastructure. Also teachers lamented the limited support from ICT for monitoring learning, tracking progress and identifying learners’ strengths and weaknesses, as well as for offering extra exercises for those learners who have specific learning needs. The researchers in fact found that teachers were not aware, nor were they using *IJsbreker*’s rich teacher’s administration module.

Thisis in Nederlands

<http://www.thisinnederlands.nl/methodiek/virtuelewijk/>
demo: <http://www.youtube.com/watch?v=bfjwNEc8ZYA>

Thisis in Nederlands TiN (At home in Dutch) prepares immigrants for the civic integration examination in the domain ‘Upbringing, health and education’ (OGO).⁷⁸ The program has been developed by IT-preneurs and also deals with the general parts of the civic integration examination, such as citizenship, finding a job and knowledge of the Dutch society. An exam preparation is also part of the program. The candidates who choose the OGO profile are mainly low-educated literate women. The principle that lies beneath *TiN* is having a balance between school based formal learning and learning in practice. What is needed in order to function in everyday life is introduced, tried out and discussed in school.

TiN is a web-based learning method in which language learning is integrated in the preparation for the civic integration examination. The learner logs on to the program on the Internet from the classroom, from a learning centre or at home and she can practice any theme of the course. Each theme comprises: an episode of movie structured as a TV-series (available also on DVD), an entry-level test, questions about the movie, practicing vocabulary, sentences etc., and the final test. The teacher can monitor the candidate’s progress online. Practical assignments encourage learners to put everything into practice.⁷⁹ The entry-level for *TiN* is A1 L2 skills and being able to operate with a mouse. However *TiN* contains a separate module *Klaar voor de Start* for learners at a lower level. A digital literacy course for absolute beginners can also be delivered.

TiN includes other two interactive components. The first is an online participation game modelled on a board game, where the learner has to adjust her behaviour and language use according to the degree of formality and register required in any specific situation. The scores are saved and stored so that both teacher(s) and learners can access them. The *Virtuele Wijk* (Virtual Neighbourhood) is the other extra optional feature designed to support learners who are limited by their lack of confidence and of practical Dutch language in order to ask for information in useful situations and to find activities or vacancies. The focus of this application is actually societal participation. In the virtual neighbourhood the language and the role plays are in Dutch so there is L2 practice, but the learner is not specifically trained in

⁷⁸ A similar course *Nederlands aan het werk* (Dutch at work) has been developed by IT-preneurs to prepare immigrants for the civic integration examination in the domain ‘Work’.

⁷⁹ For instance, actually visiting the local school or post office.

the language. In the *Virtuele Wijk* the learner sees on her screen ten local buildings (municipality, library etc.) where different types of formal interactions can be tried out through a virtual character in a 3D environment. The chats deal with topics faced in daily life, set up as scenarios. During the chat, text appears on the screen to be read in full and out loud. The learner on the basis of a prompt that she receives can try the chat as many times as she wishes, although repeating should also be stimulated by the teacher. Learners can also try out informal chats with other people from the neighbourhood (found through the postcode in each learner's profile) who show up on the learner's own screen when they are online. Furthermore, learners can also retrieve information from community centres, health centres etc. as long as the school has set up a link with these institutions. Through the *Virtuele Wijk*, the learners are strongly stimulated to at least visit those places that are part of the ICT application.

Launched by IT-preneurs in September 2008, by December 2010 this program had been installed/used in 10 L2 courses and used by 532 (*TiN* with Virtual Neighbourhood option) and about 5000 (only *TiN* without Virtual Neighbourhood) learners. While a proper impact assessment of this L2 learning approach is being prepared,⁸⁰ the case study on the use of *Virtuele Wijk* in an education centre the Netherlands (Driessen, et al., forthcoming 2011) revealed some interesting findings. Learners appreciate the application for the benefit of being exposed to real life situations and for support to learning new words and using specific registers⁸¹ in Dutch. These were deemed to be highly empowering by female learners in terms of societal emancipation. On the other hand, some learners complained (but *Virtuele Wijk* as said before was not designed for this) for the lack of any possibility to speak and especially to practice their accent, a component of their Dutch language skills that still labels them as foreigners in the eyes (ears) of others.⁸² Besides, some learners found it difficult to apply the grammar (which is not directly supported by the application) and to get a grip on the feedback that the software gave them. Apparently it was not always clear to them what they should do and whether what they did was right. Teachers praised the enhanced independent L2 learning opportunities brought by ICT (and learning to learn independently as well), but they felt that especially the less educated (and usually also less autonomous) learners could not work on their own all the time and needed teacher's support and coaching and group interaction. They also pointed to the lack of spoken interaction ("you cannot practice a dialogue with the machine") and other limitations of current feedback given to the learners. Finally, the geo-localisation functionality of the application (matching postcodes with authentic information/links to local institutions and people) was found underutilized, because learners often did not put in their profile the needed information.

⁸⁰ The research is promoted by IT-preneurs and performed by the University of Utrecht. Interviews with migrant learners are performed before and after the L2 courses and related exam. They investigate issues such as: satisfaction and problems with the course and exam; employment situation; changes in the learners' social networks, social participation patterns and use of computer and social media. Results of the study are expected later in 2011.

⁸¹ In linguistics, a register is a variety of a language used for a particular purpose or in a particular social setting.

⁸² The issue of accent came out also in the Swedish study (Driessen, et al., forthcoming 2011). Some of the interviewed learners claimed that they would stand a better chance of being called to a job interview if they applied on-line rather than using the telephone to contact a prospective employer. Even with good written language skills, they realized that they still had a noticeable accent when they spoke Swedish and were aware of how negatively many prospective employers react to an 'immigrant accent'.

NT2 Nieuwslezer (L2 Newsreader)

<http://www.edia.nl/files/demofilm/nt2nl.html>

<http://www.nt2nieuwslezer.nl/>

This tool developed by Edia (Educatie Technologie) and distributed by BOOM publishers has been designed for individual use in informal contexts (it is mainly used in libraries) with no strict learning path. It is currently based on a PC with Internet connection, but the evolution is planned towards mobile phone access. The tool's concept stems from research on vocabulary acquisition from reading newspapers which showed that reading about thirty articles brings substantial improvements in this area. Using the Adaptive LANguage Engine (ALANE) toolkit (<http://www.edia.nl/en/alane>) an initial test measures the learner's L2 proficiency and current vocabulary. The learner then chooses a preferred reading topic and the system selects and downloads the latest online news on that topic, matching the learner's L2 capabilities. The news items are then used in vocabulary exercises, such as fill-in-the-gap and translations. Brief explanations and translation in L1 of new, unknown words are given. Besides gaining a broader vocabulary the other main benefit is an enhanced and up to date knowledge of Dutch life and events. This tool won the Ministry of Interior's award of 10 best public sector innovations in 2009.

The case study on the use of *NT2 Nieuwslezer* in a Dutch college (Driessen, et al., forthcoming 2011) revealed that the teacher very much appreciated the automatic updating of articles for the learner (saving her preparation time) and the gathering of individualised teaching material. However, according to the teacher the matching of content to the learner's proficiency level was not always right (usually it was too difficult) and individual use was seen as inadequate to develop reading skills, as this would require also spoken interaction (articles were not talked about in the class). Besides, the teacher had only partly understood this tool's specific functions and aims, and found it difficult to incorporate it in her lessons and use it for different learners levels. The interviewed students confirmed the only partial satisfaction about the news provided (they had very specific expectations about technical content), but confirmed the tool's value in expanding their vocabulary and in supporting their autonomy in L2 learning. This however seems closely correlated with these user's high education background and digital proficiency.

Norway

Migranorsk

<http://www.migranorsk.no/index.php?show=73&expand=93,73>

Migranorsk is an interactive, internet-based tool for adult learners offering self-study learning options in Norwegian on level Start, A1, A2, B1 and B2, along with knowledge about Norwegian society. Three types of courses are offered: Alpha, basic alphabetization for minority language speakers with little or no formal education; General, all-round language tuition along with knowledge of society; Work Related, courses designed for working life. Migranorsk At Work consists of several modules designed for particular professional areas such as working in construction, health care and nursing, sales and service, canteens and others. The courses provide a combination of videos, language exercises, recordings and pictures offering varied and interactive content, multimedia dictionary and grammar guide, sound and pronunciation practice, an internal messaging system and opportunities for interaction and group work (chat, e-mail, web-cam, discussion groups and others). Migranorsk is integrated into the Welcome Package for Migrant Workers project/service (see Dans.nu case above).

Spain

AVE - Aula Virtual de Español (Virtual Classroom for Spanish)

<http://www.ave2.cvc.cervantes.es>

AVE is the e-learning platform designed by *Instituto Cervantes* (the official Spanish language education institution in Spain) for teaching and learning Spanish as a foreign language from A1 to C1 level. The platform and courses presentation (in several languages) is available at the above link.

As many such environments AVE has three main components: 1) a management module for course planning, students registration etc.; 2) a teacher module where several tools to communicate with other teachers and learners are available (forums, chat and e-mail), along with a rich repository of digital resources and teaching material (over 1500 multimedia, interactive items, about 100 videos etc.), the learners monitoring system and a training course for the trainers (30 hours); 3) a learner module giving access to one's course material, communication tools and the monitoring and assessment system.

Each course is organised in themes and work sessions, with a final collaborative work task, participation in a interactive graphic novel-game and evaluation tests. Guided access to selected web pages to explore and select authentic information for further exercises is also part of each course.

AVE is easy to use and effective for personalised learning. Even teachers with limited language teaching training and experience can easily organise learning tasks for the learners and follow them up. In a way, AVE can be seen to offer an opportunity for on-the-job training of teachers and tutors.

AVE can be used in a multimedia classroom for individual or group learning, in a combined distance and classroom based teaching approach and in a full distance learning approach, with or without teacher guidance.

AVE in fact was not developed specifically with migrant learners in mind, but facing the pressure to deliver L2 courses to the very large number of immigrants that moved to Spain in the last decade, it has been adopted for this purpose by many regional governments (who in Spain are responsible for education services also towards the adult population). Seven out of Spain's 17 regional administrations (*Comunidades Autónomas*) are using AVE mostly in their adult education centers for L2 training for adult migrants. In late 2009, over 5000 user licences had been issued to such organisations, but the number of actual users was estimated to be larger.

Experience from the Aragon region,⁸³ shows that the 1300 migrants who had attended L2 classes from 2006 to 2009 were mostly literate (with at least low secondary education level), living in Spain from enough time to be able to speak, but not write; usually with a job and able to use computers.

The use of AVE with adult learners was almost exclusively in the classroom or with the blended approach. With these learners and their teachers, AVE proved popular for its appealing, entertaining and well designed materials (also appropriate for coping with daily life) and for the useful tools for communication, monitoring and self-assessment, which were

⁸³ This experience was presented at the IPTS workshop in October 2009 (see Preface).

found to ‘encourage’ learners. The use of these tools was deemed to enhance learners’ autonomy, by making different learning paces possible.

Given its growing use with adult migrant learners, *Instituto Cervantes* has envisaged the adaptation of AVE platform for this specific target group along three lines: an in-depth analysis of L2 learning/teaching processes by adult migrants and teachers; the creation of a catalogue of activities (learning objects) specifically designed for these learners, integrated and searchable within the AVE platform; the development of a didactic guide for teachers to support and enhance their capabilities in the design of individualized path for migrant learners.

Sweden

Kreativ Pedagogik (Creative pedagogy)

<http://www.kreativpedagogik.se>

This web portal has seven sections covering different sets of resources/links. Two of them are particularly appropriate for L2 learners and were used in the courses at the municipal instructional facility of Gothenburg investigated by one of the Swedish case studies (Driessen, et al., forthcoming 2011). The first section is *Nyheter och Media* (News and Media) which lets the learner visit various web-based Swedish newspapers, TV stations and radio programs. Some media sites are specifically intended for users of Swedish with limited language skills: the easy-to-read newspaper *8 sidor* (8 Pages), which is also available read aloud as a listening option (<http://www.8sidor.se/>); the *Klartext* (Clearly said) radio newscast in simplified and distinctly pronounced Swedish, produced for L2 listeners with follow-up comprehension questions for self-testing (<http://sverigesradio.se/sida/default.aspx?programid=493>); the TV news program *Lilla Aktuellt* (Little Current Events) that is primarily aimed at younger viewers, but is suitable also for adults with limited Swedish language skills (<http://svt.se/svt/jsp/Crosslink.jsp?d=12807>). On-line books (e-books) and easy-readers are also available in this section. These sources are particularly useful as they provide an opportunity for the learners to go through the texts or spoken materials (usually also available as audio podcasts) individually and repeatedly in order to gradually improve their comprehension of the content. Also, learners can match a newspaper story with an entry about the same event presented in a television newscast and/or the radio news. This provides a combination of written and spoken input about similar content using recurring vocabulary.

The second section *Lexikon och ordböcker* (Dictionaries and wordbooks) is a set of links to almost 100 on-line translation dictionaries (most of them *Lexin*⁸⁴ dictionaries specifically intended for language learners) and vocabulary sites. A phrase book in 60 languages can be found under the link *Parlör* (Travel phrase book), and *Lexin* also links to four special vocabulary sites that use written words with still pictures and sound as well as animations. A link called *Dialoger* (Dialogues) provides model dialogues for situations related to three different topic areas: work, health care and leisure activities.

The case study on the use of *Kreativ Pedagogik* (Driessen, et al., forthcoming 2011) looked at two day-time SFI classes at the municipal instructional facility of Gothenburg one with

⁸⁴ *Lexin* is an online Swedish lexicon that supports bidirectional translation between Swedish and a number of other languages (Albanian, Arabic, Bosnian, Croatian, English, Finnish, Greek, Kurmanji, Russian, Serbian, Somali, Sorani, Spanish, and Turkish). Its original use was to help immigrants translate between their native languages and Swedish, but at least the English to Swedish lexicon is so complete that many Swedes use it now for everyday use.

intermediate learners, the other with low intermediate to elementary learners. The research found very diverse usages and attitudes towards ICT among the teachers: some visited once a week the computer room, others integrated ICT use in every lesson in the classroom. All however spent between 10-20% of class with learners working on computers (the upper value for the higher level group), promoting a wide and often individualised use of *Kreativ Pedagogik's* resources, but also of plain office software. All teachers agreed that in training spoken language skills on the computer there can be too much listening and not enough talking and too many pronunciation drills and too little real communication. Also, they all agreed that working digitally was not as beneficial to those among their learners who only had a limited education background. This condition usually goes along with no or little familiarity by these learners with using a computer, limited study skills and belief in their own ability to succeed, all of which makes them less able to work independently and monitor their own progress. Besides, using ICT applications usually means either having the learners working individually in front of a computer or having the teacher lecture in front of the whole class using a “smart-board” or power-point presentation, hence group work – which is a way of learning that the low-educated thrive on- does not get much room. On the learners’ side, the case study found that both classes reported benefits from using ICT applications, as they experienced greater flexibility and freedom of choice in the use of learning materials, which allowed for better individualisation of the instruction. Almost all of the learners in fact used a computer and the Internet also at home, but the groups differed in terms of how they looked at using the computer to do homework: learners in the lower level group did not like using a computer outside of school to work on their Swedish language learning, although most of them used a computer for other purposes.

Digitala spåret (Digital Track)

<http://www.digitalasparet.se/>

Digitala spåret is a free access web portal designed and developed by the adult education teachers in the municipality of Botkyrka, an immigrant-dense community on the outskirts of Stockholm. The site addressed both language instruction and knowledge of Swedish culture (focusing mostly on traditional Swedish life-style and celebrations). *Digitala spåret* offers great variety in terms of types of materials available and difficulty levels. There are seven degrees of difficulty, the highest ones actually being beyond the SFI-test level (one called SAS, Swedish as A Second language, and the top level GY which stands for “gymnasium”, the Swedish word for high school). In *Digitala spåret*, as with *Kreativ pedagogik*, besides level the learner must choose also type of learning material and thematic content. In addition to the digital material, there is a printed textbook associated with this ICT application, called *Framåt!* (Forward!), which is available at six different levels of difficulty. Exercises for these graded textbooks are available on-line through *Digitala spåret*. The themes available in *Digitala spåret* are listed on left side of the start page of the application: work, residence, economy, family, leisure, history, health, culture, language, literature, society, Sweden, education, and science. In some themes, such as family and health, the lower level materials are taken from the Safir program, while the more challenging levels in the respective themes are from other sources. Thematic resources can be used individually to pursue a special or professional interest of the learner, or they can be used in course groups for thematic work or, for Safir in particular, in the context of providing professional training as part of an integrated L2+job approach to SFI. There are both visual and auditory materials available and exercises such as cloze tests⁸⁵ are often self correcting, with or without explanations following an

⁸⁵ Cloze tests are exercises where the learner is requested to fill in a word or short phrase on a blank.

incorrect answer. As with *Kreativ pedagogik*, on-line dictionaries are only a mouse-click away, and grammatical resources are also part of *Digitala spåret*.

The Swedish case study (Driessen, et al., forthcoming 2011) looked at two classes which used *Digitala spåret* resources through the online learning platform *Fronter*. *Fronter* which is used by several educational institutions in Sweden offers information about the course outline and links to course materials, and the learners can communicate with their teacher as well as talk to each other in a discussion forum. A notice board informs the learners about changes, useful news and other up-dates. Powerpoint presentations done by the teachers, with recorded sound, can be up-loaded so the learners can review them and go through them several times in order to enhance the comprehension and recollection of the content. Every learner has a personal folder where the teacher puts commented assignments that have been handed in digitally, either in *Fronter* or by e-mail. Group rooms can also be created for the users (both learners and teachers) to communicate in a smaller context than the discussion forum.

The two classes in this case study were in the same institution of the *Kreativ pedagogic* case, but this time they took place in the evening and mostly at a distance. Learners met each other and the teacher only once a week at the school and worked independently on the computer and e-learning platform between lessons. Most of these learners had a daytime job, medium to higher education and previous familiarity with ICT (a prerequisite to register to these computer-based courses). Regardless of this latter fact, the research found that for the first two weeks the classes had been held in the computer room at the school to acquaint the learners with the learning platform under the guidance of the teacher and even the ones with excellent computer skills found this useful. The research also found that, in this computer-based learning context, teachers saw themselves primarily as a resource available to the learners on-line who could be consulted for some specific problem while working with the digital material outside the classroom. On the other hand, they saw themselves as crucially responsible for the learners' development of spoken language skills in the weekly classes. Opportunities to practice talking/speaking with ICT are limited to pronunciation drills, which emphasise phonemes in relation to the letters of the alphabet or individual words, but intonation and stress patterns are, as the teachers pointed out, best learned and practiced in the classroom. In this respect, learners are in different positions: those learners who have easy access to native speakers of Swedish in their every-day life (because they have a Swedish spouse/partner or live in an area dominated by ethnic nationals) have an advantage over those who only interact with other learners. The benefits of the e-learning solution identified by both teachers and learners stem from the flexibility it allows in terms of time and place of learning: saving commuting time and allowing course participants to be gainfully employed at the same time; avoiding loss of class time because of late-comers; allowing late sleepers and early risers to study when they are most receptive and alert.

MyVocab for L2 learning in the Municipality of Stockholm

www.stockholm.se/Arbete
www.stockholm.se/sprakstod
<http://www.myvocab.com/>

The Labour Market Division of the Municipality of Stockholm runs the Recruitment program which started over a decade ago with the aim to increase the frequency of employment among refugees and immigrants and thereby create better conditions for integration, reduce the city council's costs for economic assistance and help employers find right labour. With these aims, the department identifies sectors and companies with recruitment needs, identifies migrants that are given vocational/business language and the necessary knowledge regarding Swedish society and the work climate, also by tailoring relevant vocational programmes in partnership with employers. From May 2000 to December 2010 over 1500 persons had gone from welfare to supporting themselves thanks to this Recruitment program.

In this context, after positive results from earlier pilot projects, the Municipality decided in 2008 to use mobile devices to provide on the move, on the job language training to the program's participants. This has been done with MyVocab a tool available also on a commercial basis to any customer which can be used online and on java-enabled mobile phones. The tool offers drilling of relevant vocabulary, dictionary, listening to words spoken in Swedish to practice pronunciation and exercises adapting to the learner's abilities and their expected evolution. In practice, MyVocab works as a dictionary where the user can look up words that she may not understand in order to facilitate communication with co-workers and supervisors.

In Stockholm, the Municipality has an agreement with the mobile phone operators that includes free data traffic for the program's participants.

Participants to the Recruitment program appreciated a lot the use of the mobile solution. Most of them have a strong interest in finding a job and any tool that helps to speed up the process in learning a new language is welcomed. Since 2008, 150 of participants to the Recruitment program have used this mobile learning solution.

MyVocab is now used also in another project of the same Municipality's division called Language Support for Newly-arrived Refugees (partly funded by the European Refugee Fund). This project invested 150,000 euro so that MyVocab's company could develop the tool to a more advanced version which now supports also scenario-based learning. Along with the mobile learning opportunity, the project provides a basic computer introduction course (many of the refugees are computer illiterates) and bilingual language supporters who in fact, among other things, introduce and teach in their mother tongue both the computer course and the use of MyVocab.

It is important to note that both the recruitment programme and this second project provide the certification of informal language acquisition thanks to an agreement with the Open College Network.

ePortfolio Skåne for competence validation

<http://www.eportfolioskane.se/>

The City of Malmö's Centre of Validation of the Education Department develops methods and tools for the validation of vocational skills in cooperation with public authorities and other organisations. With the project 'Making newcomers competences visible in Skåne'⁸⁶ the Centre decided to support the preparation by refugees and other migrants of a personal qualification portfolio that could enable them to get their competences validated.

Preparation of the portfolio may take from 3 to 6 weeks and is done both in group and individually as a part of Swedish teaching during the introduction program for new immigrants. Over 1100 people, most of them teachers of Swedish have since been trained to act as coaches in this process.

For portfolio creation, learners have to answer questions such as: What have I done? How did I carry out my work tasks? What responsibilities did I have? What skills were required? And so on.

As the first experiences showed, the process of creating the portfolio turned out nearly as important as the product. By adding up qualifications to the CV, a clearer picture of the learners' competencies develops. The individual increases insight about him/herself, self-confidence and the ability to communicate his/her skills. Learners get empowered by acknowledging what they know and by formalizing tacit knowledge and unrecognized education titles. Careers counsellors, job centre staff and prospective employers gain a better understanding of the candidate and his/her potential. One third of the employment officers found that the programme made it easier to match job seekers with employment offers.

L2 learning is also enhanced as the portfolio preparation entails L2 skills to describe one's abilities, education background and work experiences which are also crucial for other purposes (e.g. job interview).

Monitoring of an earlier pilot project showed that 48% of respondents said that portfolio preparation created better conditions to learn relevant Swedish terms; roughly 1/3 said it had a positive impact on their general motivation and on their Swedish language skills.

Since 2009 the municipalities of Skåne region participating in the project are connected with the ePortfolio management system, a web-based solution that supports skill validation with help texts translated into five languages. The ePortfolio system enables learners and employees to record, edit and share things like competencies, interests, goals, achievements, reflections, current and planned personal and organisational development activities, personal media and content etc.

From October 2009 portfolio preparation has become a compulsory part of SFI courses in Malmö and from 2010 in almost all 33 municipalities of Skåne region.

⁸⁶ The initiative was in fact developed through two projects supported by the European Refugee Fund, one running from 2006 to 2008 and a second one in 2009 to extend the results to the whole Skåne region and to implement the ICT-based solution developed using Giunti Lab's learn eXact suite, an integrated learning management system (see <http://www.giuntilabs.com/en/products/learn-exact-suite>).

United Kingdom

Anspear's Mobile phone based learning ESOL (City of London - Anspear, 2010)

<http://www.anspear.com/projects/>

This project, promoted by the Government's Digital Inclusion Team (DIT), was carried out by the City of London in partnership with Anspear over twelve weeks, between January and April 2010. Two specific groups of learners were involved: 30 predominantly Bangladeshi residents of a housing estate who at the time were not undertaking any formal tuition and often lacked the confidence and the basic skills to sign up for classes; and 14 learners also mostly from Bangladesh enrolled on a formal ESOL (English for Speakers of Other Languages) course. The objective was to explore the impact of the mobile learning application in both formal and informal settings.

Learners were provided with interactive English language materials – word cards, audio clips, videos and word games that run on the memory card of a common mobile phone. The learning content was enhanced with photographs of the local community, and tailored to the language requirements of participants. Learners could also use the mobile phone to record and listen to their voice when speaking in English (this proved very important for some of the informal learners who had never tried to write or speak in English before).

Learning software on the mobile phones tracked the participants' usage and progress, mostly through logging data (what used, when, for how long). Questionnaires were distributed by an independent evaluator at the outset, mid-point and close of the project to provide an insight also into the broader social outcomes of the initiative. Results differ on many of these aspects between formal and informal users.

The increase in confidence was greatest among the informal learners with the percentage who were 'confident' or 'very confident' at writing in English, doubling from 18% to 36% over the period. This result, in the absence of other formal learning, was solely attributable to the mobile phone based resources. The 'very confident' in writing and understanding other people also doubled from 11% to 22% among the formal learners. These however made a more intense and varied use of learning resources, indicating that the combination of formal tuition, examination incentives and encouragement from their teachers and peers stimulated their use of the materials.

Other key findings include:

- Very strong interest and participation of the target group, as the project team could not meet the demand among the informal learners despite doubling their number;
- Significant additional learning in between classes (at least 2-3 times a week on average, with a third of participants accessing the resources daily) and outside the normal working day, esp. evenings. Much of the mobile learning was 'bite size' averaging 10-15 minutes and easily slotted in around other activities;
- All participants shared the phone with their families to teach their young children basic English, to be helped by the children to use the phone and understand its features, or for other purposes. To actively encourage such family learning, the ability of the phone to support multiple users was later added;
- The more interactive, game-like exercises were clearly more popular, along with spelling practice;

- There was a clear need to fine-tune the different levels of content downloaded on the phones to the individual learner (e.g. supporting the transition to basic ESOL, or to a higher level);
- The mobile phone resources were considered an excellent aid to formal teaching by the tutors.

Broader social outcomes were also measured and found typically to be higher for the formal learners:

Statements on impact	Formal learners	Informal learners
Increased their self-confidence.	100%	50%
Made new friends and had an enjoyable time	90%	55%
Felt more confident to apply for jobs	80%	20%
Want to undertake further education and training		36% ⁸⁷
More likely to access public services	70-80%	
More likely to take part in other community activities	40%	20%

The experience with mobile phone base learning has been extended to Latvian, Lithuanian and other Eastern European arrivals and other targets.

NRDC Effective Practice Studies: ICT in ESOL classes

http://www.nrdc.org.uk/publications_details.asp?ID=87#

The National Research and Development Centre for adult literacy and numeracy undertook between 2003 and 2006 a linked suite of five studies on teaching and learning in reading, writing, numeracy, ESOL and ICT (the key Skills for Life in the UK). The studies explored how these activities could be improved and the factors contributing to successful learning. The ICT study adopted an action-research approach which set out to develop and evaluate effective ICT-based teaching strategies. These were collaboratively developed in seven interventions with nine teachers/tutors involved in the work and the research team. The development phase lasted 1 year and the intervention phase 2 terms. Each approach was trialled and refined over three iterations. Five of the seven approaches were actually tested in ESOL classes. These classes were given in Further Education (FE) colleges. They consisted mainly of younger immigrants (48% female), coming from a wide range of countries: almost none had English as a first language; most had come to the UK less than five years before, and had been attending similar courses for some time. About 30 per cent were in full-time education, 30 per cent with full-time family responsibilities and the remainder evenly split between employment and unemployment.

A brief description is given below of the five approaches tested in ESOL classes.

Web Quests: this course used WebQuests with entry level ESOL learners. A Web Quest was developed based around local sites giving an element of familiarity which helped to overcome the difficulties caused by the low level of language skills. A variety of strategies of arranging pairs in order to encourage collaborative learning and to improve confidence in speaking were trialled. The personal tutors and the ICT tutors worked very closely together to keep the language focus and the ICT focus matched. Interestingly, learners were intrigued by the use of WebQuests, and particularly by the fact that they were able to work without needing to

⁸⁷ In fact, 25% of informal learners later registered to an ESOL course.

understand everything on the screen. They were therefore not held back by their limited ability to read or by the need to call on the teacher

e-Portfolios: this course used OPEUS e-Portfolios (<http://www.opeus.org/>) a web-based technology that allows users to design websites in which they can store and display their work thus creating electronic books or portfolios. This allowed quick display of learners' work (learners can design a web page and email someone with a link to their website) and allowed email feedback. This was intended to develop both learners' language skills (writing and communication) and ICT skills (web design, word processing, email, etc). The learners were Entry 2 literacy group of 16 ESOL learners aged 16-20 who attended on a full-time basis. About half of the lessons for this class were held in rooms with computers, and the learners also had access to computers outside class hours in the Learning Centre.

Tablets: tablet PCs incorporating handwriting recognition were used at Tower Hamlets (London) in an FE College setting with two groups of about 25 ESOL students in one 2.5 hour weekly session. This course aimed at creating mobile L2 learning opportunities and investigating whether the use of tablets could extend the classroom to the real world. For instance, during a museum visit, the learners interpreted their task in a variety of ways, some copying labels and others taking notes or attempting to draw. The course also laid emphasis on collaborative working with learners sharing tablets in groups of three or four (they commonly grouped with others having the same nationality or language, and so used their first language when quick explanations were required). Learners enjoyed using the tablets, preferring them to paper, and were sometimes allowed to take them home. Test results showed significant gains in ICT skills and ICT confidence, but not in language skills, although some learners felt their writing skills had improved.

m-Learning: ESOL and literacy learners used camera phones and handheld computers with mobile phone functionality and built-in cameras to send text, images and sounds as multimedia messages or emails to a website to create a mobile photolog/weblog, or moblog. The intervention was presented as a project during which learners became photo-journalists and prepared a photo record of college open day.

Digital Video: this course was titled 'ESOL and Computing', its aim was to develop both ICT and language skills. It was an optional course for L2 learners, most learners were in an ESOL E3 course and they came to this course to get an introduction to ICT skills. Video Nation - a collection of amateur short streamed videos on the BBC web site - was used as a source of examples and material to work on. The learners then used a digital video camera to create films, and they were encouraged to take turns and assume different roles in filming the college's new building.

A quantitative analysis of the results of these experiences showed that the two areas of skills (ICT and ESOL) were being learnt independently: no correlation was found between change in ICT skills and ICT confidence scores and changes in reading (GO) and listening (ESOL) scores. However there were some indications in the data that *initial* language skills may impact on ICT learning, and conversely that *initial* ICT skills may impact on language learning. Also no correlations were found between any of the observed teaching strategies and changes in performance in the reading and listening tests.

At a more qualitative level, the classroom observations and interviews with teachers and learners highlighted that:

- Mobile technologies (Tablet PC, personal digital assistants, mobile phones) were particularly motivating, and enabled greater flexibility in teaching.
- ICT has advantages in allowing for differentiation, particularly when used to construct an artefact. Some learners preferred to work more quickly or more slowly than their classmates, and the organisation of technology-based activities often made this possible. When learners finished quickly, it was often relatively easy for the tutor to generate extension activities using ICT.
- ICT had a strong motivational impact. On a number of occasions, learners said that they found the ICT aspect of their work intriguing and exciting, that they were highly motivated to attend, and even to buy a PC to continue learning at home. Learners' motivation also increased following changes in pedagogic style. However, in a number of courses, younger learners who were very confident at using the Internet to play games, video and music struggled to follow the programme.
- Nineteen learners interviewed at the end of the trials were positive about learning ICT, ESOL, and/or literacy (with just one being unhappy about his ICT learning experience) and most of them reported that the course had had some impact on their lives, changing their confidence or knowledge, influencing their work and improving social interactions.

Finally, evidence from teachers' diaries and interviews showed the following:

- Increased confidence in teaching with technology (awareness that ICT encompasses more than just computers in teaching);
- Greater awareness that the use of modern technologies in teaching implies the need to identify new ways of teaching;
- Strengthened belief in a learning methodology that puts learner autonomy at its heart;
- Greater readiness to change pedagogies to foster peer learning through collaboration;
- More confidence in experimenting and trying new technologies to achieve specific goals.

In fact, most tutors developed into confident, innovative users of technology and several of them went on to be mentors within the Learning and Skills Development Agency-led project 'Exploring E-Learning for Literacy, Numeracy and ESOL Teachers'.

NALDIC and Talent

<http://www.naldic.org.uk/docs/resources/ICT.cfm>

<http://www.talent.ac.uk/>

The UK National Association for Language Development in the Curriculum (NALDIC) provides support and guidance on English as an Additional Language⁸⁸ (EAL) to teachers, practitioners, professionals involved in initial teacher education and others. NALDIC has developed a series of 10 vodcasts published on YouTube which demonstrate how ICT can be used to support the learning and teaching of EAL. Related articles and case studies are also provided at the above URL.

The ten vodcasts concern: 1. Using Google Earth to support new arrivals; 2.-3. Digital storytelling Part 1/2; 4. Sourcing and making multilingual talking books; 5. How ICT supports first language use; 6. Mantra Lingua's Recordable TalkingPEN; 7. Use of Cricksoft's Clicker to source and prepare resources; 8. Using Microsoft Office tools; 9. Use of

⁸⁸ EAL refers to school aged bilingual learners, while ESOL refers to adult learners.

Flashmeeting (video conferencing) to support isolated EAL learners; 10. Top 10 cool websites to support the busy EAL practitioner. Even though these resources are primarily aimed at the teachers of young learners who are learning English within and through their school curriculum, many of the techniques and approaches, for example the use of video conferencing, Google Earth or Microsoft tools, may be usefully adapted by teachers of adult learners. Also, digital story telling or making bilingual books could be adapted to provide a frame for personal narratives or information leaflets as part of adult ESOL learning.

TALENT (Training Adult Literacy, ESOL and Numeracy Teachers) is a website launched in 2000 in East London that supports teachers in the lifelong learning sector which in the UK includes teachers of ESOL as well as basic skills such as literacy and numeracy for adults. Talent's Interactive Resources page (<http://www.talent.ac.uk/content.asp?CategoryID=1831>) gives access to the most relevant UK online sources of ICT-based tools, services and materials for teachers in ESOL education.

Swansea Arrivals

www.Swansea-arrivals.net

The 'Welcome to Swansea' web site⁸⁹ is an output of the Swansea Learning Partnership project, started in 2006 and funded by the European Social Fund. The project targeted all new arrivals, in particular asylum seekers (Swansea is a dispersal city for them) and migrant workers. Given the failure of earlier attempts at creating a welcome pack without the input of these end users, this time migrant workers, refugees and asylum seekers were recruited to voluntarily produce sound files, video stories and other digital content. Besides bringing the site to life (in 2008), this has created a sense of ownership, with the migrants recommending the site for newcomers to use.

English language learning opportunities were identified as a key need and the site thus provides online ESOL resources. In particular, for practicing English MP3 files are available for (free) download with conversations in everyday life situations and other spoken content (e.g. alphabet, spelling one's name etc.), adapted for different levels of complexity. A CD version of the ESOL part of the website is also available for students who have computers but no Internet access to take home and use. For those who have not used ICT before, about 2 hours training are provided. The added skills were much appreciated and in fact many learners decided that they could progress to ICT classes as well. About 35 ESOL tutors have also been trained in ICT use and besides adopting the site to assist them as a teaching tool, many have contributed to its development

The project has reached over 500 ESOL learners who have been trained to use and allocated free MP3 players. Among them there are hard to reach groups such as mothers who traditionally stay at home (providing childcare was found essential to make classes accessible to parents), shift workers, catering workers, and partners of current ESOL learners who are unable to attend classes (or cannot afford to pay for them). People who found it difficult to attend classes appreciated the MP3 players because they could practice at home, on the bus, or even walking down the street. For traumatised asylum seekers and refugees the project provided story telling workshops (recorded as digital story telling) and creative writing which developed a play performance, all facilitated by ESOL teachers and resulting in more effective language learning.

⁸⁹ The web site is an output of the Swansea Learning Partnership project, started in 2006 and funded by the European Social Fund.

References

- Bailly, S. (2010). Supporting autonomy development in online learning environments: what knowledge and skills do teachers need? In M. Villanueva, N. Ruiz-Madrid & J. Luzón (Eds.), *Digital Genres, New Literacies and Autonomy in Language Learning*. Cambridge: Cambridge Scholars Publishing.
- Baynham, M., Roberts, C., Cooke, M., Simpson, J., Ananiadou, K., Callaghan, J., et al. (2007). *Effective Teaching and Learning ESOL*. London: NRDC National Research and Development Centre for Adult Literacy and Numeracy.
- Blommaert, J. (2005). *Discourse: A Critical Introduction (Key Topics in Sociolinguistics)*. Cambridge: Cambridge University Press.
- City of London - Anspaar. (2010). *Mobile Phone Based Learning: English for Speakers of Other Languages (ESD-toolkit)*. London: Local Government Improvement and Development.
- Codagnone, C., & Kluzer, S. (2011). *ICT for the Social and Economic Integration of Migrants into Europe* (No. 24719 EN). Seville: JRC Institute for Prospective Technological Studies.
- Collett, E. (2011). *Immigrant Integration in Europe in a time of Austerity*. Washington, DC: Migration Policy Institute.
- Council of the European Union. (2004). *Common Basic Principles on Immigrants Integration* (No. 2618th Meeting of the Justice and Home Affairs Council, 19 November 2004). Brussels.
- Crump, B. (2004, 28-30 July). *Immigrants, Language and ICT: Factors for Success in Blended Learning* Paper presented at the Informatics and RWICT 2004 International Conference, Kuala Lumpur, Malaysia.
- Driessen, M., Emmerik, J. v., Fuhri, K., Nygren-Junkin, L., & Spotti, M. (forthcoming 2011). *ICT Use in L2 Education for Adult Migrants. A qualitative study in the Netherlands and Sweden*: JRC-IPTS.
- European Commission. (2010a). *An Agenda for new skills and jobs: A European contribution towards full employment* (No. COM(2010) 682 final). Strasbourg.
- European Commission. (2010b). *A Digital Agenda for Europe* (No. COM(2010) 245 final). Brussels: European Commission.
- European Commission. (2010c). *Europe 2020 - A strategy for smart, sustainable and inclusive growth* (No. COM(2010) 2020 final). Brussels: European Commission.
- European Commission. (2010d). *The European Platform against Poverty and Social Exclusion: A European framework for social and territorial cohesion* (No. COM(2010) 758 final). Brussels: European Commission.
- European Parliament and the Council. (2006). Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*(L394).
- Extramiana, C., & Van Avermaet, P. (2010). *Enquête sur l'intégration linguistique des migrants adultes dans les Etats membres du Conseil de l'Europe*. Paper presented at the Conference of the Council of Europe on 'Linguistic integration of adult migrants'.
- Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To improve the academy*, 11(1), 137.
- Garrido, M., Rissola, G., Rastrelli, M., Diaz, A., & Ruiz, J. (2010). *Immigrant women, e-skills & employability in Europe: The case of Hungary, Italy, the Netherlands, Romania, and Spain*. Seattle: Technology & Social Change Group, University of Washington.

- Gejel, J. (2010). *BODYexplorer - exploiting computer gaming and animation for interactive learning for disadvantaged learners*. Paper presented at the ONLINE EDUCA 2010.
- Gjedde, L., & Bo-Kristensen, M. (2010). *Challenges for Mobile Learning - Designing for Learner Generated Authenticity*. Paper presented at the mLearn 2010 - The 9th World Conference on Mobile and Contextual Learning. Retrieved from http://www.madsbokristensen.dk/wp-content/uploads/2010/12/Paper_mLearn2010.pdf
- Hedelund, L., & McHenry, O. (2009). *Newcomers to Europe sharing their Untold Stories – Digital storytelling using Web 2.0*. Paper presented at the World Library And Information Congress: 75th Ifla General Conference And Council. Retrieved from <http://www.ifla.org/files/hq/papers/ifla75/204-hedelund-en.pdf>
- Hogan-Brun, G. (2010). *Language courses for migrants. A comparative perspective*. Paper presented at the First Expert Seminar on Introductory and Language Courses for the European Modules on Migrant Integration. Retrieved from http://ec.europa.eu/ewsi/UDRW/images/items/even_16121_906433010.pdf
- Institute, D. T. (Ed.). (2008). *Compendium of Good Practice. Cases of e-learning selected by Members of the ICT Cluster*. Brussels: European Commission, Directorate General Education and Culture.
- Kluzer, S., Ferrari, A., & Centeno, C. (2010). *ICT for Learning the Host Country's Language by Adult Immigrants in the EU – Workshop Conclusions* (JRC Scientific and Technical Report No. 57387). Sevilla: JRC Institute for Prospective Technological Studies.
- Kluzer, S., Haché, A., & Codagnone, C. (2008). *Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27* (JRC Scientific and Technical Report No. EUR 23566 EN). Sevilla: JRC Institute for Prospective Technological Studies.
- Little, D. (2009). *The Linguistic Integration of Adult Migrants - Final Report of the intergovernmental seminar, Strasbourg 26-27 June 2008*. Strasbourg: Council of Europe - Language Policy Division.
- Mellar, H., Kambouri, M., Logan, K., Betts, S., Nance, B., & Moriarty, V. (2007). *Effective teaching and learning using ICT*. London: NRDC National Research and Development Centre for Adult Literacy and Numeracy.
- Mellar, H., Kambouri, M., Sanderson, M., & Pavlou, V. (2004). *ICT and adult literacy, numeracy and ESOL*. London: NRDC National Research and Development Centre for Adult Literacy and Numeracy.
- Niessen, J., & Kirchberger, A. (2010). *Integration Modules: New Tools for European Co-operation. A concept paper prepared at the request of the Belgian EU Presidency as an input for the Conference on Integration Modules*. Brussels: Migration Policy Group.
- Plutzer, V., & Ritter, M. (2008). *Language learning in the context of migration and integration – Challenges and options for adult learners*. Paper presented at the Intergovernmental seminar on The Linguistic Integration of Adult Migrants.
- Rosenblum, M., Capps, R., & Yi-Ying Lin, S. (2011). *Earned Legalization: Effects of Proposed Requirements on Unauthorized Men, Women, and Children* (Policy Brief No. January). Washington DC: Migration Policy Institute.
- Rossner, R. (2008). *Quality assurance in the provision of language education and training for adult migrants – Guidelines and options*. Paper presented at the Intergovernmental seminar on The Linguistic Integration of Adult Migrants. Retrieved from www.coe.int/t/dg4/linguistic/Source/Rossner_migrants_EN.doc
- Spotti, M. (2011). Ideologies, Identities and Indexicality: Toward a post-Fishmanian Understanding of the Multicultural Classroom. *Applied Linguistics Review*, 2(1), 29-50.

- Spotti, M., Kluzer, S., & Ferrari, A. (2010). *ICT for L2 Acquisition by Adult Migrants: Results from a Comparative Study in the Netherlands and Sweden*. Paper presented at the ICT for Language Learning - 3rd Edition. Retrieved from http://pixel-online.org/ICT4LL2010/common/download/Proceedings_pdf/ILL01-Spotti,Kluzer,Ferrari.pdf
- Tully, R. (2005). *Forced Migrants' Success with English Language Learning in the UK* (Masters' Thesis). London: University of East London.
- Ungur, M., Maroudas, A., Pily, M., & Rattasepp, K. (2010, 11-12 November 2010). *Using Web2.0 Tools to Facilitate the Development and Sharing of Interactive Language Learning Content*. Paper presented at the ICT for Language Learning. 3rd Conference Edition, Florence.
- Van Avermaet, P. (2009). Fortress Europe? Language policy regimes for immigration and citizenship. In G. Hogan-Brun, C. Mar-Molinero & P. Stevenson (Eds.), *Discourses on Language and Integration: Critical perspectives on language testing regimes in Europe*. Amsterdam: John Benjamins.
- Van Avermaet, P., & Gysen, S. (2009). Language policies for citizenship and integration. The Belgian case. In G. Extra, M. Spotti & P. Van Avermaet (Eds.), *Language Testing, Migration and Citizenship: Cross-National Perspectives on Integration Regimes*. London: Continuum.
- Vertovec, S. (2006). *The emergence of super-diversity in Britain* (Working Paper No. No. 25): Centre on Migration Policy and Society - University of Oxford.
- Vorhaus, J. (2009). *Economic Impact of Training and Education in Basic Skills. Summary of Evidence* (BIS Research Paper No. No. 6). London: Department of Business, Innovation & Skills.

European Commission

JRC 63889– Joint Research Centre – Institute for Prospective Technological Studies

Title: Language Learning by Adult Migrants: Policy Challenges and ICT Responses. POLICY BRIEF

Authors: Stefano Kluzer, Anusca Ferrari, Clara Centeno

Luxembourg: Publications Office of the European Union

2011

Technical Note

Abstract

The use of ICT by adult migrants for learning the host country language (or second language, L2) is a topic which crosses three policy areas at EU level: immigration and integration policy; information society policy; and education and training policies. All three areas are currently addressed by flagship initiatives of the Europe 2020 Strategy. Second language acquisition by adult migrants is perceived as a crucial factor for socio-economic and cultural integration. Several EU Member States have actually introduced compulsory L2 requirements for migrants, and a major effort is underway by a large number of stakeholders to assist migrants in enhancing their L2 proficiency, even where no binding requirements exist. ICT has started to be used in this context and is looked at with increasing interest as a means of helping with both the quantitative and qualitative challenges of L2 education.

This report reviews the current challenges of L2 provision and provides examples where ICT has been implemented to by-pass or solve these challenges.

The mission of the Joint Research Centre is to provide customer-driven scientific and technical support for the conception, development, implementation and monitoring of European Union policies. As a service of the European Commission, the Joint Research Centre functions as a reference centre of science and technology for the Union. Close to the policy-making process, it serves the common interest of the Member States, while being independent of special interests, whether private or national.

