Guidelines on innovative methodologies and approaches in **teaching L2 to adults** experiencing migration and displacement

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CONTENTS

1. Goals of the Guidelines

In November 2020, the Commission adopted an *Action Plan on Integration and Inclusion 2021-2027*, which puts emphasis on the provision of targeted support at all stages of integration. One of the main actions is inclusive education and training focusing on faster recognition of qualifications and language learning. Among the main objectives, we can recall the following topics: language assessment and the integration of people experiencing migration through education; reception of newly arrived people experiencing migration and displacement, and the assessment of previous schooling; recognition of qualification for people seeking refuge and asylum; intercultural dialogue as a tool to address migration and people with lived experience in migration and displacement in educational contexts; linguistic and cultural diversity; integration policies for people experiencing migration - principles, challenges and practices. Following this vein, the main objective of these Guidelines is to highlight the strategies that have proven to be effective in overcoming the problems encountered from time to time by adults experiencing migration and language facilitators in the field of L2 teaching and that are often not codified and systematised.

These guidelines[1] have been elaborated on the basis of a survey which involved the partners of ALL-IN project (Guaranì, Cospe, Interorthodox Center of the Church of Greece, Per Esempio Onlus[2], Volkshochschule Im Landkreis Cham and University for Foreigners of Siena) in order to bring out good practices in the field of L2 teaching and the criticalities found within the system. In fact, the innovative aspect is to "map" good practices starting from the direct experience of those who every day, in the field, are engaged in teaching L2 to adults experiencing migration. In recent years, the processes of language teaching to foreigners have undergone important transformations linked to the presence of new audiences, new contexts, but also new teaching methodologies. Faced with this extremely differentiated variety of learners, the relationship between a possible unitary project, which can be embodied in tools, models, traditional and planetary teaching paths, is not feasible precisely because of this strong index of variation. These Guidelines are therefore based on the plurality of profiles, needs and motivations of the learners as a value, and not as an obstacle, capable of triggering innovative and creative teaching strategies.

This document, without wanting to propose a prescriptive model, nor an exhaustive one, refers to a perspective of democratic language education. Democratic because with a transversal vision, all the partner countries have been involved, all the teachers involved will have the opportunity to share their teaching experiences, all the learners, despite their diversity, will have access to the didactic paths and finally all the languages (verbal and non-verbal, school space, extracurricular space, etc.) will be valued. In light of the high level of absenteeism or dropping out of language courses by adults experiencing migration, the intention is to focus on a didactic approach, also playful, which develops cooperative, multimodal and multimedia learning paths, therefore capable of achieving instrumental objectives but also educational goals, acting on a virtuous union between school and extra-school that allows to nurture self-esteem, help relationships, integration and social inclusion as well as language learning. The Guidelines conclude with some recommendations on strategies and good practices based on findings of the survey and recent EU documents.

1. These Guidelines have been prepared by Raymond Siebetcheu with the collaboration of Paola Savona.
2. Proofreading of the Guidelines: Ishana Meadows (Per Esempio).

2. What are the language needs of learners

Learners have different types of needs that affect their learning when learning a foreign language. These needs are *personal* (related to age, gender, cultural background, interests, educational background, motivation), *learning styles* (past language learning experience, learning goals and expectations for the course, learner autonomy, learning gap, for instance the gap between the present level and the target level of language proficiency and knowledge of the target culture), *professional needs* (language requirements for employment, training or education). Teachers working with adults going through migration must be able to meet the learner's needs. It is obvious from the information that different people have different learning needs. Therefore, they must be taught in diverse ways and they need to learn all kinds of different things in the classroom when studying L2.

The language needs of learners analysed in this survey is part of a language teaching concept that places the learner at the centre of the learning and teaching process. In the past, the teaching material was a central element and the figure of the teacher dominated through the transmission of notional knowledge and through a one-way relationship with the learners. According to a less traditional attitude, however, it is necessary that teaching takes into account the learners with their psychological and sociological characteristics, as well as with their communication needs, socio-cultural influences, background of experiences and knowledge. Consequently, education, according to this learner-centred approach, will have to be articulated in such a way as to adapt as much as possible to the psychological and socio-cultural reality of the learner.

Hence the importance of language needs, whose prerogative is underlined several times in the Common European Framework of Reference for Languages. Indeed, the Council of Europe (2001: 4) affirms that every teaching proposal must be centred on the learner and their needs, in order to put the learner in the foreground of the teaching relationship by founding language teaching and learning on learners' needs, motivations, characteristics and resources. These principles highlight one of the most important priorities which is to meet the communicative, social and psychological needs of learners.

The CEFR 'action-oriented approach' builds on and goes beyond the communicative approach proposed in the mid-1970s in The Threshold Level, the first functional/notional specification of language needs. The CEFR's action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures, or a predetermined set of notions and functions, towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a proficiency perspective guided by 'Can do' descriptors rather than a deficiency perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organised around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners. Fundamentally, the CEFR is a tool to assist the planning of curricula, courses and examinations by working backwards from what the users/learners need to be able to do in the language (Council of Europe, 2020: 26).

For this reason, every didactic proposal must start from the identification of the motivations for studying a foreign language and from the identification of the communicative needs of the learner. It is important that the educational institution meets the learners, considering their needs as the starting point for planning a valid and effective training path. However, we must also take into account the fact that communication needs are never stable. This is perhaps one of the difficulties that should not be underestimated: needs cannot be fixed definitively because they are determined by circumstances that change over time and space. Furthermore, it should be underlined the extreme variety of situations from which several analyses of needs necessarily arise, each with its own purpose, tools and problems.

According to this perspective, the needs analysis proves to be a privileged tool for all the parties involved: on the one hand it proves to be extremely useful for the teacher, in all phases of the training course, on the other it becomes essential for the student, who can reflect more critically on the personal difficulties and progress. Both teacher and learner assume a degree of awareness such as to allow a certain collaboration, aimed at solving the problems that every form of teaching or learning involves. As Vedovelli (2001: 36) states «motivation comes to play an important role perhaps as much as that of linguistic characteristics of a structural type on the ability to learn the new language and to constantly develop the spontaneous and/or guided learning process». Therefore, motivation is the trigger that makes any form of learning possible and that plays a central role in the analysis of needs. Indeed, the latter constitutes the preliminary work that leads to the definition of the objectives of a course, the construction of the program and the choice of specific teaching strategies for a certain type of audience. With reference to adults experiencing migration, in the light of the main European documents, we can observe that their main linguistic-communicative needs are divided into at least six specific areas: welcoming process, family, school, work, health, free time. From this point of view, it is clear that the analysis of communication needs is justified by the need to precisely identify the type of communicative competence that each individual required, in order to concentrate their attention and efforts exclusively on the language they will then actually use. The training plan modelled on the learner's profile will be in this way very motivating and effective.
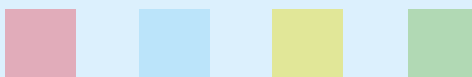
3. Presentation of the partner countries

In this section, we will briefly illustrate the linguistic immigration policies of the 4 countries that are part of the ALL-IN project: Germany, Greece, Italy and Spain. The information provided is taken from some scientific studies and European institutional documents.

Figure 1 - Foreign residents in the 4 countries of the ALL IN project
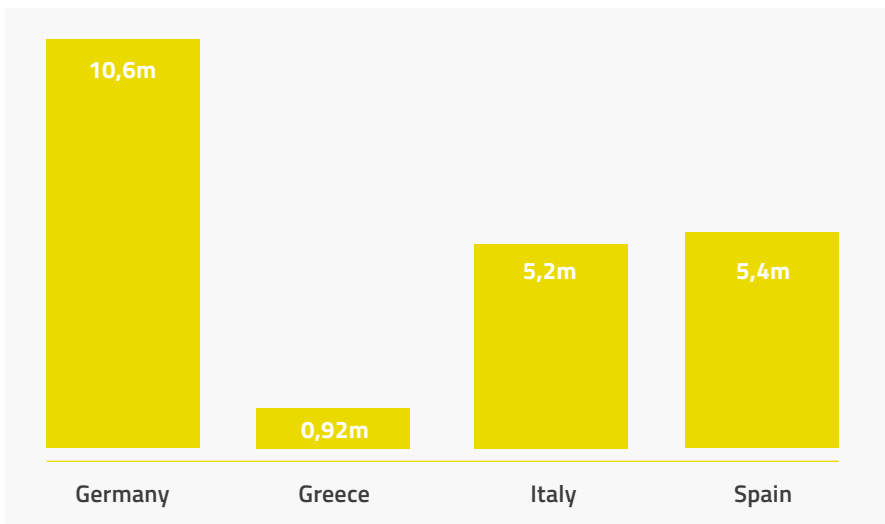
Source: Eurostat (2022)

3.1 Germany

According to data from the German Statistical Institute, as of December 31, 2022, the official number of immigrants in Germany is 13,383,910. This data corresponds to 15% of the population. A figure that has grown by about 3 million in the last 6 years. The main foreign nationalities are Turkish (1,487,110), Ukrainian (1,164,200), Syrian (923,805), Romanian (883,670), Polish (880,780) and Italian (644,970). To take into consideration the exponential growth of Ukrainian immigrants whose presence is determined by the current war with Russia. From these main nationalities, which cover a little less than half of all foreigners in Germany, the main immigrant languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Turkish, Ukrainian, Syrian Arabic, Romanian, Polish and Italian. Actually, as Adler and Beyer (2018) observe, the recent growth in multilingualism is mainly due to immigrant languages. Through different waves of migration, different national groups and different languages have arrived in Germany over the past 50 years. From the middle of the 1950s to the beginning of the 1970s, people from a number of Mediterranean countries came as contract workers (generally referred to as 'guest workers') and "family reunification during the 1980s and 1990s saw an expansion of these national groups." (Vertovec 2015). Later, in the 1990s, people from war-torn Yugoslavia fled to Germany. In sum, the policy concerning allochthonous or new minorities (immigrants) focuses on their acquisition of the German language. In any case, besides simply voicing approval, it is difficult to implement measures to protect and support any minority languages without knowing the number and distribution of their speakers (Adler, Beyer, 2018: 229-230).

Table 1 - Foreign population in Germany (2016-2022) by selected citizenship

Selected citizenship	31 December 2016	31 December 2017	31 December 2018	31 December 2019	31 December 2020	31 December 2021	31 December 2022[1]
Foreign population	10,039,038	10,623,940	10,915,455	11,228,300	11,432,460	11,817,790	13,383,910
EU27- states	4,172,760	4,584,825	4,683,600	4,789,130	4,895,905	4,985,490	5,064,515
Romania	533,660	622,780	696,275	748,225	799,180	844,535	883,670
Poland	783,085	866,855	860,145	862,535	866,690	870,995	880,780
Italy	611,450	643,065	643,530	646,460	648,360	646,845	644,970
Croatia	332,605	367,900	395,665	414,890	426,845	434,610	436,325
Bulgaria	263,320	310,415	337,015	360,170	388,700	410,885	429,665
Non-EU27-states	5,866,320	6,039,120	6,231,855	6,439,170	6,536,555	6,832,300	8,319,395
Turkey	1,492,580	1,483,515	1,476,410	1,472,390	1,461,910	1,458,360	1,487,110
Ukraine	136,340	138,045	141,350	143,545	145,515	155,310	1,164,200
Syria	637,845	698,950	745,645	789,465	818,460	867,585	923,805
Afghanistan	253,485	251,640	257,110	263,420	271,805	309,820	377,240
Russian Federation	245,380	249,205	254,325	260,395	263,300	268,620	290,615

Source: Central Register of Foreigners[3]

According to the language policy on immigration in Germany, the Programme for a National Integration Plan (Bundesamt für Migration und Flüchtlinge [BMF] 2007) elaborates on the purpose of the orientation course by asserting that knowledge of social values, of the legal system, history, culture and political institutions 'makes it easier to come to terms with the new society and creates opportunities for identification'. According to Stevenson and Schanze (2009), one of the key commitments in the plan is the provision of high quality 'integration courses' consisting of a language and a so-called orientation component. These had been available since the Zuwanderungsgesetz had come into effect, but they were improved and enhanced through the introduction of binding national curricula. The integration course as a whole normally lasts 645 hours (or more precisely classes, each of 45 minutes), of which 600 are reserved for the language course and 45 for the orientation course. The language course is divided into two levels (foundation and further) of equal duration. It is based on an assumption of no previous knowledge of the language, but on the basis of an initial diagnostic test developed by the Goethe Institute, participants can be exempted from certain modules. Evidence of this new understanding of the complexity of learners' needs can be seen in further measures of flexibility introduced following the review of the programme in 2006–2007, which includes an accelerated intensive course of just 400 hours, as well as a more specialised courses of up to 900 hours to meet particular needs (for example, for young people up to the age of 27 who have left school but require language support to prepare for further or higher education; for parents, especially women, who may not be able to take part in the regular courses 'for family or cultural reasons' and for people who need basic literacy education) (Stevenson, Schanze, 2009: pp.95-96).

3.2 Greece

According to data from the Eurostat, as of January 1st, 2021, the official number of immigrants in Greece is 921.485 of which 168.550 EU citizens. This data corresponds to 8% of the population. Considering the data of the Eurostat, in 2018 the main foreign nationalities were respectively: Albanian, Chinese, Georgian, Pakistani, Russian Turkish, Indian, Bangladeshi, Egyptian and Ukrainian. From these nationalities, the main languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation courses are Albanian, Chinese, Georgian, Russian, Turkish, Bengali, Hindi (or other Indian languages), Egyptian Arabic, and Ukrainian.

According to the Ministry of Migration and Asylum of Greece[4], the current *National Strategy for Social Integration* was issued in July 2019, following revisions and developments of the National Social Integration Strategy of 2013. The National Strategy of 2019 contends, based on specifications from the European Council and the European Union, that a successful social integration policy requires the active participation of the State, Institutions, and civil society. In this context, local

3.https://www.destatis.de/EN/Themes/Society-Environment/Population/Migration-Integration/Tables/nowcast-foreigner-citizenship-time-series.html
4.https://migration.gov.gr/en/migration-policy/integration/politiki-entaxis-se-ethniko-epipedo/

communities in Greece are very important for the effective implementation of social integration policies. Local Greek government administrations serve as key vehicles of social integration by involving and engaging local communities. Further, the successful implementation of social integration policies also requires the effective collaboration of local government administrations with the central government administration. It also depends on the active involvement of civil society entities-such as associations or unions for people going through migration or seeking refuge, and non-governmental organisations, in social integration initiatives.

According to the *National Integration Strategy of 2019*, the main objectives of the Greek model for social integration are:

- Create and maintain an open society that respects diversity.
- Protect the rights, and outline the obligations of third-country nationals in a non-discriminatory manner that ensures social equality.
- Foster interaction, collaboration, dialogue and constructive criticism between culturally or ethnically diverse communities, promulgating democracy and equality.
- Promote diversity, tolerance and social cohesion.
- Motivate all individuals to protect the common good and encourage the contribution of all individuals to the development of the country.

3.3 Italy

Due to its central position in the Mediterranean Sea, Italy represents one of the first countries reached by people in the attempt to arrive in Europe. According to the ISTAT data, foreigners residing in Italy on 1 January 2022 are 5,030,716 and represent 8.5% of the resident population. The main nationalities are respectively Romanian (1.076.412), Albanian (433.171), Moroccan (428.947), Chinese (330.495), and Ukrainian (235.953). Romania's first position is determined by this country's entry into the European Union, which entails the free movement of citizens within the Schengen area. We recall that before Romania became the first foreign nationality, Albania was in first position. Actually, after the fall of communism in Albania in 1990, the Albanian immigration to Italy grew significantly. Nowadays, Albanian residents in Italy represent the second-largest foreign population in the country. Similarly, Moroccans, Chinese and Ukrainians are also among the largest foreign communities in Italy. Ukraine's position has been consolidated following the recent massive immigration of people seeking refuge from this country due to Russian aggression. From these main nationalities, which cover half of all foreigners in Italy, the main languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Romanian, Albanian, Moroccan Arabic, Chinese and Ukrainian.

Figure 2 - Foreign residents in the 4 countries of the ALL IN project

Romania	Albania	Morocco	China	Ukraine
1.076.412	433.171	428.947	330.495	235.953
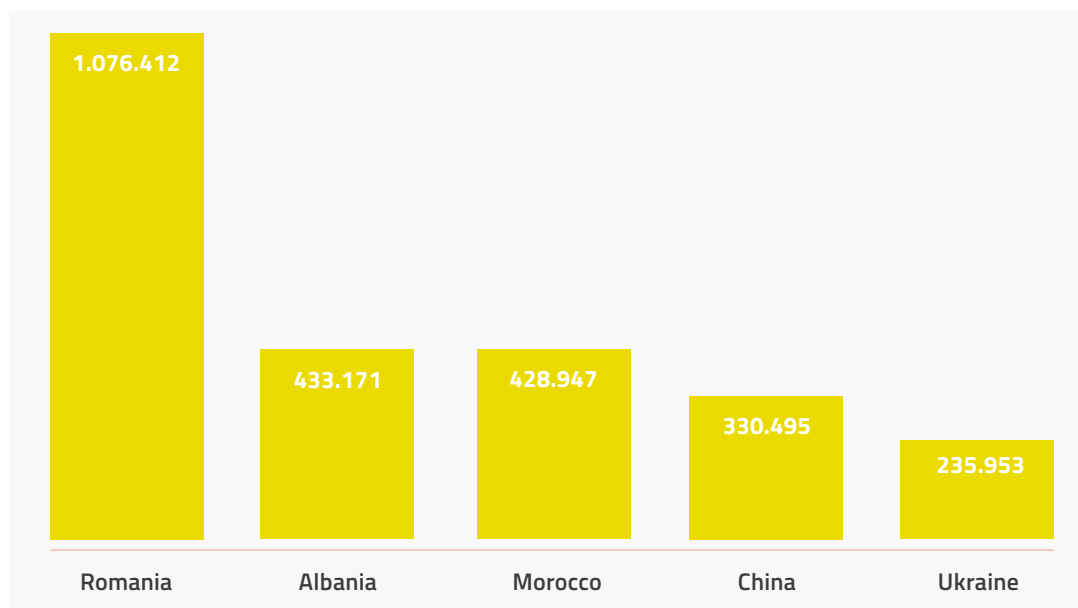
Source: Eurostat (2022)

According to the *Dossier Statistico Immigrazione* (2020: 16-17), the ongoing process of inclusion and integration of immigrants in the Italian social fabric is confirmed by various indicators, but is also characterised by increasing fragility and marginalisation. Although 10% of the national school population consists of foreign students (858,000), of whom 64.5% are born in Italy (553,000), their participation in education and their achievement of satisfactory levels of schooling still remains difficult. This situation affects foreign students in their choice of high schools, which are increasingly often technical (38.0%, compared to an overall average of 31.3%) or vocational schools (32.1% compared to 18.7%) instead of Lyceums (classical high schools) (29,9%, versus 50,5%). In addition, this leads to a progressive decrease in the incidence of foreign students in high school (from 11.5% in primary school to 7.4% in high school) and university (5,4%, equal to 15,900 enrolled in the year 2019/2020 out of a total of 297,000). Moreover, the same document adds that despite the fact that the number of foreigners who acquired Italian citizenship in 2019 (127,000) has increased for the first time compared to the previous year (+14,500), among them the 63,000 newborn babies born in Italy to foreign couples are still excluded (their number represent 15% of the total 435,000 births in Italy in 2019, the lowest number in the last 102 years, which confirms the long-lasting demographic crisis of the country).

The *Dossier Statisco Immigrazione* (2020) also reflects about the Italian labour market which is very important to tackle the linguistic and social needs of immigrants. According to this document, the labour market appears to be rigidly divided on an "ethnic" basis, with the riskiest, tiring, low-skilled and underpaid jobs still mainly reserved for foreigners, who remain stuck in them even after years of work and staying in the country. About 2 out of 3 foreign workers have unskilled or manual jobs (63.6%, against only 29.6% of Italians), while only 8% have a qualified job (against 38.7% of Italians). In particular, foreigners account for less than 2% of the employees of credit and insurance institutions, information and communication companies. On the other hand, foreign workers are almost 20% of all workers in the construction, agricultural and hotel-restaurant sectors, and 68.8% of all domestic and personal care givers (40.6% of foreign women employed in Italy have a job in the latter sector, while 42.4% of foreign men work in industry or construction). More than half of all foreign workers are concentrated in only 13 job categories (and only 3 in the case of women: domestic services, personal care and janitorial), while half of the Italian workers cover at least 44 categories (Italian women cover 20). It is not surprising, therefore, that as much as 33.5% of foreign workers are over-educated (compared to 23.9% of Italians) and that their average net monthly salary is 24% lower than that of Italians (1,077 euro compared to 1,408 euro). All this information is useful to help immigration to linguistically and culturally integrate themselves in the society and in their professional domains.

According to Machetti, Siebetcheu (2017:54-55), in Italy, the characteristics that unfortunately we can still highlight today are the weakness and fragmentary nature of a migration policy, even if the presence of citizens of foreign origin in our country can by now be considered a not recent phenomenon. Italy remained without any regulatory reference on immigration until the Martelli law of February 1990 and the various laws that followed over the years, first of all the Turco-Napolitano (l. 40/1998) and the Bossi -Fini (l. 189/2002). To this day, it cannot be said that Italy has managed to outline a clear migration policy. The Italian model is therefore associated with what we could define as a non-migration policy, and this would seem to happen for at least four reasons:

- Uncertainty and fear of the diversity: the Italian attitude is summed up in an emergency and occasional policy. In this sense, migrations to the country have very often been treated as matters of public order, rather than as a structural phenomenon.
- Mixture of various migratory models: in practice "a hybrid model of integration has been establishing itself, i.e. assimilationist in its intentions and multiculturalist in its effects, which often adds up the negative elements of one and the other model".
- Heterogeneity of people experiencing migration and their actions: one of the peculiarities of the Italian migratory situation is determined, on the one hand by the very high number of nationalities (about 200), on the other by the migratory polycentrism which sees the first five nationalities (Romania, Albania, Morocco, China, Ukraine) cover half of the migration landscape. This demographic heterogeneity perhaps justifies the strong heterogeneity in the policies implemented on the territory, in some cases very effective and efficient but distributed patchily, left to the discretion of local authorities and without a line shared at national level.
- Adoption of an intercultural approach: this is perhaps the approach that has dominated at least in the Italian school context, justified not only by the high number of nationalities, but also by the need to renew the educational context. Actually, this approach has created a rather negative impact over time, in the inability to give rise to systemic actions.

According to the data published by Ipsos and reported by Statista[5], a part of Italians tend to overestimate the size of the immigrated population. Actually, the public opinion on migration was controversial. In the same year, roughly half of the population perceived people experiencing migration as a risk for the Italian economy. On the other hand, 18% of Italians believed that migration could be a resource for the country.

5. https://www.statista.com/statistics/623514/migrant-arrivals-to-italy/

Figure 3 - Number of immigrants who arrived by sea in Italy from 2014 to 2021
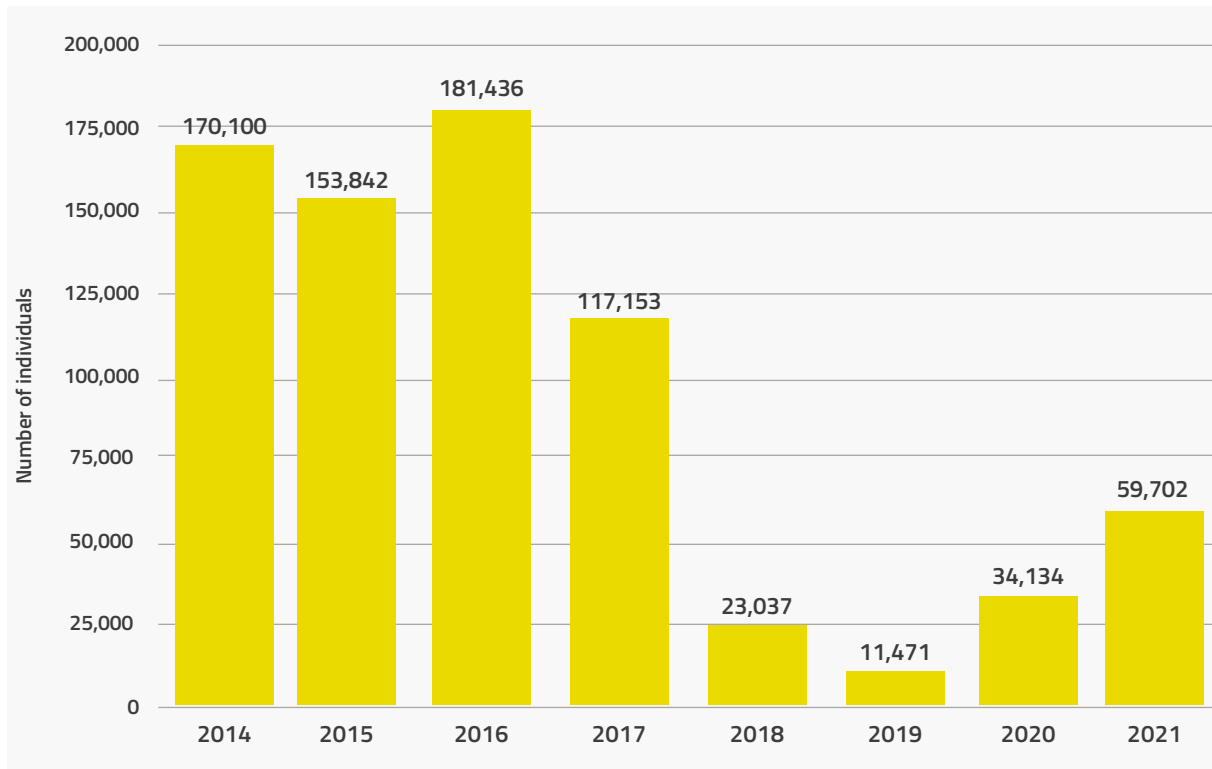
Source: Statista

■ 3.4 Spain

According to Statista[6], immigration in Spain has had significant demographic, social, and economic impacts. Since the end of the 20th century until approximately 2010, the number of people who have immigrated to the country has increased considerably. That year more than one in ten inhabitants in Spain came from other countries. In 2022, the population of Spain was 47.4 million people, including 5.4 million people with a non-Spanish nationality (11,45%). This makes Spain one of the world's preferred destinations to immigrate. Actually, Spain attracts significant immigration from Latin America and Eastern Europe. According to the same source, one of the main purposes to migrate to Spain is due to economic reasons, around 450.000 foreign residents in Spain stated that they migrated to the country for employment or self-employment. In contrast, family and studies ranked among the least mentioned causes. Regarding the composition of migrant residents, more Romanians live in Spain than any other EU country, and Moroccan residents account for the largest community of African origin. However, even if Morocco is the country with the largest number of immigrants in Spain, the largest non-EU diaspora growth is occurring in the Colombian community, with an annual growth rate of 6.1 percent in 2022. Apart from Morocco, Romania and Colombia, the largest immigrant nationalities are Venezuela, Argentina, United Kingdom, Peru, France, China, Dominican Republic and Bolivia. As we can see, Spain attracts significant immigration from Latin America. From these main nationalities, the main immigrant languages spoken by these citizens and which can be used for literacy courses and/or linguistic-cultural mediation activities are Spanish, Arabic, Romanian and English. An interesting fact to underline is that among the 4 partner countries of the ALL IN project, Spain is the country that welcomes many immigrant citizens who already speak Spanish as their native and/or official language. And this aspect greatly facilitates the integration process.

Always referring to the Statista report, Spain is well-known for being a welcoming society, nevertheless, there is a difference between letting people live in the country and truly integrating them into society. The process is not simple and has many layers with several obstacles. Knowing the rules or the language is not all that people experiencing migration may need, other necessities also apply, such as having access to dignified work, education, and other services. Due to

6. https://www.statista.com/topics/7226/immigration-in-spain/#topicOverview

this, several Autonomous Communities implemented different programs to incorporate and integrate people into the conditions, culture, and job market by giving Spanish courses, integration activities for young people, entrepreneurial possibilities courses, and career guidance. In this last regard, almost half of the foreign population entered successfully into the job market, accounting for over 2.36 million foreign workers in 2021, either by getting a job or being self-employed.

Immigration is a major contributory factor in recent population growth in southern Europe, particularly in Spain, where the population has grown so rapidly that the National Institute of Statistics (INE) has predicted that it will reach 54 million by 2050. This rapid growth in migration has had a transformational impact on Spanish society requiring profound adjustments not least in the role of language in society (Vigers and Mar-Molinero, 2019: 170). The rights and freedoms of foreigners in Spain as well as the conditions for their integration are defined by what is known as the *Ley de Extranjeria or Aliens'* Law (*Ley Organica* 4/2000) and its subsequent revisions, which gave wide recognition to the rights of immigrant people and, in addition, gave prominence to promoting integration. It acknowledged that people who were undocumented also had rights and extended full health care, not only emergency cover, to them; the right to compulsory and non-compulsory education and grants for study; social assistance; free legal representation in cases of need as well as the right to association, meeting, unions etc. (Pajares 2005: 56, quoted in Vigers and Mar-Molinero, 2019:176). The Spanish law on the status of foreigners (*extranjeria*) differentiates between the rights of a migrant and those of a Spanish citizen as for immigrants the right to work is not universal; even with a permit to reside in Spain they cannot work unless they have permission to do so.

Table 2 - Immigration percentage in the 4 countries of the ALL IN project

Country	Number	Percentage
Germany	13.383.910	15%
Greece	921.485	8%
Italy	5.030.716	8,5%
Spain	5.434.153	11,45%

4. The question of language test and citizenship in the partner countries

The many conflicts around the world (together with the effect of the Covid pandemic) and the environmental disasters linked to climate change represent three of the key factors in understanding the current migration. Faced with the ever-increasing number of immigrants in the European area, among the various methods adopted by the EU countries to accompany these 'new Europeans' in a process of integration, the measurement of the degree of citizenship on the basis of the linguistic test seems to prevail: «by the fact that most EU countries feel a strong pressure to control migration flows, and to exclude potential immigrants with low educational and professional skills. Another explanation can be found in the monolingual ideologies that still strongly prevail in Europe. The official national language is seen as a powerful index of group belonging and its mastery as pivotal for the well-being of the national order» (Van Avermaet, Rocca, 2013). With this policy, language and its evaluation once again assume the biblical role of shibboleth (Book of Judges 12:5-6) (Vedovelli, Siebetcheu, 2017). The danger is that through these tests the training and motivational function of verifying linguistic competence is reduced, attributing it only to the function of barrier and filter (Barni, 2012) and not of opportunity for the recognition of linguistic development and the success of the migratory project through language investment.

In Italy, the law n. 132 of 1 December 2018, amending article 9 of law no. 91 of 1992, introduced the obligation to know the Italian language at a level not lower than B1 for those who acquire citizenship by marriage or residence. This citizenship test is linked to the 4 language certifications recognized by the Italian state: CILS, CELI, PLIDA, Cert.it. After the introduction of the citizenship test, these certifications have created B1 level certifications specifically addressed to those who want to obtain citizenship and with more appropriate contents for this particular audience for instance Cils B1 citizenship and CELI 2i citizenship. The test has a duration of 2 hours and 30 and involves the evaluation of the 4 linguistic skills: oral and written production; oral and written reception.

According to Stevenson, Schanze (2009: 95-96), in Germany the aims of the integration course are specified in the *Verordnung* (2007) as the successful acquisition of (1) 'sufficient knowledge of the German language' and (2) 'everyday knowledge and knowledge of Germany's legal system, culture and history, especially of the values of the democratic state of the Federal Republic of Germany and of the principles of the rule of law, equal rights, tolerance and religious freedom'. Sufficient knowledge of the German language is defined in accordance with level B1 of the CEFR as the ability 'independently to cope linguistically in everyday life in one's environment, to conduct a conversation according to one's age and level of education and to express oneself in writing'. The obligatory national curriculum (BMF 2007) in turn spells out the specific objectives of this learning process:

- to encourage an understanding of the German state system;
- to develop a positive evaluation of the German state;
- to transmit knowledge of the rights and duties of inhabitants and citizens;
- to develop the ability for further learning ('method competence');
- to enable participation in the life of the society ('action competence')
- to acquire intercultural competence.

The new regulation requires evidence of oral and written proficiency at CEFR B1 level and applies both for individual applicants under the so-called Anspruchseinbürgerung (naturalisation by entitlement) and for the naturalisation of spouses. More than ten years ago, Stevenson and Schanze (2009) observed there were signs that, in spite of what some would see as (increasingly) illiberal developments in migration legislation and a framing of the debates on migration and integration in terms of discourses emphasising security and control rather than openness and plurality, the political culture in Germany was changing to the extent that the complexity of concepts such as integration and of achieving an inclusive sense of citizenship is being recognized and addressed. Evidence of this can be seen in the significantly more differentiated and sophisticated approach to language learning which is the cornerstone of the new integration strategy. For all its

positive and optimistic tone, it still implicitly focused more on what people experiencing migration purportedly lacked as potential citizens than on what they might be able to contribute to a genuinely more diverse and 'modern' conception of citizenship (Stevenson, Schanze, 2009: pp. 103).

Spain has preferred adopting a more reserved standpoint in matters of eligibility for citizenship and requirements for learning the so-called 'national' language. One of the most important requirements for obtaining Spanish citizenship is passing two different tests: the DELE A2 (Spanish language exam) and the CCSE (Spanish culture and society exam). The CCSE is divided into two different parts: a) common knowledge: culture, history, and Spanish society; b) Politics and geography. According to the Strategic Plan, the challenges specific to the migrant community are the provision of sufficient services and improving knowledge of *lenguas oficiales y normas sociales* (official languages and social standards) which are indispensable for achieving a cohesive society and for the integration of the people themselves. Other problems are those of racial discrimination and gender issues arising from the feminization of immigration. Thus, questions of language, cohesion and integration are placed at the centre of what is Spain's vision of citizenship and integration for the future – the *ciudadania and integracion of the title, Plan Estrategico de Ciudadania e Integracion*. The Plan refers to ciudadanos inmigrantes (immigrant citizens) and other government documents mention ciudadanos extranjeros (foreign citizens) emphasising their place in Spanish civic society. However, the role of formal citizenship, becoming Spanish in name as well as by adaptation or conformity with custom and behaviour, in the integration process is less clear (Vigers and Mar-Molinero, 2019). Concerning the Greek state, in August 2021, the government introduced a language and culture test that all immigrant residents must pass before they become eligible to apply for Greek citizenship[7]. The test consists of:

- 20 written questions on Greek: Language, Culture, Politics, Geography, History.
- 10 oral questions on three topics that the examiner selects at his discretion.
- One essay.

The pass mark is 80%. Approximately half of all applicants pass the topics, and two-thirds pass the language test. Once the foreign citizen passes the test, he receives an invitation to attend an interview by members of the Citizenship Department of the Greek Ministry of Home Affairs, to assess the extent of the integration of foreigners with the Greek society.

In this report we will focus on the perception of our informants to observe if it is possible to say whether the four countries' integration plans are adequate according to our informants. In our survey, we asked our informants to give us, based on their perception and experience, information on the number and nationalities of people experiencing migration in Germany or in their cities of residence. This information will be compared with the official data we have provided in this section. Table 3 briefly illustrates the situation of compulsory language tests since 2007 in the 4 countries of the ALL IN project.

Table 3 - Citizenship requirements since 2007 in the 4 countries of the ALL IN project

Country	2007	2009	2013	2018
Germany	B1	B1	B1	B1
Greece	A1	A1/A2	A2	B2
Italy	No	No	No	B1
Spain	No	No	Unspecified	A2

Source: ALTE, Conseil d'Europe (2020)

7. https://residence-greece.com/greek-citizenship-test/

5. Presentation of the survey

This section aims at analysing the results of a survey concerning the linguistic and cultural needs of adults experiencing migration who are learning a L2, and the perception of teachers and linguistic-cultural mediators who frequently interact with them. Within the IO1 Erasmus ALL-IN Project, this survey is an essential tool for the designing of models and educational paths as well as a functional tool to the specific learning needs of adults experiencing migration. This document is structured around four parts:

The first theoretical part provides, also referring to recent European documents, some preliminary indications on the concept of linguistic needs, specifically referring to adults experiencing migration. This part focuses on the value that the analysis of communication needs assumes in the process of learning/teaching a foreign language.

The second part illustrates the methodological framework of the research which involved two types of informants (adults experiencing migration and teachers/mediators). The description of the methodological framework foresees the analysis of the structure together with that of the choice of the overall questions. Then follows a brief comment on the methods of administration and on the characteristics of the two samples.

All the data emerging from the research are presented in the third part, and a more critical reflection is made on the communication needs, in view of further work by the teacher who wishes to organise a training course centred as much as possible on the needs of the learner. As Barni (2001: 128) points out with respect to the Italian context, «the main reason for learning the language by foreign immigrants is certainly not the generic enrichment of personal culture: this new component of Italian society and this new audience of the Italian as foreign language is driven by instrumental motivations of communicative interaction, social integration, cultural identity and professional integration. Immigrants learn Italian in order to socialise, work, study, become active members of society».

Based on the findings of the survey, the fourth part, starting from specific language teaching objectives and activities, proposes innovative language teaching/learning approaches related to the linguistic needs of adults experiencing migration as learners and to the language teaching needs of teachers. The Guidelines conclude with some recommendations on strategies and good practices based on findings of the survey and recent EU documents.

6. Methodological framework

In each of the four partner countries, the research will have a specific and different focus, depending on the actual needs of the contexts of intervention and on the basis of existing socio-educational and cultural needs: there will be a focus on L2 language teaching applied to various profiles, referring to sectorial languages, with the aim of responding both to the general needs for communication and to the specific needs of learners as citizens.

The choice of the partner countries, with their respective language policies on immigration, as well as their geographical location in Europe has the objective of activating exchanges of good practices among the partners. While the tool for measuring experiences and teaching models we used is the same in the four countries, the strategies and policies adopted by individual countries in some cases are different. These different models can of course be exported, when positive, or replaced, when not functional.

The University for Foreigners of Siena, in the first month of the project, set up the research tools (e.g. the index of the research, which data are needed to be found and analysed, the outlines for the semi-structured interviews) that have been shared with the partners during the first transnational partnership meeting. Each partner conducted field research in its own country then sent the data to the University of Foreigners of Siena which processed the results.

As far as the methodology is concerned, the data of the research were collected through a single survey instrument: a questionnaire (specially created to be used also as a semi structured interview depending on the case). Since this is a qualitative survey, informants involved were able to provide detailed information regarding language needs (found in their territorial contexts) and language service (proposed by the competent local services). The partner involved in the research at least 15 L2 teachers and trainers and 15 adult learners.

6.1 Questionnaire addressed to adults experiencing migration

The questionnaire is one of the simplest and most practical tools for collecting data and for defining the profile of learners. It is important that the questions are well structured in order to be able to reconstruct the linguistic repertoire of the learners. As Maddii (2004: 41) suggests "the main variables to keep in mind for the construction of the questionnaire are: age, level of schooling, profession, family situation, life plans, future work plans and expectations or interests". All these elements serve, in fact, to identify the contexts of language use in order to be able to establish the linguistic-communicative contents of a training course. The ultimate goal of the questionnaire consists precisely in adapting the educational choices as much as possible to the needs of the learners.

On the basis of the parameters listed above, an attempt was made to develop a Google form distributed through the channels chosen by the various partners, but also through direct contact. This last option gave the partners involved in the project the opportunity to collect valuable information in the form of semi-interviews. The overall sample consists of 86 informants, 46 of whom are married and have children. The survey took place in the four partner countries from April 22nd to 30th September 2022.

The sections of the questionnaire are functional for the reconstruction of the profile of the adults experiencing migration who enrolled in a course for learning the language of the host country, because it places them in a very specific space-time perspective in relation to the moment of the choice to attend a course of language: the past, the present and the future are the temporal dimensions that intertwine with the socio-cultural reality of the country of origin and that of the country of arrival. Therefore, for a valid analysis of needs, interpreting the data cannot ignore the knowledge of the socio-cultural system of the various countries of origin of the people themselves.

Table 4 - Adults experiencing migration survey: partner and informants

Partner	Number of informants
Asociación Guaraní (Spain)	17
COSPE (Italy)	15
Per Esempio (Italy)	15
Interorthodox Centre of the Church of Greece	10
Volkshochschule im Landkreis Cham e. V. (Germany)	29
Total	**86**

The questionnaire is divided into various sections for a total of thirty-two questions (closed and open). The first sections provide information on the background of the people, analysing the personal profile of the informant (age, gender, nationality, level of education, etc.), as well as their linguistic profile. We refer in particular to linguistic and educational experiences (mother tongue, language of instruction, knowledge of any languages and dialects spoken in one's country of origin, other languages learned during the migration experience). Furthermore, reference is made to the migratory experience (possible emigration experiences in other different countries, work situation, migratory project, reason for migration, expectations and dreams to be realised, perception of the country of arrival and its citizens). The following sections focus on the relationship with the language(s) of the host country, inside and outside the training environment, and on any linguistic and cultural barriers encountered.

The survey on the linguistic and educational background of people experiencing migration offers valuable information that will be extremely useful in identifying any teaching methodologies to be used in a specific course for L2 learning. Depending on the level of schooling, in fact, differentiated paths can be envisaged that focus on the acquisition of reading and writing skills, as well as on the structures of daily communication, in the case in which there are illiterate people. On the contrary, in the presence of medium-high levels of education, one can choose to deepen the metalinguistic reflection and introduce the cultural aspects related to the use of the language. Another element to consider is the knowledge of one or more foreign languages, which proves to be a very important factor for planning a course aimed at adult migrants.

After the questions relating to the linguistic and educational background, the questionnaire deals with the part dedicated to the migratory experience which perhaps represents one of the central aspects for the analysis of communication needs. In this part, the experience is placed in a context with fairly precise temporal and spatial limits. In fact, the questions concern any previous migratory experiences and the job position (professional sector). The relationship with the language(s) of the host country is very important for a person experiencing migration; sometimes the need to learn the language does not arise immediately, so learning often occurs only through spontaneous learning. And if adult learners do not take part in formal learning pathways, some language skills risk not being developed. We refer, for example, to written production and reception. Furthermore, when entering a working context, there is often the need to learn the language in a formal context. As Vedovelli (2010) points out, in fact, the immediate usability of linguistic skills centred on the professional field strengthens the motivation for learning precisely because the immigrant, who considers their profession central to their migration project, finds in the increased linguistic ability the main tool to achieve emancipation. For this reason, it is very important to know and also take into account their working conditions. This element influences the evaluation and setting of the contents of a course for adults, which in some cases must include, for example, specific modules on technical and sectoral languages.

Some questions also relate to long-term dreams and aspirations. This information is essential to guide the teacher in proposing content, which should be as motivating as possible; moreover, as Maddii (2004: 43) underlines, «knowing what the migratory projects are also helps to glimpse the probable investment in terms of time and "energy" that the student will make in the acquisition of the language».

The following sections of the questionnaire deal with the topic of linguistic and cultural needs. It is a series of questions to understand how people experiencing migration use the language(s) of the host country and how they have acquired it or are acquiring it. There are also some questions that focus on the degree of satisfaction with the learning experience and on the ways in which one would prefer to learn foreign languages. Subsequently, in addition to collecting the general motivations that can push adults to enrol in a L2 course, they are also asked to specify their preferences relating to the cultural aspects of the country of origin and the host country. These data represent a very useful resource for a L2 teacher because they stimulate reflections on any teaching strategies to be adopted.

The last questions relate to any linguistic and cultural barriers encountered by people experiencing migration and the ways in which the host country has favoured or not favoured their overcoming.

6.2 Questionnaire addressed to language teachers and linguistic-cultural mediators

This questionnaire has been prepared and forwarded to the teachers, mediators and social operators in order to be able to describe the organisation of the L2 courses provided by the centres that deal with the reception of people with lived experience in migration in order to prepare language teaching activities truly based on the learners' linguistic needs. The questionnaire contains 24 questions, divided into 5 sections.

The first five items concern the social profile of the teachers, mediators and operators involved in the survey (nationality, educational qualifications, organisation, professional classification, city of residence). The three questions of the second section are related to the linguistic profile (native language, language(s) used in the job, other languages known). The seven questions of the third section are related to linguistic and migration policy (state of the art on the legal requirements for the access of people experiencing migration in the country, perceptions on migration policy, perceptions on the migration phenomenon, perceptions on linguistic policy in the context of migration). The seven questions of the fourth section are related to linguistic awareness and motivation (language teaching techniques, main activities, materials used, possible critical factors, cultural barriers). The last section of the questionnaire includes open-ended questions to give the informants the opportunity to express themselves more freely and completely.

All the items addressed to informants are aimed at framing the migration and linguistic policies in the various European countries and organisations involved in the project with particular attention to the issue of linguistic needs. For research purposes, the courses provided by various institutions of the countries involved in the survey were examined, many of which are cooperatives, cultural associations and non-profit organisations operating in partnership with reception centres. The data was provided anonymously, through the Google Form tool, by 32 teachers, 8 linguistic-cultural mediators and 23 social workers and administrative employees who deal with the linguistic and cultural training of people experiencing migration resident in the various cities of the project partner countries. Most of the teachers, mediators and operators who work within – or on behalf of – reception centres have at least a first-level degree and (29), in many cases (22), also a master's degree in linguistics or language teaching.

Table 5 - Teacher and linguistic mediator survey: partner and informants

Partner	Number of informants
Asociación Guaraní (Spain)	9
COSPE (Italy)	14
Per Esempio (Italy)	7
Inter Orthodox Centre of the Church of Greece	15
Volkshochschule im Landkreis Cham e. V. (Germany)	29
Total	63

Focus groups
with informants
in Spain
(Asociación Guaraní)

7. Analysis of the survey data

■ ■ ■ ■

■ 7.1 Findings of the adult's experiencing migration survey

7.1.1 THE PERSONAL PROFILE

Personal data provide us with the first useful information for outlining the socio-cultural profile of the foreign people involved in the survey: age, gender, origin, level of education. These are people belonging to very varied age groups: the youngest is 16 years old, while the oldest is 59. However, the informants are predominantly young since 34 of them, i.e. about half of all informants, are between 16 and 29 years old. This data confirms that immigration mainly involves young people able to invest themselves to improve the conditions of their families. When analysing learning needs, this factor should also be considered.

Another interesting fact is the origin which shows us a fragmentation, typical for the European situation. Actually the 86 people, of which 50 women, come from 13 African countries of which Morocco (7), Nigeria (6), Gambia (4) Egypt, Tunisia, Senegal, Somalia); 13 Asian countries of which Afghanistan (14), Iraq (4), India (4), Iran (3), Vietnam (3), China (2), Sri Lanka (2), Siria (2), Philippines); 6 European countries Kosovo (7), Russia (3), Ukraine (3), Bulgaria Czech Republic) and 2 American countries (Brazil, Dominican Republic). All these countries are the ones most represented in the countries under review.

The question regarding the educational qualification obtained in the country of origin shows a distant idea compared to the commonly spread idea according to which people experiencing migration and displacement do not have a high level of education. Actually, the informants declare that they have a good level of education. Educational qualification is also a good starting point for analysing language needs. The interesting fact that confirms the general situation in the various countries examined is that immigration cannot be systematically associated with illiteracy because most people arrive in Europe after completing their schooling. And some of them graduated before deciding to migrate. In accompanying people experiencing migration on their linguistic and cultural integration paths, we must consider that the majority will learn much more easily the new language and culture by taking into account their previous studies, while only the minority could have difficulties related to various forms of illiteracy.

Table 6 - Educational qualification of the informants

Qualification	Informants
Illiterate	6
Primary school diploma	16
Middle school diploma	16
High school diploma	35
University degree	10
Not specified	3
Total	86

7.1.2 THE LINGUISTIC PROFILE

The items relating to the linguistic background show the presence of a very rich repertoire, above all because they high-light the knowledge of a very large number of languages of the informants. They are asked to specify how many and which languages they know in addition to their mother tongue and the language of education. Furthermore, many of the interviewees know more than one language, because they are spoken in the country of origin alongside the official ones. Moreover, the answers show a strong knowledge of the languages learned during the migration experience, in fact only 14 out of 86 did not answer the question. It is clear and evident that the previous plurilingual competence of immigrants is important and useful in learning the language of the new country. These languages are also useful for solving some linguistic tasks, especially during the first months of integration.

The languages learned in the new country obviously reflect the linguistic situation of the countries of the partners involved, therefore, German, Italian, Spanish, Greek and English, indicated as International language.

Table 7 - Mother tongues of informants

Mother tongues	Speakers	Mother tongues	Speakers
Albanian	3	Mandinko	1
Arabic	17	Mandinko and English	5
Bengali	1	Pashto	2
Bukgarian	1	Portuguese	5
Czech	1	Pulaar	1
Chinese	1	Punjabi	1
Kurdish	2	Punjabi and English	4
Dari	1	Russian	1
Esan	5	Somali and Arabic	3
Farsi	3	Spanish	1
Farsi, Turkish, Arabic and Kurdish	3	Tamil	1
French	1	Tagalog	2
Hausa	2	Thai	1
Hindi	2	Ukrainian	1
English	2	Ukrainian and Russian	3
Pidgin English, Hausa	1	Hungarian	4
Igbo	1	Urdu	1
Kiryndi, Swahili	1	Bengali	1
		Total	**86**

7.1.3 MIGRATORY EXPERIENCES

In this section, we ask informants to specify any previous migratory experiences, report the length of the migration and any work activity carried out. The answers show us the variety of profiles of the informants and their experience can be related to the political situations of the countries of origin. Some of the interviewees of African origin, in fact, claim to have been in Libya for one or more years, before reaching Europe. This transition phase represents a very particular and often dramatic stage in their migratory experience. An informant, in fact, claims that he spent his time in Libya in prison.

In reference to the profession, the majority of men report that they work in the construction field, as bricklayers or electricians. According to women, many of them declare they are unemployed because they did not need to find work immediately because, as will be seen later, they joined their family members, who were the first to emigrate in search of a more stable situation. The younger informants declare that they are still students.

With regard to the forecasts regarding the future of their migratory project, the people interviewed, in a very clear majority (69), declare that they want to stay in the current host country, but there are also those who intend to move to another country (9) and those on the other hand, would like to return to their country of origin (8).

Table 8 - Migratory project

Migratory project	Informants
Stay in the host country	69
Move to another country	9
Return to the country of origin	8
Total	86

The fact that the vast majority intends to live and stay in the host country demonstrates that reception and integration policies cannot be those implemented to face temporary immigration. We are therefore faced with a structural phenomenon and we must get used to welcoming immigrants starting from this assumption. An integration that therefore provides for involvement in all areas of society (school, hospitals, courts, universities, workplace, sport, post offices, banks, market and supermarket, pharmacies, free time, etc.).

Concerning the reasons that prompted people to leave their country, the majority declared that they followed their family or friends. This is probably not surprising given that, as we have already seen, the majority of the selected group belongs to a young age group and is mostly made up of women. It is therefore easy to imagine that they have left their country to join their parents or husbands. The other stated reasons are divided between work (30) and study (8) and motivations linked more to difficult situations in one's countries of origin: political reasons (7), war (14), persecution (2).

Table 9 - Reasons of immigration

Reasons of immigration	Informants
Study	8
Work	30
Family reunion	34
Political reasons	7
War	14
Persecution	2

The answers to the next items provide information regarding the expectations of the people interviewed, a factor that can influence some educational choices. Almost all the interviewees declare that they want to study and immediately find the job that best suits their inclinations; among the various declarations, in fact, we find the following answers:

- "I would like to work here and continue my studies";
- "I want to work as an administrative and social worker';
- "I want to go university and became a nurse";
- "I want to find a good job as an interpreter, teacher or social media manager";
- "My dream is to open a restaurant";
- "I want to study and be a businessman";
- "I aspire to be a doctor and establish my own business";
- "I want to be a driver";
- "For me, live in Spain it's an opportunity for is an opportunity not to waste my youth in worries while my country is at war";
- "I want more money to bring my children here to Spain";
- "I want to be a footballer and work in a restaurant";

- "I realised my dream: I help other people. I am a cultural mediator and also an educator for children. I had a bad accident and I did not speak Italian at the time. The mediators helped me so I decided to become one myself";
- "I am a singer and I want a career in music".

Other dreams of informants are the followings: become a translator; businessman; head chef; to have a quiet and normal life; to open a restaurant; tailor; bartender and have a house; open a bar; go to university and became a nurse; to become a pastry chef; go to university and find a job in the field of political sciences.

As confirmed by the answers provided by the informants, personal and professional fulfilment is of fundamental importance for everyone. However, the close bond with the family who remained in their country of origin should not be forgotten; many of the informants, especially those who had to leave their children at home, dream of being able to reunite with them in the new country and be able to offer them better living conditions: "I want more money to bring my children here to Spain''; "I want to reunite with my child who lives in another city in Italy, and to become a pastry chef"; "I have two children in Nigeria, and they are trying to get to Italy. I want to get together with my family"; "I'm happy, and I want my children, born here, to study in Italy and live well"; "I want to move to Germany with my husband".

The migratory experience and the difficulties associated with it mark the experience of many young people experiencing migration. For this reason, as can be seen from some of the answers provided by our informants, the desire to make themselves useful to other compatriots who are facing the same situation, alleviates discomfort and difficulties. The following statements are very significant in this regard:

- "I realised my dream: I help other people. I am a cultural mediator and an educator for children. I had a bad accident, and I did not speak Italian at the time. The mediators helped me, so I decided to become one myself";
- "I am a carpenter (I manage the carpentry of a welcoming centre), and I want to expand my business and continue to organise courses for other people".

The answers of those who are fleeing war and persecution in their country of origin to find peace of mind and improve their living conditions are also very significant:

- "My dream is to have a quiet and normal life. For me, living in Spain, it's an opportunity not to waste my youth in worries while my country is at war";
- "I look for a job in the host country and to have better social and health services";
- "I want to improve the lives of my family and mine also".

7.1.4 PERCEPTION OF THE HOST COUNTRY AND ITS CITIZENS

Almost all of the informants expressed very positive opinions, underlining how they were welcomed with respect and understanding and how they often found friendship and solidarity on the part of the host society. When we asked informants to specify the first word that comes to mind when they think of the host country, despite the diversity of the four countries examined, the answers express the same feeling of gratitude and appreciation. People living in Spain, for example, responded by making references to some typical traits of Spanish culture: «ocean and beach»; «country of music and dance»; «good food»; «Madrid»; «study and football». Referring to Spanish people, informants consider them as follows: «the Spanish are good people»; «in Spain, everyone is generous and nice»; «they treat me well, the Spanish are nice»; «Spain is a quiet country where people know how to enjoy life and love their families».

In the same vein, people welcomed in Greece have a positive perception towards the Greeks. Apart from the first word or thing that comes them to mind when thinking of Greece as for instance «History»; «better weather»; «beauty and nature», immigrants also propose articulated responses on perception as follows: «in Greece, there are good people, and there is no racism»; «in Greece, I've found good people and a nice place»; «Greece is a lovely country; I feel I'm safe». These positive perceptions constitute a good starting point in view of insertion in the host territory as people experiencing migration are predisposed to live there. In Italy the words that come to mind and the perception are expressed as follows: «Culture»; «pizza and food»; «beautiful country»;«safety»; «Italians are kind»; «Italy is a beautiful country, quiet and calm»; «I can go to school here»; «Italy is a peaceful country, and my daughters can go to school»; «Italians take care of people»; «life is beautiful here, and the people are friendly. I work as a house assistant, and everyone is kind to me»; «I met a lot of people here that helped me. I like how people help each other»; «I felt very welcome and found out about my passion for theatre here through friends''.

In Germany informants answers as follows: «Germany is very organised»; «The Germans are punctual»; «Germans are hardworking and punctual»; «I like Germany: ecology, education system, freedom to travel, social guarantees»; «in Germany everything is organised»; « People in Germany are nice and friendly. Everything is so clean and orderly, no

corruption»; «The help of the VHS [Volkshochschule im Landkreis Cham e.V.] staff is very valuable!»; «The education/ school system is very good»; The people in «Germany are very hard-working, friendly, open, but a bit distant»; «People are polite, correct and sympathetic. Germany is a good country because of its laws and rights»; «The education system is great»; «The citizens usually behave civilised, stand in the queue or at the red light, even at night, because they love their rules»; «What I like most is that Germans don't lose their inhibitions. And they always follow their traditions and culture»; «I like the cleanliness and I like that the Germans clean everything a lot»; «In Germany you have many opportunities for school or work»; «People in Germany are very nice»; «A united peaceful and prosperous Germany»; «with their reliable and disciplined nature, Germans created a safe, politically stable country that could help many others in the world».

The fact that immigration guarantees schooling, security, job opportunities is proof that these aspects were lacking in the countries of origin of the people experiencing migration, thus justifying their decision to migrate. All these testimonies demonstrate that immigration is much more than a simple journey, but it is a real economic, cultural and emotional investment. Through these testimonies, people claim the right to be considered as citizens who love their adopted land and who want to contribute to its development without clearly forgetting their land of origin. Faced with these challenges, action-oriented language training would be the best solution.

Figure 5 - **The first word or thing that comes to mind when thinking of the host country**

7.1.5 LINGUISTIC AND CULTURAL NEEDS

This section deals more closely with linguistic and cultural needs for a more in-depth analysis of the profile of the informants. In particular, the relationship that these people have with their L2 is investigated, trying to better understand their needs in the light of a learner-centred teaching. Considering the link between immigrants and the language(s) of the host country, 81 out of 86 respond affirmatively. This is an important figure because it indicates that they are mostly people well-prepared for learning a new language. The table 10 illustrates some positive and negative replies from informants.

Table 10 - Positive and negative feeling of Informants about L2

POSITIVE feeling about L2	NEGATIVE feeling about L2
Yes, I am satisfied with the German lessons because I have a good teacher. Yes, because the teacher is very nice and teaches very well. I am very satisfied with my German course. German is really difficult, but also very interesting and my German teacher is very good and very professional. Yes, but I would like more dialogue. Yes, but only if you have a basis. Yes, because my language teacher has intercultural competence and cares about foreigners and their culture. Quite satisfied. Yes, because it is well explained. I am satisfied because I like the learners' group and our teacher.	No, because no one cares. Yes, but I'm bored. Not really. Absolutely not. I can't understand it easily. Not satisfied. No, I think you can learn a language by the contact with other people with conversation. No, because it is difficult and boring. I need time to work. No, because it's difficult. Not really because it is difficult to work and study at the same time. Not much because everyone speaks a different language and if you don't have a basis of the language it is very difficult. You rely on your classmates.

If negative answers should push teachers to find more playful teaching and teaching approaches oriented towards the learner's needs, positive answers demonstrate that strong motivation is a good starting point for learning the new language.

7.1.6 MOTIVATION TO LEARN THE LANGUAGE OF THE HOST COUNTRY

Concerning motivation, through the experience of the informants, an attempt is made at this point to grasp the main motivation that pushed the people towards learning the language of the host country. Among the various needs that people experience once they arrive in the new country the most important are communicating, orienting themselves and making themselves understood. Learning the language therefore represents a primary and vital need. In addition, it is above all the need to find a job and communicate with colleagues and employers that pushes people experiencing migration to learn L2. Among the answers given to this question, in fact, we can recall the followings: «I need language to be able to talk to people»; «I need language to study and understand the country's situation, to read newspapers, and to make friends; it's crucial»; «I like to live and work in Germany, so I need the language to integrate into German society, work, and make new friends»; «It is crucial to know Italian to socialise and work for everything in Italy»; «I need to speak Spanish to talk with Spanish people, work here, and understand books, films, and theatre»; «I want to learn Greek and English because I will be working and I want to have a family here»; «To be able to communicate and become translator»; « Because I want to talk with people»; « To give my daughter a better education. To learn, work and have a nice new experience in life»; « because I would like to solve my problems such as going to the doctor, studying well»; «To work and to live in general. There are only a few people from Somalia and I do not speak english so I need Italian to socialise and access services»; «To work and to get together with her child (lawyers, documents…)»; «To speak and understand what happens»; «To study and understand the situation of the country, to read newspapers, to make friends, it's crucial».

Moreover, many women, who spend much more time at home with their children, respond that they need to learn the language also to help their children with their homework: «when my kids were little, I needed the language to help them at school». Therefore, there is a deep link between the motivation that drives people expressing migration, especially women, to learn a language and parenthood. As Maddii (2004: 50-51) explains, referring to the Italian context «sometimes the explicit request to acquire the Italian language corresponds to unexpressed requests for personal promotion, professional fulfilment, social redemption and re-enhancement of one's parental figure». Generally, in fact, men, driven by the search for a job, have a stronger initial motivation towards L2 learning. As Demetrio and Favaro (1992: 99) also note, «unlike immigrant men who have other (albeit limited) areas of socialisation outside the training place, for women the school becomes the privileged space of communication, often the accessible» and «very often they have been living in Italy for several years at

the time of their entry into the courses and have therefore already organised their life, acquired the new language in order to be able to respond to the communication needs (limited and predictable) that the work activity has solicited». In fact, these women rediscover the need for learning over time, after a phase of adaptation to the new situation which sees them mainly engaged in the home, in the family environment. Living, studying, communicating and working are certainly the keywords that summarise the answers of these informants. The language taught must respond to these crucial needs for linguistic and cultural integration in the host country. The language is needed not only because it is imposed by the local authorities, but also to know the rules and laws of the country and thus guarantee a citizenship process.

7.1.7 FAVOURITE LANGUAGE TEACHING METHOD

By increasingly analysing the interests and preferences of learners, the methods and tools through which they prefer to learn a new language are being investigated. Reading the data draws attention to the determining role of the classroom: many informants, in fact, claim to prefer guided learning in the classroom. Furthermore, some answers highlight the great role that technologies and social media play in language learning today, probably also because their daily use has become indispensable. Music and sport follow, and then the more traditional chat with friends and watching films in the language emerge as potential ways of learning L2. As can be seen, the answers indicate a prevalence of the classroom as a place of learning par excellence, but above all a dialogue with new learning tools and contexts (technologies, music, theatre, sports, etc.). To avoid boring learning paths, as some informants have pointed out in this survey, it is therefore advisable to alternate the language teaching activities in the classroom with other language teaching activities outside the class-room, in the computer lab or even at home through self-learning. Concerning the satisfaction with the way in which L2 was taught, the vast majority of informants (75) declare themselves satisfied. In 10, on the contrary, answer negatively. Only one informant declares a sufficient degree of satisfaction. The majority (65 out of 86) answered that they learned the language by following the courses provided by NGOs and voluntary associations that provide assistance to people experiencing migration. Other informants (18) learned the language by attending school lessons. Finally, only one of our informants seems to have learned the language mainly spontaneously at work.

Figure 6 - Favourite language teaching method
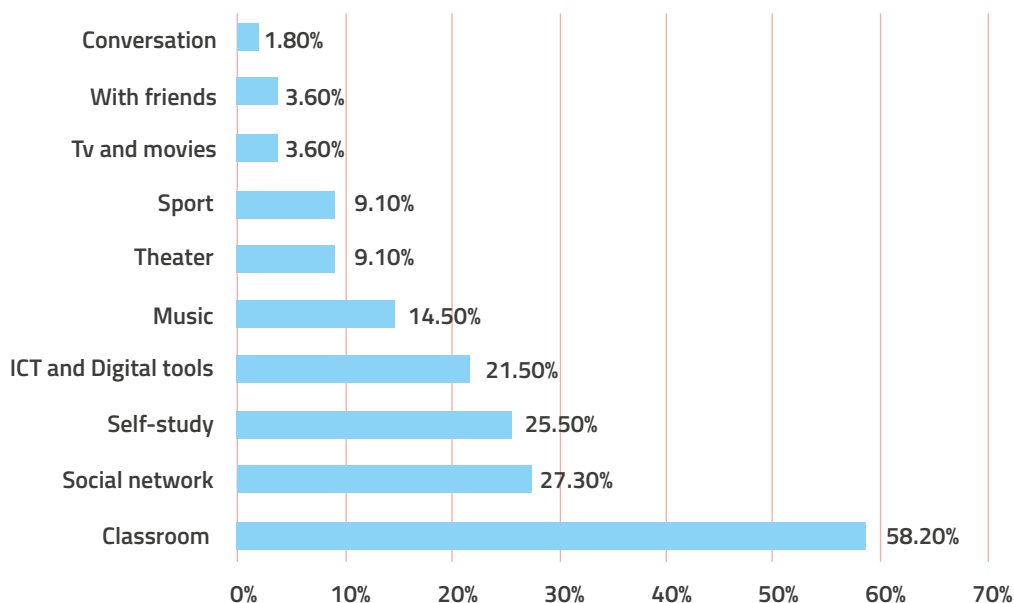
Through the methodologies just illustrated, informants express they want to develop the 4 linguistic skills (reading, writing, speaking, listening). They therefore learn the L2 to express their feeling and thoughts and explore the following subjects and areas: History, art, mathematics, science, Italian theatre and literature, Italian constitution, life in Germany,

How to find a job, what professions are there, special features, cuisine, culture and traditions, law, economy, IT, politics, psychology, learning German, grammar, music, mass media, habits in Spain, professional conversation. These answers are not very surprising, since European cultures have always aroused great interest in foreigners. It is evident that this fascination survives and is still part of the imagination of people experiencing migration, especially the younger ones.

In this regard we can recall the concepts of BICS and CALP coined by Cummins (1984). Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialised. It takes the learner from six months to two years to develop BICS. Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterised by being abstract, context reduced, and specialised. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesising, evaluating, and inferring when developing academic competence. It takes learners at least five years to develop CALP. It takes may take at least seven years to develop CALP[8].

7.1.8 THE USE OF LANGUAGES IN DIFFERENT CONTEXT

Data show that almost all informants speak their mother tongue when interacting with family members, friends and people of the same nationality. Part of the selected informants claims to speak in L2 above all at school, during language courses, with teachers and other foreigners. Furthermore, many claim to use the language of the host country also to interact with local acquaintances. This represents an important fact, which indicates a greater level of integration and inclusion in the social reality of the host country. The value of this question is underlined by Vedovelli (2010:131) when he states that «if the classroom is a social environment, in the planning phase of the interventions it is necessary to analyse the characteristics of the social network in order to assign to the classroom and didactic communication a compensatory, substitutive or integrative function of sociality processes. Furthermore, the analysis of the interactive situations in which the migrant lives can represent the basis for defining the progressions of the teachings in relation to the needs in the social life of the people experiencing migration».

Concerning the areas (public and private) in which people experiencing migration use the L2 the most, the majority of informants responded by referring to the market and supermarket (86%) a place where they have to interact in the local language every day. Then follows the hospital (70%), another place where, if there is no presence of cultural-linguistic mediators, it is important for people experiencing migration to express themselves in L2. Post offices (58%), banks (55%), administrative and employment offices (60%), as foreseeable, are the other places where citizens of foreign origin are confronted with the language of the host country.

7.1.9 THE ROLE OF THE CULTURE OF THE HOST COUNTRY AND THE COUNTRY OF ORIGIN

Informants are asked to indicate the cultural elements they like the most about the host country and the country of origin. Concerning the country of origin, sport, fashion, language, music, food, politics, hot weather and religion are the main cultural elements informants can not stand. As regards, however, the country of origin, many of the interviewees claim to love their country, but to hate the war, racism, the political situation and the impossibility of studying or working. The elements that are most appreciated in the host country are the language, music, food, fashion, design, landscapes, football, art, sea, beach, people, tourism, freedom and history.

7.1.10 THE FIRST WORD LEARNED IN L2

To the item relating to the first word learned in L2, the answers are varied; we list only the main words written by the informants: ciao, hola, buongiorno, ΓΕΙΑ ΣΑΣ, καλημέρα (*good morning), good morning, Grazie, Gracias, polizia, police, water*, etc. If on the one hand expressions related to greetings such as hello refer to an informal link with the citizens of the host country, words such as police instead indicate a link with formal contexts. These responses reveal that adults experiencing migration are aware of the importance of linguistic competence to communicate in different contexts. They therefore need to be able to use the language in both formal and informal contexts.

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8. https://www.colorincolorado.org/faq/what-are-bics-and-calp

Figure 7 - The first word learned in L2

7.1.11 MAIN DIFFICULTIES ENCOUNTERED IN LEARNING A NEW LANGUAGE

With reference to the main difficulties encountered in learning a new language, almost all of the informants responded by referring to the problems encountered in dealing with the grammar and syntax of a new language; many report the difficulty they had in relating to a language that even has a different alphabetic system than their mother tongue. This latter difficulty has been reported by many people, especially those residing in Greece and having mother tongues with Latin or Arabic alphabets. An informant quoted that: "The alphabet is different and writing is a lot complicated". Others, on the other hand, underline the difficulties encountered in orality, stating that native speakers often speak quickly and it is not always easy to be able to follow what they are saying. Here we have some examples from our informants: "Spaniards speak really fast for me", "The spelling of the people", "People speak fast". In front of these difficulties for many adults, "School is difficult and boring".

7.1.12 WRITING AND READING COMPETENCES

The next item focuses on reading and writing skills, asking informants in which language they write and read and how many books they read. In general, most of the interviewees answered that they mainly read and write in their native language, especially if they mainly read to have fun. Reading in L2 mainly concerns texts used at school or university. A very interesting figure, which will also be discussed later, concerns the use of social media and messaging applications on telephones (Whatsapp): many informants, in fact, declare that they use both their native language and L2 to read and write short messages. It is therefore clear that technological tools are now highly appreciated by learners, especially by the younger ones, because they offer various possibilities, both in learning and teaching a foreign language. Many adults experiencing migration describe their writing and reading competence as follows:

Table 11 - Writing and reading competences of informants

Writing and reading competences of informants	
I have read one book in Spanish. I like to read fiction and journalism books in Ukrainian, Russian and English. This year I have read a few books. I like to read about psychology and history. I have read 1 book in Spanish. I read books on the Internet. I read 3 books in Spanish. Sometimes I read books. I don't read books, only social networks in Arabic and English. I write in English mainly on social media. I read about 5 books a year. I can write in English. I can write in Italian and read books about law to understand how to get her child back; I can write and speak in Arabic and Somali. Only read the Koran; I speak and write Italian well but with some grammar mistakes. I use tiktok and whatsapp in Arabic and Italian. I study at university in English and Italian.	I haven't read books. I haven't read anything. I read books in Italian and Farsi. I read two books a year. I mostly read medical articles online. I write in my language. I read 2 books a year, in Dari, Pastu and Italian. I read documents, history books, and Italian course books. I like to write in Italian, my language is English. I write on facebook. I write to study and to work. I can write in English and Pidgin English; I can write in Italian but with mistakes. I can write in Hindi and English but not well in Italian. I can write in Arabic and Italian. I can properly write in Tamil and Italian. I read in Italian some books about art. I can write very well in Italian and English because Mandinka is not a written language; I can only speak English; I am learning Italian.

Despite the legitimate difficulties that immigrant adults may have in learning L2, and even if not all of them read books and newspapers, these testimonies demonstrate that our informants use their plurilingual competence to read and write both on paper and on digital media demonstrating thus their plurilingual and multimodal skills. Another fact to take into consideration is the function of reading and writing which is useful both for instrumental (work, university, children's homework) and cultural reasons (pleasure, free time, keeping informed, general knowledge). All these elements contribute to creating linguistically and culturally prepared European citizens.

7.1.13 THE USE OF MASS MEDIA AND SOCIAL NETWORKS

Very interesting, as already mentioned above, is the data concerning the use of the mass media (TV, Radio, Internet, Social Networks), all informants declare that they use them a lot, to keep in touch with family, friends and, in general, not only to find out about what is happening in their own country, but also where they currently live. It is for this reason, therefore, that they claim to use both their native languages and L2 in their daily use of social networks.

The use of mass media for information confirms the digital literacy of people (despite the traditional illiteracy of some of them). Mass media and especially social networks are the way par excellence not only to inform people experiencing migration but also to maintain and disseminate their languages, with all the resulting advantages from an affective and cognitive point of view. We also point out that these immigrant languages are not formally and systematically recognized in the 4 partner countries involved in the project, even if a greater openness is observed in Germany. Social networks are not only the space for the affirmation of immigrant languages, but also a platform for a dialogue between immigrant languages and the official languages of the host countries. This dialogue creates the conditions for linguistic and cultural peace between native and immigrant citizens. Many adults experiencing migration describe their experience with mass media and social networks as follows:

Table 12 - Experiences of informants with mass media and social networks

Experiences with mass media and social networks	
Yes, I use the Internet, Facebook, Youtube, Instagram and Whatsapp in Persian, every day. I use Tv, Youtube, Facebook, Twitter, Instagram and Whatsapp in Pashto. I use social media (Youtube, Whatsapp) and TV and Internet in Dari. Yes, I use TV, Internet, Youtube, Instagram, whatsapp in Italian, English and Persian. I use Facebook, Instagram, Tiktok, Youtube in Arabic and Italian. I use Whatsapp in French and Italian. I use Whatsapp, Facebook, and Instagram in Tamil. I listen to the radio in Thai and German. I use Facebook, Instagram in Persian Kurdi and Arabic and I watch TV in German.	I watch TV in French and Spanish almost all day. I use the Internet all day in Ukrainian, Russian and English. I use these Mass media every day in Spanish. I use Facebook in Amharic and English. I use Youtube, Tiktok and Whatsapp in Arabic and Italian. I use Whatsapp, Instagram, Tiktok, Youtube in English and Italian I use Whatsapp, Facebook, Instagram, in Italian and Arabic and watch TV in Italian. I use Whatsapp, Facebook in English and Hindi. I use Whatsapp in Tamil and Italian (for work). I use Facebook in Vietnamese, Internet, Instagram in German and Russian, Telegram in Ukrainian language, TV (Netflix) in German and English, Radio in Bavarian.

Regarding the use of other codes, different from verbal language, many informants claim to use different codes such as dancing, drawing, singing, painting, cooking, doing sport, praying. It is curious to note that these are mainly activities carried out in free time.

7.1.14. LANGUAGE BARRIERS AND LINGUISTIC AND CULTURAL MEDIATION

Among language barriers, people experiencing migration currently living in Spain report how fast native speakers talk to each other; this often causes difficulties in fully understanding conversations. Migrants who have been received in Greece, on the other hand, report the difficulty of dealing with an alphabet different from the one of their languages of origin. Foreign citizens living in Germany report the difficulty of relating to native speakers who often use a linguistic variety typical of a particular area, in this specific case the Bavarian dialect, a little different from standard German. The same difficulty is reported by people living in Italy, whose great regional linguistic variety is particularly well known. Furthermore, people experiencing migration in Italy also report the limited knowledge that adults or elderly people have of the English language, which could often solve problems of misunderstanding. With reference to cultural barriers, people report the difficulty in relating to cultural and religious elements different from their own and the prejudices and stereotypes that surround the figure of the 'migrant' in various European countries, especially in recent years.

We asked people to specify how the host country tries to resolve any barriers that have arisen and if they are satisfied with it. To this question, many people report the difficulties encountered in finding work, a house to rent or even more simply in taking public transport. Some recognise that they have been able to count on the help and generosity of voluntary associations and neighbours. Furthermore, many informants tell of their bureaucratic and administrative problems, mainly linked to the long time it took to obtain the residence permit, the recognition of educational qualifications and to proceed with the reunification with their family members. These are issues that represent real obstacles to the attainment of that security and that much-desired stability after so much suffering.

The overall reading of the data allows us to have a fairly precise representation of the migrant. The data highlight the role of training in the situation of immigration, which, as Demetrio and Favaro (1992: 88) state, «must therefore be read and placed within an individual and collective dynamic, which sees coexisting needs and ambivalent tensions that oscillate between projects of return, social promotion, need for adaptation and acts of stabilisation".

▪ 7.2 Findings of teacher survey

In many European countries, the institutions and associations that deal with welcoming process of people experiencing migration from disadvantaged conditions (people seeking refuge; people seeking asylum; unaccompanied minors, undocumented people experiencing migration) often operate within an emergency framework, dealing with the immediate needs of migratory flows, although over the years they have managed to build and consolidate a network assistance model. People experiencing migration, seeking asylum and refuge are supported by these institutions in terms of housing, health, legal and language training assistance, through the activation of projects managed by associations that deal with the social sector, local authorities and welcoming centres. The assistance models, made feasible by the synergistic work of different institutions that collaborate with each other, have spread throughout many European Union countries. One of the most important factors within the welcoming pathways certainly concerns the teaching of L2, due to the fundamental role that language has in the process of social and work integration of people experiencing migration (Beacco, Little & Hedges 2014).

Traditionally, L2 teaching is oriented towards satisfying the linguistic needs of the learners to whom it is addressed, making them explicit in linguistic-communicative objectives, within programming (Ager 2001) and in respect of the gradual acquisition of the language (Rastelli 2009), as well as the motivation. The teaching of L2 to students characterised by situations of vulnerability and disadvantage is not a recent condition within language teaching practices (cf. Diadori, Palermo, Troncarelli 2009), but it represents a rather widespread scenario in Europe. The flourishing of language teaching courses, both in universities and professional centres, in recent years has allowed the personnel working in the field of L2 teaching to undergo a significant update. The role of the teacher is often parallel to that of the social worker, the official who works to solve the problems connected with the life context of the learner-users, becoming a multifunctional figure who accompanies the migrant along the life path in the host country.

The subject of this part is the analysis of the questionnaire about the perceptions of 63 professionals (teachers, mediators and operators) involved in the process of social and linguistic integration of people, a useful tool for the development of teaching activities adapted to the actual linguistic and cultural needs of the learners. The analysis of the structure is faced together with that of the choice of the twenty-four questions overall. All the data emerging from the research is presented and a more critical reflection is useful for the subsequent elaboration of new didactic activities calibrated according to the needs of the learners.

7.2.1 PERSONAL AND LINGUISTIC PROFILE OF THE INFORMANTS

For research purposes, the activities of teachers and mediators from various institutions of the countries involved in the survey were examined, many of which are cooperatives, cultural associations and non-profit organisations operating in partnership with reception centres. The data was provided by 32 teachers, 6 linguistic-cultural mediators and 23 social operators and administrative employees who deal with the linguistic and cultural training of people experiencing migration residing in the various cities of the project partner countries. It is interesting to observe that teachers, mediators and operators involved in the survey do not only come from the 4 European countries involved in the ALL-IN project, but they are originally from other countries (India, Czech Republic, Iran, Nigeria, Guinea, Ukraine). This diversity is useful to provide adequate information regarding the host country, but also to be able to learn/teach about the linguistic and cultural dynamics of the countries of origin. It is no coincidence that the informants speak many languages other than the official languages of the 4 European countries involved in the ALL-IN project.

Table 13 - Nationalities of informants

Nationalities	Informants	Nationalities	Informants
Bengali	1	Italian	19
Czech	1	Nigerian	1
Greek	16	Spanish	9
Guinean	1	German	13
Iranian	1	Ukraine	1
		Total	63

Most of the teachers, mediators and operators who work within – or on behalf of – reception centres have at least a first-level degree and, in many cases, also a master's degree in linguistics or language teaching.

Table 14 - Educational qualifications

High school diploma	4
Bachelor degree	29
Master degree	22
PhD	1
Not specified	7
Total	**63**

The reliability of the data we propose is determined not only by the diversity of the nationalities of the informants but also by the diversity of their professions, their institutions, their cities of residence.

Table 15 - Institutions involved in the survey

Institutions involved in the survey	
GREECE	**12**
Church of Greece	8
INEDIVIM	1
Democritus University of Thrace	1
National and Kapodistrian University of Athens	1
1ο Γυμνάσιο Μάνδρας	1
SPAIN	**9**
Asociación Guaraní	4
CEPI Chamartín	3
Amigos de Europa	1
Istituto Pedro Arrupe	1
ITALY	**19**
Antoniano Onlus Bologna	1
Arci Solidarietà Bologna	8
Centro Astalli - Palermo	2
Cledu – Università di Palermo	1
Consorzio umana	1
COSPE	4
Court of Palermo	1
Moltivolti	1
GERMANY	**15**
Adult Education centre in the district of Cham (VHS Cham)	11
Private language school	1
Vocational schhol Cham	2
Administration Language department	1
Non specificato	8
Total	**63**

Table 16 - Profession of the informants

Profession	Informants
Administrative officer	6
Lawyer	3
Linguistic and cultural mediator	6
Medical doctor for people experiencing migration	1
Project Manager	4
Psychologist	2
School Director	1
Socio-educational worker	5
Sociologist	1
Teacher	32
Vocational education	2
Total	**63**

Table 17 - Nationalities of informants

Cities	Informants
Athens	10
Bagheria	1
Bologna	8
District of Cham	11
Florence	4
Freiburg	1
Gattatico (RE)	1
Heraklion	1
Larisa	2

Cities	Informants
Lucena	1
Madrid	8
Μανδρα	1
Palermo	6
Perama	1
Pescia	1
Regensburg	3
Thessaloniki	2
Not specified	1
Total	**63**

7.2.2 PERCEPTIONS ON MIGRANT INTEGRATION POLICIES

The questions relating to the linguistic profile show the presence of a rich repertoire, mainly in line with the official languages of the countries involved in the project, therefore Italian, Greek, German and Spanish. Furthermore, they are asked to specify how many and which languages they use in the workplace: we notice that many of the interviewees use more than one language, also on the basis of the origin of the people with whom they deal and work on a daily basis. From the answers, a good knowledge of other languages also emerges, perhaps learned because they are widely spoken in their own country or learned during the course of study.

Table 18 - Mother tongues of the informants

Language	Informants		Language	Informants
Bengali	1		Greek	15
Czech	1		Italian	19
Czech and German	1		Spanish	9
Esan	1		Ukrainian	1
Farsi, Greek, English	1		Not specified	2
German	12		Total	63

Table 19 - Work languages of the informants

Language	Informants		Language	Informants
Bengali, Urdu, Hindi	1		Greek	1
English	1		Greek, English, German	1
English, Greek	1		Italian	1
English, Greek, Farsi	1		Italian, English, Pidgin English, Esan, Hausa	1
English, French	1		Italian, English, Spanish	1
English, Italian	12		Italian, German	12
English, Italian, French	1		Spanish	1
German, Czech	1		Spanish, English	1
German, English	1		Not specified	1
German as foreign language	12		Total	63

7.2.3 PERCEPTIONS ABOUT LANGUAGE POLICIES

With reference to the perception of integration and language policies in the various European countries involved in the project, the answers, obviously, are very varied and differ precisely according to the country. Indeed, as is well known, while the European Union has embarked on a process of communitarisation for immigration policies since the 1990s, for those more specifically concerning integration in the host society, the EU can provide incentives and support for measures taken by individual Member States, but no harmonisation of Member States' laws and regulations is envisaged[9].

With reference to the requirements for the access of people going through migration to their own country and to the integration policies currently in force, the German informants responded by referring to the most recent laws and amendments: «since the turn of the millennium, we can observe a paradigm change. However, economic and labour market interests were paramount. The Green Card Initiative (2000-2004) aimed to facilitate the temporary immigration of IT specialists. The "Immigration Law" in 2004 includes facilitations for the influx of (highly) qualified foreign labour and supports, for the first time, the integration of immigrants and their descendants. The Law on the Regulation of Labor Migration (2009) reduced further immigration obstacles. Since August 2012, highly qualified members of third countries with a German or a comparable university degree can apply for the Blue Card. However, due to an increasing shortage of people entering some specific professions, e.g. (medical professionals, natural scientists, mathematicians, engineers, IT experts, etc.), the government in Germany amended further regulations for entering the labour market. EU citizens have the Freedom of Movement Act/EU. They are treated equally to German citizens»; «as for asylum seekers, the German government gradually reduced the hurdles to labour market access. Currently, people seeking asylum with good prospects to remain in Germany are not permitted to work just in the first three months of their stay in Germany. After that, they may start employment with the consent of the Federal Employment Agency. Asylum seekers and those granted leave to remain from "safe countries of origin" who applied for Asylum in Germany after August 31, 2015, have been facing restrictions since the inception of "Asylum Package I" ("Asylum Procedure Acceleration Law"). These people may not work». Likewise, Italian informants answered by highlighting slow and complex bureaucratic processes and the lack of clear and balanced migration and integration policies, underlining how the migration phenomenon over the years has mostly been treated as an "emergency": «there are three types of visas to enter Italy: study, family reunification, and work. The third is through annual quotas, which are very few, and the process is very bureaucratic. The others enter 'illegally' and on Italian soil and apply for protection. In practice, the request for protection makes up for Italy's lack of migration policy. Immigration programs are only those through quotas for work reasons»; «the migration policies in Italy suffered from sudden changes that confused the system for people working in this field. As a result, the general direction is toward closure and populism»; «entry into Italy depends on the country of immigration; if you are European, there is no problem getting into Italy; if not, it depends on bilateral agreements between countries. To enter Italy legally, you can join for study, work, family reunification, and tourism. You cannot change a tourist visa into a different residence permit, e.g., for work: humanitarian, refugee, health reasons, and childcare. There are many types of access. The requirements for obtaining visas and residence permits are more complicated».

Spanish informants also answer by underlining the shortcomings and criticalities of their country's migration and integration policies: «the migration policy is highly restrictive, racist, and discriminatory towards people experiencing migration from the south of the European borders»; «nowadays is hard to get into a regular situation being a migrant. The first step is to get citizenship, and for it, usually, people going through migration must be with a non-regular status for at least three years. There is also the possibility of applying for asylum, but just a very low percentage gets it. There are many programs for people, but not all of them work with "undocumented" people, and this complicates their situation».
The Greek informants answered as follows: «there are few programs in the last year and after the problems with the pandemic»; «if people come illegally, and if they are underaged, the government has to provide them with a safe place to stay, such as a shelter, and after that starts the procedure of registration at the asylum office».
Concerning the personal perceptions about the adequacy of integration policies and the attitudes of society, in general, the answers of the informants confirm the impressions already partially expressed previously. The German interviewees, in particular, responded by emphasising how the perception of the phenomenon can change according to the political orientation of individual citizens: «in my eyes, the perception of German integration policy is not very positive; not good; it is very different, depending on which "bubble" you hang out in. AfD supporters (right-wing political party), for example, think the Integration policy is too relaxed, while other people see Germany as a modern immigration country»; «the perception in German society is very diverse, from critical voices to positive perceptions. In my opinion, many citizens do not

9. https://www.europarl.europa.eu/factsheets/it/sheet/152/politica-di-immigrazione.

know much about integration policy. However, the majority is open-minded and optimistic about the integration policy»; «people discuss whether the Govern should revise the Immigration Act as Germany needs more immigrants due to the "shortage of skilled workers"».

Spanish informants also report the perception of various and different opinions about the migratory phenomenon, both in relation to the origin of the people and to the narrative that makes them conservative press: «the Spanish Government, as part of a liberal higher structure (EU), seems to deliver a solid design and a big commitment to the integration poli-cy. Nevertheless, they act aggressively with the people trying to reach the Spanish border from Morocco (in Ceuta and Melilla). On the other hand, research and polls show that the Spanish are more tolerant and open-minded than the aver-age EU regarding integration. In any case, Spanish conservative media are quite an alarmist, trying to depict immigration as an "avalanche". This speech penetrates society»; «there are free and public resources for migrant people (like CEPIs in the Community of Madrid), but they are few and overcrowded. Also, there is little information about these resources and procedures for migrant people, and methods of regularisation or renewal are very complex, so it is not easy to succeed without support»; «the attitudes of society are very varied. It depends on the context (city, town, place, etc.). In general, the Spanish culture is open and welcoming, but there are still a lot of prejudices and discrimination in some areas and cir-cumstances that obstruct migrant people from finding a job, a house, or access to some resources in similar conditions». Italian informants responded by highlighting, once again, the problems and shortcomings of Italian policy in this matter and the related risks: «the policy is deconstructed because each minister of the interior changes name and structure. There is also a territorial difficulty: each territory is distinct and has a different capacity to absorb immigrants. It is an elitist and exclusionary policy; it poses problems for some nationalities whose country of origin is unsafe. In the welcoming sys-tem, ideologies engulf fear and fall into welfare. No one takes a position because of ideology. It is a substantial limitation of the welcoming process. Another rule of the reception system is the workers employed: workers' salaries and turnover. Worker improvisation also dictates turnover (any person can do this). This is not the case. There is no growth of workers and no qualifications. Society is better prepared than it was five years ago for migration; there is more custom in dealing with people. It may not have improved only in the urban context. Maybe society has accepted the migration phenome-non»; «the migration policies in Italy suffered from frequent changes that needed clarification for people working in this field»; Italy's migration policies are full of red tape and do not ensure that those who arrive in the country have smooth access to services. Thus, the risk is being left on the margins of society».
Even the Greek informants, while acknowledging the efforts made in recent years by the institutions, report the percep-tion of conflicting opinions on the part of citizens on the migratory phenomenon and the need to continue working for more comprehensive policies that make up for the current shortcomings and related social difficulties: «regarding Greece, migration policy has been a high-priority issue for every government concerning managing the flows and securing bor-ders. Furthermore, the state has developed a very contextualised system to integrate refugees regarding schooling, social events, and access to the social care system. Society, overall, is keener on refugees, as many of them find themselves close relations to Greek people and living in Greece»; «racism towards immigrants, both structural and social. Immense paperwork and lacking a system for incorporation»; «a great effort is being made to integrate the refugees, but there is great difficulty and many bureaucratic problems. Lack of a state plan».
The majority of the teachers, mediators and operators interviewed (30 out of 63) still perceive migration as an emergency phenomenon; 23 informants, on the contrary, consider it a now structural phenomenon. Finally, only four informants consider it an occasional phenomenon.

Table 20 - Welcoming Immigration system

Welcoming Immigration system	Informants
Immigration as structural phenomenon	23
Immigration as emergency phenomenon	30
Immigration as occasional phenomenon	4
Not specified	6
Total	63

7.2.4. THE PERCEPTION ON THE MIGRATORY PHENOMENON

According to data processed by Eurostat and published by the European Commission, 632,300 asylum applications were presented in the EU in 2021, of which 537,300 for the first time, with an increase of 34% compared to 2020, but with a decrease of 10 % compared to 2019, before the Covid-19 pandemic (Figure 1). Most of the first asylum applications were made in Germany (148,200), France (103,800), Spain (62,100) and Italy (45,200).

Figure 8 - Number of asylum applications in Europe in 2021
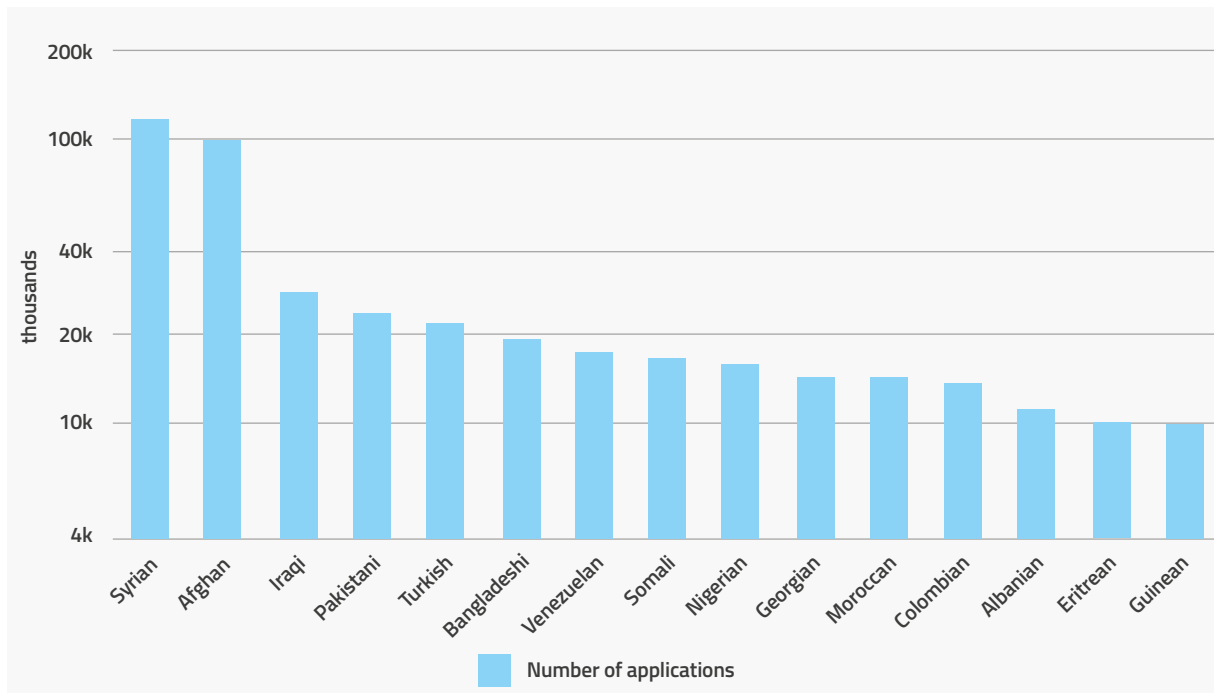
Source: Eurostat

For many of our informants (32 out of 63), therefore, it is a constant trend; for 23 of our informants, on the other hand, the trend is to be considered growing. Only 8 out of 63 respondents consider it to be in decline.

Table 21 - Migration trend

Migration Trend	Informants
Growth	23
Constance	32
Decline	8
Total	63

As is known, the restrictions due to the Covid-19 pandemic have led to a decrease in migratory flows in the various European countries, but, as we have seen previously, the numbers have started to rise again in 2021. The recent increases are due in part to the Russo-Ukrainian war and the desperate flight of thousands of Ukrainian women and children seeking safety and protection to several European countries[10].

10. https://www.europarl.europa.eu/news/it/headlines/society/20170629STO78630/statistiche-su-asilo-e-immigrazione.

These official data and migrant profiles are confirmed according to the perception of our informants. The interviewees in Germany, in relation to the main nationalities present on the national territory, in fact, answer: «currently, mainly Ukrainian and third-country nationals, refugees from the non-safe countries: Ukrainian, Iraqi, Syrian, Afghan, Ethiopian, and Senegalese»; «currently, many Ukrainians, otherwise quite mixed groups from many different countries».

In Italy, «the largest foreign nationality in Italy is Romanian (about one million citizens). The most numerous non-European ethnicities in Italy are Albanians, Moroccans, etc. Most of them are men; the average age has recently fallen. There are also many unaccompanied foreign minors. The level of schooling has dropped compared to before. They perform unskilled jobs, often related to national groups. For example, Albanians work in construction, and Filipinos in care and personal care»; «the foreigners in Italy are about 5 million. The majority are from Maghreb, Asia, and Europe. The profile has changed in the years: those who arrive these days have, on average, a lot more instruments (language, level of education)»; «in Italy, many people arrive from the African continent but also from Syria, Pakistan, Bangladesh, and Afghanistan. There are various profiles: minors, MSNA (foreign unaccompanied minors), and adults who are usually young, between 18 and 40 years old. They leave the country because of a problem: people fleeing war, climate emergency, etc. What they all have in common is the desire to improve their lives; the difference with others is that they do not take a plane but must make the journey by sea because of economic problems related to passports and visas. The educational qualification is varied: many of those encountered by teachers are Africans with low or no schooling, or interrupted, or on the contrary, are graduates'.'.

Even Spanish informants manage to get a very precise picture of the situation of people experiencing migration in their country: «there were 5.417.883 (11%) migrant people in Spain on 1 January 2022. Main nationalities: Moroccan, Romanian, British, Colombian, Italian, Venezuelan, Chinese, German, French, Honduran, Ecuadoran, Perúvian, Portuguese, Bulgarian, and Ukrainian. 52% women and 48% men. The foreign population is mainly young and has a working age. 82.2% are between 15 and 64 years old compared to 65% of the native people in that age range»; «main nationalities in Spanish: Latin nationalities as Venezuelan, Colombian, and Peruvian (Latin nationalities profile: female around 20 - 35 years old); Arabic nationalities as Moroccan, Algerian, and some ethnicities from Africa. In these cases, they usually are young males'.'.

As far as Greece is concerned, many of our interviewees point out that the main nationalities in the country are those from the Southeast Asian area and the African continent: «in Greece, immigrants come from Pakistan, Afghanistan, Bangladesh, Iran, Egypt, Lebanon, Syria, and various African countries»; «in Greece, most immigrants come from Afghanistan and Iran. Most are single men or women with children»; «in Greece, we host unaccompanied minors ages 12-18 from Afghanistan and Iran (Languages spoken: Farsi, Pashto)».

7.2.5. PERCEPTIONS ABOUT LANGUAGE POLICIES

A crucial point of our survey concerns the linguistic-educational policies referring to people in the four countries of the project partners. Our German informants report improvements in the most recent policies regarding migrant language training in German: «migration policy has changed in recent years regarding language and integration, especially after 2015. Overall, the educational offers have become more differentiated, tailored, and diverse. The volume has also increased. Overall, there are more opportunities for people experiencing migration and people seeking refuge. Immigrants have many opportunities to learn the German language, and there is financial support from the Federal Agency for Asylum and Migration (BAMF) to attend various language courses and educational programs available at many language institutions, adult education centres, and schools»; «there are literacy courses for asylum seekers which lasts 900 academic hours, and integration courses, which last 600 hours. The educational content is based on a framework teaching program issued by BAMF. The learners acquire the German language skills necessary for dealing with the demands of everyday life. At the end of the course, the learner takes a final examination (free of charge) called the "German test for immigrants" (DTZ), which corresponds to the B1 level of the Common European Framework of Reference for Languages. If the person has not passed the language test, the BAMF may permit them to attend the additional 300 hours free of charge»; «BAMF facilitates additional Women's interaction courses – an educational program tailored for women. It consists of 900 hours language course and 100 hours "Living in Germany" course. The aim of the course is that women learn German and can act independently in everyday life without assistance from others».

Spanish informants report the main language training programs developed in their country: «there is a language test for the acquisition of citizenship (A2 level) plus another sociocultural test (CCSE – "Constitutional and sociocultural knowledge of Spain") you need to pass. There are no compulsory teaching programs for migrant people, but for some procedures of regularisation (not all), you need to know basic Spanish (PECOLE level, which is like a high A1). For the arrangement of Arraigo, it's compulsory a program called "Know your rights" (an 8-hour course, free, given by the CEPIs, a public body, with content about the constitutional framework, tools for access to employment, immigration regulations and procedures, and resources for integration. There are some free courses for learning Spanish for migrant people in the CEPIs (public centres). Apart

from that, some NGOs offer Spanish lessons for people experiencing migration, but general and specific for people only the CEPIs. There are other public or private resources, but you must pay: school for adults, the official school of languages. At school, only the official language is used (Spanish and other national languages: Catalan, Galician, and Euskera). But some support teachers give some additional lessons in Spanish or other areas that need to be reinforced by some children. But the resources are few, and this only happens in some schools depending on the number of students with what they call "special need'. There are no specific resources for foreign children to learn Spanish "; «there is a language test (A2 level) you need to pass to acquire citizenship. For some cases of regularisation (arraigo laboral, social), you must pass a PECOLE test (Oral communicative efficiency test in Spanish) between an A1 and A2 level, a fundamental level. But it is optional for all the cases (depending on the regularisation procedure). The immigrant languages at school are not usually used, only the official ones. There are free and public resources (such as CEPIs in Madrid) for learning Spanish for migrant people».

Italian informants also report the main tools and programs made available to people for learning Italian: «there are lots of Italian language programs/courses for foreigners. In some contexts, they are compulsory; for example, there are 15 required hours of language training per week upon arrival. Then there are also many courses: CPIA [Provincial Center for Adult Education], institutions that deal with Italian L2 (Società Dante Alighieri), and universities that also give certificates (University for Foreigners of Siena, University for Foreigners of Perugia, Roma 3 University). Courses run by NGOs, private language schools, voluntary associations, and self-organised associations. State schools for minors also offer language courses. For state schools, the languages of immigrants depend on the schools: some very attentive schools have language mediators available, while others consider them very little»; «B1-level language certification is required for citizenship. Level A2 is required to receive a residence permit. Some CPIAs also have courses to take the third-grade licence. The AMIF fund finances many Italian language courses for people experiencing migration. Migrant languages are not studied in schools».

Greek informants, in addition to giving some general information on language courses, report some critical issues relating to language training programs for people in their country: «there is a tremendous demand for Greek lessons, but only some programs that make it easy for single mothers to participate or for working people»; «classes for people are held in reception centres (Greek and English courses are taught). Immigrant languages are not taught in public schools».

7.2.6. L2 TEACHING AND LEARNING METHODS: LANGUAGE AWARENESS AND MOTIVATION

As part of the survey, teachers involved were asked to express their preferences regarding traditional classroom activities or activities outside the classroom, formal or informal learning, public or private institutions, traditional or modern methods. From the survey it emerges that the informants prefer the activities carried out in the classroom, a formal training with a syllabus. It is also possible to note a clear preference for private institutions (including associations) over public ones. The preferred learning methods are certainly those considered modern, which include the use of modern technologies.

Table 22 - Language teaching and learning methods

Learning methods	Informants
Classroom language activities	49
Outdoor language activities	29
Formal learning (activities which follow a syllabus and is intentional)	37
Informal Learning (activities that are not undertaken with a learning purpose in mind)	28
Public institution (school, university, etc)	24
Private institution (school, university, NGO, association, etc)	30
Traditional methods (only textbook, learn through memorization techniques, etc)	35
Modern methods (student-based of teaching, use of technology, etc)	43
Individual - tailored methods	2

The contextualisation of linguistic activities, in fact, as is known, takes place in domains, divided into four different mac-ro-sectors in which a speaker may find themself acting (Council of Europe 2002: 18). The most suitable domain is the personal domain, which includes relationships within the family and among friends; then follow the public domain, which concerns everything related to normal social interaction (public administration, public services, relations with the media), and the professional domain, which includes everything that refers to the activities and relationships of a person in the workplace and/or in the exercise of his profession; the last domain most indicated by informants is the educational one, which refers to the context of learning and training (where specific knowledge and skills are acquired).

Table 23 - Language activities contextualised within domains

Learning activities within domains	Informants
Public domain (business and administrative bodies, public services, media, etc.)	28
Personal domain (family relations and individual social practices)	32
Occupational domain (person's activities and relations in the exercise of his occupation)	28
Educational domain (learning/training context to acquire specific knowledge or skills)	27

Concerning language awareness and motivation, informants are asked to indicate the activities proposed to stimulate their students. Motivation not only refers to the reason that determines the choice to study a foreign language, tradition-ally defined as integrative or instrumental motivation (Gardner, Lambert 1972), but also the measure of the commitment or effort that an individual puts into learning a language because of a desire and the satisfaction experienced in this activity (Gardner 1985: 10). The centrality of motivation, in addition to emerging from language teaching literature, is also strongly underlined in the documents drawn up by the Council of Europe and, in particular, in the Common European Framework of Reference (Council of Europe 2002) which considers motivational orientation one of the main factors to be analysed in order to develop training interventions on the basis of learners' needs. Therefore, the creation of a training course that takes the learner as a point of reference necessarily implies knowledge of his motivations for studying the language. Among the answers to this question, we find very varied and different answers: «I propose movement games, motivational exercises, grammar games, singing and rhythm, and film trailers to stimulate motivation»; «to stimulate motivation, I propose excursions to deepen what has been learned or convey knowledge vividly. Sports and creative units to increase motivation and performance; gymnastics, coffee breaks»; «experience shows that refugees are keener on learning if the activities are closer to what they are trying to do, ex when they are working, they want to learn more word-ing about work»; «I propose to students dialogues with German colleagues at work, on television, conversations in the seminar room, networking».

We also asked informants to indicate what they think the official language and dialects of the host country represent for adults going through migration. Many of the informants recognize that L2 often certainly represents a challenge for people experiencing migration, but often also an obstacle or even something traumatic: «the official language and dialects of the host country to adults represent a challenge since it is necessary for most essential procedures for integration (administrative, legal, application for places for education, job search, etc.)»; «an obstacle, a challenge. Sometimes rep-resent something traumatic»; «there are many situations where language is perceived differently. It must be incredibly frustrating not to know the language necessary to live in the chosen country. Some people learn the language to survive in the country, but some close themselves off and isolate themselves even linguistically (e.g., women). It is a vicious circle: they do not know the language and close themselves off. Society excludes them because they do not learn the language.

7.2.7. CULTURAL BARRIERS AND DIFFICULTIES ENCOUNTERED IN L2 LEARNING PROCESSES

With regard to the main difficulties experienced by their students in learning the language of the host country, the teachers involved, especially the Italians, report the lack of structured, complete and long-lasting courses that can accompany the migrant throughout the complex learning process: «there is no reasonable offer. Everything is left to the goodwill of the individual student. The CPIA struggles and does not respond to the needs of the public school. Language teaching is left to voluntary associations, job centres, and training centres, but these provide courses and are not schools in which to study for long periods. Time is needed!».

Greek informants, in addition to the difficulty associated with learning a language with a different alphabet, also point out the lack of free resources available to people experiencing migration who often already experience precarious work and housing situations: «there are not enough free resources to learn the language. The jobs are precarious. It makes it almost impossible to combine family, work, and linguistic areas». This last difficulty, in particular, is also reported by the Spanish informants: «Not enough free resources and time to learn because of survival necessities». Lastly, German teachers report more technical difficulties related to the methods of teaching and learning a foreign language: «some people can't relate to what we see as modern foreign language teaching. For example, participants from the former Soviet Union cannot cope with playful learning but only want classical frontal teaching and grammar/translation methods, and not communicative methods»; «lack of learning strategies for foreign languages».

Regarding the main difficulties encountered in teaching the language to adults, the answers are very varied and reveal problems related to the real motivation of the learners («language is not a priority for many immigrants»), the specific skills of the teachers («teachers without a specific competence»), lack of materials and tools («no books provided to us»). German informants point out that it is often possible to encounter a not very open attitude on the part of their compatriots towards people experiencing migration or difficulties related to certain cultural aspects of people : «Germans are often not very open-minded towards people going through migration, do not know how to behave, and do not want to be intrusive»; «contact between Muslims and Germans is problematic (children do not go to sports clubs, women do not leave home without their husbands, people are sitting by themselves, just in their cultural circles; family is much more important than friendships)». Furthermore, Spanish informants also report many difficulties in administrative and bureaucratic processes: «the procedures for regularisation are complex: finding a job requires knowing the language or access to some resource; difficulties in validating their degree of their country of origin; discrimination in some sectors (job searching, housing); less time and access to activities with local people; few activities promote integration with local people; few specific resources for migrant people and families; lack of support networks when they arrive». The same difficulties are also reported by Italian and Greek informants.

The answer of a Spanish teacher who sums up all these difficulties is very interesting: «the variety of profiles or levels. As there are few resources or classes, an adequate division by groups cannot be made, and teachers must deal with heterogeneous types. Sometimes it is positive, but it is challenging to advance at the same level. Sometimes there need to be more material resources (innovators, technologies) and a need for more educational materials. For example, most Spanish learning or literacy books are designed for children when working with adults. It is not the same profile, and the material should be adapted to adults, especially people experiencing migration, with their contexts and learning needs. Sometimes the lack of consistency in student attendance is a problem since they are occasionally vulnerable groups that must reconcile their lives with the employment search, sometimes they move frequently, etc., but this way, it is challenging to advance and plan the classes».

7.2.8. INNOVATIVE TOOLS FOR TEACHING L2 AND LINGUISTIC MEDIATION STRATEGIES FOR INTEGRATION

The survey has been useful to understand which strategies and innovative tools our informants use to teach L2 to adults experiencing migration. Reporting the experience of Asociación Guaraní, a Spanish teacher observed that: «we use music (songs), films, easy games (such as bingo, domino with words, and quizzes), and sometimes theatre to teach a language. As a result, it is easier to learn and get the participants' attention, and they can also develop other abilities (social and artistic abilities). But it is not standard in the educational system; it depends on the teacher». The answer of another informant also follows the same line: «it is only sometimes that they use other languages during teaching classes. It depends on the teacher. Sometimes to explain or recognize a word. Generally, the strategies used are the classic ones (books, grammar, vocabulary learning). Still, sometimes they use music (songs), parts of films, and little by little more technologies like resources on the internet».

Concerning the use of mediation strategies to solve problems, the Spanish interviewees answer as follows: «CEPI: in the Community of Madrid (only), there is a public and free service with eight centres for the integration of migrant people with different benefits: legal advice, psychological attention, labour, counselling, job search, training, Spanish classes, school support, information on resources and social support. All these services prevent problems and also have social and cultural mediation services. CAR: in all of Spain, there are 4 in Spain (Madrid, Valencia, and Sevilla). They are refugee care centres. They have a translation, interpretation, and mediation services. But they are temporary accommodation services and are only offered to people seeking refuge and asylum residing there. Social Services: in each municipality of the country, there is a social and cultural mediator (usually, they speak foreign languages) to solve problems or mediate between migrant people and other people or resources (public or private). In some places, this isn't enough, and the services are crowded. In some municipalities, such as Madrid, there is a free telephone interpreting service for municipal services and procedures, which also translates documents. However, it has a specific schedule and translation for only a few languages: English, French, Chinese, Romanian, Arabic, Bulgarian, Russian, Polish, and Ukrainian. There are also a few NGOs with free services of translation and interpretation. Other services have to be paid for or contracted by the interested person»; «there are some cultural mediation services in Social Services and the CEPIs, but they are often overcrowded. Also, there is a service of translation via telephone in some public places where there is no face-to-face translation, but it depends on the centre/resource and the language needed. In many of them, they ask you to bring a translator».

German informants reported as follows: «offer courses with different language levels, language courses with thematic focuses, training/continuing education for language teachers in language teaching combined with thematic obsessions, information events for learners where they teach that learning is not necessarily associated with high demands»; «offering training/continuing education for language teachers in cultural studies of the learners; «countries of origin»; «contact with local people»; «more offers for these groups such as cooking courses, programs and event from associations and clubs, neighbourhood help, language mentors at schools or in German courses, excursions, etc».

The Greek teachers, for their part, remember: «immediate school enrollment and Greek lessons in the shelter. Activities such as museum visits, multicultural festivals, and youth centres use social media to help immigrants connect with the culture»; «University of Athens tries to organise adult education classes». In Italy there is «relational and linguistic mediation of moments of confrontation in the classroom, management of relations between students through dialogue, and acceptance of the various points of view, all of which are legitimate in front of the students».
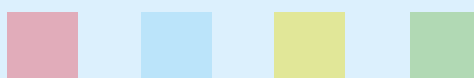
8. Recommendations on strategies and good practices

According to the *Action Plan on Integration and Inclusion 2021-2027* of the European Commission, the European way of life is an inclusive one. Integration and inclusion are key for people coming to Europe, for local communities, and for the long-term well-being of our societies and the stability of our economies. If we want to help our societies and economies thrive, we need to support everyone who is part of society, with integration being both a right and a duty for all. For the same Action Plan, learning the language of the host country is crucial in order to successfully integrate. Combining language training with the development of other skills or work experience and with accompanying measures has proven to be particularly effective in improving access to and the outcome of language training. Finally, gaining an understanding of the laws, culture and values of the receiving society as early as possible, for example through civic orientation courses, is crucial for migrants to fully participate in the receiving society (European Commission, 2020).

In this section, we will resume and summarise 4 objectives proposed by the *Action Plan on Integration and Inclusion 2021-2027* and we will illustrate them in terms of analysis of linguistic and cultural needs to subsequently propose innovative and adequate teaching approaches.

EDUCATION AND TRAINING

- People experiencing migration participate in comprehensive language training and civic orientation programmes which start upon arrival and accompany them along their integration journeys.

- Language training should not stop a few months after arrival. Language classes should be supported also for intermediate and advanced courses and tailored to the needs of different groups.

- Teachers should be better equipped with the necessary skills, and the resources and support to manage multicultural and multilingual classrooms for the benefit of both migrant and native citizens.

EMPLOYMENT AND SKILLS

- Many people experiencing migration arrive with skills that are highly needed in our labour markets but they often face difficulties in having them valued and finding jobs that reflect their skills level.

- Women experiencing migration are at particularly high risk of being overqualified for their job, which may lead to depreciation of their skills.

- Facilitating the recognition of qualifications acquired in third countries, promoting their visibility and increasing comparability with European/EU qualifications, while offering bridging courses to help people complement the education acquired abroad, is key to a faster and fairer inclusion of migrants into the labour market and enables them to fully use their competences and skills. This can also help people experiencing migration to pursue their studies in the host country thus increasing their level of participation in higher education and lifelong learning.

HEALTH

■ Insufficient access to healthcare services can be a major obstacle to integration and inclusion, affecting virtually all areas of life, including employment and education.

■ People experiencing migration are confronted with specific persistent barriers to accessing healthcare services, including administrative hurdles, fears linked to uncertainties about the duration of their stay, discrimination, a lack of information and of familiarity with the healthcare system, and linguistic and intercultural obstacles.

HOUSING

■ Access to adequate and affordable housing is a key determinant of successful integration.

■ Increasing housing prices, shortages of affordable and social housing, and discrimination on the housing market make it difficult for migrants to find adequate and long-term housing solutions.

Starting from these 4 objectives, we suggest taking into consideration the domains in the migration project and the possible articulations of the migrant language needs proposed by Vedovelli (2010).

Table 24 - Domains and articulation of needs

Domains	Articulations of needs
Reception and regularisation	Find an immigrant reception office Contact a lawyer Submit the application for regularisation Get the documents for the stay
Employment	Find a job Prepare a curriculum vitae Have a job interview Social integration at work Acquire technical-specialist vocabulary Find professional qualification courses
Housing	Finding accommodation Write and read an announcement to find a home Acquire tools and skills for proper home management
Health and welfare	Know the map of the territory Locate services in the area Learn how to use the services Acquire specialised terminology
Education and training	Locate the training facilities that provide language courses Access the courses at times compatible with work and family commitments Being able to leave and re-start the training courses Acquire verbal and non-verbal communication skills Knowledge of the culture of the host country Recognition of qualifications and skills acquired Professional training

Domains	Articulations of needs
Socialisation and free time	Connect with natives and compatriots Relationship with mass media and social networks Locate places of aggregation with natives and compatriots Expand interpersonal relationships with natives and compatriots Identify hobbies and link them to educational activities

We conclude this recommendation section referring to the *Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants* (LASLLIAM)[13]. It is the new reference guide developed by a group of experts and the Council of Europe Education Department to support high-quality learning environments for non- and low-literate migrants. As we observed in this Guidelines, Council of Europe confirms non-literate or low-literate migrants have specific educational needs, as they must learn a second language while either learning to read and write for the first time or developing basic literacy competences in an alphabet or writing system sometimes different from the one they will have learned initially. When it comes to language or knowledge of society courses, these needs are rarely taken into consideration, and this group of migrants is rarely offered a sufficient number of hours to reach the language level required (Council of Europe, 2022). For this reason, LASLLIAM aims at supporting language educators, curriculum designers and language policymakers in their endeavour to design, implement, evaluate and improve curricula, syllabi and teaching materials tailored toward the specific needs of the target learners. Even though many of our informants were high school and college graduates, our survey highlights the severe consequences of insufficient educational provision for non- and low-literate adults. As the LASLLIAM report well recalls, this vulnerable group of adult migrants rarely receives adequate instruction in terms of both hours of tuition and targeted teaching approaches, while very often they are required to pass a compulsory written test (Council of Europe, 2022).

 Considering the specific needs of our informants and the one of many adult migrants residing in the four partner countries of the ALL-IN project, descriptors, language activities, resources for teaching literacy and second language illustrated in the LASLLIAM report are good starting point to provide practical support for the effective implementation of policy and to encourage good practice and high quality in the provision of language courses. For further information, we invite readers to directly consult the LASLLIAM report. Here we limit ourselves to proposing a *Goal-Oriented Co-Operation* descriptors taken from the report. "Goal-Oriented Co-Operation focuses on task-based activities where learner and interlocutor are required to collaborate in order to achieve a shared aim. Therefore, the descriptors refer both to formal and informal contexts. Key concepts operationalised in the scale include the following: ease of listening and speaking: as outlined in the sections on oral reception and production; complexity of the instruction: from acting on basic instructions mostly with body language to acting on more complex instructions (e.g. involving times, locations and numbers) degree of engagement and role in the interaction: from responding to a proposal and later on asking and giving permission" (Council of Europe, 2022: 71).

Table 25 - Goal-Oriented Co-Operation

		Personal	Public	Occupational	Educational
4	Can ask for and give permission with simple sentences	e.g. during a video call with a friend	e.g. in a public office ("Good morning, can I come in, please?	e.g. with a costumer	e.g. referring to an activity ("Can I stop now?")
	Can act on basic instructions that involve times, locations, numbers, etc.	e.g. involved in the homework of their children	e.g. giving directions within a building ("Go to the hall there, then turn left")	e.g. sharing place and time of a work commitment	e.g. co-operating in carrying out a task like a language game
	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions	e.g. answering a friend	e.g. helping a passer-by ("Where is the hospital?")	e.g. about changing a shift	e.g. engaged in a simple scenario-based activity
3	Can ask for and give permission with short simple sentences ("Can I?"	e.g. to a neighbour ("Please, come in")	e.g. at the immigration desk	e.g. for a break to a colleague during a shared job task	e.g. going to the toilet during the lesson
	Can interact in a familiar context by using short, simple sentences and phrases with frequent words	e.g. dictating a message into an answering machine ("I call later")	e.g. following directions on the street ("Straight on and turn right")	e.g. describing a problem in a team meeting ("It doesn't work)	e.g. in a group work within the learning environment
2	Can act on simple instructions with familiar words, accompanied by body languages (e.g. "On left")	e.g. where to find the light switch for the apartment building staircase	e.g. in a simple procedure to validate a ticket in the bus ("Place here")	e.g. naming the object involved in a problem for a job task ("Broken door")	e.g. highlighting a missing comprehension ("Don't understand")
1	Can give permission with Yes/No answers	e.g. to a friend (Can I? "yes")	e.g. in a queue at the ticket office	e.g. to a colleague	e.g. in a simple role-play with the teacher
	Can act on basic instructions mostly with body language, accompanied by a single word or phrase (e.g. "Help")	e.g. with a neighbour	e.g. in order to get off the bus ("Sorry")	e.g. asking for help in a job situation	e.g. indicating they have understood an exercise ("ok")
	Can respond to a proposal with Yes/No answer	e.g. refusing a drink ("No")	e.g. accepting an appointment	e.g. accepting lunch with a colleague ("Yes")	e.g. accepting a task distribution in a peer activity ("Fine")

Fuente: Literacy and second language learning for the linguistic integration of adult migrants (CoE, 2022:71)

By combining LASLLIAM descriptors with the linguistic needs of our informants, table 9 makes some didactic proposals suitable for adult migrants. The proposals that emerge through these guidelines will be the starting point of IO2 of the ALL-IN project.

Table 26 - Linguistic needs of adults experiencing migration in various social contexts: some didactic proposals

Domains	Articulations of needs	Type of text	Communicative acts	Language activities
Reception and regularisation	Find an immigrant reception office	Face-to-face speaking ...	Ask Thank	Teaching units on greetings, services offered, and on the languages and cultures of the host country ...
	Deliver the documentation for the permit of stay	Face-to-face speaking Forms ...	Ask for explanations Read technical-specialist texts Write technical-specialist texts Filling out forms Explain Argue	
Employment	Find a job	Job announcements Face-to-face speaking Talking on the phone Video Call speaking Forms Curriculum vitae Formal letter ...	Read job announcements Ask for information Understand short texts Read technical-specialist texts Write technical-specialist texts Filling out forms Explain Argue Draw up a curriculum vitae Have a job interview Have a telephone/ conference call job interview Submit a job application Understand an employment contract	Teaching units on interpersonal relationships and for the development of work-related vocabulary; short courses for the development of specialist language skills ...
Housing	Finding accommodation	Face-to-face speaking Announcements Talking on the phone Video Call speaking Lease Formal letter Forms ...	Ask for explanation Explain Describe Argue To present oneself Have a telephone/ conference call interview Write and send a formal letter Write and send a formal email Understand a lease	Teaching units for understanding announcements and acquiring specialised vocabulary ...

Domains	Articulations of needs	Type of text	Communicative acts	Language activities
Housing	Manage a house	Bill Fine Formal letter Instructions for the use of household appliances	Report faults Understand bureaucratic speech Make a complaint Make an appeal Have a telephone/ conference call interview Write and send a formal letter Write and send a formal email Read technical-specialist texts Write technical-specialist texts	Teaching unit on lexical activities: management of the house, food and shopping ...
Health and welfare	Locate the health services in the territory	City plan Information brochures Websites and applications Face-to-face speaking Talking on the phone Video Call speaking Forms Hospital signage Prescription	Ask for explanations Ask for help Describe a pain Argue Understand medical language Have a medical consultation on the phone (by phone or conference call) Buy medicine	Health teaching unit focused on functioning of health services, prevention, doctor-patient interaction ...
Socialisation and free time	Expand your interpersonal relationships	Invite Listen Write Discuss Joke Manage non-verbal codes Tell jokes Send messages, Convince ...	Moments of aggregation through inter-ethnic festivals, film festivals, sports activities, intercultural workshops, religious ceremonies ...	Role play Total physical response Activities with the use of cinema, music Outdoor learning activities

9. Approaches teaching/ learning a language

Based on the linguistic needs of informants and considering the challenges and peculiarities of the 4 countries involved in the project, we propose five innovative teaching approaches (Total Physical Response, Communicative approach, Task-based Language Teaching, Computer-assisted learning Content and Language Integrated Learning).

9.1 Total Physical Response[11]

9.1.1. BASIC PRINCIPLES

The Total Physical Response (TPR) is a language learning method that makes use of body movements with the acquisition of the new language. The focus shifts from producing the language to associating the language with words and actions and cementing the relationship between the two. TPR was first developed by American psychologist James Asher (Asher 1966, 1969; Byram, 2000). Using the TPR method, the teacher explains to the classroom using their body and objects, then he/she interacts with the students and then asks the students to interact with each other using the same objects, making movements or actions requested.

9.1.2. ADVANTAGES

According to James Asher (1969), TPR approach produces a highly significant acceleration in comprehension. This method naturally supposes the development of recreational activities, made fundamental by its global and holistic nature (Freddi 1990). Ekwall and Shaker (cited in Caon 2017: 10) argue in this regard that «people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50 % of what they hear and together see, 70% of what they say and 90% of what they say and do». This approach is based on the Krashen (1982)'s so-called Forgetting principle, which allows the learner to learn while having fun and forgetting that they are studying in another language. Freddi (1990: 24), for his part, illustrates the role of sensory channels in linguistic education activities, arguing that: «when teaching becomes bi-sensorial – as with audiovisual – or even, if possible, multisensory thanks to the manipulation-exploration of objects and things, the learning experience becomes completer and more productive». TPR activities mainly focus on vocabulary, imperatives, instructions and storytelling.

9.1.3. CHALLENGES

The Total Physical Response approach has been used within the *Multisport Project. Immigration and Italian sport: a multicultural perspective for integration*, activated at the University for Foreigners of Siena (Siebetcheu, 2016, 2020a, 2020b, 2020c). This Teaching method has been proposed on the basis of the needs of Asylum seekers living in Siena, very motivated to play football but not motivated at all to learn Italian language, often because most of them were illiterates.

9.1.4. DESIGN OF ACTIVITIES USING THIS APPROACH

As Siebetcheu (2020a: 32-33) described in his work *From Sociolinguistics to Language Teaching in Football,* we illustrate the description of a language game developed during activities on the pitch. The purpose of all activities proposed by Siebetcheu (2020) on the pitch is to develop both the four language skills and the technical-football skills so that the players could learn language without giving up their passion for football. Here, we illustrate the activity entitled *Le parole in gioco* ['The words at stake']. The goal of this language game is to compose words related to a specific lexical field. For example, in this game the players could work on the parts of the body. The language objectives of the game are the development of oral reception and written production. With reference to the technical objectives, conditional motor capacities such as speed of movements are developed.

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11. This approach has been implementated by Raymond Siebetcheu (University for Foreigners of Siena)

We briefly illustrate the description of the game: teams of three or four players are made up. Several balls are positioned at a certain (variable) distance from the players. On each ball there is a letter of the alphabet. Players must compose the word indicated by the coach as quickly as possible. At the signal of the latter, the team concur by reflecting on how to spell the word and then send turns to a player, who can take only one ball, that is, a letter, to compose the requested word. Like any game, there are several variations. For example, the balls can be taken with the hands or controlled with the feet up to the point where the team is positioned. The playful dynamics of this game is based on competition. The team that correctly writes the required words in the shortest possible time wins. However, within this competition, the weaknesses of some are complemented by the strengths of the others.

9.1.5. SOME CONCLUSIONS

Our experimentation shows that teaching Italian through football and using the Total Physical Response approach implies two fundamental characteristics: the spaces where language teaching communication takes place (classroom, stadium, multimedia tools) and the areas to which didactic communication refers (language and motor activities). The idea is also to use language teaching. Using football is an asset to give the opportunity to pupils and students to learn languages while having fun. About this, a case of good practice is certainly that of the Arsenal team. Through its Arsenal Double Club project, which for more than fifteen years since its establishment has already encouraged thousands of students and hundreds of schools to learn a number of languages. Through this project, Arsenal Double Club uses football as a way to motivate primary and secondary school pupils to learn French, German, Spanish, Italian and Portuguese. If the European rewarding challenge document (European Commission 2008) launched twelve years ago to encourage European citizens to know at least three languages is still far from being achieved, using football and other favourite sports can be a tool to increase the degree of plurilingualism in Europe.

9.2. COMMUNICATIVE APPROACH[2]

9.2.1. BASIC PRINCIPLES

The Communicative Approach aims at language ability, focusing on language use within various contexts (Omaggio-Hadley, 2001), passing through different degrees of accuracy. In this sense, the proficiency-based movement focused on measuring what learners can do in functional terms. The Communicative Approach is based on the theory that the primary function of language use is communication and that language is best learned through communicating (Celce-Murcia, 2001).

9.2.2. ADVANTAGES

The primary goal is for learners to develop communicative competence (Hymes, 1971) or communicative ability. In other words, its purpose is to use real-life situations that necessitate communication.
CA looks at a wide range of abilities (Canale & Swain, 1980):
- the knowledge of grammar and vocabulary (linguistic competence);
- the ability to say the appropriate thing in a specific social situation (sociolinguistic competence);
- the ability to start, enter, contribute to, and end a conversation, and the ability to do this consistently and coherently (discourse competence);
- the ability to communicate effectively, avoiding communication breakdowns (strategic competence).

Wesche and Skehan describe some principles which turn around the CA:
- Activities require frequent interaction among learners or interlocutors to exchange information and solve problems.
- Use authentic (non-pedagogical) texts and communication activities linked to "real-world" contexts, often emphasising links across written and spoken modes and channels.
- Approaches that are learner-centred take into account learners' backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

12. This approach has been implemented by Guaranì

9.2.4. DESIGN OF ACTIVITIES USING THIS APPROACH

These previous challenges can be met by employing numerous input strategies or by what Doughty and Long (2003) refer to as elaborating input.
Such strategies include:
- confirmation checks
- comprehension checks
- teacher's accessibility to students' questions
- providing non-linguistic input through body language (e.g., modelling, gestures, visuals)
- modified language use through
  - repetition
  - slower speech rate
  - enhanced enunciation
  - simplifying language (e.g., high-frequency vocabulary, less slang, fewer idioms, shorter sentences)
  - use of cognates
  - limited use of TL.

9.2.5. SOME CONCLUSIONS

In conclusion, CA and its methodological principles facilitate the language learning process. The communicative approach furthermore takes a pragmatic or performance-based approach to learning. Its goal is to promote real-life language skills by engaging the learner in contextualised, meaningful, and communicative-oriented learning tasks.
Its open-ended or principle-based approach allows for a great deal of flexibility, which makes it adaptable to many individual programmatic and learner needs and goals. It recognizes various factors – learner ability and motivation, teacher effectiveness and methodology – that contribute to success in foreign language learning. Last, it leaves the door open to redefine and adapt new teaching practices as research findings evolve in the future.

■ 9.3. TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH[13]

9.3.1. BASIC PRINCIPLES

In the past thirty years the Task-based Learning and Teaching approach (TBLT) has gained growing attention by scholars and teachers especially in the aftermath of Long (1985) and Prabhu (1987) seminal works. The theorisation of Task-based Learning and Teaching approach emerged as a critique of approaches focusing on form and grammar, in which the role of the teacher is prominent, considered as the bearer of linguistic rightness and the material employed during the lessons is very often inauthentic and out of touch with real life (Van den Branden, 2006, p. 1). In this scenario, TBLT aimed at bringing back to the centre of the language acquisition process the use, the communicative aspect of learning and the centrality of learners' "agency "in this process. TBLT is proposed as a counterbalance to more traditional teaching methods in which the structure of presentation, practice, production (PPP) prevails. The task subverts the traditional structuring of didactic units and, in general, of didactic intervention, where often contextualisation is basically a 'pretext' for presenting and practising a grammatical structure (Cortés Velásquez & Nuzzo, 2018, p. 17). At the heart of the TBLT method is the notion of "task" whose definition varies depending on which aspect is emphasised. Definitions are numerous but for the sake of textual economy, we refer to a "task" as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language" (Van den Branden, 2006, p. 4)
Despite the vast array of definitions, the basic principles of TBLT can be subsumed into some common characteristics:
- Emphasis is placed on "meaning", more generally on communicative effectiveness rather than formal accuracy.
- Of primary importance is the concept of "outcome", which is also referred to by the Council of Europe: a task aims to achieve a particular non-linguistic purpose e.g., buying a ticket, organising a party, playing a game, etc (Biriello, Odelli, & Vilagrasa, 2017, p. 205).
- Language serves as a vehicle to achieve the outcome proposed by the task, but it is not the purpose itself.
- To complete the task, learners are called upon to use their own resources, whether linguistic or extralinguistic, as individuals and as a group (Caon & Meneghetti, 2017, p. 22).

13. This approach has been implemented by COSPE

■ The class is understood as a social context in which real world activities are completed and, in this sense, the reference to extra-class life is central.

9.3.2. ADVANTAGES

In light of the characteristics of TBLT approach mentioned above, here are listed some advantages aspects of this method:

■ Being the "meaning" its primary focus, TBLT has a greater efficiency in acquiring implicit knowledge (Borro, 2018, p. 39).

■ TBLT allows to balance the acquisition of implicit knowledge with interventions on form (in order to develop the noticing ability) (Borro, 2018, p. 30).

■ TBLT has great results in the motivational phase since it focuses on real-world activities that interest and stimulate the students (Biriello, Odelli, & Vilagrasa, 2017, p. 201).

■ Thanks to the primary importance of authentic materials and content, TBLT approach succeeds in creating a "bridge" between the classroom context and real life (Biriello, Odelli, & Vilagrasa, 2017, p. 201).

■ TBLT has also positive effects regarding the syllabuses: it does not "chop up language into small pieces, but take holistic, functional and communicative 'tasks', rather than any specific linguistic item, as the basic unit for the design of educational activity" (Van den Branden, 2006, p. 5).

■ The student is intended as a social actor, with an active role in their process of learning. In this sense, TBLT stimulates autonomy and communicative negotiation among students (Biriello, Odelli, & Vilagrasa, 2017, p. 212).

■ In mixed level classes, TBLT allows the content to be adjusted according to the linguistic and personal proclivities present in the class, favouring the accomplishment of the task by everyone (Caon & Meneghetti, 2017, p. 232).

■ TBLT stimulates problem-solving abilities which activate "divergent thinking" abilities: it allows students to employ different strategies to reach the same goal (Caon & Meneghetti, 2017, p. 232).

9.3.3. CHALLENGES

■ The TBLT approach also presents some challenges:

■ TBLT originated as a top-down approach because it was born in research settings, where studies were conducted on a limited number of students (Van den Branden, 2006, p. 1).

■ There is no evidence that grammatical acquisition occurs better through TBLT, and more studies along these lines should be conducted (Borro, 2018, p. 30).

■ With TBLT there is a risk that the syllabus would seem like a sequence of tasks with no connection. In this sense, the role of the language facilitator is diriment (Biriello, Odelli, & Vilagrasa, 2017, p. 203).

9.3.4. DESIGN OF ACTIVITIES USING THIS APPROACH

Designing a task-based activity entails three different steps that represent the phases of production, analysis and practice (Pona, 2020, p. 6).

First, during the "pre-task" phase the teacher presents the task and the various steps necessary to achieve it, models, words and activities that stimulates prior knowledge of the students; it is also a moment where students can plan how they are going to implement the task and can "donate" words and language structure to each other within the class through motivational activities facilitated by the teacher.

Second, it starts the proper "task phase" where learners are encouraged to implement the task and reach the goal using their individual and collective linguistic knowledge and extra-linguistic resources. This phase is articulated into two distinct moments: initially, contents are introduced through the aid of authentic material aiming at familiarising the students with the linguistic content given by the input; activities related to the input can require not conscious usage of linguistic structures or can be activities focused on form (Biriello, Odelli, & Vilagrasa, 2017, p. 207). Subsequently, learners are free to use their linguistic resources to reach the goal set by the task.

Third, there is the "post-task" phase where review and feedback take place. The review and feedback process are intended as a continuous activity that occurs throughout the implementation of the task.

If a task is anything that we do in daily life, among the activities based on the TBLT approach we can count an infinity of

activities that have, as we have already mentioned, a nonlinguistic purpose. This, in conjunction with the use of authentic materials and content related to real life, is what makes a task differentiate from another activity. Below are some activities for illustrative purposes:

- ■ Making a video tutorial
- ■ Creating a presentation
- ■ Acting a play
- ■ Finding a solution to a problem
- ■ Organising an activity (tennis match, trekking, birthday party, etc.)

9.3.5. SOME CONCLUSIONS

In conclusion, TBLT approach has many positive aspects for those approaching foreign language teaching or learning. The focus on meaning, in conjunction with didactical interventions to stimulate noticing allow learners to acquire implicit linguistic knowledge. In addition, the "free" task structure allows learners to resort to a variety of strategies and spontaneously expand their linguistic knowledge so to put into practice the concept of "learning by doing," central to the pedagogical tradition and fundamental to second language teaching (Cortés Velásquez & Nuzzo, 2018, p. 21).

9.4. COMPUTER-ASSISTED LEARNING (CALL)[14]

9.4.1. BASIC PRINCIPLES

Technologies and digitalization have, for some time now, become an inseparable part of language teaching and learning. Computer-assisted language learning (CALL) is an approach to teaching and learning in which the computer and the computer-based resources are used to present and design learning content, assess language skills acquired, support a paper textbook, search for additional materials and ICT applications for language teaching and learning which usually include a substantial interactive element as well as the use of virtual environment for distance learning. CALL is meant to facilitate the language learning process and help learners to either reinforce what has been learned in the classroom or support for self-study (Polat, 2017).
The potential of computers for language methodology and pedagogy has been widely explored for a long period of time. The history of CALL dates back to the 1960s and implied repetitive language drills and practice. The important innovations in the field of multimedia and the internet in the 2000s shed a new light on pedagogical approaches and strategies in language teaching. Since 2020 web-based instruction has been a focal point of discussions and debates. CALL has grown to include computer-mediated communication, virtual learning environments, online blogs, social media, use of apps and virtual textbooks enjoys a noticeable presence in language teaching and learning process (Polat, 2017).
However, the average language teacher has not internalised the advantages of ICT in daily teaching practice and still makes limited use of new educational technologies and interactive content to support and enrich language teaching and learning

9.4.2. ADVANTAGES

Many research findings indicate several benefits of CALL for both language teachers and learners. Technology supports creating a more effective and dynamic language teaching and learning environment. The various available resources and educational games enable teachers to use a much wider range of language teaching methods and make language classes more interesting. Moreover, multimedia content supports teachers to apply several methods of internal differentiation and promote equal learning opportunities for learners with different educational backgrounds. CALL allows teachers to connect the classroom with the larger real world and turn the theories into practical experiences (Sanako, n.d.).
Research has also shown that the use of ICT can make language teaching and learning more dynamic, innovative, interactive and learner-centred (Ozturk, 2013). It can substantially motivate learners ' language acquisition and practice. It can enhance the learning experience by making learning content more varied and interactive. Technology supports flexible and autonomous learning. Moreover, the variety of multimedia components and learning tools in language classes

14. This approach has been implemented by VHS

increases the learner's opportunity for authentic interaction with native speakers and other language learners outside the classroom and supports the exposure to the target culture. Additionally, the use of CALL in language classes is generally reported to improve self-concept skills and critical thinking (Sanako, n.d.).

9.4.3. CHALLENGES

Most of the challenges that appear in research papers on CALL have on one hand to do with the availability of technological resources and Internet connection. On the other hand, technology represents a new challenge in the language teaching context, as it requires different pedagogical skills compared to those used in traditional classrooms, it may affect teachers' choice of teaching and learning styles. According to Watson:

"Teachers may face a conflict of teaching and learning styles. Older teachers generally teach face to face and proceed in a logical or step-by-step basis. In contrast, younger students tend to jump around from one idea or thought to another and expect sensory-laden environments as a matter of course. They also want instant results and frequent rewards, whereas many teachers regard learning as slower and serious and consider that students should just keep quiet and listen" (Watson, 2010, p.15)

Due to the rapid technological developments, it has become necessary that teachers update their pedagogical skills and get training for technology integration in their teaching practice. Reluctance on part of teachers can come from lack of understanding, confidence, and even fear of technology. However, when they are provided with good CALL-based classroom practice, many teachers adopt methodological approaches to their own teaching (Elt World Wiki, n.d.)

The European Profile of Digitally Competent Language Teacher in Adult Education IDEAL describes digital competences of language teachers applied to professional purposes. The development of the competence profile is based on several European reference frameworks, such as European Framework for Digital Competence of Educators (DigCompEdu, 2017), European Qualification Framework (EQF, 2017), Common European Framework of Reference for Languages. Companion Volume with new descriptors (CEFR, 2018) (Integrating Digital Education in Adult Language Teaching, 2019).

9.4.4. DESIGN OF ACTIVITIES OF THIS APPROACH

Technology and the Internet offer language teachers and learners with a number of opportunities to design and include a variety of materials and web-based tools into language learning settings, which cannot be done with the textbook or other types of materials. These includes:

- Communicative activities, like interactive simulations using graphic programs, video karaoke, oral presentations, describing a sequence of events depicted in visuals, expressing an opinion using online surveys or questionnaires, action mazes, games
- Grammar practice, like gap-filling exercises, multiple choice, reordering exercises
- Vocabulary learning and practice, like crossword, wordspin, design of flashcards, alphabetical jumble, scrabble, quiz, total-cloze
- Writing practice, programs for collaborative writing and concept mediation, writing-word-processing (spelling) (Benavides, 1999).

There are a wide variety of tools and softwares for designing different types of activities for almost every language and linguistic aspect. IDEAL-platform offers a collection of digital tools with text and video tutorials for creating and modifying digital teaching materials (Integrating Digital Education in Adult Language Teaching, 2019).

9.4.5. SOME CONCLUSIONS

The CALL-based approach has a long history, however, the new technological advancements in the last two decades gave way ahead to more progress in language teaching. Technology has made modifications in the teaching patterns and a paradigm shift in teachers' and learners' roles.

The effectiveness of CALL in planning and designing content instruction and promoting language acquisition was pointed out in multiple research papers. In order to achieve meaningful results scientists and professionals in the language teaching field recommend promoting the development of the necessary set of skills for coping effectively in challenging new learning environments.

9.5. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)[15]

9.5.1 BASIC PRINCIPLES

CLIL is the acronym for Content and Language Integrated Learning. It is a learning approach: students study a subject (literature, history, science) while using another language, such as English, at the same time, gaining relevant vocabulary and foreign language skills. One subject integrates into the other. CLIL involves a threefold language role: language of learning, language for learning, language through learning (Coyle, 2007). CLIL supports the integration of a foreign language with one or more school subjects, raising learning efficiency and effectiveness, increasing quality of understanding and mastery of the language studied.

9.5.2. ADVANTAGES

CLIL
- Augments interest and motivation: from a monotonous, boring, and even frustrating frontal language teaching style, the daily lesson can turn into a most interesting way to learn a foreign language so as to study substantive material.
- Contributes to bilingualism and improves intercultural communication.
- Develops a positive capability towards language-learning and students' multilingual interests or attitudes.
- Helps learners to build confidence in their abilities, while boosting their academic skills.
- Enhances both content and L2 revision and deeper learning.
- Improves social and critical thinking skills.
- Helps students to develop a stronger and more flexible mind.
- Increases not only exposure to L2 but also rich language and knowledge input.
- Promotes the expansion of key language abilities by compelling their appliance in a meaningful context.

9.5.3. CHALLENGES

- CLIL does not rely on simplifying content to reteach knowledge already owned in a new language.
- Learning content terminology in a foreign language can be difficult, therefore the teacher must dedicate a certain amount of time to the acquisition of key vocabulary choosing suitable content may be difficult. Furthermore, there is a limited range of resources, while selecting suitable content.
- CLIL is important, in case foreign language is taught separately, otherwise learners can be inaccurate.
- CLIL demands dedication both from teacher and students because their preparation is time-consuming.
- Many teachers do not have the required language level to teach content, as language teachers do not own enough content knowledge to deal with CLIL in their teaching. Nowadays many students possess a better foreign language level as their teachers.
- National policy does not support CLIL for either school or teaching stuff.
- Not all students are motivated to learn a second language or being taught in a language other than their mother tongue.
- Teachers focusing on CLIL approach should be specially trained, so that any complexity in the content does not lead to L1 use.

DESIGN OF ACTIVITIES USING THIS APPROACH

Examples of typical tasks / assignments in language teaching context:
- https://rpltl.eap.gr/images/2017/08-02-009-Griva-Chostelidou.pdf
- https://www.researchgate.net/publication/339842187_CLIL_in_Second_Language_Education_A_Pilot_Project_with_Immigrant_Students_in_Greece

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15. This approach has been implemented by Angela Metallinou, German teacher of the Arsakeia schools of Athens, MEd, ICT trainer of foreign language teachers, Inter Orthodox Centre of the Church of Greece.

9..5.4. CONCLUSION

CLIL has a beneficial impact on students' content-knowledge acquisition. Appropriate training should be provided to teachers (especially new ones) so they may be competent in teaching through the CLIL approach. Curriculum designers should consider the great value of this kind of teaching and produce reliable learning material. The application of CLILL programs in L2 teaching must not be a trend, but a must for the improvement of educator's qualifications and students' learning skills.

■ 9.6. COOPERATIVE APPROACH: BASIC PRINCIPLES [16]

9.6.1. BASIC PRINCIPLES

Cooperative learning is often described as a way of "structuring positive interdependence" (Prasetyo, 2012). As an educational approach, it consists of dividing the class into different groups to cooperate in carrying out a specific task. In this sense, of course, this approach encourages cooperation over individuality. In this way, a transfer of skills arises between group members and each individual benefits from new skills depending on the nature of the task to carry out. The basic principle of cooperative learning is that everyone succeeds when the group succeeds.

9.6.2. ADVANTAGES

According to McGroarty (1989), there are six main benefits in using the cooperative approach in L2-teaching. Of all these benefits, two will be linguistic, two curricular and two social.

- Increased frequency and variety of second language practice through different types of interaction.
- Possibility for development or use of the first language in ways that support cognitive development and increased second language skills
- Opportunities to integrate language with content instruction
- Inclusion of a greater variety of curricular materials to stimulate language use as well as concept learning
- Freedom for language teachers to master new professional skills, particularly those emphasising communication
- Opportunities for students to act as resources for each other and, thus, assume a more active role in learning.

9.6.3. CHALLENGES

Although the use of this approach in second language learning has several benefits (as we have seen in the previous point), some limitations or challenges have also been detected when trying to implement it.
According to Sharan (2010), cooperative learning is constantly changing and, because of this, it could happen that teachers may have gotten confused and with a lack of understanding of the method itself. On the other hand, we are talking about a very dynamic learning method, so it means that it can't be used in many situations.
In addition to the aforementioned, we can highlight the following challenges:

- Group hate: it is defined as "a feeling of dread that arises when facing the possibility of having to work in a group" (Sorensen, 1981). Because of the suffering of their individual performance, the whole group suffers too.
- Loafing: it is defined as "students who don't take responsibility for their own role, even if it is the smallest role in the group" (Isaac, 2012). It happens when students believe that the work won't be shared equally amongst all members of the group.
- Assessment of groups: it happens when students positively think that they will evaluate them the same way. This leads to inaccuracy in group assessments.

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16. This approach has been implemented by Per Esempio

9.6.4. DESIGN OF ACTIVITIES USING THIS APPROACH

Examples of typical tasks / assignments in language teaching context. As it is described by Bedregal-Alpaca et al. (2020), "activities, which are carried out in groups or teams, are cooperative when a number of conditions occur, known as elements of cooperative learning":

- Heterogeneous groupings.
- Positive interdependence.
- Individual and group responsibility.
- Equal opportunities for success.
- Promoter interaction.
- Cognitive processing of information.
- Use of cooperative skills.
- Individual and group evaluation.

These authors also explain that to design correctly a cooperative learning activity, we must include at least three aspects, such as:

- A kind of interdependence amongst the moments of the group to achieve the objective (positive interdependence)
- Make sure that everyone can participate (fair participation)
- Being able to check if members did the work entrusted (individual responsibility)

9.6.5. SOME CONCLUSIONS

In conclusion, this method of teaching and learning has great advantages for adult migrant second language learners (the target group of our ALL IN project). Through this method, the aim is to encourage cooperation rather than competitiveness through group work.

However, in order to be successful in teaching second languages through this method, a number of existing threats have to be taken into account and addressed from the very beginning. For example, specifying that tasks should be shared equally among all group members could have a positive impact on dampening group hate. That is just one example. Obviously, the teacher should take all the threats into account and mitigate them as much as possible. If they succeed, they will be sure to be teaching through a method that has been widely demonstrated to be effective.

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Appendix

Appendix 1 Questionnaire addressed to adults experiencing migration
Appendix 2 Questionnaire addressed to language teachers and linguistic-cultural mediators

IO1 QUESTIONNAIRE: TEACHERS-MEDIATORS-ADMINISTRATIVE OFFICERS

Entity conducting the interview

1.　Partner

Seleziona tutte le voci applicabili.

- [ ] Asociación Guaraní
- [ ] Cospe
- [ ] Interorthodox Centre of the Church of Greece
- [ ] Per Esempio
- [ ] Volkshochschule im Landkreis Cham e. V.

Personal profile

2.　Nationality

_____

3.　Educational qualification

_____

4.　Organisation / Institution

_____

5. Profession / Position

Seleziona tutte le voci applicabili.

☐ Teacher
☐ Linguistic and cultural mediator
☐ Lawyer
☐ Administrative officer
☐ School director
☐ Altro: _____

6. City of residence

_____

Language profile

Oral and written communication competences

7. Native language(s)

_____

8. Working language(s) (if the informant is a teacher, what language(s) does he/she teach)

_____

9. Other languages known

_____

Language and migration policy

10.   Migration policy (state-of-the-art on legal requirements in the context of immigration and current immigration programs – evidence based)

_____

_____

_____

_____

_____

11.   Perception of the integration policy and the attitudes of the society

_____

_____

_____

_____

_____

12.   Welcoming Immigration system

Seleziona tutte le voci applicabili.

☐ Immigration as structural phenomenon
☐ Immigration as emergency phenomenon
☐ Immigration as occasional phenomenon
☐ Altro: _____

13.   Migration trend

Seleziona tutte le voci applicabili.

☐ Growth
☐ Constance
☐ Decline

14.   Immigration data (number of immigrant in the country, main nationalities, immigrant general profile, etc.)

_____

_____

_____

_____

_____

15.   Language policy for integration: language test for citizenship, language teaching program (compulsory or not), immigrant languages at school (used or not used)

_____

_____

_____

_____

_____

16.   Language teaching and learning

Seleziona tutte le voci applicabili.

☐ Classroom language activities

☐ Outdoor language activities

☐ Formal learning (follows a syllabus and is intentional)

☐ Informal learning (activities that are not undertaken with a learning purpose in mind)

☐ Public institution (school, university, etc)

☐ Private institution (school, university, NGO, association, etc)

☐ Traditional methods (only textbook, learn through memorization techniques, etc)

☐ Modern methods (student-based of teaching, use of technology, etc)

☐ Altro: _____

17. Language activities contextualised within domains (Choose domains and indicate text typologies)

Seleziona tutte le voci applicabili.

☐ Public domain (business and administrative bodies, public services, media, etc.)
☐ Personal domain (family relations and individual social practices)
☐ Occupational domain (person's activities and relations in the exercise of his occupation)
☐ Educational domain (learning/training context to acquire specific knowledge or skills)

Language awareness and motivation

18. Language activities proposed to stimulate language awareness and motivation

_____

19. What the official language and dialects of the host country represent to adult migrants?

_____

20. Main difficulties encountered by immigrants in learning the official language of the host country

_____

21. Main difficulties encountered by teachers in teaching the official language to immigrants

_____

22. Use of other languages and strategies (dancing, singing, drawing, painting, sport, theater, social network, television, cinema etc) to teach the language? If yes, which one and why?

_____

23.   Main language and cultural barriers in the host country

_____

_____

_____

_____

_____

24.   Strategies of linguistic and cultural mediation to solve problems

_____

Questi contenuti non sono creati né avallati da Google.

Google Moduli

IO1 QUESTIONNAIRE: ADULT MIGRANTS

Entity conducting the interview

1. Specify the partner

    Seleziona tutte le voci applicabili.

    ☐ Asociación Guaraní
    ☐ Cospe
    ☐ Interorthodox Centre of the Church of Greece
    ☐ Per Esempio
    ☐ Volkshochschule im Landkreis Cham e. V.

Personal profile of the informant

2. Nationality, age and gender

    _____

3. Marital status (if applicable number of children)

    _____

4. Educational qualification (or number of school years)

    _____

Language profile

Oral and written comunication competences

5. Native languages

    _____

6.   Languages of education (country of origin)

_____

7.   Official languages (country of origin)

_____

8.   Other languages and dialects (country of origin)

_____

9.   Other languages (learned during the migratory experience)

_____

Migratory experience

10.   Previous migration countries (city of residence, length of stay, profession)

_____

_____

_____

_____

_____

11.   Immigration project

Seleziona tutte le voci applicabili.

☐ Stay in the host country
☐ Stay in the host country and move later to another country
☐ Stay in the host country and return later to the country of origin
☐ Altro: _____

12.   Migration motives

Seleziona tutte le voci applicabili.

☐ Study
☐ Work
☐ Family reunion
☐ Altro: _____

13.   Dream to be realized and expectations

_____

14.   First thing that comes in mind when thinking about the host country

_____
_____
_____
_____
_____

15.   Perception with respect to the host country and its citizens

_____

Linguistic and cultural needs

16.   Do you like the language of your host country?

_____

17.   Why do you need the language of your host country?

_____

_____

_____

_____

_____

18.   Where and how did you learn or are you learning the language? (formal or
       informal learning, public or private school, immigrant associations, NGO, etc)

_____

_____

_____

_____

_____

19.   Are you satisfied with the way they teach you the language? Justify the answer

_____

_____

_____

_____

_____

20.   How would you like to learn the new language

       Seleziona tutte le voci applicabili.

       ☐ Self-study
       ☐ Classroom
       ☐ Music
       ☐ Sport
       ☐ Theater
       ☐ Social network
       ☐ ICT
       ☐ Altro: _____

21. What do you want to learn during language courses?

_____

_____

_____

_____

_____

22. Languages for informal socialization. Specify the language (host country, country of origin, etc) and the social contexts attended.

_____

_____

_____

_____

_____

23. Favorite cultural elements of the host country

Seleziona tutte le voci applicabili.

☐ Language
☐ Music
☐ Fashion
☐ Food
☐ Design
☐ Altro: _____

24. Cultural elements of the country of origin that you can't stand

Seleziona tutte le voci applicabili.

☐ Language
☐ Music
☐ Sport
☐ Fashion
☐ Design
☐ Altro: _____

25. First word learned in the language of the host country

_____

26. Main difficulties encountered in learning the new language

_____

27. Writing and reading competences (specify the languages): number of books read a year, types of books; written production (books, blogs, social network, etc)

_____

28. Use of other languages to interact in the society

Seleziona tutte le voci applicabili.

☐ Dancing
☐ Drawing
☐ Singing
☐ Painting
☐ Doing Sport
☐ Altro: _____

29. Use of Mass media (TV, Radio, Internet, Social network): which one, how often and in which languages?

_____
_____
_____
_____
_____

30. Use of language for different purposes in public, private, commercial spaces or offices

Seleziona tutte le voci applicabili.

- [ ] City hall
- [ ] Post office
- [ ] Bank
- [ ] Hospital
- [ ] Market and Supermarket
- [ ] Employment office
- [ ] Administrative offices
- [ ] Altro: _____

31. Main language and cultural barriers in the host country

_____

32. How has the host country dealt with situations in which you have encountered barriers? Are you satisfied? If not, what would you have done differently to handle the situation?

_____

_____

_____

_____

_____